

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL BOARD

Strategic Plan Committee
SAU Office

Thursday, September 3, 2015
6:30 p.m.

AGENDA

1. Accept Minutes – August 20, 2015
2. Strategic Plan Outline Review (Preamble, Goals matrices, appendices - survey results, focus group summary, profile)
3. Goals 1 - 4 review of language and committee comments
4. Assistance to Design Final Plan Document (graphic design)
5. Community Forum Planning (logistics)
6. Timeline to Complete Plan / Next Meeting
7. Other

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Thursday, August 20, 2015

6:30 p.m.

MINUTES

Present: Pierce Rigrod, Janine Lesser, Rich Cahoon, Tim Iwanowicz, Myron Steere, Ben Loi,
Dr. Brendan Minnihan, Marian Alese, Kimberly Saunders

1. Accept Minutes – July 7th & July 16th, 2015

Myron Steere moved to accept the minutes of both July 7th & 16th. Janine Lesser second. Unanimous.

2. Content Narrative Development to Support Goals Matrices (Outline)

Dr. Minnihan shared a framework of what the document might look like which included NESDEC focus group documents, survey information, goals, and the goals, strategies, and objectives.

Pierce Rigrod spoke about tying the monetary components into the plan.

Rich Cahoon spoke about SMART Goals and tasks being incorporated into the plan.

Pierce Rigrod suggesting sharing information on Google. He agreed that an action column was needed in the document in order to measure success. A reference “by XXX date” was suggested.

Discussion took place about “multi-age” and “multi-grade”.

Pierce Rigrod asked committee members to look at the Hollis-Brookline plan model.

Whatever the decision is, it must be district-wide and communicated extremely well.

A policy or practice on when to apply multiage across the schools is needed. A philosophy of “why” is important as an educational tool.

3. Goals Matrices

Objective 3.2 – Pierce Rigrod thought this could go over to “culture”. Allowing the adoption of “soft borders” plays into the idea of ConVal community schools and not town schools.

As a board, as administration, do we want to keep eleven schools? If we do, it is a different strategy.

An objective might be to evaluate this question. The current structure causes cultural issues.

Objective 3.3 – arriving at preferred configuration options that are widely seen as feasible and serving the interests of students, families and community members.

Marian Alese said that if we are the leaders of the district, we need to make a recommendation on configuration and the rationale for supporting it. Discussion took place about small schools and what defines “small”. The optimal models for education should be researched.

Rich Cahoon said that you want to define your model by what it is delivering and not by its size.

A preferred option or options that are feasible were discussed.

Objective 3.4 – Develop a framework for considering new school configuration options. Determine if multi-age is our philosophy.

Pierce Rigrod suggested taking a new look at the objectives in goal #3.

A financial analysis was cited as important when considering school configuration.

Outcomes need determination; how do you know if a program is or is not working?

Goal 4:

Objective 4.1: Define what ongoing means i.e. life safety is reviewed annually.

More finite dates are embedded in the goal. Some items are in process therefore more easily accomplished. Adding context to the objectives, such as detailing that the inventory of a building will be input into a software system that will create a report identifying different actions such as a replacement or maintenance cycle.

Wherever it says ‘annually’ or ‘as required’ should be replaced with a list of what we do i.e. update the Capital Plan. It could all be part of a narrative on how we manage our buildings.

Personnel – training in incident command was defined. Other aspects of employment that are attractive to people is important. Discussion took place about the financial and cultural aspects to employment in the CV District.

Rich Cahoon said that he would not like to see anything about staff salaries etc. in the plan because it is out of our control; it is negotiated. Defining what “competitive” means is important.

Considering options for longevity might be considered.

Splitting out the evaluation system into three groups was suggested. Same objective but different timelines. Examples include administrative assistants and custodial/maintenance staff.

4. Publication and Graphic Design Support

Not specifically discussed.

5. Timeline to Completion

Pierce Rigrod reported that this committee is a little behind schedule. The timeline needs reassessment. Having something in place for the budget process is important. The full board has not seen the high school plan.

6. Other

Post all documents on Google (SAU Staff will be responsible for). Documents that Dr. Minnihan mentioned early on in tonight’s meeting will be uploaded as well. Look at the Hollis-Brookline table format. Supporting statements from survey results should be developed to justify the plan.

Goals 1 & 2 will be discussed at the September 3rd Strategic Plan meeting.

Will the public be updated on where the committee is in the process? The survey was taken; now what? Dr. Minnihan will look at dates and come up with a revised timeline. The public process was discussed, in particular public forums. Would one be willing to change after public meetings? The process ends with the School Board.

Rich Cahoon said that if one looks realistically at the theatre plan, there needs to be some fallback.

Start time for high school was briefly discussed.

Myron Steere motioned to adjourn at 8:28 p.m. Janine Lesser second. Unanimous.

Respectfully submitted,

Brenda Marschok