

THE

Parker Way

Parker celebrates its 20 years of Essential learning

To mark its 20th anniversary as a Massachusetts public charter school, the Parker community is gathering its members to share in reminiscence, reflection, and celebration in the first days of May.

On October 7, 1994, the founders of the Francis W. Parker Charter Essential School formally submitted their "Application for Charter" to the Commonwealth of Massachusetts. Holding that charter against the realities of a present-day Parker education reveals clear and compelling evidence of the school's deep roots in the hopes, dreams, and educational philosophy of that original document.

At times, the proposal matches today's practices almost word for word. Even when its specific ideas never came to fruition, the underlying intentions of the founders ring true to Parker in 2015. This anniversary issue explores such congruencies on pages 3 and 4, and gathers the remembrances of many who made the vision take shape. **P**



Turning Twenty

Clockwise from top: 1) The first 122 Parker students in front of our first home. 2) After squeezing into the old elementary school, Parker gets its modular addition and 3) the Sizer Teacher Center. 4) Founding teachers gathered for an opening retreat with kids. 5) Nancy and Ted Sizer.

Letter from the Principal

Friends of Parker,

We hope you enjoy this anniversary issue of the Parker Way! The editorial team has certainly enjoyed connecting and reconnecting with folks—alumni, teachers, parents, community members, founders—who have been part of the Parker story that's now 20 chapters long.

As I listen to the story of this trailblazing school, I hear some constant refrains. Deep affection for Ted and Nancy Sizer, and gratitude for their unique contributions. A deeply held belief in the Ten Common Principles and the Coalition of Essential Schools. Pride in Parker's accomplishment as a leader in progressive, student-centered public education. Powerful witness to the transformative effects—for students and for staff—of being at Parker.

I also hear the refrain of change, marking how Parker has grown and evolved and matured. Our physical setting—first “the bunker,” then Antietam Street, then the “new building” addition. Our experiments in democratic school governance. Cohorts of teachers launched into their vocations through the New Teachers Collaborative. Café Wednesday acts that have moved on to bigger stages and brighter lights. Technologies in our classrooms. Names and faces, families and friends, flowing through a dynamic and highly reflective school.

During summer planning last year, the faculty read William Stafford's poem “The Way It Is.”

It speaks to this notion of refrains, of continuity amidst change:

There's a thread you follow. It goes among things that change. But it doesn't change.

People wonder about what you are pursuing.

You have to explain about the thread.

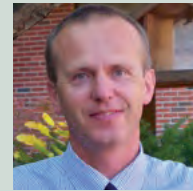
But it is hard for others to see.

While you hold it you can't get lost.

The Parker Way: A thread that you have to explain about, but while you hold it you can't get lost . . . A thread that sometimes gets tangled and has to be untangled . . . A thread that changes color and shape and texture as you move along it . . . A thread strong enough to bear the weight of dream . . . A thread of smiles and tears . . . A thread to make ties that bind . . .

And it spools out ahead of us. It turns green. When I look out five years to Parker in 2020, I see a school that has made significant investments in technology, facilities, and the teacher corps. We will have been able to do that because we braided lots of goodwill and skill and stories and creativity and commitment and generosity into a strong and resilient advancement program. We kept ahold of the thread. We savored each phase of the work. We learned a lot. We had a lot of fun building together.

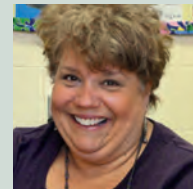
PodA.



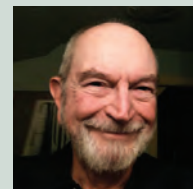
Todd Sumner, principal since 2011



Diane Kruse, interim Principal 2010–2011



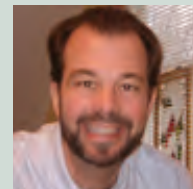
Teri Schrader, principal 2001–2010



Gregg Sinner, principal 1999–2001



Nancy and Ted Sizer, principals 1998–99



Jim Nehring, principal 1996–98

In its first year Parker had no principal. Lead teachers Bil Johnson (for Arts and Humanities), and Keith Grove (for Math, Science, and Technology) stood in.

How to ‘do school’: Parker’s founding vision still in action at 20

by Deb Merriam

The original Parker charter’s strong emphasis on process would not surprise any teacher, family, or student who has played a part in the school over its 20 years. The 1994 charter application focuses far more on describing the desired culture and climate of the school than on detailing a course of studies. From its inception, Parker was about *how* to do school rather than *what* to teach.

In addition to the Essential School Common Principles themselves, the first charter application identifies several key beliefs about student learning that continue to underpin a Parker education. “A primary goal of the School will be to demonstrate that everyone can succeed according to this school’s standards if they are willing to work hard,” it states. “Students, with coaching and advisement, are expected to set high goals and achieve them.” It accurately describes present-day practices such as a teacher training model. (Most Parker students have had at least one teacher who was participating in Parker’s New Teacher Collaborative, a one-year teacher training program.) Its call for active parent participation and student voice in every aspect of the school is heeded two decades later.

Interestingly, the assessment practices that today most distinguish

FROM THE FOUNDING VISION
Measuring student “achievement . . . on a continuum of progress will be a crucial difference between the Parker School and traditional models. . . . Because the need to ‘show what you know’ is an integral component of a Parker School education, the school’s assessment program will be performance-based, with the goal of presenting clear, well-documented evidence in a variety of forms.”

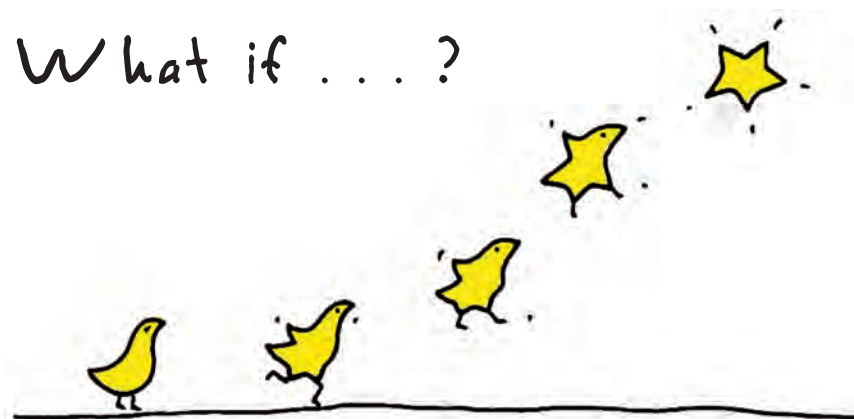
Parker from other schools also hold most true to its founding document. With startling accuracy the school’s first charter application spelled out how course assessments and performance-based promotion would work—and they have worked that way for 20 years.

The charter lays out three primary ways in which students will show their intellectual and personal attainments: a Graduation Exhibition (“a student’s response to a complex, multi-dimensional problem”); Gateway Exhibitions

(“students will advance via . . . performance-based assessments that will determine whether students are ready to move on to new academic challenges”); and Student Portfolios (“All Parker School students will keep a portfolio of their work throughout their career at the school. . . . Such portfolios should serve not only as significant records of student achievement, but also as insightful evidence of the quality of the curriculum and school programs.”) These are, in fact, the chief ways in which students move through the school, and the primary artifacts Parker uses to demonstrate its program.

The charter application is less prescient regarding the curriculum itself. While it accurately calls for a clear emphasis on “less is more” skill-based learning and varied instructional strategies, it also outlines a program based on the domains of “rhetoric,

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Founding teacher Suzy Becker captured Parker’s startup spirit.

How to ‘do school’

continued from page 3

modes of inquiry, and data analysis” as well as the portfolio areas of “problem-solving, critical thinking, and responsible citizenship.”

When the first Parker teachers met in summer 1995 to hammer out the actual criteria toward which students would work, they embedded those requirements in language more adaptable to ongoing formative assessment. Ever since, Parker students and staff have known and used them as our schoolwide Habits of Learning and our 13 domain-based skill areas, including Reading, Oral Presentation, and Scientific Investigation.

Where did the charter miss its mark? A “truck stop café” on Route 2—proposed as both a business experience for Parker students and “a place of exhibitions, debate, board-game tables, informal theater, and a meeting place for the community”—never materialized. Nor did the emphasis on workplace internships for all students. Still, the belief that students learn best when presented with “real problems and real demands” rather than “contrived learning environments” continues to drive curriculum, instruction and assessment. And throughout their years at Parker, students engage in many choice-based projects that take place both in and out of school.

One can see in the words they wrote that those who framed the original charter—Kathleen Cushman, Bil Johnson, Laura Rogers, John Stadler, and all who planned with them—knew that Parker would be an evolving community that would grow beyond the ideas presented in that original document. With an emphasis on democracy, community involvement, and authentic educational practices, Parker was bound to evolve in ways that the founders could not anticipate. But they also were clear that they hoped that “the Parker School, being founded on a shared vision, will remain true to its purpose and goals.” We believe it has, and we hope they think so too. **P**

Do Parker graduates display these basic skills and abilities?

The original Parker charter proposes that student graduation portfolios would demonstrate “basic skills and abilities” like those listed below. Although the criteria in use at Parker read differently, do you agree that the original list accurately describes the priorities and outcomes of Parker students’ intellectual and personal growth?

- Clear demonstrations of proficient or distinguished literacy in technology, mathematics, science, art and social science
- The ability to see and make connections between disciplines
- The ability to apply, synthesize, analyze, and evaluate the content knowledge acquired in coursework
- The ability to do basic and complex research
- The ability to develop hypotheses and clearly identify the problem
- The ability to use a variety of resources (technical, human, etc.)
- The ability to communicate articulately in writing and speech
- The ability to clarify communication through visual media or other means
- The ability to work independently
- The ability to work with a variety of people in collaborative settings
- The development of poise and self-confidence
- The demonstration of respect for others and their work
- The ability to manage time effectively
- The ability to self-reflect, self-assess and self-correct
- The ability to listen effectively and give constructive feedback

A potpourri of memories, and why they matter still

Nancy Faust Sizer helped found Parker and served as a trustee from the start. She and Ted Sizer shared the principal's role in the 1998–1999 school year.

Recently Laura Rogers and I met with some Division 2 students to talk about our experiences as “founding trustees” at Parker. As I got ready for the event, I thought about the conversations around our fireplace before we even got the charter, full of hopes and plans and an argument or two. I recalled our amazement when we found others who shared in our vision, and who were brave enough to send their children to be our pioneers. Headly days, indeed!

Twenty years later, we asked the students who met with us why they had come to Parker, and what they valued most about it. To our surprise and delight, their answers corresponded almost perfectly with our earliest dreams: “I like being known well,” “I like being able to express myself,” “I like being able to revise my work,” and others. I couldn't help but take special delight in how closely their observations dovetailed with the Common Principles

Ted used to say that the talented and hardworking people of Parker had taken the school way further than he could have imagined. This is true, and it's not over yet. But it is also gratifying to me how clearly

today's students see the point of the kind of atmosphere and experience we have always wanted to provide.

Mary-Wren vanderWilden helped start the school and taught there in its first year. She has been a Parker Trustee for the past three years.

Whenever someone tells me that my educational ideals are fine but can't work in the real world with real kids, I tell them about Parker. So many people would like to teach and learn at a place like Parker, but they don't think it's possible. I was working at Brown University with the Coalition of Essential Schools when Kathleen

Cushman contacted me to see if I would like to help start a school. We met at Kathleen's house and then, as our dream got closer to becoming a reality, at the Harvard town library. When we hired teachers we began planning in the old intelligence building at Devens, for students to come in September 1995. As I had a toddler and a baby on the way, I taught part time in both Arts and Humanities and Math/Science. We literally worked 60 to 70 hours a week, trying to change the wheels on the bus as it was running. Sometimes things work better in the ideal than

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Parents, teachers, and school leaders come to know each other as well as the students they guide through Parker. Above in conversation (left to right) are founding trustee Ted Sizer, Parker parent Brian McDermott, and former principal Jim Nehring in conversation.

A teacher who slept at school, a principal who dried tears . . .

continued from page 5

in practice! Congratulations to all who have played a part—no matter how small—in making Parker’s dream come true.

Ginny Tang Fahey *was a Parker founding parent; her son Jonathan Tang graduated in the inaugural class of 2000.*

Establishing a school presented countless obstacles, but the Parker Way was to ask, “What if . . .?” Through the years, that refrain has often been heard in our family and opens a world of possibility. As co-principals when the first class was filling out college applications, Ted and Nancy Sizer knew each student well and were invested in their future success. Both supported a curriculum that dug deeply into a

subject, preferably the student’s passion. “Less is more,” they’d say.

Bil Johnson *was a cofounder of Parker and its first lead teacher in Arts and Humanities.*

Parker’s first day: standing on the steps of the “Intelligence” building with Kathleen, Laura, John, Ted, and Nancy and watching the students approach en masse. The excitement was palpable—scary and invigorating at once. “Here we go!” Parker showed me that school could work “outside the box” and that our philosophical ideals could be reality. It informed all the teaching and learning that followed in my career and life. (I retired June 30, 2014, after 42 years of teaching.)

Michael Mann *taught as a Parker Fellow in 1996–98, earning his*

masters from Harvard University Graduate School of Education.

I didn’t really learn anything at Harvard while I was at Parker. Instead, I learned “the Parker Way,” as it was explained to me by students and by faculty who were the most amazing educators I had ever met. I’ve been in urban education for the last 17 years and I still employ life lessons that I learned from them.

I’m currently Head of School at North Star Academy College Preparatory High School in Newark. But the only time I ever slept overnight at school was the night before my last day at Parker, in the basement of the old building, as we tried to get the Parker Way finished and printed. It simply had to get done!

Ruth Whalen Crockett *is a Spanish teacher and Domain Leader at Parker.*

In my very first year of teaching, by great good fortune, my class met across the hall from Ted and Nancy’s office as co-principals. I’ll never forget their kind encouragement and warm feedback. One time I got elbowed in the nose when teaching a very tall and gangly 9th grade boy. My eyes instantly started watering and my students thought I might start crying. Someone ran to get Ted and he ran into my room and gave me a huge hug. I credit Parker with my career, my education as a teacher,



The Parker staff in 2001.

A match made at Parker, and parents who wore any hat

my development as an adult, my connection to progressive education, and my finding my home in New England. *Gracias a todos que se han dedicado en hacerlo un colegio increíble.*

Art and Marney Stoumbelis were founding Parker parents.

For 20 years, the Parker School has been an integral part of our lives. We have worn many hats during that time: founding parent, volunteer, coach, and library assistant. On behalf of our two graduates, Alexis (2000) and Stephanie (2006), who have used their Parker education to become conscientious, committed citizens of the world, we thank you for everything you have done for our family. In the words of Bruce Springsteen, “The great challenge of adulthood is holding on to your idealism after you lose your innocence.” We believe Parker helps students hold on to their idealism.

Matt and Tricia (Porter) Underwood met and married while they were AH teachers at Parker until 2007. They now live in Atlanta, where Matt heads a charter school and Tricia is a high-school learning specialist.

Both of us learned a great deal about student-centered teaching from our colleagues at Parker and from our smart and inspiring school leader,

Teri Schrader. We’d hang on Ted and Nancy’s every word for wisdom about teaching and learning and schooling, and they helped us to see we had wisdom of our own. We continue to use what we learned at Parker every day, trying to make school more human for our students and colleagues.

Jed Lippard, a founding Parker teacher, is now head of school at Prospect Hill Academy in Somerville, Massachusetts.

At Parker great minds think differently, not alike. In an era of increasing and suffocating standardization in the realm of public education, Parker stands as a beacon of what’s possible when “what really matters” is young people and their learning, where engagement trumps compliance, and where the real accountability is in the actual work that students produce. While I am embarrassed now by what I didn’t know then, I will be forever grateful for growing up professionally in a place where innovation and collaboration reigned supreme and where all learners, “adult” and student alike, lived into Ted’s culture of “unassuming expectation.”

Jess Nollet graduated from Parker in 2004.

Few people can say that they loved high school—but I truly did. Since

becoming a high school Spanish teacher myself, it has never been more clear for me that Parker was doing it right all those years ago: project-based learning, public presentations, portfolios, an advisory program, and positive community building. I aim to incorporate as many of these aspects as possible into my teaching practice today, and Parker is constantly an inspiration for me.

Beth I. Graham directs the New Teachers Collaborative.

Having once left Parker with a naïve and ill-fated desire to enact large-scale school change, I returned three years ago to direct the New Teachers Collaborative. At Parker, veteran teachers and those emerging in their practice generously open their classrooms, hearts, and minds to me, offering glimpses into and authentic models of the complex and intentional work of teaching and learning. Ted’s vision, the Common Principles, and the mission of Parker School are palpable, and give structure to the adult learning NTC strives to cultivate. I am grateful to be here, working in genuine collaboration with others in the important work of preparing effective teachers destined to make a difference in the hundreds of lives they will touch—changing schools, one teacher at a time. **P**

Today's students on Parker's present, past and future

How do you describe Parker to others?

It's a tight community that lets you learn at your own pace. – **Jillian Guthrie, Div. 2**

People are always surprised by how much our teachers trust us. Because we have more freedom and responsibility it really improves our culture. Also, we are really thrifty and know how to get things done with just a little. – **Jillian Ernst, Div. 2**

People ask how we get to college, because we don't have grades. I tell them we get a narrative transcript where our teachers describe what kind of students we are. Parker's a place where it's good for all kinds of people to learn. – **Hannah Stamm, Div. 2**

We have the chance to revise all of our assessments, and we don't have tests in the usual sense. – **Matthew Dulchinos, Div. 3**

We don't do work just to do work. I can understand why we are doing it. – **Tanner Winship, Div. 3**

The classes are more focused on a piece of an overall subject. And we eat wherever we want and we can wear hats. – **Nolan O'Hara, Div. 3**

It's a place that makes learning fun. – **Sarah Falk, Div. 1**

Half-day Wednesdays and choice block. – **Jimmy Bissonnette, Div. 1**

We do hands-on stuff in our classes. And the people are nice. – **Ryan Femino, Div. 1**

I'm excited to go to school every day . . . and in choice block, I get to do sewing. – **Megan Harvey, Div. 1**

The teachers are cool. They get excited about what they are teaching. My MST teacher jumps up and down, she's so excited. – **Kate Rice, Div. 1**

Wellness is [both] physical activity and being healthy. – **Blake Hicks, Div. 1**

Ten-minute breaks in classes and 30 minutes for lunch. Projects in artistic expressions, like a kite I made. – **Noah Daniels, Div. 1**

The teachers seem like they want to teach—they actually like it. – **Douglas Coffin, Div. 1**

I love how connected the students are to teachers. Also, you have so many opportunities to choose what you want to do and to get involved. – **Sophie Wanzer, Div. 1**

Community conversations bring everyone together and make younger kids get to know older kids. – **Sara Woods, Div. 1**

What would you ask a founding student about Parker?

What do you think your influence was on what Parker looks like now? – **Molly Peckar, Div. 3**



We have such a unique culture at Parker—I wonder if that's what they started out to create . . . or did they just come in not knowing what that culture would be. – **Jillian Ernst, Div. 2**

Did people not believe the school would work? – **Ryan Femino, Div. 1**


Did you question the way you were being taught? – **Samantha McNamara, Div. 2**

Were you nervous because you were a lab rat? – **Kate Rice, Div. 1**

What do you hope for Parker in the future?

A new building with a gym and lockers, and chemistry equipment. – **Sean Roche, Div. 2**

More challenge for Div 3'ers. You can gateway early in Divisions 1 and 2, but Div 3 doesn't have that option. – **Jillian Ernst, Div. 2**

I wonder what won't be the same . . . what things we say now that students in the future won't say. – **Matthew Dulchinos, Div. 3** 

THE ANNUAL FUND DONORS

The Parker School expresses its profound thanks for the generosity of those listed below, whose contributions have made Parker's seventh Annual Fund a success.

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 Tom and Elizabeth Witmer * Jeanine Wood * Catherine and Gregory Yates James and Cynthia Yennaco * Wenkai Zhu
 and a number of anonymous givers

2004

After going to school for design and running a small business, **ADAM GODDARD** decided to partner with his father at Richard Goddard Goldsmith, his shop in Maynard, MA. Father and son are goldsmiths in the old-world tradition, designing and constructing handmade jewelry. Their latest standard, Adam says, is to use 100 percent recycled gold in all their work. “One of the many things Parker helped me develop, that I use and contemplate to this day, is networking efficiency,” he notes. “Exchange of information and change is continuous.”

Jenny Bento Eckhart graduated in 2008 from Assumption College in Worcester, MA, and married Jayson Eckhart the following year. Their first child, Ella Savina Eckhart, arrived in May 2014 and the family lives in Pennsylvania with their two dogs, Einstein and Newton. Jenny works for the Baltimore County public school system, in special education at the high school level.

2005

ABBY STEVENS attended Mt. Wachusett Community College, then transferred to UMass Dartmouth as an art major. After living in Westport and New Bedford for several years, she moved back to the Boston area and currently lives with her sister, **JULIA STEVENS ('08)** in Everett (“the new Somerville”). The sisters are active in the Everett Community Gardens. Abby works for Home Depot in various capacities (greeter, garden center) and also manages Beagle Brigade Pet Sitting, a bonded and insured member of Pet Sitters International.

2007

JUSTINE POIRIER completed her MBA in 2016 at UMass Amherst. She now lives in Charlotte, NC, where she works for Hanover Insurance Company as a commercial casualty and property underwriter.

KRISTEN TOO HILL co-founded Gamawilo (gamawilo.com), a video game company currently in pre-production on its first title, “Cat Shaped Life.” She is working toward a masters degree from Northeastern’s business school.

2008

JULIA STEVENS attended Framingham State University, graduating with honors in English and Writing in 2012. After working for a time, she enrolled at Simmons College and in December 2014 earned her masters degree in Library and Information Science, with a specialty in archiving. Her first book, *Divine Spark: Polarity Breach Book One*, will be published (online and in print) under the pen name Frankie Stevens, with cover art by Josh Altobelli.

2011

KAYLA DILLEY is majoring in exercise physiology at UMass Lowell. This spring she is doing a practicum at a strength and conditioning facility in New Hampshire.

LUKE CHAMPINE attended Rensselaer Polytechnic Institute (RPI). He left college to co-found a Boston software start-up, Nebulous, building cryptocurrency-based platforms “to enable a more free and efficient Internet.”

2012

ANTHONY SISTI studies geology, sustainability, and biology at Hofstra University, on Long Island, New York. He has joined the Phi Delta Theta fraternity and is a member of the university’s geology club.

AARON MENEHINI is majoring in environmental science and theater at UMass Lowell.

JESSICA HONE studies history and the social sciences at Fitchburg State University. She works seasonally at King Richard’s Faire, an annual fall Renaissance festival around New England.



Win a free Parker 20th vest! What Parker graduating class is this, and who are they?

JENN HONE studied theater at Salem State University for a year, then embarked on a self-employment track. She works with artists in the Salem and Boston area, and continues her work in circus arts, mostly acrobatics and fire performance.

SARAH DUGAN is on a three-year track at UMass Amherst, studying technical writing and Portuguese.

GENEVA FARACI studies anthropology and web programming at Ithaca College. From connections she made during her senior project work at Parker, she worked for a time at MITRE Corporation. This spring finds her studying abroad in Morocco.

In her junior year at Skidmore College, **ELISSA SHEA** has a double major in English literature and studio art, with a concentration in design for print and web. She designs promotional materials for various Skidmore organizations, including the campus Sustainability Office.

2013

JOCelyn FOSHAY majors in history and secondary education at Guilford College, in Greensboro, NC. She works as a student adviser in her residence hall.

CHRISTY BRODEUR is continuing her Parker senior project topic at Plymouth State University, where she studies adventure education.

KRISTINA LADD studies chemical engineering at Rowan University in Glassboro, NJ, with a minor in Spanish. She works part-time at Market Basket, does plastics research at the university, and studied abroad in Spain and Costa Rica.

MARINA MIDDLETON is at George Washington University, studying economics and statistics. She is the president of the campus karate club and works at the university library.

2014

MYLES RUSH is studying plastics engineering at UMass Lowell. In his first semester there, he joined the Sigma Beta Rho fraternity.

ALICIA GIRARDIN is studying speech pathology and audiology at the University of Maine in Orono.

In her first year at Smith College as a linguistics major, **ABBIE CLARK** is working as a research assistant in the school's cognitive science lab.

KATE HOWARD is studying at Emory University in Atlanta, with a nursing major and a minor in theater. She is enjoying club volleyball, theater productions, volunteering for animal shelters, and participating in the Happiness Club.

SHANNON TUCKER, a psychology major at the College of the Holy Cross, is traveling to Honduras for a medical ministry.

Before he starts his studies at Yale University next year, **MILO BRANDT** is working full time for Andover Organ Co., a company he came to know well through his Parker senior project.

In August 2014, **RONAN SEFTON** completed his U.S. Army basic combat training at Fort Benning, GA. He is now an Army ROTC cadet at the University of Vermont, with a major in Russian.

LAURA LILIENKAMP majors in engineering at Smith College and is "enjoying creating things" in her classes.

BRENNAN KENERSON works as a sound technician. He began UMass Lowell as a nursing major, then changed his focus to communications and photography.

THOMAS GRIGGLESTONE is spending a gap year as an intern for a small building company, managing its accounting and payroll.

After writing open-source educational software during the summer of 2014, **JAMES GILLES** is now at MIT. Aside from taking prerequisite courses, he is participating in theater, interviewing for an internship at Google, participating in an artificial intelligence competition, and making fluid dynamics simulations and video games.

SEAN ERNST studies at the University of Oklahoma, where he majors in meteorology with minors in math and social psychology. At the National Severe Storms Laboratory there, he is currently researching tornado warnings from a societal perspective.

ANNIKA QUINONES is at the Maine College of Art, in Portland, studying graphic design and illustration.



GRADUATES AND FAMILIES!

Please send news and photos of what Parker alums are doing. Email kdrew@parker.org or call Katrina Drew at 978-772-3293 ext. 164.

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From the Board Chair



Dear Parker community,

One of the Common Principles is “depth over breadth,” but in this 20th anniversary year I think of the breadth and outsized

impact of Parker. How many lives have been shaped by this school?

I think of the staff who have formed its core for these 20 years, nourished the culture, examining it, and carrying it forward.

I think of the parents, embracing Parker’s model of a high-engagement school, volunteering, and collaborating to get their children here even without school buses.

I think of the founders, who had the conviction to try something new,

revise as they went along. They deserve to be as proud as any parent of a 20-year-old who has succeeded in this world.

Finally, I think of the students and graduates who are making their mark on this planet in ways that are as unique as each of them. A teacher at a school in Central America. A nuclear engineer on a submarine. An urban planner in Boston.

This is our time to celebrate the breadth and impact of Parker.

Yours truly,

Cheryl Coonahan

Chair, Parker Board of Trustees

The Parker Way

SPRING 2015

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Contributors to this issue: Cheryl Coonahan, Katrina Drew, Deb Merriam, Todd Sumner, and Parker students, parents, and alumni. Photos by Lisa Aciukewicz (p. 12), Katrina Drew, and from the Parker archives.

Please send news and photos to KDrew@parker.org. For ongoing news and information, visit Parker’s web site, www.parker.org.