

EQUITY COMMITTEE MEETING

Thursday, June 17, 2021

5:30 PM

Physical Location: SAU Boardroom

Virtual Location:

Topic: Equity Committee
Time: Jun 17, 2021 05:30 PM Eastern Time (US and Canada)

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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 (5:52), Dr. Ann Forrest

Rich Cahoon called the meeting to order at 5:34 p.m.

5:30 Approval of [May 17, 2021 Meeting Minutes](#)

Janine Lesser moved to approve the minutes of May 17, 2021. Dick Dunning second. Rich Cahoon noted that on page 3 of the minutes, it says that during the presentation of school counseling group that “Rich Cahoon said that equity has been the primary issue for him. He said that he is onboard to adopt this or a similar statement.” Rich said that he said exactly the opposite and had said that Tim Cotreau said that we should adopt this or a similar statement. Rich objected and said that it would have to be a similar statement because he strongly opposed the statement provided. Unanimous with the change outlined by Rich Cahoon.

5:35 Review/Revise [Draft Equity Statement](#)

A draft of the “Proposed ConVal District Statement on Equity” was reviewed. The edits previously made were discussed. Those present were in agreement with the draft. This is a draft #2 and will be worked further to further develop.

6:00 Review, and if needed refine, Equity Committee Goals

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

Do these goals need further refinement? The more tightly we can define what we're after the easier to accomplish.

Looking at block scheduling, access to classes, the impact of what drives the schedule, and middle school and elementary schedules will be valuable.

Administration will map the goals out once confirmed to determine what is needed.

Looking at the equity impact of all schedules that exclude block scheduling was suggested.

Would the goal to administration be to identify a strategy or method of scheduling that offers the most opportunity for students to access higher level courses or the courses that support the pathway that they've chosen?

It might be to identify the areas where scheduling is causing inequities.

There are differences in scheduling between the middle schools and at the elementary level. Over the past six years, it has significantly changed. Time has been taken away from areas that may have had an impact on math.

There was thought that we have changed the math program multiple times over the years and the consistency has been lost.

This committee is interested in the master high school schedule, the structure of the freshmen schedule, and the amount of instructional time at all levels and the impact.

Dr. Ann Forrest said that amounts of time have been identified for core classes. If students have IEP's and are being pulled out of class, what are they being pulled out for? Interventions might mean a student cannot participate in band. Choices often limit and cut access off to other opportunities.

What is this committee asking? Look critically at what is happening, with a focus on equity, and identify issues and assure the committee if there are not issues.

An equity exploration to look for patterns or trends might be the focus.

Are we saying that it is the pattern that has an impact on the outcomes for children? If math, at the end of the day, is driven by the availability of instructors then that is helpful. If kids are capable of doing more but can't it is an equity issue. There is a worry about the allocation of time.

High intensity tutors will be available for students who have specific needs next year. In addition, before and after school help will be available.

There is a measure used on the achievement gap between the student body as a whole and socio-economically disadvantaged.

Is there a way to see how much clock time is associated with each subject?

Reading is paramount to all other courses. Math is not just working on problems, it is reading, and talking, and solving in a number of ways.

Programmatic differences that still exist between the two middle schools

There was hope that the presentation done about what has been done to bring this closer together might bring this closer together.

Rich Cahoon said that the middle schools have regularly been cut.

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?

This is high school and middle school focused. As a new Director of School Counseling comes on, this will be a focus area. Getting information to parents of 7th and 8th grade students about opportunities for students is important. CTE courses and other opportunities are viable options.

How counselors are assigned to students was shared at a meeting. It is an interesting question to know more of how they are assigned.

Where it interfaces with equity is that some kid's parents are better able to fill in any deficit in expertise of a counselor and other parents may not.

6:30 Proposed decision matrix for equity work

Rich Cahoon proposed adopting a decision matrix. People have a limited ability to process change at one time. There are dozens or hundreds of actions that could be taken to get closer to the equity goal. A way to prioritize efforts is needed. An example was provided that reflected four areas ; “quick wins”, “transformational”, Momentum Builders”, and “derailleurs”

“Quick wins” is an area that ConVal could live in for some time. Quick wins might include “Middle School Counseling”. A “derailleur” might include implementing school uniforms. A derailleur gets people upset and provides little gain.

The tool causes pause and allows other stakeholders to look at what is being proposed.

Rich Cahoon proposed that the tool be adopted or something like it. Additionally, Rich proposed that it be given to administrators. The tool is to help determine the impact for students.

6:45 Determine next meeting date

Janine Lesser motioned to adjourn at 7:16 p.m. Dick Dunning second. Unanimous.

Respectfully submitted,

Brenda Marschok