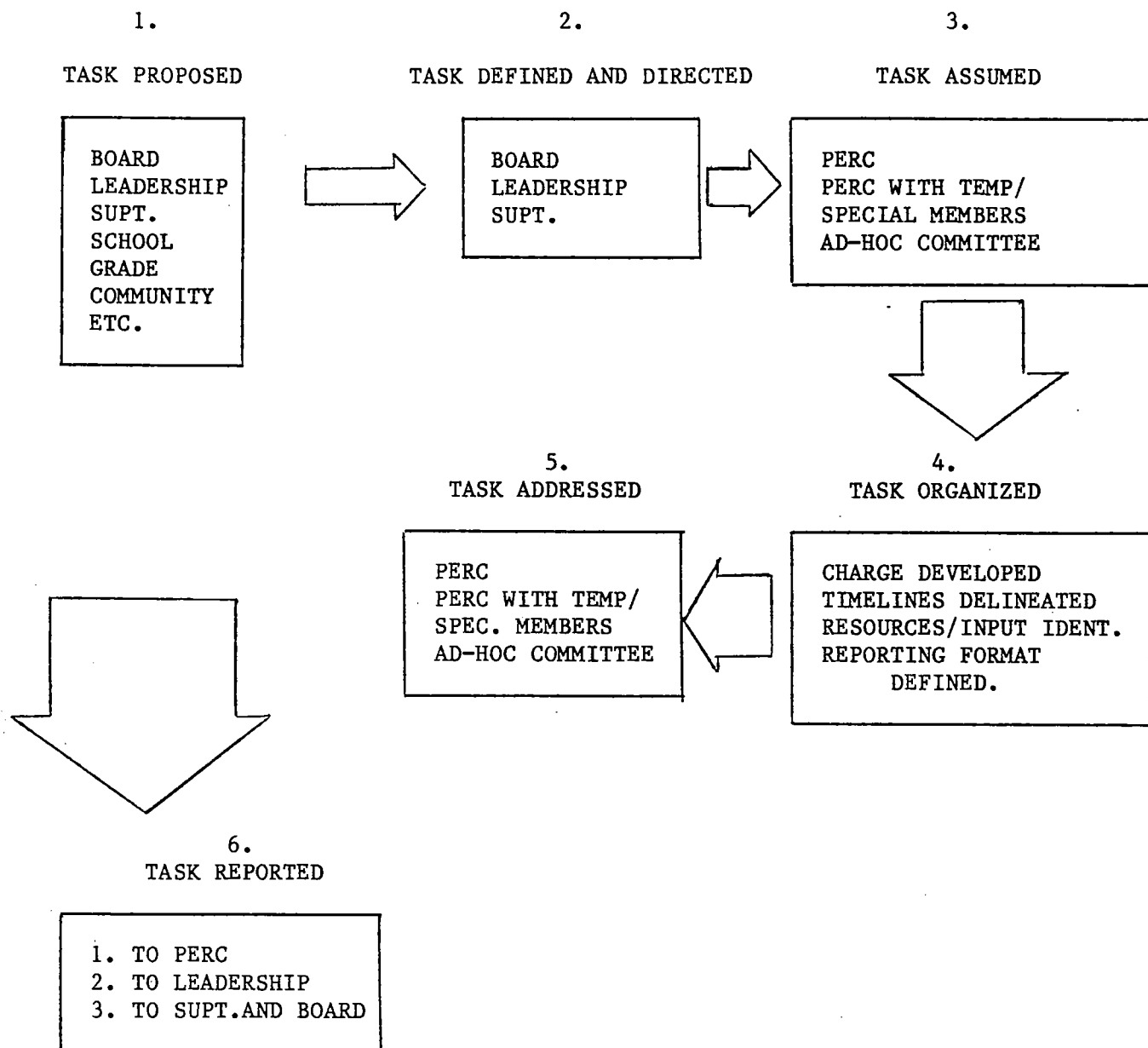


FURTHER DEFINITION:

(PERC) Merrimack School District Program Evaluation and Review Committee

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- A forum for the exchange of ideas among staff, administrators, community and Board.

Policy # 6500 Instructional Programs Adopted 5/6/91
Initiation of Supplemental Educational Activities/Programs

Any resident, agency, organization, or business in the community that wants an instructional activity or program to be offered as a supplement to the curricula for the students in the District must receive Board approval prior to the initiation of the activity or program. (See Administrative Procedure _____ for guidelines to be followed.)

AP # 6500 Procedure for Approval of Adopted 5/6/91
Supplemental Activities/Programs

1. Any resident or representative of an agency, organization, or business in the community will contact the Superintendent or his designee with the instructional activity or program proposal.
2. The Superintendent will either place the proposal on the Board's agenda for its immediate review; or refer the proposal to the Assistant Superintendent for Curriculum.
3. The Assistant Superintendent for Curriculum and Instruction will meet with an appropriate district curriculum committee or the Program Evaluation and Review Committee (PERC) to study the proposal and submit recommendations to the Superintendent.
4. The Superintendent will then refer the recommendations of the curriculum committee or PERC to the Board.

PROGRAM EVALUATION AND REVIEW COMMITTEE

BOARD REPORT FOR 1984-85

THE PERC is completing its first year of operation since being established by the Merrimack School Board in the Spring of 1984. Members have convened monthly on the third Tuesday for regular meetings and more frequently when the agenda has so demanded. Since September the following projects have been accomplished by the PERC:

- A. Extensive study of Drug and Alcohol Education resulting in a report to the board recommending the "Here's Looking At You, Two" Curriculum for implementation in September of 1985 in grades four, five, and six.
- B. Review and recommendations of the proposed Gifted and Talented Program.
- C. Review and recommendations of the proposed Language Arts Curriculum.
- D. Review and discussion of the Mathematics Curriculum Study Organization.
- E. Review and recommendations for the Elementary Art Curriculum.
- F. Review and recommendations for Curriculum Management Program.

In each case the PERC has directed its efforts and energies toward providing the school district with sound educational recommendations to be considered when examining new or proposed programs. As with any newly created committee, we have struggled with the issues of identity, communication, and the establishment of procedures and processes that will allow PERC to be of greatest service to our schools and, ultimately, the children in attendance. We perceive PERC to be on its way toward fulfilling the promise of being the vital link between the variety of constituencies represented and the leadership team and school board.

Attached to this document you will find a proposal from PERC for board consideration. This proposal attempts to articulate the role of PERC by virtue of organizing tasks into a schedule that is complementary to the variety of cycles that occur in our school district. This attachment, if approved, will go far in defining our role in the vital process of program renewal for the future.

The board will recall that, when initially organized, some PERC members were named for two years while others were appointed for one year. In the next two months the following vacancies must be filled for a two year term:

- a. Community Representative
- b. Leadership Team Representative
- c. Mastricola Faculty Representative
- d. Thorntons Ferry Faculty Representative

The Merrimack School Board has already filled the vacancy that it had on the committee and now needs to direct attention to the community representative.

As Chairman of the PERC I wish to acknowledge, for the board, the invaluable contributions of the one year members during 1984-85. Kathy Gibney (Community), Les Carter (Leadership), Sally Eastman (Thorntons Ferry School), Mary Blair (Mastricola Elementary School), and Lon Woods (School Board Representative) have each represented themselves, their schools, and the district with distinction. Any credibility established by our committee during this year was made possible by the quality of the membership, and these individuals shall be missed for their integrity, service and leadership. Please be advised that the remaining members are of like characteristics and will perpetuate the same standards for our committee in academic year 1985-86.

Respectfully,

A handwritten signature in black ink, appearing to read 'Ray Raudonis', written in a cursive style.

Ray Raudonis, Chairman
Program Review and Evaluation Committee

April 16, 1985

PROGRAM EVALUATION AND REVIEW COMMITTEE

PERC

Introduction. In order for the newly instituted Program Evaluation and Review Committee to function effectively in a role of program management within the Merrimack School District, it must be part of a plan that organizes the tasks of the District. Program or curriculum management is an encompassing description for the multiple set of circumstances which must be accommodated in order for the organization to be most effective. Among the areas managed are:

1. Resources (human, material, fiscal)
2. Evaluation and improvement of services
3. Evaluation and improvement of curriculum
4. Evaluation and improvement of instruction
5. Development/adoption and implementation of new programs
6. Replacement of existing programs
7. Development of priorities based on student needs
8. Development of priorities based on program needs
9. Suggestions/mandates from the community
10. Development of priorities based on School Board Objectives
11. Development of priorities based on Building Objectives
12. Individual teacher, grade level, or Building initiatives for new programs
13. Time/Space/Facility/Budgetary constraints
14. The School Budget
15. In-Service professional development of staff

I believe that it is how the combination of factors fit together and affect one another that forms the basis for a plan to manage curriculum within which PERC will be an integral factor. Although PERC is intended to function primarily in the area of curriculum and its studies focus on program development, it cannot function independently of the other factors. First of all, it receives tasks coming as a result of at least eight of the factors listed (#'s 2, 3, 5, 6, 9, 10, 11, 12). Secondly its' work is affected by other factors such as #1, #7, #8, and #13. Finally the results of a PERC study influence or impact upon factors such as #4, #14, #15. In order for PERC to be most effective it must plan its' work in a manner that will accomodate the regular cycles of the School District by maintaining a yearly calendar identifying the appropriate tasks at the appropriate times. In order to facilitate such a yearly calendar for PERC, other committes must operate within specific time periods also. The continued evolution of our educational program results in two different needs that must be reflected in PERC's process for managing curriculum.

1. The need to develop a totally new curriculum or a periodic major review and revision of an existing one that will result in a "new" one.

2. The need to update or improve parts of existing curriculum on an on-going and annual basis coming as a result of objective and subjective data collection.

In both cases the ramifications of the processes range far beyond those two straightforward activities. Each have an impact (or the potential for impact) on instruction of students, on the community, on the budget, on staff development, on annual objective setting, and on staff evaluation. It is evident to me that successful curriculum management is a result of successfully understanding and utilizing the variety of cycles that exist in the public schools of our district.

NEW CURRICULUM: DEVELOPMENT, IMPLEMENTATION, EVALUATION

BRIEF:

The development of a new curriculum or a complete review, and revision of an existing curriculum has four discrete, sequential phases.

1. Needs Assessment
2. Program Development
3. Plan for implementation
4. Plan for evaluation

In between each phase should be a provision for a steering committee to review and refine the product of the preceeding phase and organize the tasks to be addressed in the succeeding phase.

At the conclusion of the four phases provisions should have been finalized that would ensure that the developed program can be implemented, monitored, improved, updated, and evaluated on an ongoing, annual basis.

In order for a program to be successfully implemented and continuously evaluated, certain tasks must be addressed within specific time parameters that are consistent with the annual cycles and processes of a school district. These cycles include the budgetary process, establishment of objectives, the staff evaluation process, the staff development process, the actual academic calendar, and the availability of staff to commit full time services to that part of curriculum revision requiring it (Development Phase). Although these processes may happen at different times during the year or appear to be independent of one another, in actuality they are complementary and enabling to one another. Some simple examples would be as follows: In order for a new program to be included in the budget it must be developed and approved in the academic year preceeding actual implementation. If the new program requires in-service training before implementing, that should begin with the January Workshop Day, continue through the Spring, and/or occur either in the summer or the opening days of the school year in which it is first implemented.

MSD

4/26/84

Approved 5/7

(PERC) MERRIMACK SCHOOL DISTRICT PROGRAM EVALUATION AND REVIEW COMMITTEE

- I. **Description:** A broadly based standing committee of the school district conducting regular meetings and engaging in a number of projects that are designed to promote the academic goals of the Merrimack Public Schools.
- II. **Purpose and Function:** To direct the review, evaluation, introduction, renewal or reaffirmation of various instructional programs within the school district and to be attendant to the following tasks:
 - A. Undertake organizational responsibilities for specific reviews or feasibility studies referred by the School Board, Leadership Team, grade levels, community or schools. (i.e. Testing Program, Drug and Alcohol Education, Study Skills, Graduation requirements, Kindergarten etc.)
 - B. Review special projects designed to enhance the instructional programs that may be referred by the School Board, the Leadership Team or the Superintendent of School.
 - C. Prioritize and propose program or curricular reviews and project costs for same.
 - D. Organize and facilitate the work of curriculum development committees.
 - E. Identify and implement program evaluation procedures.
 - F. Review and recommend new programs, new curriculums, program expansion and program deletion to Leadership, Superintendent and School Board.
 - G. Facilitate communication regarding programs within the district.
 - H. Provide Staff Development with input for in-service training needs.
 - I. Assist in the development of program cost analysis for the district's regular instructional programs relating costs to numbers of students affected and the effectiveness of program.
 - J. Communicate regularly with schools and staff.
- III. **Membership:** The PERC consists of twelve regular members only one of whom is a permanent member. (Assistant Superintendent for Curriculum and Instruction) The commitment shall be for a two year term for all others except in the first year of operation when some members will be designated as one year persons. The PERC has the authority to expand membership as needed by a) establishing Ad-Hoc committees that will consist of non-regular members but must include a regular member b) inviting special temporary membership by persons identified as being able to provide specific assistance to the committee for particular purpose(s).

Regular Members**Term**

(1) Assistant Superintendent	Permanent Appointment (serves as chairperson)
(2) Principal/Assistant	(1) one year (1) two year (appointed by Leadership Team)
(2) Community Members	(1) one year/(1) two year (appointed by School Board)
(2) School Board	(1) one year/(1) two year (appointed by Board)
(3) Elementary Teachers	(1) two years (2) one year
(1) M.S.Teacher	Two years
(1) H.S.Teacher	Two years

Possible Special/Temporary Membership

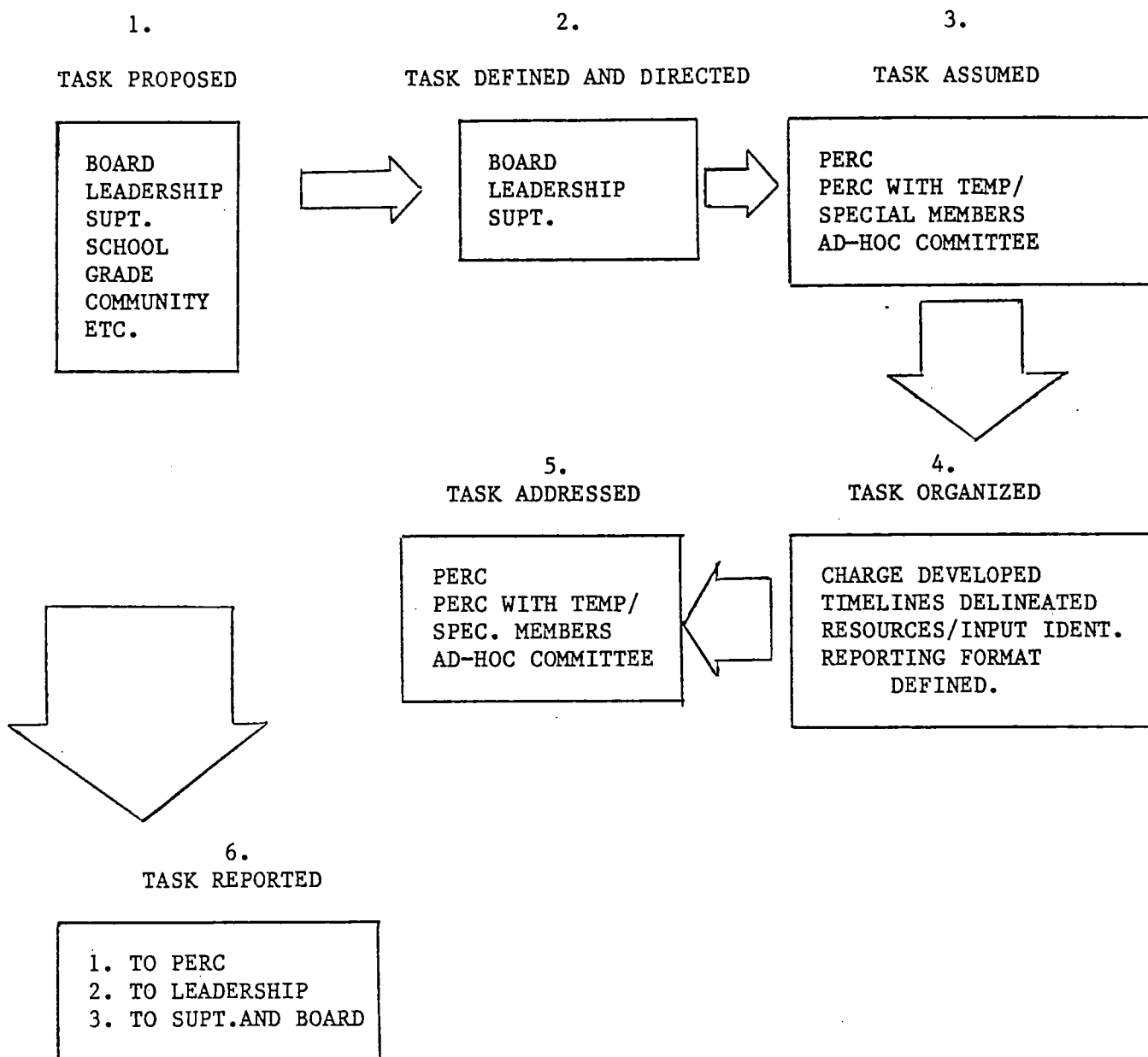
Directors	School Community Coordinator
Department Heads/Housemasters	Grade Level Coordinators
District or Building Admin.	Curriculum Study Chairman
Specialists	Community Special Interest Group
Students	

Special/Temporary members or Ad Hoc Committees will be appointed by the PERC after nomination by the appropriate party or group. The term of office will be determined by the timeline of the task at hand and the charge to the committee and/or membership requirements will be developed and delivered by the Assistant Superintendent on behalf of the PERC to that Ad-Hoc Committee.

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EXISTING CURRICULUM: UPDATE/IMPROVEMENT

BRIEF:

Curricula is neither static nor inflexible. Its improvement and/or updating must be planned for and accommodated on an annual basis for all intervening years in between major formal reviews. Updating or improvement should occur as a result of yearly evaluations of the strengths and weaknesses of the program. These yearly evaluations should include the following:

1. Performance as measured by agreed upon criteria
2. Staff input relative to appropriateness of objectives, successful/unsuccessful strategies and activities, proposed additional objectives, proposed objectives to delete or reassign, proposed instructional programs or additional resources to improve delivery of services, and any ideas for additional staff development.

With the evaluation report as a guide, a plan for improvement/update can be developed and implemented. Again the cyclical nature of education must be accommodated. Evaluation must take place in the early Spring, a plan developed in late Spring, and the actual curriculum changes be made during the summer months. Obviously if the School District budget must support the revisions there are two alternatives. One is to reallocate monies for approved purchases to the newly recommended one. The other is to propose the purchase of any new materials during the next budgetary process with implementation to occur the year after. If the revisions can be supported without impacting the budget the next question becomes, do we need staff development opportunities? If so, these must be provided in the context of the Staff Development cycles occurring either during the summer or early fall to be of value to the teachers who will implement the changes in their classroom.

Again updating or improving our existing programs must occur in a specific time frame in order to assure congruity with the time constraints of other district processes and institutions. The sequence to be as follows:

1. Data collection
2. Data interpretation and plan development
3. Program update/improvement
4. Engage appropriate budgetary option
5. Engage appropriate staff development option
6. Implement in accordance with #4 and #5

Summary. In my opinion PERC can be of most service to the district, students staff, and administration by implementing cycles and establishing procedures that will systematize program changes and adoptions. To become a viable part of a planned program to improve instruction, this committee must infuse its' work into the existing structures in a timely fashion. The following schedule is identified as a possible model for implementation:

September/October: Review of, and recommendations for, all new or revised programs to be accommodated in the ensuing budgetary process for the succeeding school year. This process terminates with School Board approval in late October and inclusion in Administration's proposed budget. Advise Staff Development of training needs for January and Spring.

November/December: School Board and Building goals solicited and priorities identified for new studies or new programs to be addressed in the next cycle. Studies and reviews established and timelines identified and fixed.

January/February/March: Review of new program proposals and review of implementation and evaluation plans of curriculum studies in progress. These would fall into two categories previously identified; those which would require no budgetary support to implement and those for which funds would have to be reallocated in order to implement. Should terminate with appropriate reports to the Leadership Team and School Board for approval prior to May.

April/May/June: Review needs assessments of Curriculum under study, review data collection and interpretation of the evaluation of existing programs, inform Staff Development of training needs identified for summer and fall (based on programs approved for implementation in September.) Identify and verify the schedule of reviews for September and October of the coming school year. Complete summary report of the year's activities for the Leadership Team and the School Board.

Issues remaining to be addressed:

- A. PERC agreement with the concept of this paper
- B. Issues concerning approval of the concept of this paper
- C. PERC agreement with, or modification of, the proposed calendar
- D. Potholes, pitfalls, and perceived problems
- E. Procedures for communicating these procedures if adopted
- F. Procedures for implementation of this plan