

Annual Report
of
Francis W. Parker
Charter Essential School
for
2019-2020

July 31, 2020

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Introduction

Francis W. Parker Charter Essential School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	49 Antietam Street Devens, MA 01434
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	49
Year Opened	1995	Year(s) the Charter was Renewed (if applicable)	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	400	Enrollment as of June 30, 2020	396
Chartered Grade Span	7-12	Current Grade Span	7-12
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist as of June 30, 2020	127
Final Number of Instructional Days during 2019-2020 School Year ¹	118 in-person days; 63 remote learning days		
School Hours	Begins 8:30am Ends 3:30pm Ends 1:30pm on Weds	Age of School as of 2019-2020 School Year	25
<p>Mission Statement</p> <p>The Parker School's mission is “to move the child to the center of the education process and to interrelate the several subjects of the curriculum in such a way as to enhance their meaning for the child” (Charter, October 1994). As a member of the Coalition of Essential Schools, the Parker School will realize this mission through educational practice guided by the Ten Common Principles of Essential Schools:</p> <ol style="list-style-type: none"> 1. The school should focus on helping adolescents learn to use their minds well. Schools should not attempt to be “comprehensive” if such a claim is made at the expense of the school’s central intellectual purpose. 2. The school’s goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program’s design should be shaped by the intellectual and imaginative powers and competencies that students need, rather than necessarily by “subjects” as conventionally defined. The aphorism “Less Is More” should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content. 			

¹ In April 2020, Commissioner Jeffrey C. Riley amended the terms of every charter school's charter related to the length of the school year and permitted all charter schools to operate consistent with orders made by the Commonwealth of Massachusetts in response to Coronavirus Disease 2019. Charter schools were required to make closure decisions and changes in the school year to comply with these orders. All charter schools are required to report the total number of school days they were in session for the 2019-2020 year in their annual reports. Report the number of “in person” days and the number of “remote learning” days.

3. The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of adolescents.
4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.
5. The governing practical metaphor of the school should be student-as-worker rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.
6. Students entering secondary school studies are those who can show competence in language and elementary mathematics. Students of traditional high school age but not yet at appropriate levels of competence to enter secondary school studies will be provided intensive remedial work to assist them quickly to meet these standards. The diploma should be awarded upon a successful final demonstration of mastery for graduation: an "exhibition." This exhibition by the student of his or her grasp of the central skills and knowledge of the school's program may be jointly administered by the faculty and by higher authorities. As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of "credits earned" by "time spent" in class. The emphasis is on the students' demonstration that they can do important things.
7. The tone of the school should explicitly and self-consciously stress values of unanxious expectation ("I won't threaten you but I expect much of you"), of trust (until abused) and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized, and parents should be treated as essential collaborators.
8. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.
9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of eighty or fewer pupils, substantial time for collective planning by teachers, competitive salaries for staff and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional comprehensive secondary schools.
10. The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strengths of its communities, deliberately and explicitly challenging all forms of inequity and discrimination.

Mission and Key Design Elements

Please see Appendix A, Accountability Report, for additional details.

There have been no changes to the mission or key design elements of the school in the 2019-2020 school year. The 10 Common Principles of the Coalition of Essential Schools (as listed in the mission) are the skeleton of Parker, upon which all else is built, and Parker is an incredibly mission-driven school. The 10 Common Principles are living ideas and concepts within the school, and all elements of the school are rooted in the ideas contained there, as they have been since Parker's inception. Decisions on a wide-range of issues are made in consultation with the principles. For example, curriculum, assessment, and instructional discussions and decisions are centered on the ideas of "less is more," "student as worker," and "demonstration of mastery."

Parker's school design draws directly from its mission. Curriculum (the academic program), instruction (teaching), and assessment of student learning are closely interwoven. The core organizational principles of the academic program are domains (areas of study) and divisions (cohorts of students at a level of study). Students study in four domains, each of which teaches several integrated disciplines or areas of study: Arts & Humanities (AH); Math, Science and Technology (MST); Spanish; and Wellness (physical education, health and personal/social responsibility). Students are organized into three Divisions, which most students progress through in two-year cycles. Division 1 is roughly equivalent to grades seven and eight, Division 2 is roughly equivalent to grades nine and ten, and Division 3 is roughly equivalent to junior and senior year of high school. Performance-based promotion is the fundamental premise of the school; using portfolios and public exhibitions, students must demonstrate their readiness to move to the next level of study. The School's Criteria for Excellence establish the academic expectations for all students and are used to evaluate student learning. The curriculum emphasizes practice and progress in the same key skills across all divisions: reading, writing, oral presentation, listening and media analysis, research, artistic expression, Spanish, mathematical problem-solving, technical communication, scientific investigation, systems thinking, and technology. The academic program expresses its mission in the following ways:

- The curriculum is academically challenging, interdisciplinary, and emphasizes student inquiry, as well as developing key habits of learning that transcend any one academic area of study.
- Teachers work in cross-disciplinary teams with small groups of students in two year curricular cycles in Divisions 1 and 2. Teachers in Division 3 develop seminar and laboratory courses with a discipline-based focus.
- Teachers design instruction to meet the needs of their students and to allow students to demonstrate their understanding and skills through many forms of exhibition.
- Teachers design curriculum, instruction and assessment with each other in collaborative teams, by domain/division. A common curriculum, with shared major texts, projects and expectations is experienced by all students through Divisions 1 and 2. In Division 3, students have the opportunity to make choices among more specialized courses that are solo-taught and developed. Division 3 teachers collaborate closely on the key standards and expectations for Division 3 learning.
- Students are encouraged and then required to take an active role in their learning.
- Student learning is evaluated using school-wide standards and rubrics drawn from the School's Criteria for Excellence.
- Students are required to reflect on and revise their work incorporating direct teacher feedback to strengthen and deepen their understanding.
- Students must complete the requirements of each division and exhibit their learning before progressing to the next division (level of study).

- The School has a flexible long-block schedule that allows students more time to focus on depth in student learning activities and allows teachers substantial planning time during the school day.
- The Advisory system allows teachers to know students well and to serve as their academic and personal guides.
- The teaching staff is differentiated and senior practitioners mentor and coach junior staff; critical reflection and peer observation are built into teachers' schedules. Collaborative teaching models and embedded professional development are key design elements that support adult and student learning.
- The School has a service component in which students learn by contributing to the school and the larger community as volunteers.
- Students and teachers collaborate in school governance and discipline through the Community Congress and Justice Committee.
- The teacher-leader model substantially reduces overhead and places student advising and management decisions in the hands of the teaching staff.
- The school's curriculum is modified each year in response to the Essential Question. In 2019-2020, the question was "How can we create change?" Teachers support students in extending their learning beyond the classroom and in integrating learning across classrooms through the Essential Question.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
	None	

Access and Equity: Discipline Data

DESE Student Discipline Data Report:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04780000&orgtypecode=5&=04780000&>

Parker has always used a restorative justice model and takes an educational, student-centered approach to discipline. There have been no recent changes to this discipline model, and Parker has participated in training sessions for other schools about its restorative justice approach. The in- and out of school suspension rate is, has been, and remains low. There were no students suspended in the 2018-2019 school year (most recent DESE reporting year).

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	405	0			
English Learner	0				
Economically Disadvantaged	35	0			
Students with Disabilities	62	0			
High Needs	88	0			

Female	211	0			
Male	190	0			
American Indian or Alaska Native	0				
Asian	7	0			
African American/Black	4	0			
Hispanic/Latino	10	0			
Multi-race, Non-Hispanic/Latino	20	0			
Native Hawaiian or Pacific Islander	0				
White	364	0			

Dissemination Efforts

Below is a partial list of dissemination efforts made by Parker in the 2019-2020 school year, ranging from school visits (from local, regional, national and international educators) to formal workshops/conference presentations to on-going collaborative relationships with schools and districts working towards systemic school reform. Appendix A (Dissemination Section in the Accountability Report) contains summary numbers and information about dissemination.

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Facilitative Leadership for Equity	Equity Fellow Institute, an original workshop series and college course at the Sizer Teachers' Center	Directors; Teachers	Ayer-Shirley Public Schools (MA); Leominster Public Schools (MA)	Educators equipped with new lenses for equity in schools and facilitation skills to examine these and steward positive changes
Project and standards-based learning for Summer Session	Consultation, workshop, and one-to-one follow-up sessions	Director; Teachers; Students	Central Falls High School, Central Falls, RI	With support, this high school redesigned its entire summer school curriculum into a Understanding by Design (UbD) framework, strengthened educators' skills, and increased student engagement
Competency-based learning and personalization	Consultation and facilitated school visit	Director; Students; Admin	Singapore American School	School leader understood system that supports a personalized and competency-based model, from standards to students' assessments, to transcript contents and strong college acceptances
On-boarding practices with grade seven students	Consultation and facilitated school visit	Director; Teachers; Students; Admin	Concord-Carlisle High School, Concord, MA	Principal and colleagues informed on inclusive orientation practices and cultural on-boarding of newest students to a school
Student-centered learning and school climate	Consultation and facilitated school visit	Director; Teachers; Students; Admin	Hong Kong educators via MIT	Support for advancing progressive practices

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Sustaining effective Advisory program and supporting emerging multi-lingual (EL) students	Workshop and facilitated faculty meeting	Directors; Teachers	Rogers High School, Newport, RI	On-going support to strengthen evolving Advisory program and new support for employing research-based practices to support EL learners
Progressive education practices	Consultation	Director	Center for Secondary School Redesign	Collaboration with like colleagues to address problems-of-practice in whole school coaching
Integration in Humanities	Workshop collaborative with Facing History & Ourselves	Teachers; Admin	Rogers High School, Newport, RI	Educators learned about strong resources and exemplary units of study in the Humanities that are transdisciplinary, authentic, and have a record of engagement for students
Student-centered learning and school culture	Consultation and facilitated school visit	Director; Teachers; Students; Admin	South Carolina educators	Support for advancing progressive practices
Reading and Humanities	Consultation and facilitated school visit	Director; Students	Tower School, Marblehead, MA	Support for progressive practices in the Humanities
Mathematics and middle school heterogeneity	Consultation and facilitated school visit	Director; Teachers; Students	Concord Public Schools (MA)	Supported mathematics educators to understand practices and systems for heterogeneity in 7-8 th grade mathematics
Project and standards-based learning, engagement, and assessment	Consultation and facilitated school visit	Directors; Teachers; Students; Admin	Philips Andover Academy, Andover, MA; Lowell Middlesex Academy Charter School, Lowell, MA	Support for anchoring student assessment in shared standards, from which engaging project-based work is crafted for students
Inclusive education	Consultation	Director; Admin	National Center for Learning Disabilities (NCLD)	Contributor to research for NCLD white paper, "The Case for an Inclusive Vision of 21 st Century Learning"

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Ten Common Principles and student-centered learning	Facilitated school visit	Director; Teachers; Students; Admin	de Leer School, Netherlands	On-going school collaboration regarding Ten Common Principles
Ten Common Principles and student-centered learning	Facilitated school visit	Director; Teachers; Admin; Students	Het Molenveld, Netherlands	On-going school collaboration regarding Ten Common Principles
Ten Common Principles and student-centered learning	Facilitated school visit	Director; Teachers; Students; Admin	de Leer School, Netherlands	On-going school collaboration regarding Ten Common Principles
Pre-service Teacher Education	Consultation and facilitated workshop	Teachers; Admin; Students	National Pre-service Education Peers	Support for advancing work centered on question of <i>how best to support novice teachers in their transfer of learning to different school sites</i>
Project and standards-based learning	Panel contributors	Teachers	DESE Dissemination Fair	Supported fellow educators with specific examples of project and standards-based transdisciplinary units of study
Gateways as systems that support progressive practices	Consultation and facilitated school visit	Director; Admin; Students	Mass Ideas	Support to another professional development organization for propelling progressive practices in New England public schools
Habits of Learning and Essential Questions	Consultation and facilitated school visit	Director; Teacher; Students; Admin	Barnstable Public Schools (MA)	Helped school redesign team consider the role of shared standards and habits for students, as well as engaging EQs to shape student learning
Students-centered learning and school culture	Facilitated school visit	Teachers; Students; Admin	Educators from Dubai and China	Exposure to model of progressive education

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Design thinking and the Multi-Age Classroom	Model Schools Best Practices Conference	Teachers; Students; Director	New England Association of Schools & Colleges (NEASC) member schools	Support for workshop learning on systems that support multi-age classroom model
Advisory	Consultation and workshop	Teacher	Rogers High School, Newport, RI	Faculty engaged in follow-up small sessions with facilitator to deepen student-centered Advisory practices and trouble-shoot areas of challenge
Equity centered education	Design Thinking Group convocation	Director; Student	Center for Secondary School Redesign	Gathering of national and international school coaches; provided push for race and equity coaching with schools
School culture and assessment	Consultation and facilitated school visit	Director; Teacher; Students	UP Academy Leonard, Lawrence, MA	Support for school culture work, professional culture, and authentic assessment practices
Ten Common Principals, school culture and curriculum	Facilitated school visit	Director; Students; Teacher	Park School, Brookline, MA	Supported apprentice teachers with site visit to learn more about a principle-driven school, its culture and curriculum
Research-based progressive school practices	Facilitated school visit	Director; Students; Teacher	Harvard Graduate School of Education students	Helped graduate students with different areas of focus to process observations on progressive school practices
Project and standards-based learning	Consultation and facilitated school visit	Director; Students; Teachers	Marblehead Charter School, Marblehead, MA	Supported educators to learn more about project and standards-based education via authentic examples, student work and student conversations
Supporting emerging multi-lingual students in the classroom	Educator workshop	Director; Teacher	Rogers High School, Newport, RI	Part Two of helping educators use research-based practices to create the conditions for further academic achievement for EL students
Student centered practices and systems; principle-driven school culture	Consultation and facilitated school visit	Director; Teachers; Admin; Students	Barr Foundation	Supported a New England foundation to understand more about Parker's practices; offer of technical assistance to collaborating schools

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Ten Common Principles and student-centered learning	Facilitated school visit	Director; Teachers; Students; Admin	International TEA Fellows-- UMass Lowell	On-going collaboration with UMass Lowell Education Professors to share progressive practices with international educators
Discipline specific best practices	Workshop and consultations	Teachers	Rogers High School, Newport, RI	Teacher facilitators lead departments in progressive education to center students, generate shared standards, engage in UbD curricular design, tune assessments, and more
Inclusive education practices for remote learning	Consultation	Directors	National Council for Learning Disabilities (NCLD)	Contributed to qualitative data on students using IEPs and best practices in/during remote learning; white paper publication forthcoming
Instructional design for project and standards-based learning	Consultation and workshop series (remote)	Director; Teachers	Middletown Public Schools, (CT); Hill View Montessori Charter Public School, Haverhill, MA	Educators received personalized support in UbD guided by a limited set of core standards, leading to dynamic, engaging, and authentic units of study for students
Systems level supports for central office leaders	Consultation	Director	Newport Public Schools (RI)	Executive coaching during remote learning to support student achievement, adult learning, and crisis communications

Academic Program Success

Student Performance

2019 DESE Report Card:

<http://reportcards.doe.mass.edu/2019/04780505>

2019 DESE Accountability Report:

<http://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=04780505&orgtypecode=6&>

2019 Official Accountability Report – Francis W. Parker Charter Essential School	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress towards targets
Progress toward improvement targets	59% - Substantial progress towards targets
Accountability percentile	78

Please see Accountability Report Measures for additional student performance information.

Academic Program

There have been no significant changes to the program delivery in the 2019-2020 school year (see program description in Mission, page 3). Since continuous improvement and program revision are key components of the Parker program, small adjustments are made throughout the year to various elements of the program, including, but not limited to, curriculum, instruction, and assessment. These adjustments are made in response to a number of types of data, including, but not limited to, student reflection, student performance, and teacher reflection. External information, such as revised state and national standards, are also regularly used as reference points for reviewing and revising the academic program.

Organizational Viability

Organizational Structure of the School

The organization structure of the school was not altered in 2019-2020. Parker is an intentionally flat organization in which most leaders also serve as teachers. Teacher leaders, program leaders, and other staff report directly to the principal, as shown in the organizational chart provided in Attachment 1.

Budget and Finance

See following pages:

Statement of Revenues, Expenditures and Changes in Net Position (Unaudited)
Fiscal Year Ended June 30, 2020

REVENUES:	
State allocation - tuition	\$5,459,634
State allocation - facilities aid	371,893
Federal and State Grants	123,514
Private Grants and Contributions	230,002
Program Fees	275,494
Teacher Center Fees	175,876
Miscellaneous income	17,375
TOTAL REVENUES	\$6,653,788
EXPENSES:	
Salaries and wages	\$4,288,798
Payroll taxes and fringe benefits	785,747
Recruiting and staff development	39,950
Accreditation	3,450
Assessment	2,896
Books and curriculum material	18,414
Computer hardware and software	173,000
Computer internet access	4,689
Consultant-instructional	21,018
Contract services	154,066
Depreciation	39,619
Dues and subscriptions	74,690
Food-school lunch program	94,342
Furniture and equipment	34,321
Inspections	12,638
Insurance	38,109
Leases-school building	211,527
Leases-fields and sports arena	15,130
Legal & accounting services	25,193
Maintenance-equipment	12,219
Maintenance-facility	25,975
Other	23,291
Printing, copy, and postage	32,229
Sports equipment	4,900
Student activities and field trips	117,431
Student transportation	43,700
Supplies	46,289
Uniforms-athletics	11,639
Utilities	60,901
Vending	177
TOTAL EXPENSES	\$6,416,348
OPERATING INCOME	237,441
NON OPERATING REVENUES	
Interest Income	22,523
CHANGE IN NET ASSETS	259,964
NET POSITION, JUNE 30, 2019	3,273,324
NET POSITION, JUNE 30, 2020	\$3,533,288

Statement of Net Position (Unaudited/ Draft)

6/30/20

Assets

Current Assets:

Cash and cash equivalents	\$1,719,201
Accounts receivable, net of allowances	
-Intergovernmental	35,498
-Other	228,510
Other Assets	1,461,110
Prepaid expenses	25,378
Total current assets	3,469,698

Cash Held for Student Activities 43,482

Noncurrent Assets:

Deposits	2,175
Capital Assets net of accumulated depreciation	150,270
Total noncurrent assets	152,445

Total Assets \$3,665,625

Liabilities and Net Assets

Current Liabilities:

Accounts payable and withholdings	\$11,307
Accrued payroll and expenses	60,731
Unearned Revenue	16,816
Total current liabilities	88,855

Due to Student Activities 43,482

Net Assets:

Invested in capital assets	150,270
Building Rental Asset	1,461,110
Restricted for capital purchases	25,000
Restricted for Special Purposes	42,849
Reserve Fund	754,909
Facilities Reserve Fund	1,052,250
Unrestricted	46,899
Total net assets	3,533,288
Total liabilities and net assets	\$3,665,625

Operating Budget
Fiscal Year Ended June 30, 2020
As approved by the Board of Trustees on March 11, 2020

	FY20 Budget
REVENUES:	
State allocation - Tuition	\$5,694,480
State allocation - Facilities Aid	371,448
Federal and State Grants	80,000
Private Grants and Contributions	125,000
Program Fees	258,700
Teacher Center fees	251,656
Miscellaneous income	25,100
TOTAL REVENUES	\$6,806,384
EXPENSES:	
Salaries and wages	\$4,584,616
Payroll taxes and fringe benefits	145,023
Recruiting and staff development	733,834
Accreditation	67,200
Assessment	3,500
Books and curriculum material	4,600
Computer hardware and software	29,300
Computer internet access	80,950
Consultant-instructional	9,600
Contract services	40,200
Depreciation	46,800
Dues and subscriptions	40,000
Food-school lunch program	82,505
Furniture and equipment	120,000
Inspections	42,750
Interest	14,900
Insurance	40,800
Leases-school building	288,816
Leases-fields and sports arena	42,000
Legal & accounting services	30,800
Maintenance-equipment	28,700
Maintenance-facility	50,440
Other	44,500
Printing, copy, and postage	36,950
Sports equipment	9,550
Student transportation	52,650
Supplies	60,400
Uniforms-athletics	8,600
Utilities	99,945
Vending	1,200
TOTAL EXPENSES	\$6,841,129
OPERATING INCOME	(34,745)
NON OPERATING REVENUES	
Interest Income	10,000
CHANGE IN NET ASSETS	(24,745)
NET POSITION, JUNE 30, 2020	3,533,288
NET POSITION, JUNE 30, 2021	\$3,508,543

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	400
Number of students upon which FY21 budget tuition line is based	396
Number of expected students for FY21 first day of school	400
Please explain any variances: <i>As an ongoing practice, we budget slightly less than our full cap to allow for mid-year departures and departures in grades we do not backfill.</i>	

Capital Plan

The Francis W. Parker Charter School holds reserve funds meant to improve and add to our current school facility. The Board of Trustees tasked a Capital and Long-Range planning committee to conduct a Capital Needs Assessment. The needs assessment was completed in the Spring of 2013. The committee developed a plan around next steps toward realization of our capital strategic goals. Directed by this plan, the Capital and Long-Range Planning Committee oversaw completion of a roof repair and resurfacing project in the summer/fall of 2017. The funds utilized for this project were a combination of private fundraising, new bond borrowings, and use of reserve funds. In the summer of 2018, the Committee oversaw the resurfacing of the gymnasium floor and the repair of exterior a stairway. Reserve funds along with some private support were used for both projects. During the summer of 2019, we worked with an engineering firm to have a complete HVAC study done in preparation for repairs and renovations to our current systems. During this summer, 2020, we are in the process of completing phase one of the HVAC renovation project. Capital reserve funds are part of the funding plan for this project. The reserve funds were not formally earmarked with the State in terms of an official capital plan, but the funds were being accumulated by the Board of Trustees with the upcoming capital needs projects, as identified by the Capital and Long Range Planning Committee, in mind.

Additional Information (Aligned with Charter School Statute and Regulations)

Appendix A
Accountability Plan Evidence

Faithfulness to Charter

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Parker is guided by the Ten Common Principles of Essential Schools.		
<p>Measure: In a teacher survey with 85% response rate or above, 85% or more of teachers will agree or strongly agree with the statement: The Ten Common Principles of Essential Schools influence my daily practice.</p>	MET	<p>Overall teacher response rate: 100%</p> <p>100% of responding teachers agreed or strongly agreed</p> <p>Average response: 4.7 (on a 1-5 scale where 5 is 'strongly agree')</p>

Academic Program Success

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: All students will make a public exhibition of their work before moving on to the next level of study.		
<p>Measure: Parker will hold public exhibitions of mastery for 100% of students moving between divisions and for graduation.</p> <p>85% of students will successfully complete a public exhibition of their work when they show readiness to move between divisions or to graduate.</p>	MET	<p>100% of students moving between divisions completed public exhibitions of mastery (i.e., gateways) (224 individual students completed 342 domain-based gateways in the 2019-2020 school year)</p> <p>100% of students who earned a diploma completed a public exhibition (i.e., senior project exhibition) (49 graduates in 2020)</p>
Objective: All students will create portfolios of work that meet standards aligned with Parker's Criteria for Excellence in twelve different skill areas.		
<p>Measure: In a student survey with 85% response rate or above, 90% of students will agree with the statement: I am working towards a portfolio of work that meets standards in Parker's skill areas in my academic classes.</p>	MET*	<p>Overall student response rate: 75% <i>*survey taken in June, during remote learning, so we did not hit the desired response rate (in a normal year, survey is done in school)</i></p> <p>94% of responding students agreed or strongly agreed</p> <p>Average response: 4.4 (on a 1-5 scale where 5 is 'strongly agree')</p>

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Measure: 100% of students are creating a portfolio in eligible classes (Arts & Humanities (AH); Math, Science and Technology (MST); and relevant Spanish levels).</p>	MET	100% of students collected portfolio-based evidence of their academic performance over the year in each relevant class
<p>Objective: All students create Personal Learning Plans (PLPS) that include at least one goal unique to the student and at least one goal related to the Habits of Learning.</p>		
<p>Measure: In a student survey with 85% response rate or above, 90% of students will agree with the statement: I have a Personal Learning Plan that includes at least one goal unique to me and at least one goal related to the Habits of Learning.</p>	MET*	<p>Overall student response rate: 75% <i>*survey taken in June, during remote learning, so we did not hit the desired response rate (in a normal year, survey is done in school)</i></p> <p>92% of responding students agreed or strongly agreed</p> <p>Average response: 4.2 <i>(on a 1-5 scale where 5 is 'strongly agree')</i></p>
<p>Measure: 100% of students will create a Personal Learning Plan each year.</p>	MET	100% of enrolled students created a Personal Learning Plan in October, 2019 for the 2019-2020 school year
<p>Objective: Teachers will engage in collective planning and support each other in refining individual teacher practice.</p>		
<p>Measure: Domain-based teacher planning teams will meet regularly; all eligible teachers will participate in a Critical Friends Group (CFG).</p>	MET	<p>Domain-based teacher planning teams met at least weekly; most met more frequently.</p> <p>100% of eligible teachers participated in a CFG.</p>
<p>Measure: In a teacher survey with 85% response rate or above, 85% or more of teachers will agree or strongly agree with the statements: a) participation in CFG helps deepen my teaching practice; b) I collaborate with colleagues in my planning team and/or CFG in examining student work and developing standards-based units.</p>	MET	<p>Overall teacher response rate: 100%</p> <p>a) <u>CFG</u> 98% of responding teachers agreed or strongly agreed</p> <p>Average response: 4.8 <i>(on a 1-5 scale where 5 is 'strongly agree')</i></p> <p>b) <u>Collaboration</u> 98% of responding teachers agreed or strongly agreed</p> <p>Average response: 4.8 <i>(on a 1-5 scale where 5 is 'strongly agree')</i></p>

Dissemination

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Objective: The school will disseminate best practices through the Sizer Teacher Center and train teachers to work in student-centered classrooms.</p>		
<p>Measure: The Teachers Center offers a variety of professional development workshops, partnerships, and related programs, and continues to attract teachers from the region to these programs. At least 5 different events will be hosted each year.</p>	<p>MET</p>	<p>The Teachers Center formally facilitated the learning of more than 550 educators through more than 35 different events in the 2019-2020 year.</p>
<p>Measure: The school receives continued approval by DESE for the New Teachers Collaborative teacher preparation program; thirty (30) newly inducted teachers are eligible for licensure through NTC during the charter term, at a pace of approximately six per year.</p>	<p>MET</p>	<p>In the 2019-20 school year, 8 participants successfully completed the program and were licensed in Massachusetts. This year, NTC made the transition to remote learning on March 13, 2020 due to Covid-19 restrictions. All classes and one-on-one conferences were conducted online and all candidates completed the licensure program despite the increased workload due to online instruction. The Program Director, Ruth Whalen Crockett, collaborated closely with DESE leaders in EdPrep to assure that candidates met all state and program criteria for licensure. While Covid-19 restrictions presented instructional challenges, candidates regularly shared that they felt prepared to do this because “they knew their students well.” The program focuses heavily on the 1st Common Principle and as a result, candidates were successful in making this transition as both teachers and learners.</p> <p>Since its inception, the NTC has licensed and placed 151 teachers in various fields. For the upcoming school year, more than 80 program inquiries yielded 51 complete applications. The inquiry rate was down 33% this year while the application yield was up 25%. The acceptance rate also increased by 25% with the placement of ten candidates for the 2020-2021 schoolyear. Eight candidates will be placed at Parker and one each at</p>

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		<p>Innovation Academy Charter School (Tyngsboro) and Meridian Academy (Jamaica Plain). Two of the Parker candidates are already teachers of record at Parker and will be participating in the NTC program to complete their Initial license and work on their Master's degree. This opportunity is referred to as Alt+Op (Alternative Option). NTC also continues to support teachers in completing their Master's degree from Fitchburg State University and to support teacher learning toward the professional pathway. Three teachers will participate in NTC2 (a second year of NTC) in the 2020-2021 school year. NTC is currently authorized to credential teachers in Massachusetts through August 31, 2026.</p>

Appendix B

Charter School Recruitment and Retention Plan

Recruitment Plan 2020-2021

School Name: Francis W. Parker Charter Essential School

2019-2020 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2019-2020 Recruitment Plan?

As a regional charter school, Parker draws from more than 70 school districts, with more than 40 towns regularly represented at the school. The top seven sending school districts this year were Acton-Boxboro, Ayer-Shirley, Harvard, Littleton, Leominster, North Middlesex, and Groton-Dunstable, which comprised approximately 66% of the student body. Recruitment across this large region brings challenges, specifically with transportation to the school for targeted subgroups. Word of mouth continues to be the primary way most families find out about the school, so increasing awareness for our current families about the desire to reach more diverse populations is always an area of focus. Parker implemented its recruitment plan substantially as written. We continued to actively promote the availability of public transportation from Leominster and Fitchburg to the school, and we continued to promote this option for targeted sub-groups in those communities. We continued to place ads on the shuttle buses themselves (in both English and Spanish versions) during enrollment season. We saw an increase in "clicks" on paid social media promotion (postings, links, et al) to targeted populations during the enrollment season. New this year was a partnership with the Fitchburg Art Museum, located in downtown Fitchburg; the museum makes all materials available in English and Spanish. A Parker student art show at the museum coincided with two other show openings and leveraged the museum's location, commitment to bilingual art education, and strong community partnerships to build awareness of our program. An attempt to partner with a local food assistance program was not fruitful, so we will seek a different partner in that work in the coming year. We also were not successful in partnering with a self-identified Black church in the area.

2. Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?

Each year, approximately one-third to one-half of admitted students are siblings of current students (following state enrollment regulations on sibling preference).

3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2020 SIMS report) will meet the comparison index or the school's gap narrowing targets.
 - a. Please explicitly state if you would like further discussion with the Department regarding the school's Recruitment Plan once your school has submitted October 1st SIMS demographic information.
 - b. Please explicitly state if you would like further discussion with the Department regarding the school's rates of enrolling students with disabilities or English learners (EL) compared to the Comparison Index or gap narrowing targets.

We believe that our October SIMS will show a population consistent with our current data, as detailed below.

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2019-2020:

Activity 1: Morning Information Sessions

Ninety minutes total running time on a day school is in session. Prospective students and parents/guardians arrive in time for students to be paired with peer hosts; students attend advisory and one hour of class. Meanwhile, parents/guardians attend a general information session in the library.

Activity 2: Evening Information Sessions

Prospective students and parents/guardians begin the evening session together with a general overview presentation. Students then have the option to participate in "break-out" sessions with teachers featuring sample activities from Arts & Humanities (AH) and Math, Science, Technology (MST) classes. Meanwhile, parents & guardians continue an informational presentation covering all major aspects of the program and the enrollment process. Total running time ninety minutes.

Activity 3: Community-Based Information Sessions

Walk-up, conversational, informal information sharing supported by graphic displays, examples of student work, and take-one brochures; Spanish-speaking staff present as indicated. Scheduled in specified communities with targeted populations, usually in the public library or non-profit lobby. Total running time ninety minutes per session.

Activity 4: Mailings

Info Session flyers and applications mailed to a wide variety of community organizations for posting, etc.

Activity 5: Current Family Outreach

During enrollment season, we ask current families to post flyers in public spaces in their towns, display yard signs, etc.

Activity 6: Paid Advertising on Public Transportation

During enrollment season, we use paid advertisements (English & Spanish) in MART buses running Fitchburg routes to inform the public about enrollment option and application deadlines.

Recruitment Plan – 2020-2021 Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage: 14.6%
GNT percentage: na%
CI percentage: 12.7%

The school is above GNT percentages and above CI percentages

(b) Continued 2019-2020 Strategies

- Met GNT/CI: no enhanced/additional strategies needed
- We directly address the school design of personalized education and supports for special education (including those built directly into the general education program) at all information sessions.

(c) 2020-2021 Additional Strategy(ies), if needed

- None required

Limited English-proficient students/English learners

(b) Continued 2019-2020 Strategies

- Met GNT/CI: no enhanced/additional strategies needed
- All enrollment materials are available in Spanish on the school website.

Recruitment Plan – 2020-2021 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
<p>(a) CHART data</p> <p>School percentage: 0% GNT percentage: 3.3% CI percentage: 4.4%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<ul style="list-style-type: none"> • Enrollment materials are distributed in Spanish to relevant local agencies. • We offer at least one community-based information sessions in a town with a high Spanish-speaking population, with a Spanish-speaking staff member present. • Parker student Art Show at Fitchburg Art Museum in 2019. • Meet and cultivate relationships with one or more of the self-identified Black churches in Leominster/Fitchburg. • Continue and expand MART bus advertising (enhanced existing strategy) during enrollment season. Spanish and English language ads. • Paid social media advertising targeting Spanish-language residents of Fitchburg and Leominster (enhanced existing strategy).
	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> • Offer a remote information session in Spanish, using social media to advertise to local Spanish-speaking communities • Continue to build partnership with Fitchburg Art Museum to reach population already connected to that community resource; pivot with them in the remote environment. This is a multi-year relationship. • Investigate interest in remote learning options in target communities
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 8.3% GNT percentage: 10.6% CI percentage: 20.8%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Parker will continue to work with the local food pantry to raise awareness of Parker’s existence (food pantry is ½ mile from the school site). • Parker will add a community information session in a relevant community to target this population. • In partnership with Devens Enterprise Commission (DEC), MassDevelopment, and Devens businesses, Parker continues to actively promote the new regional shuttle bus service, run by Montachusett Regional Transit Authority (MART) as a public transportation option for economically disadvantaged students to get to Parker. Specific tactics being considered include using MART buses in Fitchburg to advertise the new shuttle service. (We would expect to see increased lottery participation from Fitchburg and Leominster—the largest communities served by the shuttle service—within three years. This will be year three of this strategy.) • Parker will attempt to partner with the local WIC office (in Ayer) to raise awareness of Parker’s existence and network with this

Recruitment Plan – 2020-2021 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
	<p>resource to better understand how to reach families within this subgroup. Goal is to build relationship and understanding with social services staff in order to better reach targeted population.</p> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> • Continue to promote public transportation as an option (though numbers are below GNT, they are up overall) • Explore the rise of remote platforms/options as a recruitment tool and potential selling point of school program • Explicitly advertise the school’s 1:1 laptop program and commitment to supporting families with connectivity solutions • Expand targeted social media advertising to relevant demographic communities • Explore partnership with a food pantry/assistance program in Leominster/Fitchburg, emphasize 1:1 laptop program
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • In order meet the needs of students who struggle to be successful within the wider academic program, Parker incorporates additional support within the school day (but without pull-out from core academic classes) for needs like foundational math skills, executive function support, and time management. Weaknesses in these skills often lead students to be sub-proficient. This program and school schedule is specifically discussed at information sessions in order to help families understand how Parker can serve children in this demographic.
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • In order to continue to work to recruit students who may be at risk of dropping out of school, Parker will hold a community information session in a sending district with a relatively higher drop-out rate.
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	<p style="text-align: center;">(f) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Since Parker has a strong retention rate, maintains a lengthy waitlist for each grade, and does not enroll student after 9th grade, it does not make sense to recruit students above age 16 who have already dropped-out, as there would be little to no opportunity for them to matriculate at the school given enrollment regulations.
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Using strategies identified above (most notably, widening the base of locations where Information Sessions are advertised and raising awareness of public transportation options), Parker hopes to increase the number and kinds of other underserved demographic groups in the recruiting process.

Retention Plan 2020-2021

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2019-2020 Retention Plan.

2019-2020 Implementation Summary:

Parker continued to have a high and stable retention rate among its student body (93.2%) which exceeded the stated retention goal for 2019-2020 (85%). In particular, Parker's attention to personalized learning and individual student needs allows it to understand and meet the needs of a wide variety of students. Attrition rates for subgroups, such as low income and high need students, are also below state averages and comparison indexes. As has been true for many years, students at risk of dropping out of school were intensively counseled and supported through decision-making about their futures. Parker implemented its retention plan as written and will continue to engage in these educational practices throughout the next year, as retention rates are high and do not indicate a need for significant change.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	Retention rate goal: 85%

Retention Plan – 2020-2021 Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

<p><u>(a) CHART data</u></p> <p>School percentage: 8.0%</p> <p>Third Quartile: 9.7%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Targeted skill development through workshops within the school day that provide support for struggling students in core classes. • Implementation of school mission of student-centered learning (including personalization and knowing students well). <hr/> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • None required
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Limited English-proficient students/English learners

<p><u>(a) CHART data</u></p> <p>School percentage: 0%</p> <p>Third Quartile: 11.5%</p> <p>The school's attrition rate is <u>n/a</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • At this time, Parker does not have an ELL/LEP population to retain. <hr/> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> • No ELs were enrolled during the 2019-2020 school year. No retention strategies possible.
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Retention Plan – 2020-2021 Strategies

List strategies for retention activities for each demographic group.

Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 4.2% Third Quartile: 11.0%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Implementation of school mission of student-centered learning (including personalization and knowing students well). <p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • None required
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Parker's program called "Academic Block" allows students to receive small-group instruction, tutoring, and/or support in identified areas of academic need. These sessions meet three times a week for 35 minutes per session. Teachers oversee student placement in these sessions to best support their needs with the goal of bringing them up to academic proficiency. Again, Parker's high need retention rate is well above averages and sending districts, and the personalized nature of Parker's general education programs seems to serve this demographic well without further targeted programs.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Any and all Parker students who intend to "drop out" of high school or who have significant attendance or performance issues are met with frequently into order to identify best next steps to completion of a high school program, including the GED and consideration of alternative high school programs. Students do not drop out unbeknownst to the school or without a clear plan for next steps that allow them to be successful.
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p>(f) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Parker does not have any students who have "dropped out" of school without other planning in mind. Any students at risk of doing so are counseled towards an appropriate alternate program, including completion of a GED. Students who withdraw from the school under these conditions are followed-up with until another program or the GED has been established/completed.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Using the variety of strategies articulated above, all students who struggle are offered careful support and attention, across all demographic groups.

Appendix C

School and Student Data

DESE student demographic data:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04780505&orgtypecode=6&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	1.3
Asian	2.0
Hispanic	3.0
Native American	0.3
White	87.7
Native Hawaiian, Pacific Islander	0.0
Multi-race, non-Hispanic	5.8
Selected Populations	% of School
First Language not English	1.8
English Language Learner	0.0
Students with Disabilities	14.6
High Needs	20.9
Economically Disadvantaged	8.3

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Todd Sumner	Principal	7/1/2011	
Michelle McKenna	Business Manager	3/8/2006	
Deb Merriam	Academic Dean	7/1/1995	
Sue Massucco	Arts and Humanities Domain Leader	2/23/2008	
Diane Kruse	MST Domain Leader	8/1/1999	
Ruth Whalen	Spanish Domain Leader	7/1/1998	
Deb Holloway	Student Success and 504 Coordinator	8/20/2018	2/14/2020
Terry Weisinger	Special Education Coordinator	8/14/2002	9/30/2019
Kathleen Russo	Special Education Coordinator	8/1/2019	

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019- 2020 school year	Departures during the 2019- 2020 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	49	1	7	4 teachers were part of our licensure program and had completed all requirements; 4 teachers chose to end employment

Other Staff	28	4	0	4 other staff chose to end employment
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BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	13
Minimum number of board members in approved bylaws	9
Maximum number of board members in approved bylaws	25

Members of the Board of Trustees

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Julie Bartsch	Member	Development	2nd Term	Jul 01, 2017 - Jun 30, 2020
Zayna Basma	Member	Development	1st Term	Jul 01, 2018 - Jun 30, 2021
George Clancy	Member	Governance	1st Term	Jul 01, 2019 - Jun 30, 2022
Matt Lindsey	Board Secretary	Governance	1st Term	Jul 01, 2019 - Jun 30, 2022
Glenn Penna	Board Treasurer, Finance Committee Chair	Facility, Finance	1st Term	Jul 01, 2017 - Jun 30, 2020
Christine Regan-Davi	Governance Committee Chair, School Leader Support and Evaluation Chair	Governance, School Leader Support and Evaluation	2nd Term	Jul 01, 2019 - Jun 30, 2022
Stefanie Reinhorn	Board Vice Chair	Development, Diversity and Enrollment	1st Term	Jul 01, 2018 - Jun 30, 2021
Steve Roach	Board Chair	Facility, School Leader Support and Evaluation	2nd Term	Jul 01, 2017 - Jun 30, 2020
Jennifer Saxe	Development Committee Chair	Development	1st Term	Jul 01, 2017 - Jun 30, 2020
Mario Silva-Rosa	Diversity and Enrollment Committee Chair	Diversity and Enrollment	1st Term	Jul 01, 2019 - Jun 30, 2022
Todd Sumner	School Leader	Development, Diversity and Enrollment, Facility, Finance, Governance		
Tiffany Testa	Member	Diversity and Enrollment, Governance	1st Term	Jul 01, 2018 - Jun 30, 2021
Martin Turnbull	Facility Committee Chair	Facility	1st Term	Jul 01, 2017 - Jun 30, 2020

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Mary-Wren VanderWilden	Member	Development	3rd Term	Jul 01, 2018 - Jun 30, 2021

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location
Sep 8, 2020/6:45pm	Parker School, Room 27*
Oct 13, 2020/6:45pm	Parker School, Room 27*
Nov 10, 2020/6:45pm	Parker School, Room 27*
Dec 8, 2021/6:45pm	Parker School, Room 27*
Jan 12, 2021/6:45pm	Parker School, Room 27*
Feb 9, 2021/6:45pm	Parker School, Room 27*
Mar 9, 2021/6:45pm	Parker School, Room 27*
Apr 13, 2021/6:45pm	Parker School, Room 27*
May 11, 2021/6:45pm	Parker School, Room 27*
Jun 8, 2021/6:45pm	Parker School, Room 27*

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Finance Committee	Prior to BOT meeting/5:45pm	Parker School, Room 33*
Other Committees	As Needed	TBD

*During campus closure and due to the Order Suspending Certain Provisions of the Open Meeting Law, meetings will take place by either teleconference or videoconference. The access phone number or link (typically Teams) for use by members and the public can be found at the top of the meeting agenda.

Appendix D

Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Steve Roach	steve.roach@ymail.com	No Change
Charter School Leader	Todd Sumner	tsumner@theparkerschool.org	No Change
Assistant Charter School Leader	Deb Merriam	deb@theparkerschool.org	No Change
Special Education Director	Kathleen Russo	krusso@theparkerschool.org	New
MCAS Test Coordinator	Deb Merriam	deb@theparkerschool.org	No Change
SIMS Coordinator	Deb Merriam	deb@theparkerschool.org	No Change
English Learner Program Director	Deb Merriam	deb@theparkerschool.org	No Change
School Business Official	Michelle McKenna	mmckenna@theparkerschool.org	No Change
SIMS Contact	Deb Merriam	deb@theparkerschool.org	No Change
Admissions and Enrollment Coordinator	Deb Merriam	deb@theparkerschool.org	No Change

Facilities

Parker School remains at the same location.

Location	Dates of Occupancy
49 Antietam Street, Devens MA 01434	August 1990 to Present

Enrollment

Action	2020-2021 School Year Date(s)
Student Application Deadline	February 1, 2021
Lottery	February 4, 2021

Attachment 1

Organizational Chart

