

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

EQUITY COMMITTEE MEETING

Tuesday, May 24, 2022

5:30 PM

Location: SAU Finch Room

Agenda

Equity Committee Members: Richard Dunning, Janine Lesser, Liz Swan, and Kevin Pobst

- 1. Approval of February 14, 2022 Minutes**
- 2. Re-thinking the role and name of the Equity Committee**
- 3. Goal setting**
- 4. Other**

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EQUITY COMMITTEE MEETING

Monday, February 14, 2022

5:30 PM

Location: SAU Board Room

Minutes

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

Present: Rich Cahoon, Richard Dunning, Janine Lesser, Liz Swan, Dr. Ann Forrest

Rich Cahoon called the meeting to order at 5:33 p.m.

1. Approval of November 30, 2021 Minutes

Dick Dunning moved to approve the minutes of November 30, 2022. Liz Swan second. Unanimous.

2. Update on Comparative Data regarding School Schedules

Ann Forrest reported putting together a spreadsheet including data related to length of school day, time spent on math, program questions, schedule questions etc. She meets monthly and anticipates having information to share soon.

The Educational Opportunity Project at Stamford University has an interactive map. They look at test results, K-8, and measure test scores against the U.S. average, learning rates, test scores over time, and socio-economic status compared to U.S. average. When compared to similar socio-economic status, different subgroups can be looked at to compare how students in these districts do when compared to the U.S. average. Patterns are being looked at.

The data is from the Southwest part of the state. Looking beyond might be valuable as well.

How is the socio-economic status determined? It is compared to the national average.

This tool might help look at which districts that are similar to ConVal that are out performing us.

Where these districts are collecting their data from is relevant; if it is the same tool or not makes a difference.

It is tempting to remove the smaller districts but, what is interesting is that it challenges the premise that the structure of the district and the inability for teachers to collaborate is problematic. Some of the districts only have one first grade as an example.

At what point did the curriculum or the test scores start taking a turn? What happened during that time? Was it a slow and steady decline? Was there a pivotal moment?

ConVal scores have been flat. Our test scores are declining faster when compared to similar districts with similar socio-economic factors.

Is there a perspective as to what is contributing? There are a lot of variables; some of which we have control and others that the district does not.

Demographics and resources have changed. ConVal has control over the implementation of programs. Does the teacher have the right tools at their fingertips and do they use them?

What has changed holds true for other districts as well.

The ConVal District is vast and has the same curriculum but, it can be implemented differently across the district. Mastering the curriculum takes time.

As curriculum stays in place longer, we should test better in it.

Mainstreaming students over the past decade or more has an impact on factors as well.

Classes can be loud. Mainstreaming can be a good thing when kids can model for one another. It can be a negative when learning is disrupted when students who do not do school well act up.

Standards of behavior should be looked at some point. Classroom management factors in. Teachers level of skill impacts. Students should not have the right to interfere with other students learning.

Student behavior and what threshold is in place that results in the student with the behavior issue being removed from the class was discussed.

There are supports in place. Time is required for students who exhibit extreme behavior. It is an equity issue.

Teachers need to feel supported when a student is deemed disruptive to administration. How would this be determined if it is an equity issue and a set of strategies to address it? Ann Forrest said that it would be important to have Ben Moenter and Cari Coates present to discuss.

Dick Dunning spoke about the time that is required from the point a problem is identified to the time a student gets the assistance that they need as being too long.

Behavior and tolerance for behavior impacts education.

Rich Cahoon suggested that Ben Moenter and Cari Coates should discuss this but, if they approach it with a special education lens and not the behavioral standards for the rest of the kids, it will be a factor. It is about equity in education for all.

This is a particular issue in both Antrim and Peterborough as a result of populations and students being reassigned to these schools to allow access to services.

As an example, if 50% of the issue was taking place at PES, then 50% of the resources should be allocated there.

Moving the system along faster is the intent. Is it possible to provide a para to a student who has not yet been identified? It usually happens during the special education process. There is a general education team and a special education team. There are general education paras.

The BEST program helps with behavior supports and plans for the student in a comprehensive way.

Are there places where additional services would serve equity? There are equity issues. What can the board do to provide resources to address this issue?

What is the level of expectation for classroom order? How do we get at that?

3. Update on High School Schedule Discussions

Ann Forrest reported that an internal committee has been established at the high school. They continue to look at the pros and cons of the block schedule and limitations of the

block schedule. They look at literature on schedules. Are there schedules that would be a better fit? Researching schedules in high schools that are comparable has taken place. Considering how a different schedule might address limitations that one sees with a block schedule as well as limitations that may exist with an alternative schedule is being looked at. Feedback will be gathered when feasible; likely next year.

The parent and community advisory groups have been pushed back.

Implementation of a schedule recommendation is at least one year out. Schedules can be built a certain number of years out.

Making recommendations on course offering rotations is occurring.

At what point does the balance with core courses and electives occur? For example, at some point the elective option might be a biology course.

4. High Academic Expectations and Equity

This discussion intertwined with discussion on earlier agenda items.

5. Other

None.

Janine Lesser motioned to adjourn at 7:17 p.m. Second. Unanimous.

Respectfully submitted,

Brenda Marschok