

CONTOOCCOOK 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/j/81984299098?pwd=NFcrQ2R0eFpRK0lFYkRCRXdlRTJoZz09>

### Agenda

**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

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

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

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

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

**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

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**6:15 Presentation by School Counseling Group**

- Share a draft statement on educational equity.
- 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

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

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

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

**EDUCATION COMMITTEE**

**Monday, April 19, 2021**

**5:30 PM**

**Virtual Location:**

Topic: Education Committee Time: Apr 19, 2021 05:30 PM Eastern Time (US and Canada)
Join Zoom Meeting <a href="https://us02web.zoom.us/j/81298806706?pwd=MDgxT25PVEpnaGs3R28yZXhwK0pqQT09">https://us02web.zoom.us/j/81298806706?pwd=MDgxT25PVEpnaGs3R28yZXhwK0pqQT09</a>
Meeting ID: 812 9880 6706 Passcode: 44dEbc One tap mobile +19292056099,,81298806706#,,,,*459302# US (New York)
Dial by your location +1 929 205 6099 US (New York) Meeting ID: 812 9880 6706 Passcode: 459302 Find your local number: <a href="https://us02web.zoom.us/u/kclh3ulsfg">https://us02web.zoom.us/u/kclh3ulsfg</a>

**Minutes**

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

**Present:** Keira Christian, Richard Dunning, Stephen Ullman, Jerry Wilson, Kevin Pobst, Janine Lesser, Dr. Ann Forrest

**5:30 Elect Education Committee Chair**

Janine Lesser nominated Dick Dunning as Chair of the Education Committee. Dick Dunning did not accept the nomination.

Jerry Wilson nominated Stephen Ullman. Janine second.

Stephen said he would accept provided Ann Forrest would work alongside him.

**5:35 Approval of [February 15, 2021 Meeting Minutes](#)**

**Dick Dunning moved to approve the minutes of February 15, 2021. Jerry Wilson second. Keira Christian abstained. All others in favor. Motion carried.**

**5:40 Disaggregated Data on Student Performance**

Dr. Ann Forrest reported that curriculum renewal previously planned for this agenda has been pushed back. Disaggregated Performance Data was scheduled in its place.

Dr. Forrest said that students with IEP's were not showing up. This information is in draft form and needs to be double checked. Feedback from this committee tonight will be valuable.

NWEA results for ELA and Math were reviewed. State testing has changed multiple times. Aimsweb goes through the elementary level. The board asked to look at results in cohorts or classes. First grade results were compared to second grade for those students who participated at the 50<sup>th</sup> percentile or above. Results were looked at for those students who qualified for free and reduced lunch. Additionally, students who have an IEP were compared for the 50<sup>th</sup> percentile in grade one compared to grade two. There could be changes in students that may or may not be contributing to differences.

Is it normal for the progress in math to be above language arts?

Dick Dunning said that looking at one year's results is not the best indicator.

Jerry Wilson said that it is unusual to see a drop in reading if it is the same group of students who are up in math.

Keira Christian said that struggling readers likely are not reading for fun. We have been remote so it is not surprising to see a drop like this.

Stephen Ullman said that the indicator for reading and math was decided at 50%. The demography of this region does not change drastically. We have the expected patterns here; students with intellectual disabilities perform less than all students. Is there any way to tease out statistical significance? Ann Forrest said that it depends on which data set.

Ann Forrest further said that we have to really dig in to look at changes in that way. When looking at reading and talking about learning loss or learning recovery, we are talking about those students who went into the pandemic and were already struggling.

Kevin Pobst said that the trouble we are in is that we need some data to identify learning loss and recovery. Even if the data is chancy, we have to make the most out of this data and place a reasonable hypothesis on it to diagnose learning loss. It is peculiar to see the loss in reading and not in math.

Ann Forrest said that students are taking this test at the beginning of the year. It is a group that is not independent with reading but can be with math at that age. In this case, there is probably a large part of the group that was comfortable with math and not with reading.

These percentiles are based on nationwide results.

Current grade 3 results were reviewed.

Current grade 4 results were reviewed showing growth from grade 3.

Results of 504 students can sway significantly if sample size is only a few. Less than five students result in not showing data.

Ann Forrest said that significant differences could be seen with those students who qualified for free and reduced lunch when moving from elementary to middle school. Is it that families are not applying for FRL at middle school?

Current grade 5 data were reviewed using the same format of bar graph and table.

Keira Christian shared her interest in seeing the data displayed by town. Dr. Forrest cautioned that some of the class sizes are small that would pose a privacy issue. Dick Dunning added that would not be a fair view. Over time, this problem has existed.

Ann Forrest said that it appears that the bar and table format works best. She will complete the comparisons and double check the data to assure the right numbers are being used.

Ann focused next on projected vs. actual growth. In reading, grades 2-10 took the Reading NWEA which resulted in an average growth of 18.6 with an actual growth of 13. Those grades that made expected growth were noted.

Ann Forrest shared that students with IEP's is an area of concern for her.

Dick Dunning said that when you consider the year, for fifth grade students it is a transition year.

Kevin Pobst asked what fourth grade students are learning in math. Math can be uneven in terms of how it is learned. If what was being learned was tricky, it would make sense.

Ann said that place value, fractions, and word problems with multi-steps is the focus at fourth grade math. She further said that she is pulling it all together to look for patterns and trends.

Averages can be misleading.

Dick Dunning said that he will be interested in the 2022/2023 results to see where the growth goes.

Ann Forrest said that it comes back to schedules and the ability to provide an additional dose of instruction.

Dick Dunning said that when a teacher looks at NWEA data they are not surprised. It does provide them a breakdown of where a student struggled. If every child struggles with one question it might be a curriculum issue and not with the student. Then it can be addressed.

Ann Forrest said that OGAP are strategies that teachers can apply in their day to day instructional lives and give a student feedback. NWEA is a snapshot in time in the fall and spring. Both are helpful, just different. Dick Dunning said that he wants to see a change in math results in this school district.

Ann Forrest said that she can look at NWEA and look at the performance in subcategories that teachers can access.

#### **6:00 Other**

Jerry Wilson reminded the Education Committee that every year this committee does the Edith Bird Bass Essay Contest. Jerry said that he spoke to Heather McKillop about this to make her aware that it is in the works. He suggested Stephen Ullman touch base with Heather as well. Information is on the shared drive.

**Dick Dunning moved to adjourn at 6:30 pm. He shared his appreciation of Ann's work. Jerry Wilson second. Unanimous.**

Respectfully submitted,

Brenda Marschok

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## EQUITY COMMITTEE MEETING

Tuesday, April 27, 2021

5:00 PM

Physical Location: SAU Boardroom

Virtual Location:

Topic: Equity Committee Meeting  
Time: Apr 27, 2021 05:00 PM Eastern Time (US and Canada)

Join Zoom Meeting  
<https://us02web.zoom.us/j/89498045833?pwd=VF14STRyL2VBUGo3bVFKekgzazJjdz09>

Meeting ID: 894 9804 5833  
Passcode: 1hh8Nx  
One tap mobile  
+19292056099,,89498045833#,,,,\*531590# US (New York)

Dial by your location  
+1 929 205 6099 US (New York)  
Meeting ID: 894 9804 5833  
Passcode: 531590  
Find your local number: <https://us02web.zoom.us/u/kKeen9Z7F>

### Minutes

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

**Committee Members Present:** Rich Cahoon, Richard Dunning, Janine Lesser, Liz Swan, Kevin Pobst

**Others Present:** Dr. Ann Forrest, Dr. Kimberly Saunders, Kat Foecking, Lexy Heatley, Anne O'Bryant, Tim Conway, Jerry Wilson

#### 5:30 Approval of [March 23, 2021 Meeting Minutes](#)

Dick Dunning moved to approve the minutes of March 23, 2021. Janine Lesser second. Unanimous.

#### 5:35 Review the focus areas identified at the March 23, 2021 meeting.

- Scheduling and its effect on limiting access to higher level courses and other opportunities

Dr. Ann Forrest reported that Heather McKillop, CVHS Principal, is planning to attend the next Equity Committee meeting and she will share input on scheduling.

- Programmatic differences that still exist between the two middle schools  
Dr. Ann Forrest shared the history of work that has been done in the area of equity.

- District guidance/counseling program and how it functions to inform and widen opportunities not limit: How are we introducing the program of studies and selecting courses? What is the role of teacher recommendations? How are we supporting the transition from 8th to 9th grade?

Dr. Ann Forrest reported that the school counseling program at the high school has brought forward that they will pursue becoming a RAMP (Recognized ASCA Model Program) school. A thorough review of current programming is required. It will be valuable to have this group present on how they are evaluating their program.

A school counseling group has been working on drafting an equity statement that they would like to bring forward for this committee to review.

Ann Forrest suggested combining the next Education Committee with the next Equity Committee. Looking at class size and our class size policy will be reviewed with recommendations coming forward for the high school.

Rich Cahoon said that he encouraged bringing equity initiatives to both committees earlier rather than later. This committee has a history of focusing on a new big initiative and then the committee reverses. Better to look at it early on rather than put a year's work in. There are many things that this committee could do to improve equity issues.

Thoughts on combining the meeting next month? Confirmed.

Ann Forrest confirmed that she will meet to finalize the Education Committee meeting agenda and combining both next month.

## **5:45 Review the equity work that has been done at the middle school level over the last few years**

Work began in November 2017. Middle school staff were pulled together. The process to be consistent and where there is room for flexibility was the focus.

The definition of "Educational Equity" was discussed during these meetings. Groups were formed crossing both schools. Areas of challenge were noted. The history of model school models was researched and shared. It was a foundation day. Themes came out of the day that informed the all-day March professional development day. In March, staff got together in subject groups. They were asked to identify similarities and differences. Later in the day, people were divided and assigned one of the themes that arose out of the November day that needed further inquiry. It was intentional to assure that the groups were balanced with membership from both schools. Groups focused on various areas.

In 2018/2019, groups met periodically throughout the year. At the end of the year, facilitators of the groups presented findings and recommendations to the Education Committee.

Recommendations on the need for administrators to address specific differences that were identified evolved.

In 2019/2020, the focus was moving forward on those recommendations. Administrators did a thorough evaluation of the two school budgets to make sure that both schools were equitably funded and addressing discrepancies.

Opportunities to review a draft statement on what the ConVal middle school model would be as well as the purpose and focus of advisory were provided. In March and April, staff were able to look at work to date and provide feedback. Revisions took place and were reviewed. Competencies were discussed and building a shared understanding on what competency based education is was focused.

In 2020, administrators brought forward the differences in instructional minutes in core subject areas and aligned them across the two middle schools. The next phase was to

further align the “specials” time. Rotating schedules were addressed. Later, an update on the work related to middle school recommendations was provided. The recommendation to take time to research the rotating schedule was decided before making a recommendation. This did not happen as a result of COVID. Entering this year, the two middle schools had the exact same schedule. This year was focused on the reopening plan. The middle school continued work on advisory review among other work.

This leaves administration on the aligning of specials programming and recommendations on advisory and competencies, schedules (supporting time for advisories, PLC’s and intervention) and completing an analysis on school budgets.

Middle school principals were present for questions.

Rich Cahoon said that there is a perception that there is a real imbalance in budgets between the two schools.

Kimberly Saunders said that we look at costs by the number of students. The amount that is dedicated for specific activities based on the number of students is equitable.

Kevin Pobst asked what the remaining differences are between the schools that are significant. In addition, what is SMS or GBS doing that is intended to reduce inequity that may not be something that the other school may need to do to address an equity.

Ann Forrest said that the main difference is around specials. It is around staffing. The two schools have different size populations. GBS is able to do something different than SMS as a result of staffing. Ann cited the example of world language at GBS where staff is available grades 5-8 while at SMS it is available to grade 7 and 8 students.

Anne O’Bryant said that she has to look at specials rotation. If she has one hundred more students, she has to look at who can be best served.

Kevin Pobst asked why administration would not address it to match at both schools.

Rich Cahoon said that because we can cut at the middle schools and cannot cut at the elementary schools, we tend to cut there. Middle schools run leaner.

Dick Dunning said that if you don’t have the staff, you have to minimize opportunities for kids.

Kevin Pobst asked rather than taking a teacher out of Francestown Elementary School who is teaching 9 kids and placing them at SMS would be a hypothetical example. Confirmed.

Kimberly Saunders said that what can be done in a given year with a certain amount of money is the practice. Using trust monies to minimize increases to the budget has been the practice as a result to move our program forward.

Dick Dunning said that the other solution is not to offer it to fifth and sixth graders. Do you keep the full-time teacher or not offer the class?

Dr. Forrest said that when designing curriculum for fifth graders and seventh graders it compounds.

Rich Cahoon noted the imbalance in school populations as a result of Greenfield students originally scheduled to attend GBS and not SMS. The schools otherwise would be balanced in numbers. Rich said that the perspective is that GBS cares about culture and SMS cares about academics.

Liz Swan asked if in the past, there has been consideration for the two middle schools to serve different grades i.e. one school serves grades 5 and 6 and the other 7 and 8. How would that change equity? Would there be resources that could serve each of those age groups?



Dr. Kimberly Saunders said that it could mean a child from Temple was on a bus for lengthy times. Multiple transitions don't necessarily work for some students well, especially for those with less support at home.

Have inequities been observed in the schools that need to be addressed? Dick Dunning said that looking at band and chorus might be looked at for equity purposes. Looking at it and not significantly impacting the schedule is the struggle.

Ann Forrest said that conversations around electives and children who chose them and looking to see if there are barriers in place that keep some children apart from a particular elective. Anne O'Bryant said that if she has 100 more students, industrial arts classes are impacted for safety reasons. The goal would be to have two IAT teachers to cover grades 5-8 to keep class sizes at safety levels of 15.

Rich Cahoon said that because of the certain number of planning blocks that need to be filled with specials drives the need to increase staffing at one school.

Dick Dunning said that two planning blocks every day makes it difficult to schedule. A successful middle school model needs this time to meet in PLC's and discuss students.

Kevin Pobst asked if something is being offered in one school that is not necessary to address an equity issue.

Dick Dunning said that it is about making it equitable for both schools and it is going to look different.

Kat Foecking said that she looks forward to looking to determine if there are inequities when we are not in a pandemic.

Kevin Pobst said that if we gave SMS more staffing, they would have a program that looked more like GBS.

Ann Forrest said that we stepped back and asked ourselves what we could do with the staff that we have. The importance of choice is important for middle school. Whether or not it would be possible for grades 5 and 6 to have exposure to specials and in grades 7 and 8 take a deep dive in was looked at. The impact of specials and staffing was considered and then it came to a standstill. It requires more time for review.

Kat Foecking said that we are situated in a great place. We will have four new administrators coming on to work as a team together. Anne O'Bryant will be missed. We will come to an end of the pandemic and be able to hit the reset button to look at what we want the middle school experience to be.

Dick Dunning said that the single greatest accomplishment between the two middle schools was when they came together and looked at themselves as one rather than separate entities. He said that he hopes that it continues to help make change come about.

Rich Cahoon asked if there are differences with core subjects. Ann Forrest said that there were differences in the instructional time allotted across the two schools. It led to differences about curriculum and what teachers could get accomplished. The time now matches in core subjects which supports us when teachers work together. It is an ongoing focus.

Kimberly Saunders said that she would want to focus on certification and subject area. We have K-8 certified staff and subject area certifications. It depends on who you end up with math in terms of your math experience. Subject area minors and majors have an impact on how well a teacher has the ability to instruct.

Kevin Pobst asked if we could look at sub data with respect to achievement between the schools in ELA and Math. Kimberly Saunders said that we don't generally present data like that anymore. She asked the committee if looking at that data to that degree at this juncture is needed.

Rich Cahoon shared his concern with disaggregating the data to the point that it is no longer anonymous for the students.

**6:15 Other**

Ann Forrest said that she is looking for this group to finalize goals.

Rich Cahoon said that the high school schedule might be next to review as a result of tonight's sharing of the work that has been done to date.

**Janine Lesser motioned to adjourn at 6:17 p.m. Liz Swan second. Unanimous.**

Respectfully submitted,

Brenda Marschok



# **ConVal District Statement on Equity Presentation May 17, 2021**

Presented by representatives of the K-12 School Counseling team to the Equity Committee and Education Committee



# Proposed ConVal District Statement on Equity

**We, the faculty and staff of the ConVal district, are committed to equity, social justice and anti-racism. We recognize that structural racism, poverty bias, gender bias and class discrimination exist within our country and are also present in New Hampshire, within the Greater Monadnock region, and within the towns in our district. All educators have an obligation to promote equity and school district staff have an opportunity to be an important part of the solution, addressing barriers to an equitable education.**

**We are committed to creating a school environment that equally welcomes students and families from all backgrounds. As noted in the district's mission, vision and core beliefs, "We believe that "All must mean All. We must provide the opportunity for each and every student to reach his/her/[their] maximum potential." We strongly resolve to work collaboratively to rectify inequity and injustice in our schools and communities.**



# Origins of the Equity Statement

- A statement was initiated by Robin Gregg and shared with a group of district staff, including administrators:  
<https://docs.google.com/document/d/1C-jsyTsxLgWdaTZ9bQ2AGOPizjmoXspuR4d3R1Jmg-A/edit>
- Members of the K-12 counseling group felt it was important to share a statement that aligned with the ASCA, our national professional organization statement:  
<https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Equity-for-All-Students>
- We were asked to broaden it to encompass the full staff and make it a district-wide statement



## **Operationalizing the Statement on Equity**

We feel strongly that the District should adopt and publish this statement of equity as a compass to steer and inform the way we develop and implement policy and practice.