

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

**CONTOOCOOK VALLEY SCHOOL BOARD**

**Strategic Plan Committee**  
**SAU Office/Boardroom**

**Thursday, June 14, 2018**  
**6:00 p.m.**

**Minutes**

**School Board Committee Members:**

- Pierce Rigrod, Chair
- Richard Dunning
- Bernd Foecking
- Jim Fredrickson
- Janine Lesser
- Kristen Reilly

**Present:** Pierce Rigrod, Richard Dunning, Bernd Foecking, Jim Fredrickson, Janine Lesser, Kristen Reilly, Jerome Wilson, Myron Steere, Rich Cahoon, Kimberly Saunders, Dr. Ann Forrest, John Jordan (SAC), Ed Juengst

**Pierce Rigrod called the meeting to order at 6:00 p.m.**

**1. Approval of Minutes from May 10, 2018**

**Dick Dunning motioned to approve the minutes of May 10, 2018. Jim Fredrickson second.**

**Jerry Wilson moved to amend the minutes to reflect that he was present and that Jim Fredrickson was not. All in favor**

**Jim Fredrickson abstained to approve the minutes. Motion carried.**

**2. Visits to Multi-Age Schools - Report outs & Lessons Learned**

Dr. Ann Forrest reported visiting the Francis W. Parker Charter Essential School (see attached). Dr. Forrest reported that this school has organized their instruction into integrated domains that include all of the conventional subject areas. Students are divided by "division" rather than grade level. Students may advance divisions if they meet the competencies.

How are students grouped? Students enter at grade 7 at the same level and develop at different speeds.

They are grouped by grade level but do not have grade level distinctions.

Students have IEP's at Parker. At least two adults are assigned to every classroom.

Bernd Foecking said that the program was exceptionally impressive. They are competency based and have narrative report cards. Students are accepted to colleges. Their assessment sheets shared the expectation that students will revise their work based on feedback. The expectation is that students will "meet the expectations" and not exceed necessarily.

Kimberly Saunders reported out on a visit to a public school in Chelsea, VT. They are multiage. Students with significant learning issues were grouped together. They did not have learning progressions, which are key for success. The school was grade K-12. \$5.8 of their \$6.2M budget came from the State of VT. Opportunities to plan in a common way was available daily.

Discussion took place about the differences in the two visits.

**3. Finalizing Reconfiguration (cost question, # of days, other questions, issues)**

Passed over until July.

#### **4. Third SAU Model - [date] - (Discussion of what this could look like)**

Passed over.

#### **5. Process & Timeline**

- Survey Monkey Survey - Finalize for Board's Last June Meeting  
The Board will receive the survey next week.
- Implementation Outline - August 1
- Discussion at a regular board meeting or separate board meeting
- Multi-Age Policy - September  
Policy will go to the Education Committee.
- November Board Vote on Concepts  
It was suggested that this be moved up in to October.
- SAU - Concept to Implementation Plan  
Concept is what the impact is and implementation is the detail i.e. there will be eleven bus routes.
- December - March Public Forums

A regular communication should develop for the Monadnock Ledger Transcript.

If the proposal passed in March, communication should immediately be ready for release on what the expectations are for families.

Dick Dunning asked for printouts of bus routes; concerns about time on the bus for transportation is often the concern. Access to this information is important.

#### **6. Other Business**

Pierce Rigrod reported a number of plan edits have been complete. Kimberly will check to verify if it is posted on the website.

#### **7. Adjourn**

**Dick Dunning motioned to adjourn at 6:46 p.m. Second. Unanimous.**

Respectfully submitted,

Brenda Marschok

# Francis W. Parker Charter Essential School: Program Summary

All curriculum development and teaching practices are guided by the Ten Common Principles of the Coalition of Essential Schools. Each year's coursework revolves around a school-wide "Essential Question," as well as on specific concepts and content in the academic disciplines, which reflect the Massachusetts Curriculum Frameworks. Parker organizes instruction into integrated domains that include all the conventional subject areas:

- A/H – Arts and Humanities; includes History, Philosophy, Social Sciences, Literature, and Visual and Performing Arts
- MST – Mathematics, Science and Technology; includes Mathematics, all the Sciences, and Technology.
- Spanish – Spanish language and culture; instruction intended to enable students to communicate effectively and respectfully in Spanish-speaking cultures.
- Wellness – Health and Physical Education; integrated curriculum combining aspects of both traditional health classes with physical education, adventure programming, fitness skills and other mind-body connection skills.

Students are divided by division rather than grade level. There are three divisions at Parker:

- Div I – Roughly 7th and 8th grades
- Div II – Roughly 9th and 10th grades
- Div III – Roughly 11th and 12th grades

Div I and II are multi-year curricular cycles while Div III is comprised of semester and year-long Courses.

Class groups include a heterogeneous mix of 15 to 30 students whose ages span several years, and who work with one or two faculty members toward mastery of common standards. Every student is part of an Advisory group comprised of approximately 12 students and a faculty adviser.

Students are expected to develop and exhibit certain Habits of Learning in their academic work and in daily life. They are assessed based on these Essential Skills:

- Reading
- Writing
- Listening and Media Analysis
- Oral Presentation
- Research
- Artistic Expression
- Mathematical Problem-Solving

- Technical Communication
- Scientific Investigation
- Technology
- Systems Thinking
- Spanish Language
- Wellness

For the most part, the first six skills are assessed by A/H teachers, the second five by MST teachers, and the final skills by Spanish or Wellness teachers, respectively. Each of these skills comes with a set of Criteria for Excellence. These criteria describe what students must do in order to meet expectations in a particular skill area. They are the same across Parker's three divisions. These criteria are posted in classrooms and are available in the Main Office. They are the basis for the individual rubrics designed to assess student work.

When a student hands in a piece of work, it is assessed based on the rubric developed for the assignment. For example, in a writing assignment, the student may "know his point and make it clear" (one of the Criteria for writing), but might not "support his ideas with enough details and evidence" (another Criterion). In this way, the students can use the Criteria within the rubric as a checklist when they are editing or revising their work or responding to the work of their fellow students.

Assessments are based on the Parker scale:

- JB (Just Beginning) – Student is just beginning to meet expectations for the division
- Approaches – Student is approaching expectations
- Meets – Student meets expectations
- Exceeds – Student exceeds expectations

Student work and progress is exhibited via Portfolios. Students can gateway from one division to the next based on Promotion by Portfolio and the successful completion of a Gateway Portfolio. Students gateway one domain at a time. It is entirely possible for students to be in different divisions for different domains.

Seniors prepare a Graduation Portfolio and meet additional Graduation requirements in order to be awarded a diploma from Parker.

The Parker School does not rank its students, nor does it award letter grades, honors or prizes. However, Parker students do take the required Massachusetts state assessments (MCAS) at grades 8 and 10, as well as Stanford 9 achievement tests and the usual array of college entrance examinations such as the SAT and ACT.