

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
106 Hancock Road
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL BOARD

Strategic Plan Committee
SAU Office/Boardroom

Thursday, August 24, 2017
6:30 p.m.

MINUTES

School Board Committee Members:

- Pierce Rigrod
- Richard Dunning
- Bernd Foecking
- Jim Fredrickson
- Kristen Reilly

Committee Members Present: Pierce Rigrod, Dick Dunning, Bernd Foecking, Jim Fredrickson, Kristen Reilly

Others Present: Kimberly Saunders, Myron Steere, John Jordan (SAC), Ed Juengst (SAC)

Pierce Rigrod called the meeting to order at 6:32 p.m.

1. Approval of Minutes from July 20, 2017

Dick Dunning moved to approve the minutes of July 20, 2017. Kristen Reilly second. Dick Dunning and Bernd abstained. Motion carried.

2. Strategic Plan (Progress) (see attached)

Kimberly Saunders reported 31% complete on Goal 1 in the Strategic Plan. Goal 2 is at 43% complete. This goal is directly related to the engagement of communities. It is date driven and has not come due yet. Goal 3 is 47% complete up from 24%. Goal 4 is 43% complete. The 1:1 technology initiative has been the bulk of work.

Discussion took place about the Organizational Structure proposal work and the timeline that will follow. Dick Dunning shared some thought out of Budget & Property Committee related to the high school labs. The thought under consideration is to replace four labs with capital reserve funding and bond a fifth lab as needed. More discussion to follow.

3. Model Criteria (see attached)

The point of this work is to weigh various factors as consideration of what to think about when various models come under consideration. If the committee wants to use this criteria as a guide when considering models, it should be completed. "No-Go" items should be identified as deal breakers.

"Impact on families" should be added to the "Community" category.

Review of categories:

"Variety & Availability" – expand foreign language starting at fourth grade is an example.

The Models will inform the criteria.

Concern was shared with the possibility that administration is held accountable for a timeline that is not possible to meet.

Dick Dunning said that the board has to agree on the models. The board will use the criteria on the number of models. The impact would be assessed academically and financially. Other areas would be evaluated; guidance, food service, nursing etc. Each area would be assessed within the models.

The criteria will help to evaluate the proposed models.

Behavioral Balance is defined as spreading out students with behavioral issues in different classrooms.

Behavioral Balance might refer to office referrals. The discussion about the various functional requirements has merit. It might not apply but it has merit in the discussion.

A group of more than two people should evaluate and complete the current criteria tool.

Class Size would refer to ConVal Class Size Guidelines and the State recommendations.

Teacher Load/Course Balance needs better definition. It could mean the number of students in a class, whether veteran teachers are teaching Advanced Placement (AP) or Honors classes with fewer students (should these teachers be educating our more vulnerable students in need?). Other issues were identified. The Equity Audit will be valuable when evaluating the various models that will be proposed.

Student Goals – is broad; individualized learning plans (which is different from individual learning plans) for their abilities and interests.

Defining the criteria is important to have in front of board members before the proposed models are shared.

Class grade range/structure – not more than a five grade span in a school?

Qualified staff – all are licensed service providers? Maximizing equity was discussed; for example, having a nurse in every school.

Healthy Food Choices – seems self-evident. Increase local healthy food options over time.

Student/Support ratio – is more about opportunity than actual ratios. As an example, one school might have all new staff that need more support and have less experience while another might have largely veteran teachers.

Opportunity – looking at AP courses and identifying where a student population falls through where the opportunity to take AP courses is not possible or occurring.

Transportation – 30 minutes or less for K-4. Different bus configurations.

Impact on housing values – we do not have the expertise in-house to evaluate this.

Under Community – impact on families, and impact on community.

Community/Family should be added as a CTQ.

Operating Budget factors were briefly touched on.

Other considerations were reviewed.

Pierce Rigrod asked that everyone forward their notes to the Superintendent.

On September 5th, a clear statement of how the criteria should be used should be available.

4. Other

None.

5. Non-Public Session (if necessary)

None.

Dick Dunning motioned to adjourn at 8:12 p.m. Kristen Reilly second. Unanimous.

Respectfully submitted,

Brenda Marschok

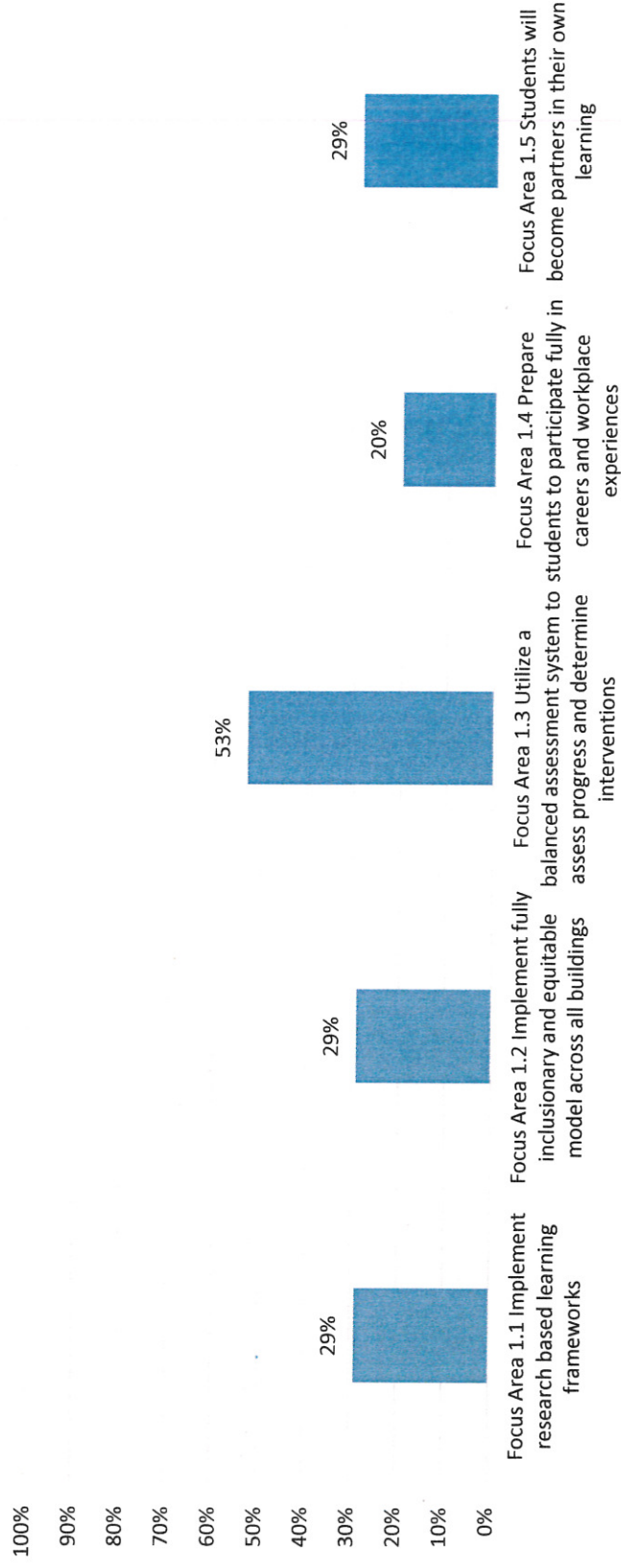
PROJECT OVERVIEW

TUE 9/1/15 - WED 9/29/21



% COMPLETE

Status for all top-level tasks. To see the status for subtasks, click on the chart and update the outline level in the Field List.



Goal 2 Project Overview

TUE 9/1/15

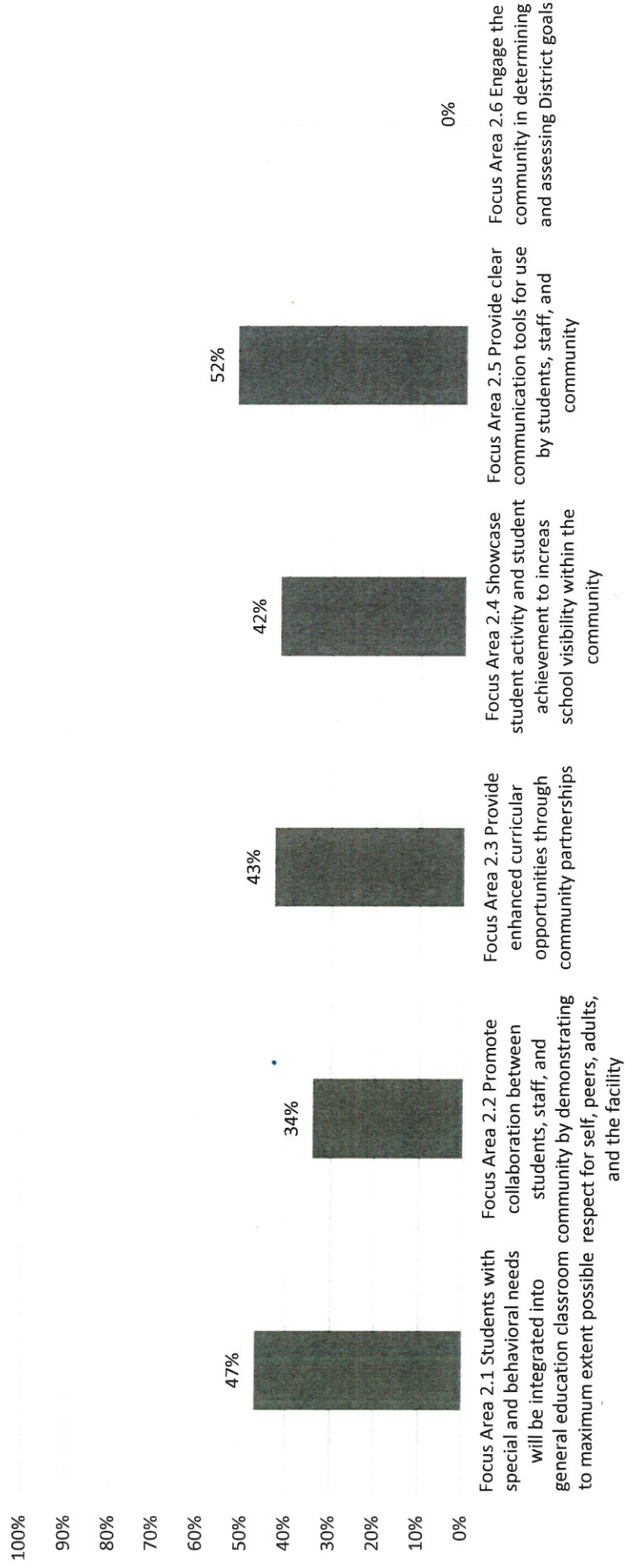
WED 6/30/21

% COMPLETE

43%

100% COMPLETE

Status for all top-level tasks. To see the status for subtasks, click on the chart and update the outline level in the Field List.



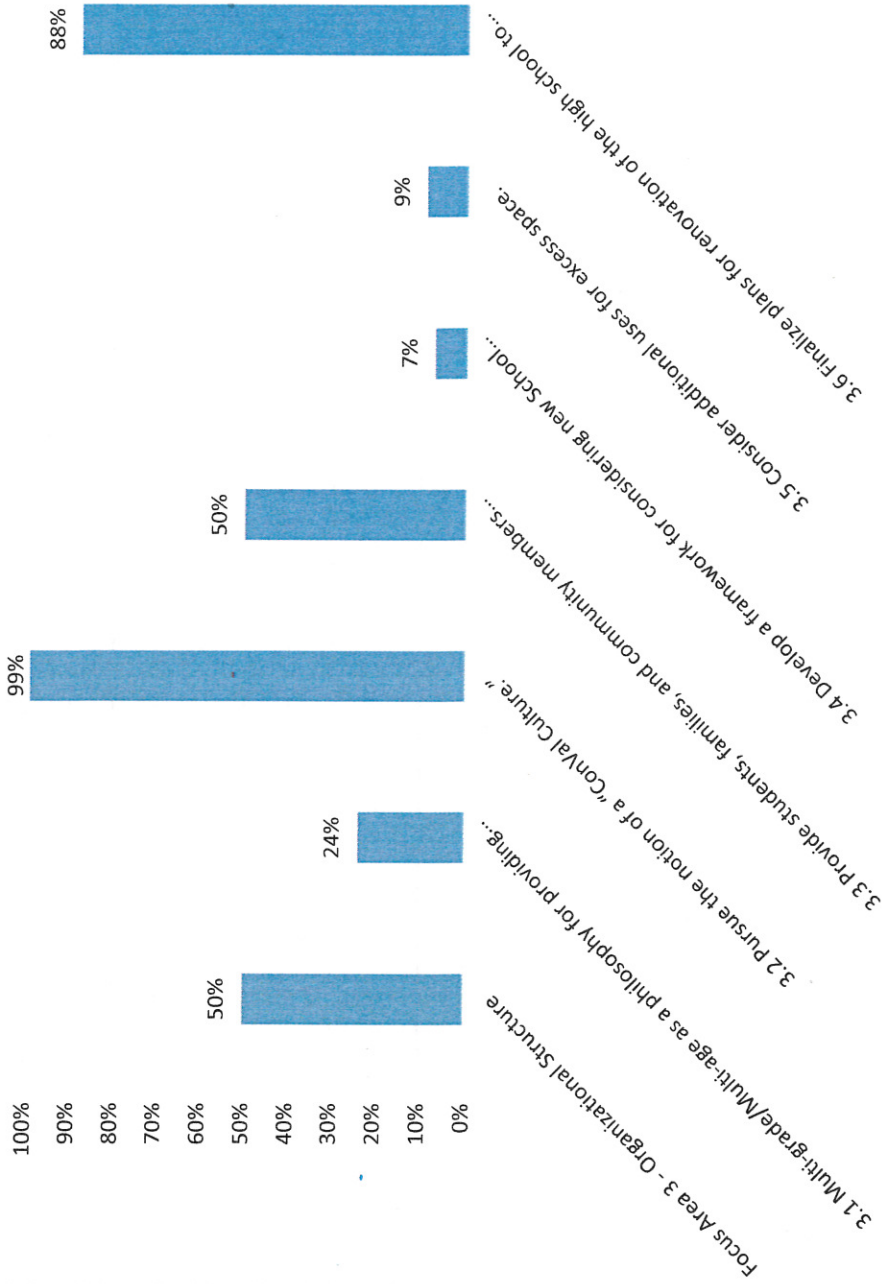
Goal 3 PROJECT OVERVIEW

MON 6/1/15 - WED 6/30/21



% COMPLETE

Status for all top-level tasks. To see the status for subtasks, click on the chart and update the outline level in the Field List.



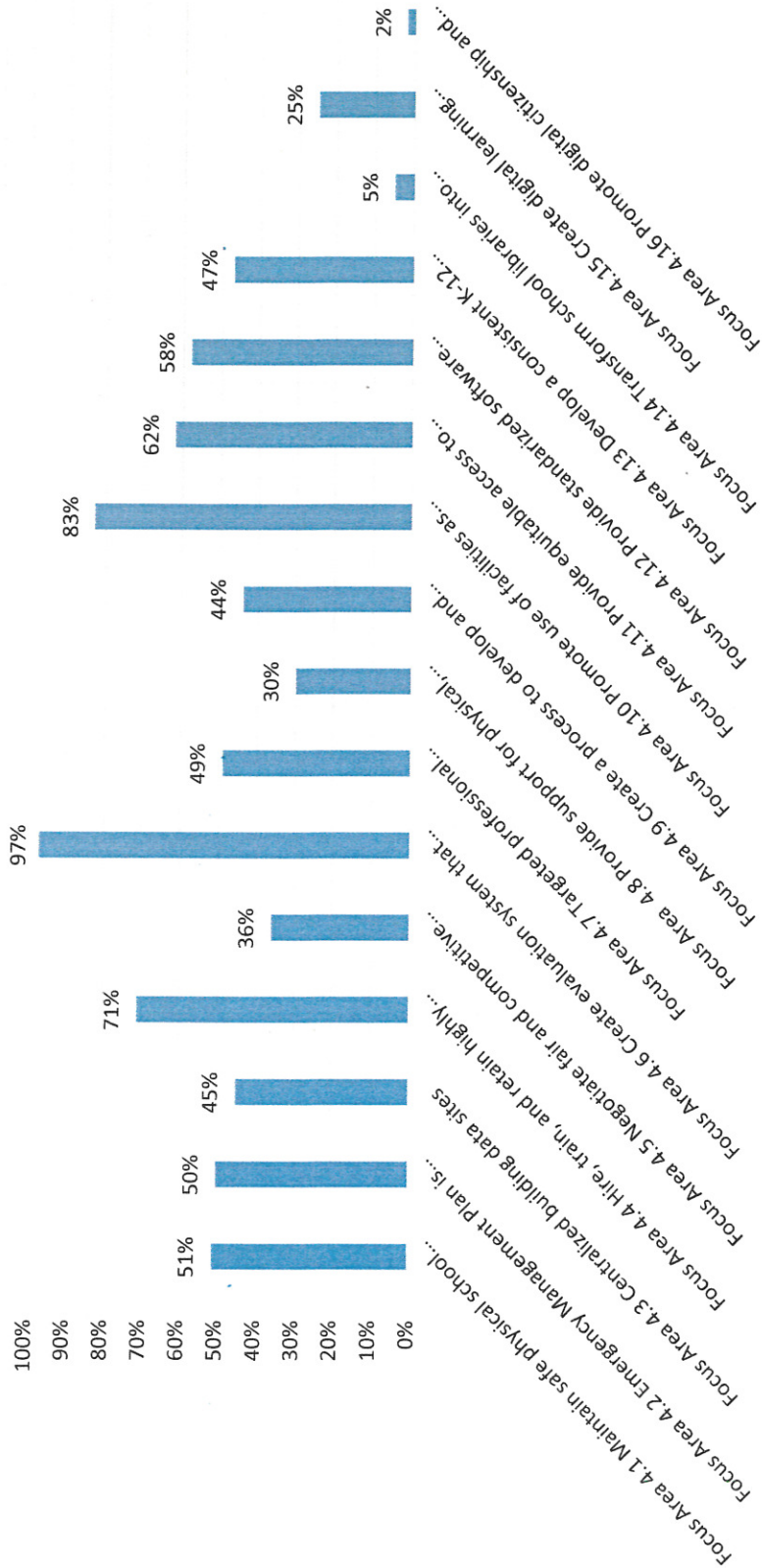
Goal 4 Project Overview

WED 8/5/15 - FR 6/3/12



% COMPLETE

Status for all top-level tasks. To see the status for subtasks, click on the chart and update the outline level in the Field List.



CONVAL Strategic Plan Assessment (QFD)

CTQ's	Relative Importance	Status Quo "score"	Functional Requirements	Target/Restrictions	Potential Programs/Options
Curriculum Variety & Availability			Curriculum % desired courses offered capacity for courses offered locations for courses offered restrictions on courses offered	maximize maximize maximize minimize (i.e. available to all students in district)	additional ATC offerings additional PE (elementary) parental choice ("soft borders") expand foreign languages Universal pre-K Running Start
Quality			Staff Quals for courses taught Staff Effectiveness for courses taught Student grades for courses taken Student - Teacher ratio Staff improvement	maximize maximize maximize minimize maximize	
Equity			Behavioral balance Special Ed balance Demographic balance Socio-economic balance Class size Teacher Load/Course balance Student goals Class grade range/structure	to be defined to be defined to be defined TBD (e.g. free/reduced lunch metric) <20 (except science/labs??) to be defined individualized plans for all no "3 grade" classes grade span 5 or less	
Services Availability			Services Service availability in each building Nursing, Library/Media, etc Staff Quals for services provided Healthy food choices		Child care (before/after) Universal pre-K Pre-K / K ? 1 centers? Before/after school care
Quality					
Equity			Student/Support ratio		
Transportation Schedule			Transportation Bus plan (elementary) Bus plan (HS/MS) Available to all < 14	< 30 min K-4...not in dark...no mix with MS < 50 min	
Availability					
Community School locations Building use <i>Impact on families</i>			"Local" elementary school Alternate uses Impact on housing value Community involvement	maximize	Consolidation
Operating Budget			Total estimated budget Staffing expenses Facility Expenses Transportation Expenses Cost per student Financial equity	Minimize growth Minimize growth Balanced	Financial model changes
Other Considerations Alignment to Core Values & Mission Health & Safety			Impact on teachers contract Safety Impact on long term Staff retention Impact on towns	declining enrollment, future changes, etc. maintain current district membership	Truma informed/ACES