

# NEWBURY SCHOOL DISTRICT AGS

## **PROPOSAL:**

*THE STATEWIDE PLAN RETAINS THE CURRENT GOVERNANCE STRUCTURE OF NEWBURY AND PLACES NEWBURY IN A SUPERVISORY UNION CONSISTING OF THE EXISTING DISTRICTS IN ORANGE EAST SUPERVISORY UNION AND BLUE MOUNTAIN UNION SCHOOL DISTRICT*

### **Overview**

This proposal is divided into five parts:

- I. An introduction that provides background information on the Newbury School District and the efforts the Newbury School Board undertook to merge into a preferred governance structure in accordance with Act 46
- II. An explanation of why a preferred structure is not a possible for Newbury
- III. An explanation of why a preferred structure is not necessary for Newbury
- IV. The rationale for creating an expanded SU consisting of the current Orange East Supervisory Union (OESU) districts and Blue Mountain Union School District (BMU).
- V. A broad outline of how Newbury will meet the goals set forth in Act 46 under this proposed AGS.

Four appendices, which are referenced throughout this proposal, provide data that illustrate the capability of Newbury to function effectively with its current governance structure, the community's desire to retain the current governance structure, and a record of the extensive efforts by the Newbury Board to find an acceptable merger. An overview of the contents of the Appendices is provided at the conclusion of this report.

## **I. INTRODUCTION**

### Town, District Overview

The Town of Newbury is governed by the Town of Newbury selectboard and encompasses the villages of Wells River and Newbury.

Students who reside in Newbury attend schools in three districts. PreK to high school students who reside in the Village of Wells River attend Blue Mountain Union School, which is located outside the Village of Wells River but within the boundaries of Newbury. Students who reside elsewhere in Newbury attend Newbury Elementary School in grades PK through grade 6 and Oxbow Regional High School for grades 7 through 12.

A three-member elected board governs the Newbury School District. The district owns the elementary school and the town common that serves as the playground for the school and also serves as a public park and gathering space for the village of Newbury. The Town of Newbury owns the Town Hall, which serves as the gymnasium and cafeteria for Newbury Elementary School. These intertwined property ownerships complicated the merger discussions involving the Newbury

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School District and should be taken into account in any mergers contemplated by the State Board.

Six elected board members govern the Oxbow High School and Riverbend Career and Technical Center (RBCTC): three from the Town of Newbury and three from the Town of Bradford. Thus, the Towns of Bradford and Newbury collaborate in the governance of the secondary schools serving students in grades 7-12 in both towns. An appointed Advisory Board representing the districts RBCTC serves provides assistance in the development of programming and the review of budgets for RBCTC.

Both the Oxbow Board and the Newbury Board are part of Orange East Supervisory Union (OESU), which also provides administrative services to three other districts: Bradford, Thetford, and Waits River Valley.

## II. WHY A PREFERRED STRUCTURE IS NOT A POSSIBLE MODEL FOR NEWBURY

There are several factors that currently preclude Newbury's participation in a preferred structure:

- **Potential merger partners opted out of earlier merger deliberations:** As noted in the introduction, Rivendell, Thetford and Waits River opted out of participation in the merger talks that involved Newbury and the talks with Blue Mountain reached an impasse. Thus, all of the neighboring districts and each of the districts currently included in OESU have withdrawn from merger talks.
- **Neighboring districts have incompatible operating structures:** Apart from Bradford, each of the contiguous and nearby districts has an incompatible operating structure making the creation of a preferred model impossible.
- **A merger with only Bradford and Oxbow will not yield a preferred governance structure:** Both Bradford and Newbury have the same operating structures (*i.e.* PK-6, 7-12) and both share the governance of Oxbow High School, This makes the merger of the two districts with Oxbow High School a logical outcome as part of the State's plan. However the merger of these three entities will neither achieve the parameters of a preferred governance structure nor yield the administrative savings anticipated from 706b mergers. Indeed, unless a merger involves more than three districts, the operational costs of the SU will be higher for all three districts.

The minutes of joint meetings with the Bradford and Oxbow boards on the efforts to merge are found in *Appendix D*. They provide detailed background information on why such a merger was not possible to achieve from the perspective of the Newbury School Board.

- **Property Issues:** The school district's ownership of the common and the town's ownership of the Town Hall that serves as the Newbury Elementary

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School's gymnasium and cafeteria has not been a problem given the good working relationship between the town government and the Newbury School Board. Should Newbury engage in a merger with other districts, however, the informal understandings regarding use of these properties would require the transfer of ownerships, the development of memorandums of understanding, and the associated legal costs for either the town or the school district. By retaining governance of the elementary school by an elected local School Board, the Town of Newbury can avoid lengthy and costly legal issues.

- **Academic issues:** The Newbury Elementary School, with the full support of the Newbury School Board, has adopted a Project-Based Learning (PBL) approach. After three years of training, which included teachers voluntarily attending 80-minute training sessions each week, the Newbury Elementary School is fully committed to this program. The school offers two Learning Expositions each year, events where students display the work they completed as part of their PBL efforts. From the perspective of the parents, the community, the school staff, and the school board this approach is far superior to the test-driven approach. (*see survey results in Appendix B*).

The [Newbury Elementary School's](#) web page underscores the unique nature of their approach to teaching and learning and a commitment to their vision: "*World peace, through harmony with self, harmony with others, and harmony with nature.*" To fulfill this vision, the Newbury Elementary School has introduced two programs that are unique and fully embraced and highly valued by the staff, students, parents, and community. In an effort to achieve "harmony with nature" through sustainability, the school obtained a **Farm to School** grant that provides healthy and nutritious meals for children that uses as much locally sourced food as possible. The Newbury Elementary School also has several teachers trained in the [Forest School](#) approach to learning, an approach that is described on the Forest School webpage as "*...an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees*".

As deliberations on the potential merger with other districts proceeded, the Newbury School Board representatives to 706b committee sensed that Newbury Elementary School's programs like PBL, and their unique Farm to School initiative and Forest School approach might be compromised and the school would lose its identity and connection with the community.

- **Uncertainty:** The Newbury School Board is reluctant to proceed with any merger discussions until the status of Thetford, Waits River, and Blue Mountain is clear. If any one of these districts is not incorporated in a SU with Newbury, the Newbury School does not believe a preferred governance structure is feasible.

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## **III. WHY A PREFERRED STRUCTURE IS NOT A NECESSARY MODEL FOR NEWBURY**

The Newbury School Board believes it could continue to provide a viable elementary school offering a program that matches the values of its community operating under the direction of a well-functioning Supervisory Union. Given the limitations to implementing a preferred model as outlined above, the Newbury School Board does not believe a merger with Bradford and Oxbow would yield any demonstrable benefit. Nor would such a merger help it or the neighboring school boards achieve the goals set forth in Act 46. By virtue of having a voice in the operation of the high school attended by students in its Newbury and direct control over the elementary program, the Newbury School Board does see an instructional benefit in merger with Bradford and Oxbow that would not achieve the parameters of a preferred governance structure.

As outlined in the subsequent sections, the Newbury School Board believes its students, teachers, voters and taxpayers would be better served under the leadership of a single Superintendent overseeing multiple independent boards responsible for the governance of independent districts that have different operating structures.

## **IV. RATIONALE FOR CREATING AN SU CONSISTING OF THE CURRENT OESU DISTRICTS AND BMU**

One result of the Act 46 deliberations in the Mid-East section of Vermont is an increased awareness of the importance of working collaboratively on common goals. There is an emerging recognition that in order to effectively address the goals set forth in Act 46, each district in the region will need to forge a common understanding of the role and mission of the Supervisory Union. Such an understanding will enable each district to attain the economies of scale and equitable opportunities for learning envisioned by Act 46 while retaining their current governance structure.

As noted in the introduction, both BMU and OESU have recently experienced turnover in the Superintendency and, pending the adoption of the statewide plan mandated by Act 46, both are currently led by interim Superintendents. The Newbury School Board believes that one Superintendent should be hired to oversee a new SU comprised of the districts in OESU and BMU.

The Newbury School Board has a particular affinity with BMU. A portion of its residents' children attends BMU High School. BMU high school is located within the Town of Newbury. There is a history of collaboration among the town governments in BMU with Newbury. And, the children in the BMU communities and Newbury communities often participate in out-of-school activities together. In the course of a recent AGS meeting in Newbury attended by BMU Board

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members many opportunities for collaboration at all levels emerged (*see minutes in Appendix D for examples*).

The Newbury School Board is willing to work with the existing OESU districts and BMU in a collaborative an open fashion to develop new ideas for educating children in the region. Such a governance structure would ensure the continuation of the PBL program in place at Newbury Elementary School and ensure the continuing operation of both Blue Mountain and Oxbow High Schools. The Newbury School Board believes that after examining the potentially adverse consequences of a forced merger and the potential benefits of improved collaboration at the SU level, the current OESU districts are likely to be more open to working collaboratively to achieve economies of scale and more willing to exploring programs the SU can offer more effectively and efficiently, programs are impossible each district to develop independently.

The Newbury School Board is especially intrigued by the possibilities that could emerge from having Blue Mountain High School, Oxbow High School, and Riverbend CTC under the leadership of a single SU. By coordinating the programs offered at the Middle and High School levels at the SU level, it would be possible to facilitate the sharing of staff between the two schools and to create magnet programs at each of the schools.

The Newbury School Board acknowledges that leading an AGS SU of six boards with five different operating structures would be a challenge. However, given the impossibility of changing operating structures in Thetford, BMU, and Waits River and the need to include each of those districts in an SU in order to achieve operational efficiencies, the most optimal outcome for OESU districts and BMU would be an SU with **four** boards (i.e. a forced merger of the Bradford-Newbury-Oxbow boards; BMU: Thetford; and Waits River) and **three** operating structures. Leading this four-board SU would be at least as complicated as leading the AGS board proposed by Newbury School Board; especially given the process required to forge articles of agreement in a newly merged district and to get that newly merged district to operate effectively.

The Newbury School Board believes that by creating an SU that combines the districts in OESU with BMU and allowing each of the districts to retain its own governance structure, the Agency of Education can focus its efforts in our region on enhancing the effectiveness of the SU, finding ways to expand educational offerings at Oxbow, BMU, and RBCTC, and supporting unique elementary programs like the PBL initiative at Newbury Elementary School. The Newbury School Board would welcome such support and believes that the other districts in the OESU as well as BMU would as well. Such AoE guidance might eventually lead to a better solution for governance in the region and would certainly enable our existing school boards to better address the needs of children in our schools.

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## V. HOW NEWBURY'S PROPOSED AGS WILL MEET THE ACT 46 GOALS

An analysis of how the Newbury AGS will fulfill the five goals set forth in Act 46 is provided below:

- **Provide substantial equity in the quality and variety of educational opportunities within the SU and vs. State:** As noted in the previous section, having Blue Mountain High School, Oxbow High School, and Riverbend CTC under the leadership of a single SU could lead to expanded opportunities for secondary students in the region. By enjoining BMU in the SU it may be possible to provide shared staffing and/or enhanced special education programming among three elementary schools: Bradford; Newbury; and Blue Mountain.
- **Meet or exceed quality standards:** Oxbow High School, which is governed by 3 Newbury and 3 Bradford board members, is sufficiently large enough to provide the array of opportunities required to meet the EQA standards for high school students. Riverbend CTC, located on the Oxbow campus, offers career and technical training beyond what is typically available in regular high schools. The SBAC test results in *APPENDIX B* indicate that Newbury Elementary students are below the state norms. But the school's Continuous Improvement Plan offers specific actions that will be undertaken to address areas where the test scores indicate performance gaps. It is important to underscore that the Newbury School Board is confident that the PBL program being implemented by the Newbury Elementary faculty will ultimately yield higher test scores without requiring an over-emphasis on the kind of test preparation units that might yield faster results.
- **Maximize operational efficiencies through sharing of resources and personnel:** As noted in the previous section, the Newbury Board believes that the creation of a new and expanded SU will result in the development of a common understanding of the role and mission of the Supervisory Union. Such an understanding, in turn, will enable each district to attain the economies of scale and equitable opportunities for learning envisioned by Act 46 while retaining their current governance structure.
- **Promote transparency and accountability:** The Newbury School Board is committed to providing opportunities for citizens to offer feedback, as evidenced in *APPENDIX B* and *APPENDIX C*, which include survey results of parents on PBL and of community members on governance. They evidenced transparency in budget development, merger talks and the formulation of education initiatives. While the current Newbury School Board does not view test scores as the most effective metric for measuring student learning, they do use the results of standardized test to inform their decision making.

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- **Deliver all of above at a cost that parents, voters, and taxpayers value:** Newbury has a history of passing budgets while continuously improving instruction. Additionally, as illustrated in *APPENDIX A*, Newbury is above the state average in staffing ratios and its overall cost-per-equalized student is not out of line with other comparable districts in Vermont. The Newbury Board views this and the survey results in *APPENDIX C* as clear evidence that the communities not only value the schools, they value the local, fundamental democratic structures: the town meeting and the elected town school boards.

## AN OVERVIEW OF APPENDICES

- **Appendix A** – This section includes information drawn from the Vermont Agency of Education’s annual school reports. It includes Student-to-teacher ratios; teacher-to-administrator ratios; student-to-administrator ratios; average teacher salaries, and the percentage of students requiring support services
- **Appendix B** – This appendix includes the Newbury Elementary School SBAC results; NECAP science results; the survey results from parents following the December 15 PBL event; and the CIP.
- **Appendix C** – The results from a survey conducted by the board regarding the future governance of Newbury Schools is included in this section.
- **Appendix D** – The minutes from public meetings convened by the Newbury School Board regarding potential mergers and the creation of an Alternative Governance Structure are included in the section. Those minutes include joint meetings convened with the Bradford School Board, the Blue Mountain School Board, and meetings where the Newbury School Board discussed how they intended to proceed when the merger talks with BMU hit an impasse. Details on the 706b meetings can be found on the [OESU webpage](#).

## APPENDIX A – BASELINE DATA

This Appendix highlights the five-year demographic trends from the Newbury School District based on data drawn from the Vermont Agency’s annual school reports. The chart below includes information on:

- Student-to-teacher ratios
- Teacher-to-administrator ratios
- Student-to-administrator ratios
- Average teacher salaries
- The percentage of students requiring support services

An examination of these data yields the following conclusions:

- Newbury is not experiencing enrollment declines

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- Newbury's student-to-teacher ratios are trending in an upward direction. This is primarily because of larger grade level cohorts and the Board's decision to introduce multi-age grade configurations
- Newbury's teacher-to-administrator and student-to-administrator ratios exceed both the SU and State averages, in large measure because Newbury has an ideal scale for the efficient operation of a PK-6 elementary school.
- Newbury has made a concerted effort to help classroom teachers meet the unique needs of its students as opposed to identifying them as special needs or eligible for 504 services

### **2016-17**

Staff Information	School	SU	State
Student:Teacher Ratio	13.01	9.78	10.55
Teacher:Administrator Ratio	12.3	10.52	9.52
Student: Administrator Ratio	160	102.82	100.41
Average Teacher Salary	\$44,236.55	51,288.25	\$59,154.11
% No Support Services	74	78	72

### **2015-16**

Staff Information	School	SU	State
Student:Teacher Ratio	9.48	9.34	10.41
Teacher:Administrator Ratio	15.3	8.99	9.38
Student: Administrator Ratio	145	83.93	97.71
Average Teacher Salary	\$44,569.53	\$50,626.68	\$57,138.37
% No Support Services	76	77	73

### **2014-15**

Staff Information	School	SU	State
Student:Teacher Ratio	10.51	9.67	10.55
Teacher:Administrator Ratio	13.8	9.74	9.88
Student: Administrator Ratio	145	94.12	104.24
Average Teacher Salary	\$46,569.64	\$47,959.50	\$56,355.04
% No Support Services	88	84	76

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## 2013-14

Staff Information	School	SU	State
Student:Teacher Ratio	9.73	9.86	10.56
Teacher:Administrator Ratio	14.6	9.16	9.9
Student: Administrator Ratio	142	90.33	104.57
Average Teacher Salary	\$54,838.01	\$41,040.85	\$55,903.53
% No Support Services	78	81	76

## 2012-13

Staff Information	School	SU	State
Student:Teacher Ratio	9.49	9.6	10.61
Teacher:Administrator Ratio	13.8	9.8	9.66
Student: Administrator Ratio	131	94.08	102.51
Average Teacher Salary	\$50,878.17	\$50,434.31	\$54,420.65
% No Support Services	66	80	75

## APPENDIX B – ACADEMIC INFORMATION

This appendix includes the following information:

- Newbury Elementary School’s SBAC scores for 2015-16 and 2016-17
- Newbury Elementary School’s NECAP scores from 2015-16
- Internal survey and assessment data.
- Newbury Elementary School’s Continuous Improvement Plan, which identifies the academic priorities of the Newbury School Board

### Newbury Elementary School’s SBAC scores for 2014-15 and 2015-16

The grid below provides data gathered from the Agency of Education’s website on Newbury Elementary School’s scaled scores on the Smarter Balanced Assessment tests (SBAC) administered in 2016 and 2017.

Math	2016	2017	STATE	Growth	vs. State
Grade 3	2375.9	2406.3	2437.2	30.4	-30.9
Grade 4	2458.9	2428.5	2475.7	-30.4	-47.2
Grade 5	2464.1	2464.3	2504.6	0.2	-40.3
Grade 6	2455.8	2442.4	2518.6	-13.4	-76.2

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ELA	2016	2017	STATE	Growth	vs. State
Grade 3	2359.5	2390.7	2425.4	31.2	-34.7
Grade 4	2430.6	2395.7	2466.3	-34.9	-70.6
Grade 5	2470.7	2465.1	2508.3	-5.6	-43.2
Grade 6	2507.4	2485.8	2531.4	-21.6	-45.6

**STATE** = State mean scaled score for 2017

**Growth** = (2017) - (2016)

vs. State = STATE's 2017 mean

### Newbury Elementary Science NECAP scores: 2012-13 through 2015-16

The grid below displays Newbury Elementary School's NECAP science scores for 2012-2016.

NECAP Science	% Proficient			vs. State
	Newbury	STATE		
2013	17	47		-30
2014	25	44		-19
2015	42	45		-3
2016	23	48		-25

In reviewing the standardized test data, the Newbury School Board urges the Agency of Education to note they are confident that the unique programming offered by Newbury Elementary School--- PBL program, the Farm to School program, and the Forest School--- reflect the values of their community and will ultimately yield higher test scores. While they acknowledge that an emphasis on test preparation units might yield faster results, they believe that the time spent working toward the Newbury Elementary School's vision of world peace through harmony with self, harmony with others, and harmony with nature is more important than working toward marginally higher standardized test scores.

### Internal Survey and Assessment Data

Principal Chance Lindsley surveys parents regularly to ensure that Newbury Elementary School's programs are meeting their needs. The surveys are divided into two broad categories: Climate and Academics and offer parents a range of responses. In the most recent survey, conducted at the December 2017 PBL Exposition attended by over 75% of the parents, 28% of the parents of Newbury students responded to a survey distributed. 78% of those parents indicated favorable perspectives on both the climate of the school and the academics of

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the school, results that are consistent with findings over time. Additional survey data will be provided as needed.

The teachers at the school have developed embedded formative assessments designed to identify mastery levels in literacy and math. The initial results of those assessments, administered for the first time in the fall of 2017, indicate 61% of all students have mastered ELA outcomes and 43% have mastered mathematics outcomes. The Newbury staff hopes to correlate these findings with the SBAC tests to help align its unique approach to instruction with the state's assessments.

## Newbury Elementary School's Continuous Improvement Plan

The next page of this proposal is the Newbury Elementary School's Continuous Improvement Plan, which identifies the academic priorities of the Newbury School Board for the current school year.

### NES Continuous Improvement Plan

#### Part 1: Comprehensive Needs Assessment

##### Comprehensive Needs Assessment

**Shared Vision:** NES is a community of mindful, innovative learners teaming together to grow academically, emotionally, physically, and environmentally in hopes of creating world peace as defined by "harmony with self, others, and nature".

Are current strategies, tactics, and behaviors consistent with the current mission, core beliefs, and core values?

\*Project-Based Learning, Responsive Classroom, and Critical Friends Protocols that guide strategic reflections to develop a culture of critique are all in line with our core beliefs and values.

What elements are easy to see and confirm their presence in the building?

\*To create a mindful culture through school-wide reflective practices (SCA 05) Friday "Circle of Trust" assemblies rehearsing the importance of Kindness, Respect, and Effort as well as Harmony with self, others, and nature

\*Our adventure-based guidance program "Healthy Habits of Harmony" or "H-Cubed" takes students outside with the guidance counselor and PE teacher to exercise, build teams, and process emotions during the process.

\*Mindful Eating for 5 minutes during both breakfast and lunch

\*Healthy salad bar and composting system

\*Continuation of "Culture of Critique" that focuses on developing reflective practices

-- Inspire wonder and curiosity through innovative, inquiry-based

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instructional practices. (HQII06)

-- Strengthen professional teams by strategically planning collaborative time to encourage imagination and creativity. (EC07, WPL04, WPL06)

\*Three Trimester Learning Exhibits per year complete with dinner for the community (often put on by the students as part of their learning exhibit, but not always)

\*Teacher planning time during H-Cubed is 80 minutes weekly above the contracted planning schedule. This is designed to intentionally support teacher teams in developing strategic project-based learning design using the Buck Institute Gold Standard of PBL.

Which elements are not visible and require investigation to confirm their presence?/ If the building were observed for days, where would the Vision have been seen in action?

\*MTSS meetings to review the process of how we use student data to improve performance

\*PLCs led by teachers

\*5/6th grade Forest School using the forest behind the school as an instructional resource for math, literacy, environmental practices, and social/emotional team building.

\*Weekly staff meetings focused on PLCs based on student data, tech workshops, FTS efforts and parent/ community connections

\*Weekly Teacher Leader team meetings to discuss the use of data, next steps in staff meetings, and general observations about our team's effectiveness.

What might be observed that could be considered incongruent with the vision?

\*Standardized Testing

**Collaborative Stakeholders Represented:** Students, teachers, parents, principal, school board, community members

**Broad Area(s) of Focus Based on Data Review:**

1. To create a mindful culture through school-wide reflective practices (SCA 05)
2. Inspire wonder and curiosity through innovative, inquiry-based instructional practices. (HQII06)
3. Strengthen professional teams by strategically planning collaborative time to encourage imagination and creativity. (EC07, WPL04, WPL06)
4. Using data as a dashboard for driving decisions about educational practices. (CAS01, CAS04)

**Identified Priority Problems/Problems of Practice:**

Using Primary Observation Assessment and the Primary Number Observation Assessment, we have found gaps in student success because of our instructional

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<p>practices Using qualitative discussions from teachers, parents, and students, we have found gaps in our structured use of time and teams to more efficiently and effectively adjust our instruction</p>
<p><b><u>Root Cause Analysis Results:</u></b> The root causes of our problems of practice include:            *Disconnection between our tier 2 and tier 3 interventions in regards to our tier 1 Project-Based Instruction (which is both an issue of time and data usage)            *Inconsistent practice of our MTSS protocol (which is largely a time issue)            *Lack of structured time for student data analysis to effectively review the effectiveness of strategies being used for Math, Literacy, and social/emotional behavior management            *Lack of professional development in our new staff surrounding Responsive Classroom            *Lack of a structured writing portfolio system that is sustainable            *On-going need for professional development in our new staff surrounding best practices in mathematics and Literacy</p>
<p><b><u>Theory of Action:</u></b> <span style="color: blue;">Because we believe learning is social, we create learning communities in which every member takes responsibility in their own growth and the growth of others. (As created by our entire SU Team)</span></p>

## Part 2: Plan Changes for Improvement

**[Please complete for each prioritized goal; add additional rows as needed.]**

Plan	
<p>What do we want to accomplish?</p>	<p><i>Student achievement, Project design that includes all students, Mission and Vision alignment</i></p>
<p>What change can we make that will result in improvement?</p>	<p><i>*Bring an instructional coach for PBL design who also manages our MTSS protocol and practices to ensure the three tiers connect together in the project design based on student need</i></p> <p><i>*Include MTSS progress monitoring meetings during our H-Cubed time every 6 weeks</i></p> <p><i>*Include interventionists and special educators during our H-Cubed PBL design time</i></p> <p><i>*Establish a PBL design format that is easy to see and consistent among teachers to more effectively reflect, critique and improve our</i></p>

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	<p><i>designs before the trimesters begin.</i></p> <p><i>*Establish a PD plan that responds directly to the student need found in the data</i></p> <p><i>* **Responsive Classroom Training for teachers and paras</i></p> <p><i>* **Numeracy Class for all</i></p> <p><i>* **Data Training</i></p>	
<p>How will we know our interventions and/or innovations resulted in improvements?</p>	<p>*Student Performance on Benchmark Assessments and during progress monitoring</p> <p style="padding-left: 40px;">*Staff cohesion</p> <p style="padding-left: 40px;">*School climate</p> <p style="padding-left: 40px;">*Community Support</p>	
<p>Funding Source(s)</p>	<p style="text-align: center;">Tax Payers CFP for interventionists</p>	
<b>Do</b>	<b>Study</b>	<b>Act</b>
<p><b>*Benchmark assessments at beginning, middle, and end of year (POA/ PNOA)</b></p> <p><b>--*Use staff meeting for whole group review of data</b></p> <p><b>--*Use team meetings for student specific data to drive instruction and project planning</b></p> <p><b>*Progress monitor every 6 weeks</b></p> <p><b>*Build MTSS data meetings into H-Cubed</b></p> <p><b>*Build MTSS project planning meetings into H-Cubed</b></p> <p><b>*Develop trimester expo</b></p>	<p><b>*Monitor Student data for growth</b></p> <p><b>*Gather Staff feedback for effective use of time and share out at staff meeting for review</b></p> <p><b>*Review community surveys from trimester exhibits</b></p>	<p><b>*Adjust based on student data, teacher, and community surveys</b></p> <p><b>--*adjust times, instructional practices, or data meetings</b></p>

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<p><b>surveys to gather community feedback</b>  <b>--*review this feedback as staff, in school newsletter, and with School Board</b></p> <p><b>*Continue mindful practices (starting meetings with humor, celebratory mistakes, and/or 1-2 minutes of mindful breathing)</b></p>		

Part 3: Sustainability Plan

Sustainability
<p><b>Time, Money, and Space are the three lead components of practical sustainability.</b></p> <p><b>H-Cubed (80 extra team minutes per week) will be necessary for:</b></p> <ul style="list-style-type: none"> <li><b>---*Use team meetings for student specific data to drive instruction and project planning</b></li> <li><b>*Progress monitor every 6 weeks</b></li> <li><b>*Build MTSS data meetings into H-Cubed</b></li> <li><b>*Build MTSS project planning meetings into H-Cubed</b></li> </ul> <p><b>*Building in Trimester Exhibit Times for parent surveys</b></p>

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## Part 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment		
Identify improvement needs: Assess and understand current state/organizational performance; identify root causes; analyze data; identify core priorities; identify potential evidence-based strategies, establish goals, measures, objectives and actions that support core priorities.		
<p><i>Shared Vision: By capturing the core values and beliefs common to students, parents, school staff and community members, a shared vision serves to unify, motivate and empower all stakeholders in their efforts towards continuous improvement.</i></p>		
<p><b>Guiding Questions:</b>                      Are current strategies, tactics, and behaviors consistent with the current mission, core beliefs, and core values?                      What elements are easy to see and confirm their presence in the building?                      Which elements are not visible and require investigation to confirm their presence?                      If the building were observed for days, where would the Vision have been seen in action?                      What might be observed that could be considered incongruent with the vision?</p>		
<p style="text-align: center;">Actions</p> <p><b>Prepare for collaborative inquiry:</b></p> <ul style="list-style-type: none"> <li>▪ Ensure all essential people are involved.</li> </ul> <p><b>Review current performance:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Examine data from all 5 areas of EQS</b></li> <li>▪ <b>Identify and understand the current state</b> (strengths, problems/areas for</li> </ul>	<p style="text-align: center;">Guiding Questions</p> <p><b>How do we understand the problem(s)? What are we trying to accomplish?</b></p> <p>What do we know about our current situation?                      What information do we have available?                      What trends and issues do the data reveal?                      What would success look like?</p>	<p style="text-align: center;">Resources</p> <p><a href="#"><u>Organizational Conditions for Continuous Improvement Practical Measurement for Improvement-Examples Data Wise Process and Free Online Course REL Data Literacy</u></a></p>

# NEWBURY SCHOOL DISTRICT AGS

<p>improvement)</p> <ul style="list-style-type: none"> <li>▪ <b>Identify gaps between current and expected state</b> (connected to instructional core)</li> </ul>	<p>Based on our data overview, what are our systemic strengths and areas of focus? Focal areas are directly related to EQS components and state long-term goals..</p> <p>See <b>EQS Research and Resources Companion</b> in the <b>Appendix</b> for specific guiding questions in each of these 5 areas.</p>	<p><a href="#">Modules</a>  <a href="#">A Practical Framework for Building a Data-Driven District or School</a>  <a href="#">The Data Informed District: Research on Using Data to Inform Practice</a>  <a href="#">Use of Data at the Local Level: From Accountability to Instructional Improvement</a>  <a href="#">Protocols for Data Analysis</a>  <a href="#">Colorado CNA process</a>  <a href="#">Virginia CNA process</a>  <a href="#">Park Manor Coherence</a></p>
<p>Collaborative Stakeholders Represented: <i>The needs assessment team should include necessary and diverse <b>stakeholders representing all parts of the system</b>, including school board members, students, families and community members.</i></p>		
<p>Broad Area(s) of Focus Based on Data Review: <i>Describe the broad area(s) of focus, directly related to state long-term goals and the 5 component areas of EQS (e.g., Academic Proficiency; Personalization; High Quality Staffing; Safe, Healthy Schools; and Financial Efficiencies).</i></p>		
<p>Identified Priority Problems/<a href="#">Problems of Practice</a>: <i>Based on the identified broad focus areas, <u>dig deeper into the data</u> to determine a focused, learner-centered, prioritized problems for which you intend to seek innovative solutions/interventions</i></p>		
<p style="text-align: center;">Actions</p> <p><b>Fully understand the problem(s), determine root cause(s) and establish core priorities/goals:</b></p> <ul style="list-style-type: none"> <li>▪ Dig deeper into the data (considering all pedagogical data) and information available to determine the root cause of identified problems.</li> </ul>	<p style="text-align: center;">Guiding Questions</p> <p>[<i>Root-cause analysis</i> is a process used both <u>reactively</u>, to investigate an adverse event that already has occurred, and <u>proactively</u>, to analyze and improve processes and systems before they break down (Preuss, 2003).]</p> <p>How can we use all</p>	<p style="text-align: center;">Resources</p> <p><a href="#">RCA Process PDF</a>  <a href="#">Improvement of Student Performance using Root Cause Analysis</a>  <a href="#">Diagrams for Conducting Root Cause Analyses</a>  <a href="#">Fishbone (Ishikawa)</a></p>

# NEWBURY SCHOOL DISTRICT AGS

<ul style="list-style-type: none"> <li>▪ Consider <i>Structures, procedures, and outcomes</i> in the following areas:               <ul style="list-style-type: none"> <li>-Change in Teacher and Leader Practice/Pedagogy</li> <li>-Student Progress and Achievement</li> <li>-Student Safety and Climate</li> <li>-Family and Community Engagement</li> </ul> </li> </ul>	<p>available information and data to dig deeper into the root cause of our priority problems? Who else needs to provide input?</p> <p>Based on our root cause analysis, what are our core priorities/goals within our broad focus area?</p> <p>What data are we using to make these determinations?</p>	<p><a href="#"><u>Diagramming Process for Root Cause Analyses</u></a></p> <p><a href="#"><u>Colorado Root Cause Training Kit</u></a></p> <p><a href="#"><u>Guidance for selecting evidence-based strategies</u></a></p>
<p>Root Cause Analysis Results: <i>Provide a brief narrative describing the results of your root cause analysis for prioritized problems; include the major factors contributing to each problem.</i></p>		
<p>Theory of Action: <i>Based on needs assessment results, data analysis, and research support, define your <a href="#"><u>theory of action</u></a> for this goal.</i></p>		

## Part 2: Plan Changes for Improvement

**Please complete for each prioritized goal; add additional rows as needed.**

Plan Changes for Improvement	
<p style="text-align: center;">Guiding Questions</p> <p><b><u>How will we know that our change is an improvement?</u></b>            What will success look like? How will it be measured?</p> <p><b><u>What changes can we make that will result in an improvement?</u></b>            What strategic actions must we take related to these changes? Why?            What research/data are we using to justify these decisions?            What <b>evidence-based processes, curriculum, pedagogy, and assessments</b> align with our vision and plans for change? How?            What <b>impacts</b> do we expect and by which criteria we will measure impact?            How will we <b>monitor progress</b> along the way?            What <b>resources and knowledge</b> do we have/need?            What <b>professional learning</b> needs to happen?            How will we strengthen a <b>collaborative culture for professional learning</b> to build capacity for <b>precision in pedagogy</b> and <b>personalized learning</b>, through coaching, modeling, partnerships, professional learning</p>	<p style="text-align: center;">Resources</p> <p><a href="#"><u>Turnaround Theory of Action and Logic Model</u></a></p> <p><a href="#"><u>Center for School Turnaround Modules</u></a></p> <p><a href="#"><u>REL Logic Model Series</u></a></p>

# NEWBURY SCHOOL DISTRICT AGS

<p>communities, instructional rounds, lesson study, etc.?  <b>What systemic changes will we make in the following areas:</b> instructional systems and practices; organizational and performance management routines; culture; staffing; scheduling; evaluation processes; professional learning; student safety and climate; and family and community engagement</p>		
Plan		
<p>What do we want to accomplish?</p>	<p><i>Describe your prioritized (<a href="#">SMART</a>) Goal(s)  Optional: You may wish to complete and attach a logic model</i></p>	
<p>What change can we make that will result in improvement?</p>	<p><i>Plan evidence-based improvement actions. Cite evidence-based strategies directly to EQS components; see resource section of <a href="#">Education Quality and Continuous Improvement Framework</a> for examples.</i></p>	
<p>How will we know our interventions and/or innovations resulted in improvements?</p>	<p><i>In specific terms, describe the measures you will use to determine success and the intended results</i></p>	
<p>Funding Source(s)</p>	<p><i>Please specify local or federal funding sources (e.g., Title I 1003a).</i></p>	
Do	Study	Act
<p><b>TEST</b> innovations or interventions and align action at all levels of the organization. Educate and train staff; communicate information/expectations; test strategic processes; ensure fidelity to the plan at all levels of the system; embed appropriate professional learning; and collect relevant data (e.g., assessments, surveys, instructional practice along the way. Document information, data, and feedback (describing what happened during implementation) that will assist during the next phase of the cycle.</p>	<p><b>MONITOR PROGRESS AND EVALUATE RESULTS:</b> Explain when and how you monitored the progress of the innovation/intervention against your goals and objectives. What can you conclude?  <b>Guiding Questions:</b>  What do the data reveal?  How did our strategic actions impact student achievement and well-being? <b>What is working, for whom, in which circumstances?</b>  <b>Was the change an improvement?</b>  What is not working?  Why?  What <b>adjustments</b> may</p>	<p><b>REVISE:</b> Explain when, how, and why you adjusted, or continued selected innovations/interventions.</p>

# NEWBURY SCHOOL DISTRICT AGS

	need to be made?	

## Part 3: Sustainability Plan

Sustainability
<p>Plan for Sustainability: Explain how you will implement, scale, and sustain the successful practices and processes tested during this improvement cycle; include personnel, financial resources, scheduling, and potential organizational/structural modifications.</p>

## APPENDIX C – NEWBURY SURVEY RESULTS

As the following survey data indicates, the vast majority of the 140+ respondents to the survey believe it is very important or important to:

- Retain a local board that will provide Newbury with an equal voice in decisions that would affect Newbury Elementary School (88%)
- Ensure that Newbury Town and/or School District continue owning the school building, land and other assets (82%)
- Have a local board oversee the Newbury Elementary School to develop and manage its budget and develop and implement its educational philosophy (83%)
- Have a public pre-school program for 3-4 year olds (81%)

# NEWBURY SCHOOL DISTRICT AGS

A majority (53%) oppose a merged district with Bradford and Oxbow

A solid majority (74%) want the Newbury School Board to seek an Alternative Governance Structure while working with OESU to fulfill the Act 46 goals

A majority (57%) believe it is very important or important to keep property taxes low “...regardless of the impact it has on the school’s program”

The entire survey can be found on the [Newbury Elementary School Webpage](#).

## APPENDIX D – RELEVANT MEETING MINUTES

The remaining pages of this report provide the minutes of meetings where governance structures were discussed following the conclusion of Newbury’s 706b deliberations with BMU, Bradford, and Oxbow. Those minutes include:

- The two meetings convened by the Newbury School Board on the development of this AGS
- Joint meetings with neighboring school districts since the conclusion of the 706b committee meeting.
- Excerpts from the minutes of Newbury School Board meetings where this issue was addressed

Minutes and materials from the 706b meetings can be found on the [Orange East Supervisory Union webpage](#).

~Draft Minutes ~

Newbury Town School District  
Newbury Elementary School Board  
Tuesday, December 5, 2017

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### Present

Board Members: Paul Jewett, Danielle Corti, Emily Ross

Administrators: Chance Lindsley, Principal NES; Keith Thompson, Assistant Superintendent OESU; Melanie Elliott, OESU business manager

### Board Business:

- Call to Order: P. Jewett called the meeting to order at 6:05 pm
- Contracts: E. Ross moves to approve and authorize the board chair to sign a contract for Nathan Longmoore for night custodian for \$10.55/hr., 4 hrs. a day for 6 nights a week for the remainder of the school year. D. Corti seconds. Motion passed.

## **NEWBURY SCHOOL DISTRICT AGS**

E. Ross moves to approve and authorize the board chair to sign a contract for Geraint Jones for a long term substitute position dated 11/20/2017 – 1/15/2018 for \$6,950.40. D. Corti seconds. Motion passed

**Boltonville:** K. Thompson reports that the building has been winterized. He is confirming asbestos abatement. He has received no response re: his ad to locate Vance family descendants. An engineer has checked the septic and water systems and will submit a report to the state. Sotheby's real estate company will be listing the property. He has also received a quote of \$10,000.00 from Blue Mountain Excavating to tear down the existing building to sell the property as land only(1.5 acres on 302). A. Fredella asked about historical significance of the building. K. Thompson has checked and the building is not on the national historical register.

**ACT 46:** P. Jewett reports that the board has set up a meeting with Wayne Gersen on Thursday Dec. 7 @ 5:30 pm to discuss their Act 46 application.

P. Jewett asks C. Lindsley for an update on what is happening at NES. Trimester expo is happening on 12/14 starting at 5 pm. There will be dinner, classroom presentations and the night will end with a campfire sing-a-long on the common. H4 is going well and the staff is finally getting ahead on planning. K. Goody's instructional coach work is going excellent and is proving very effective for the teachers. Staff hike up Mt. Pulaski was strenuous but very rewarding. Library and tech are being totally integrated into the classrooms.

6:35 M. Elliott enters

E. Ross asks if there is oversight of the financials for the Abby Group billing at NES. Audrey Conrad @ OESU monitors the fresh fruits and vegetables grant money to make sure it is being spent within the parameters of the grant. C. Lindsley and D. Corti check the invoices. Sometimes invoices are billed under 2 different names, Abby Group and Underwood Catering. C. Lindsley will check with the principal at WRVS to ask how they monitor costs of the Abby group. M. Elliott will review the contract as well.

January 2 2018 meeting rescheduled for January 9, 2018 7:15 pm.

**Initial Budget Discussion:** M. Elliott reports that she has a very preliminary budget. She does not have the CLA yet for Newbury and also does not have the equalized per pupil spending or homestead tax rate. These figures will be key to moving forward with the budget. M. Elliott asks for direction from the board as to what tax rate they can defend to the community. P. Jewett wants to wait until they have more information on the unknown factors listed above before he states a number. C. Lindsley has been talking to Shannon Lessley, curriculum coordinator @ OESU and she seemed very confident that next year's CFP funding would allow for the continuation of the math intervention position, the reading intervention position and the instructional coach position.

# NEWBURY SCHOOL DISTRICT AGS

S. Stanley enters for a few minutes and reiterates that the OESU is committed to ensuring that this staffing stays at NES.

P. Jewett mentions that the incoming K class for 2018 is projected to be twice as large as 2017 class. Make sure to budget plenty of options to accommodate the needs of the incoming students. M. Elliot states that there will be savings in healthcare but this is always subject to change depending on staff changing their plans. She also states that the fund balance and audit should be ready by 12/6 and she will have all the missing pieces by the next meeting 12/19.

**Payables:** D. Corti moves to approve and authorize the board chair to sign the following:

- a payroll warrant dated 6/15/2017 for \$135,558.22
- a payroll warrant dated 6/30/2017 for \$47,767.34
- a payroll warrant dated 8/15/2017 for \$38,858.08
- an accounts payable warrant dated 11/7/2017 for \$19,646.11
- a payroll warrant dated 11/15/2017 for \$74,192.43
- an accounts payable warrant dated 11/21/2017 for \$32,706.52
- an accounts payable warrant dated 11/29/2017 for \$189.09
- an accounts payable warrant dated 11/29/2017 for \$984.47
- a payroll warrant dated 11/30/2017 for \$80,211.53
- an accounts payable warrant dated 12/5/2017 for \$42,158.85 E. Ross seconds. Motion passed.

D. Corti made a motion to approve the minutes from 10/26/2017 and 11/7/2017. E. Ross abstains due to absence. P. Jewett seconds. Motion passed.

7:15 pm. D. Corti made a motion to adjourn. E. Ross seconds. Meeting adjourned.

Respectfully submitted,

Ann Fredella, NES minutes clerk

**Newbury School Board Meeting  
12/7/2017**

Present-

Newbury board members: Paul Jewett, Danielle Corti, Emily Ross

Consultant: Wayne Gersen

## **NEWBURY SCHOOL DISTRICT AGS**

Blue Mountain Union school board members: Bruce Stevens, Judy Murray, Paul Hazel, Brent Abare

Administration: Emilie Kinsley

State Representative: Chip Conquest

5:32 Paul Jewett calls meeting to order- Paul opens the meeting with introductions around the table. Paul moves on to an explanation of what's happened for the Newbury board and negotiations with Bradford in reference to act 46 after the study committee dissolved. Newbury had met with Bradford at least two or three times to discuss potential merger options. This would mean Newbury Bradford and Oxbow would work under one budget. Newbury was clear with Bradford that they requested two things if a merger were to occur: 1) an equal representation on whatever board was formed and 2) the ability to have a community vote should a school be slated for closure. Bradford was not willing to consent to these two requests and therefore Newbury thought that it was in its best interest to continue to pursue alternative governance structure moving forward. Newbury had put together a survey for the community the survey results indicated that the majority of the community preferred to remain independent keeping the local Newbury board and not merge with Bradford. Paul also discussed that throughout the study group and additional meetings that Newbury attended at BMU we felt that there was a strong connection and similar interests in student opportunities and educational focus between Newbury and BMU. As a board Newbury feels it would be extremely beneficial to collaborate with BMU and the other schools in our region in order to comply with the act 46 legislation and to provide the best opportunities for our students in the future. Paul explained that he had reached out to several consultants through the VSBA and was unable to secure one until he reached out to Wayne Gersen who was available to assist us with writing our alternative governance structure proposal. Paul also explained that he asked BMU to be present at the meeting knowing that Danville had made a change that affected BMU's options going forward. He thought it might be beneficial for all of us to be in the same room to discuss opportunities for working together moving forward. Wayne introduces himself and gives a brief history of his involvement in the act 46 process and familiarity with our area schools having run our study committee that involved Newbury, Bradford and BMU. Wayne provided a handout (see attached handout) he highlighted the timeline for an AGS and explained that he felt he would be able to put together a proposal that would meet the minimum requirements for the December 26 deadline. Wayne asked what Newbury wants going forward highlighting that we really have three options: retaining our current governance structure with the OESU, work with other districts to form a different governance structure, or enter into another model of joint activity. Newbury cannot withdraw from Oxbow without a community vote from Newbury and Bradford allowing that to happen. The state has indicated that it will try and stick with default governance structures and Newbury's default governance structure is with the OESU. We will be held accountable for achieving some of the act 46 goals such as maximizing operational efficiency this will require some form of SU support. When we put together AGS proposal we need to express why an AGS is the best way forward for students children centered is going to be key. Newbury also needs to make a case that a preferred structure is not possible or necessary to fulfill the requirements of act 46.

## **NEWBURY SCHOOL DISTRICT AGS**

Danielle Corti expresses frustration and disappointment with how the process to merge to meet the act 46 legislation has gone. She explained that the original meetings of the study committee were positive and student opportunity centered until it was brought up that the best way forward would be to close schools in order to become more fiscally efficient. She discussed the fact that when faced with school closures each individual school felt threatened and therefore the trust in the committee broke down. The study committee forced schools to dig their heels in and not look for ways to compromise because they felt as though there was protection for their community's values and thoughts about how their school should be run and maintained. Paul Hazel commented that he felt that in all the meetings that Newbury had attended at BMU that there had been a clear demonstration of student focus from the Newbury board and that he felt that was an important key to being able to continue to work together. Danielle also said that in the meeting that Newbury had with Bradford in November Newbury was clearly asked if they would merge with Bradford if equal representation was provided on the board moving forward. Danielle explained that the Newbury board had said yes but there were two conditions one was equal representation on a board moving forward and the ability to have a community vote should a school be slated for closure. Bradford appeared unwilling to discuss those two options and therefore Newbury needed to move on with its alternative governance structure proposal.

Wayne Gersen explained that at this point it's up to Newbury and BMU on their own to put together what they would like to see moving forward that if they could have anything they wanted what their ideal structure would be going forward. Chip conquest indicates that thinking outside of the box and proposing different ways of doing things would be more beneficial than including proposals that continue to use the current structures. It is suggested that maybe Newbury and BMU could merge and Newbury could potentially have school choice as far as high school. BMU indicates that they don't want to change their board structure and having a merged board is not something that they really thought about or considered. They did vote as a board the other night that they do not want to join the OESU. Danielle brings up that when they were meeting previously as a study committee Brent had put together a proposal to redraw boundary lines and restructure the OES you with BMU as part of the mix. She said that she found this very interesting because it allowed there to be two high schools with the potential for different focuses Newbury in the middle that could be overflow for elementary school for BMU and Bradford and used as a project-based learning slashed for school campus. One part of this proposal was the potential for Bradford elementary to move into the Oxbow high school facility therefore opening the Bradford elementary building for an OESU office and potential special ed. center. Wayne asks Brent to provide further explanation about that plan. Brent Abare explained that he had proposed it at one of the study committee meetings but felt it did not get much support. Brent explains that part of what brought the plan about was that BMU is actually in the town of Newbury Wells River is a village of Newbury. And so the thought was to redraw some of the lines to provide a more equal distribution of students throughout the region. Having Bradford elementary school students attend school at the Oxbow high school facility would allow an SU office to be in the Bradford building with potential special ed services being provided there for the district while at the same time allowing an opportunity for two different high schools one with a STEM focus and one with an agricultural and earth sciences focus. Chip conquest

## **NEWBURY SCHOOL DISTRICT AGS**

says so in that aspect you would have three schools more or less structured the same way along the Connecticut River with Newbury BMU forming a K-12, Bradford- Oxbow- Newbury forming a K-12 and Thetford elementary - Thetford Academy forming a K-12 with the potential of the students being able to go to any of the three high schools in the area with school choice. Emilie points out that some of this opportunity had been discussed in the study committee and that while it sounds like good options the problem becomes travel distance for students from Groton to the schools. Currently some of her students travel just over an hour to get to school as it is if you added trying to go to Newbury Bradford or Thetford would be adding significant amounts of travel time for those students. Or placing the burden on the families to get them to those facilities. BMU board members commented that that was part of the reason that closing the school and merging with Oxbow was not an option travel time for students became unacceptable. With some easily being on the bus for over an hour and ½. Emilie points out that Riverbend and BMU have discussed the potential of doing a satellite location. There is a building for sale as you drive up the driveway to BMU (technically in Newbury). Bruce Stevens points out that when BMU was formed the consultant that managed that merger strongly recommended that Newbury elementary school be included in the BMU school district rather than going south to Bradford/Oxbow. Emilie said the idea was to offer some of the Riverbend services to BMU students. Currently approximately 40% of BMU students go to Riverbend for classes. This would give those students the opportunity to take the classes closer to BMU and would allow for the robotics program that BMU is working on extra space. Wayne points out that there seems to be quite a few opportunities for collaboration and asks people to make suggestions about how they would like to see their schools organized going into the future. Danielle points out that in an ideal world she would see BMU Newbury Oxbow Bradford Thetford and waits River all working together but retaining their local boards but electing or designating one individual from their local board to sit on a co-op committee that would be given a clear charge to find areas of collaboration, fiscal efficiencies, student opportunities, and additional ways that the schools in the area could work together to meet the requirements of act 46. Chip Conquest points out that that is exactly how a highly functioning SU runs or should run. Paul Jewett explains that in our meeting in November it was pointed out the OESU has been struggling for years and that the thought was that by merging it would be better equipped to service the schools. However it is been his experience that over the years there's been a lack of cooperation and willingness to work together by all the schools in the district. And that at this point it seems it might be better to look at a different structure rather than continuing to try and make the structure work. The discussion was that you currently have five different operating structures working under one SU. This type of format makes it difficult to hire and retain superintendents in the continuous turnover of the superintendent leads to lack of leadership. It's discussed that may be three schools working under a similar structure would provide for more stable and easier to manage district while at the same time adding significant benefits to students.

Emily Ross exits meeting at 6:58pm

Wayne Gersen moves on to discussing the data that will be needed for an AGS submission explaining that we will need enrollment projections staff to student ratio analysis documents supporting Newberry's ability to meet or exceed the goals set forth in act 46. He will need continuous improvement plan board goals and detailed actions

## **NEWBURY SCHOOL DISTRICT AGS**

Newbury will take to address the act 46 goals. He discusses the idea of putting together an alternative governance structure proposal that indicates that Newbury would consider continuing to work with Bradford, Oxbow, Thetford, and waits River within the OESU structure if BMU was added into the district and significant changes were made to the governance structure. The feeling is that there is potential to add significant opportunities to students and find efficiencies within the district if somehow the function of the OESU could be significantly changed and improved.

Chip Conquest indicates that he needs to leave and highly recommends looking in to the structure that allows there to be three K-12 schools with the possibility of the SU offices moving north to BMU.

The Newbury board moves to a side conference room to finish speaking with Wayne Gersen. Wayne explains that he can provide the Newbury board with the contract that states his services for putting together an AGS proposal will cost no more than \$1500. Danielle moves to approve an Act 46 AGS Consulting contract with Wayne Gersen to compile and write the Newbury Boards AGS proposal, contract cost not to exceed \$1,500.00 and authorizes the Board chair to sign. Paul seconds, all in favor motion carries. Wayne explains he will email the contract to the Newbury board but will start working on the proposal on Friday and will hope to have a rough draft to the Newbury board by the following Tuesday or Wednesday. It is discussed that a public meeting to vote on this alternative governance structure proposal should occur before 26 December. It is decided that at the meeting on 19 December Wayne will provide a final copy of the proposal for the Newbury board to present to the public.

Danielle moves to adjourn at 7:31pm Paul seconds, all in favor.

These minutes are not final until proved by the Newbury elementary school board.  
Submitted by Danielle Corti

**Joint Board Meeting:  
Bradford Academy & Graded School District, Newbury School District, and Union  
High School District No. 30  
Oxbow High School Library  
November 7, 2017**

Present:

BES Board members: Melissa Gordon, Chair; Lucas Barrett, Julie Bingell, Tara Russ

NES Board members: Paul Jewett, Chair; Danielle Corti

OHS/RBCTC members: Adam Lornitzo, Chair; Barbara Briggs, John Brochu, Pat Dwyer, William Ellithorpe, Maarten Smit

# NEWBURY SCHOOL DISTRICT AGS

Administrators: Sandra Stanley, Keith Thompson, Jean Wheeler, Robert St. Pierre, Adam Norwood, Melanie Elliott, Alison Kidder

Others: Robin Wozny, Ted Pogacar, Joe Osgood, reporter from JO

- I. Adam Lornitzo called the meeting to order at 7:23 PM and reviewed the agenda
- II. He noted that when talking with the consultant, it was learned that moving forward without Newbury is problematic
- III. The goal for tonight is to see if we can come to common ground between the three groups
- IV. Dr. Sandra Stanley shared some thoughts about some of OESU's Structures and Systems that are not being done as well as they should be and could be
  - A. Goal is to have a high-quality system
  - B. Our system reflects our values
    1. The parents in Newbury, in Bradford, in Waits River, in Thetford all want the same thing for their children
  - C. Reviewed a number of systems and structures with respect to Goals #1 and #2 that are not at the level they should be
  - D. Goal #3—Maximize operational efficiencies
    1. Coding special education expenses can look different at different sites
  - E. How will the choices we make regarding our systems and structures enable a high quality sustainable system?
  - F. "Let go of who you have always been and look forward to who you can be."
- V. Adam Norwood and Jean Wheeler spoke as new administrators to the district
  - A. Noted that the district is disjointed and not working toward a coherent end
- VI. Flexibility to share staff would be improved if schools were all under a single employer
- VII. Together we can have more opportunities
- VIII. Paul Jewett stated that Newbury Board has not changed in their thinking and doesn't believe that having one board will solve anything
- IX. Lucas Barrett noted that Newbury has some sustained leadership, which other schools in the district want, as well
- X. No further meetings were scheduled

Meeting adjourned at 8:42 PM

Respectfully submitted:  
Nancy Perkins, Minutes Clerk

**The minutes are in draft format and are unofficial until formally approved at a future meeting.**

# NEWBURY SCHOOL DISTRICT AGS

~Approved Minutes ~

Newbury Town School District  
Newbury Elementary School Board  
Thursday, October 26, 2017

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## Present

Board Members: Paul Jewett, Danielle Corti,  
Administrators: Chance Lindsley, Principal NES

## Board Business:

- Call to Order: P. Jewett called the meeting to order at 1:25 pm

**Boltonville:** The board received an email from K. Thompson on 10/25 giving an update on the Boltonville property. He has found 2 people with the last name of Vance in Groton and has sent certified letters to them. He received a notification from Capstone stating that the water is drinkable. K. Thompson is working with an analyst to get an updated permit of drinkable water. Winterization process should be done by 10/28. Appraisal from realtor is approximately \$109,000.00. The board agrees that the property should be winterized and listed by the end of October. P. Jewett will send K. Thompson an email.

**ACT 46:** P. Jewett attended a meeting with Oxbow/Bradford boards and their consultant, Steven Sanborn. S. Sanborn told the group that it would be illegal for them to merge without including Newbury. He also told them that they could not wait, do nothing and wait to see what the state tells them to do. That also would not be following the law. P. Jewett received an email from Melissa Gordon (Bradford board chair) re: getting all the boards together (WRVS, Thetford, Oxbow, Bradford, Newbury) to determine next steps. P. Jewett and D. Corti agree that this would be the next step and they would want Steve Sanborn and possibly Margaret Maclean present. P. Jewett also received an email from Emilie Knisley ( BMU superintendent) inviting the Newbury board to attend their next board meeting on 11/1/2017 for an ACT 46 update and planning their SU AGS proposal. C. Lindsley suggests that BMU also be included in the potential meeting of all the boards.

**Conference call with Margaret Maclean:** P. Jewett explained that he had attended an advisory council meeting on 10/25 and spoken with some members of other boards to see where they were in getting their SU AGS proposals together. Thetford has been working on the process for months. WRVS has just started. P. Jewett asks about the Dec. 26 due date. M. Maclean states that there is a possibility to apply for an extension until 1/30/2018, but the whole process will take about a year. She explains that once the application process has started there will be lots of back and forth. Dec. 26 is the deadline to submit what the intent will be for the entity then can submit updates and documents as they come in. M. Maclean recommends that NES not wait to see what

## **NEWBURY SCHOOL DISTRICT AGS**

others are deciding, should make decisions for NES. She suggests that NES ask Steve Sanborn for help with the process. Prior paper trail of this process will include the documents needed. M. Maclean recommends that NES, Bradford, Thetford, WRVS and Oxbow get together to write an SU application instead of each doing an alternative governance application. One application vs. 4. She recommends deciding what could be central and what local. Example: central = bussing, spec. ed., curriculum, bulk purchasing. Local = boards, school closing etc. She also recommends going through each goal of the law and how to improve the SU to be as close to the goals as possible. The board decides to issue an invitation to area schools to come to NES for a meeting to discuss the options. P. Jewett expresses his desire for M. Maclean to attend the meeting. She recommends inviting Steve Sanborn. She would come to give an introductory speech, but would like all who attend to have faith in S. Sanborn and feels that her presence for the whole meeting would undermine that. M. Maclean also states that she feels the role of the consultant has changed since the very beginning of these discussions. At first the consultants were steering the committees toward what the state wanted. Now the consultants are working more from the standpoint of what the communities want. C. Lindsley asks M. Maclean if there is any data out there to show that students are being helped by these changes. M. Maclean points out that one of the goals of ACT 46 is to increase academic opportunities for students but the scope of that remains to be seen. M. Maclean also states that ACT 46 is NOT about student opportunities but is all about saving money ie: closing schools.

P. Jewett will send an invitation to other boards and Steve Sanborn to come here for a meeting. Date tbd.

2:12 Meeting adjourned. Respectfully submitted, Ann Fredella

~Approved Minutes~

**Newbury Town School District  
Newbury Elementary School Board  
Tuesday, October 3, 2017**

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### **Present**

Board Members: Paul Jewett, Danielle Corti,  
Administrators: Chance Lindsley, Principal NES; Sandra Stanley, Superintendent OESU;  
Keith Thompson, Assistant Superintendent OESU

# NEWBURY SCHOOL DISTRICT AGS

## Board Business:

- Call to Order: P. Jewett called the meeting to order at 6:14pm
- D. Corti made a motion to approve the minutes from 9/19/2017. P. Jewett seconds. Motion passed.

6:18 pm S. Stanley exits

**Act 46:** P. Jewett had a conversation with S. Stanley while waiting for the meeting to begin in which he learned that Rebecca Holcombe will not meet with NES. All schools in OESU are seeking an alternative governance structure. BES and Oxbow will be meeting with Steve Sanborn (facilitator) on Oct. 18 to try to come up with a plan for their merger. NES will need to work on their plan as well.

**Boltonville property:** K. Thompson has contacted James Vance in Corinth. He stated that he didn't think he was an ancestor of the original Vance on the deed. K. Thompson will pursue Vance family in Groton. If he cannot find a relative the next step is a notice in the JO. K. Thompson will have estimate from realtor for next meeting. He will also have more concrete numbers as to assessments and other costs so the board can decide what course to pursue for selling. K. Thompson will also be finalizing winterization needs by the end of October. This will include calling GMP to get power turned back on and contacting Irving to check the amount of fuel in the tank. He will also be having the water tested. K. Thompson also brings up the playground equipment currently located on the property. He can check with Marla Ianello re: asking local preschools if they are in need of equipment.

**Principal's Report:** C. Lindsley addresses some tasks from last meeting's to do list. He has spoken to Robin Barone from the Village trustees and has explained that he is waiting to speak to Jane Labun of the Women's Club and will get back in touch with R. Barone when he has done so. Forest school accountability has been taken on by G. Jones and he will have something for parents and the community to see at the open house.

- Highlights: After School Program has been the talk of the school! Students are excited and engaged about the programs and it is being noticed. Kudos to P. Jewett! P. Jewett extends many thanks to Lindsey for her ability to organize and bring ideas to fruition. P. Jewett also thanks community members who have been coming in and sharing their talent with the students. He also expresses his surprise that some people continue to make use of the program but do not seem willing to pay. The after school program regularly has 20+ students attending.
- The Wellborn Ecology Fund has invited C. Lindsley and K. Goody to a conference to speak about what is happening at NES, specifically in

## **NEWBURY SCHOOL DISTRICT AGS**

regard to the H3 program. In conjunction with this group, field trips will be taken to local schools so that they can showcase their strengths.

- C. Lindsley has been working closely with K. Goody and the staff to have very clear data about individual student's work that can clearly mark how progress is being made. Shannon Leslie, the OESU curriculum coordinator has come and had sessions with the teachers and progress is being made. Steps are being taken towards differentiated instruction as not all students learn in the same way or at the same pace. This data can then be used to create learning environments and methods that work for all students.
- The Abby group has started and has agreed to make have the sald bar and soup available for the Farm Raiser and to donate all proceeds to FoNES. Farm Raiser is from 3 – 5:30 on the common.
- W. Fisher attended the school safety conference with Doug Merrill. C, Lindsley will be meeting with him to get a recap.

P. Jewett states that he has been getting questions about the poor results of the SBAC standardized test and wonders about addressing this during the Q & A period before the Open House. C. Lindsley has not had questions from parents. He points out that the school has been working on refining local assessments and that these are a more reliable gauge of an individual's progress. The board agrees that local assessments are better and can utilize the data obtained to help conversations within the school and also between schools. C. Lindsley has struggled with taking the time to practice the language and format of the SBAC,( the how of taking the test) only to have the whole thing change in a few years. This takes time away from actual learning and local assessments. He does understand the meaning in the community of good test scores (for ex. house values) and is trying to find the right balance.

The position of night custodian has been offered to Chris Wheeler. No contract is here tonight. D. Corti moves to approve and authorize the board chair to sign the contract before the next meeting. P. Jewett seconds. Motion passed. After further conversation re: additional information, the board withdraws it's approval of the contract for the night custodian position.

### **Payables:**

D. Corti made a motion to approve and authorize the board chair to sign the following:

- A payroll warrant dated 9/29/2017 for \$83,069.25
- An accounts payable warrant dated 10/3/2017 for \$86,800.39. P. Jewett seconds. Motion passed.

Next meeting agenda items: ACT 46, Boltonville property.

# NEWBURY SCHOOL DISTRICT AGS

7:23pm D. Corti made a motion to adjourn. P. Jewett seconds

Respectfully submitted,

Ann Fredella, NES minutes clerk

## ~Approved Minutes~

**Newbury Town School District  
Newbury Elementary School Board  
Tuesday, September 19, 2017**

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### **Present**

Board Members: Paul Jewett, Danielle Corti, Emily Ross  
Administrators: Chance Lindsley, Principal NES; Melanie Elliot, Director of Finances OESU;  
Keith Thompson, Assistant Superintendent OESU  
Visitors: Marty Smit, Bill Ellithorpe

### **Board Business:**

- Call to Order: P. Jewett called the meeting to order at 5:40pm
- Agenda review – Move financial report and ACT 46 voter survey earlier on agenda.
- E. Ross made a motion to approve the minutes from 9/5/2017. P. Jewett seconds. One correction Farm Raiser is from 3 – 5:30, not 3-5. Motion passed with the one correction.

**Financials:** M. Elliot reports on the FY17 YTD fund balance. As of right now there is a surplus. Part of this is a result of over-budgeting for preK, and direct instruction is down due to new hires. M. Elliott explains to the board that she will be giving quarterly reports for FY18 and will be providing a schedule for budget discussions. E. Ross asks for clarification re: budget and financial reports. M. Elliot explains the process. K. Thompson offers to have some paperwork from previous years to look over. D. Corti also suggests to look at previous year's annual reports that include budget reports by line item. E Ross asks what percentage of NES student body is in spec. ed. C. Lindsley states @ 30%. P. Jewett asks about the reimbursement for the small schools grant. K. Thompson will contact Brad @ state and will check on the status of that reimbursement.

5:55 M. Elliott exits

**Act 46 Voter Survey results:** The survey results are in, results are discussed. It seems that a large percentage of people who completed the survey are in favor of retaining a local board with equal representation. Survey results will be made available online

## NEWBURY SCHOOL DISTRICT AGS

through the school's website. Marty Smit and B. Ellithorpe are attending this meeting to hear the results of the survey that they can then bring to the Oxbow board. A copy of the results will be emailed to them. M. Smit states that the Oxbow board is in process of working towards an alternative structure with a facilitator. The survey results have been shared with Sandra Stanley.

6:22 M. Smit and B. Ellithorpe exit

**Correspondence:** The board has received a letter from the Village Trustees re: transferring ownership of the common. The Trustees are ok with transferring ownership of the common to the Town of Newbury as long as the transfer is subject to the original covenants of the land: Maintained historically and kept open to the public and for use as a recreation area. The transfer would not include the village hall which would automatically go to the Village if NES closes or is no longer a school. Also Newbury Village would have first right of refusal with the same terms as the transfer from NES to Town of Newbury. The letter stresses the importance of keeping in mind that these covenants run with the land not the owner.

A letter was received from Paul Pellegrino giving his formal resignation. September 22, 2017 will be his final day. P. Jewett made a motion to accept his resignation with regret and noted that his enthusiasm and eagerness he brought to the school will be hard to replace. D. Corti second. Motion passed.

A letter was received from the Village Trustees pointing out that there has been some dangerous parking situations around the school for various functions, mostly sporting events. C. Lindsley responded to the concerns but realized that he was responding to another concern of staff parking too far out onto the common in the side lot. That issue has been remedied with cones. The letter addresses issues of blocking fire lanes. C. Lindsley will put a temporary block up and discuss with the Women's Club as this involves their property. C. Lindsley will write a response to the Village Trustees.

**Contracts:** E. Ross made a motion to approve and authorize the board chair to sign an agreement with Watch Them Grow preschool to provide annual pre-K services to Newbury residents. D. Corti seconds. Motion passed.

P. Jewett made a motion to authorize the board chair to sign a contract for Sylvia Ochoa from 8/31/2017 – 6/30/2018 for \$17,356.50. Also for Cathy Munkelwitz from 7/1/2017 – 6/30/2018 for \$18,301.50. E. Ross seconds. Motion passed.

**Food Service:** K. Thompson reports that there have been 7 applicants for the food service director position. One has experience in the state. Also bids are out to 3 different vendors re: providing food service @ NES. From past experience with other schools in the OESU, K. Thompson is reasonably sure that only one vendor will be offering to bid due to the size of the school. K. Thompson explained that the decision is

## **NEWBURY SCHOOL DISTRICT AGS**

between going with a food service vendor or a food service director. Pros and cons of each are discussed. C. Lindsley has met with one vendor and he has prioritized healthy food for children and locally grown food being used in the school. This vendor was willing to work with local vendors and with the Grow a Row program that is currently in place at NES. Bids from vendors are due October 2. C. Lindsley can conduct interviews next week. D. Corti stresses the importance of communicating with parents and the community about any change that is happening in the food services area. One contract is awaiting signature by the board and this will need to wait until a decision is made to go with a food services director or a food service vendor.

**Farm Raiser /Open House:** Farm Raiser 3 - 5:30pm. 5:30 – 6 pm principal/school board members in library for Q and A. 6 – 7 pm Open House.

**Boltonville Property:** K. Thompson has found the next of kin mentioned in the original deed. He will need to contact vsbit re: drawing up a legal document for this family to either buy or waive right of first refusal. The real estate agent he met with is putting together an assessment and recommendations. He stated that the realtor had verbally told him that the property might be hard to sell with the current building on it. The parcel of land located along 302 might be worth more. His estimate for demolition of building is @ \$10,000.00. He will be getting estimates for this from contractors. Next steps with the property will be winterization. K. Thompson will make a site visit with D. Longmoore to assess what needs to be done.

**Payables:** In reference to the 2 voided checks in minutes from 9/5/2017. D. Corti found out that they were paid out, not voided.

D. Corti made a motion to approve and authorize the board chair to sign the following:

- An accounts payable warrant dated 5/2/2017 for \$1,690.00
- An accounts payable warrant dated 6/21/2017 for \$2,225.00
- A payroll warrant dated 9/15/2017 for \$77,965.57
- An accounts payable warrant dated 9/19/2017 for \$42,979.98. E. Ross seconds. Motion passed.

Next meeting agenda items: Food service, ACT 46, Boltonville property, principal report.

Also to discuss at a future board meeting: boundaries and agreements for sale of the common. ?'s re: leach field, culvert, gardens etc.....

7:32pm E. Ross made a motion to adjourn. D. Corti seconds

Respectfully submitted,

Ann Fredella, NES minutes clerk

# NEWBURY SCHOOL DISTRICT AGS

~Approved Minutes ~

Newbury Town School District  
Newbury Elementary School Board

Tuesday, September 5, 2017

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## Present

Board Members: Paul Jewett, Danielle Corti, Emily Ross

Administrators: Chance Lindsley, Principal NES; Allison Kidder, Interim Director of Student Services OESU; Keith Thompson, Assistant Superintendent OESU

## Board Business:

- Call to Order: P. Jewett called the meeting to order at 7:19pm
- Agenda review – E. Ross proposed moving Boltonville discussion earlier so K. Thompson could exit to another meeting.
- D. Corti made a motion to approve the minutes from 8/8/2017 and 8/22/2017. E. Ross seconds. Discussion over getting payable numbers from 8/8/2017 minutes. E. Ross was sent an email from Rachel Demski. D. Corti did not receive it. Minutes are correct as stand. Motion passed.
- Correspondence: P. Jewett reads a letter from Janet Fournier declining the night time custodial position. Discussion over if a contract was signed and what it means if it is not fulfilled. K. Thompson points out that licensed people can have their license taken away but this very rarely happens. Correct procedure would be to talk to the administrator. P. Jewett made a motion to accept J. Fournier's resignation. D. Corti seconds. The night time custodial position has been advertised.
- Contracts: E. Ross made a motion to approve and authorize the board chair to sign the following contracts: Jennifer Allen, Elem. Paraprofessional for \$22,895.25; Cynthia Leete, Elem. Paraprofessional for \$23,140.25; David Longmoore, Custodian for \$38,732.40; Phillip Munkelwitz, Elem. Paraprofessional for \$16,170.00; Elizabeth Nadeau, Elem. Paraprofessional for \$11,876.38; Labette Page, Administrative Assistant for \$26,704.00; Connie Smith, Elem. Paraprofessional for \$17,872.75; Jessica Tuttle, Elem. Paraprofessional for \$17,872.75; Sandra Wassell, 90% Elem. Paraprofessional/10% Medical Secretary. P. Jewett seconds. Motion passed. D. Corti made a motion to approve and authorize the board chair to sign a contract for Roberta Jewett, Elem. Paraprofessional for \$11,754.64. E. Ross seconds. P. Jewett abstains. Motion passed. Discussion over the contract for Geraint Jones. This was approved last meeting? New contract is for a long term substitute position contingent on passing PRAXIS test. D. Corti moved to approve and authorize the board chair to

## **NEWBURY SCHOOL DISTRICT AGS**

sign a 30-day contract for Geraint Jones, long term substitute for \$6950.40. E. Ross seconds. Motion passed.

**Annual Pre-K agreement:** D. Corti made a motion to approve the agreement with Valley Cooperative pre-school in Bradford to provide services for Newbury residents. E. Ross seconds. Motion passed.

**Food Service:** K. Thompson reports that P. Pellegrino has resigned as the food service director at NES effective 9/22/2017. Currently advertising for the position. C. Lindsley and K. Thompson are having a meeting with Abby group on 9/9/17 to discuss what they have to offer. He explained that the process for bidding has changed slightly. Now he puts together the bid package, sends it to the state for approval and then sends it out to bidders. Discussion re: Abby group; Will they contract for shorter periods? Management only? Can NES keep the salad bar? K. Thompson states that Abby group is very open to working with local vendors. Are other schools satisfied with their food and performance? K. Thompson states that he and C. Lindsley will be visiting WRVS soon. E. R suggests asking some members of student council to join that field trip. P. Jewett made a motion to authorize K. Thompson to pursue the bid process for the food services program at NES. D. Corti seconds. Motion passed.

**Boltonville Property:** K. Thompson has contracted Coldwell Banker and Sotheby's to meet regarding pricing and selling the property. K. Thompson is meeting with Susan Underwood to discuss the deed and the Vance family that has first right of refusal (1929). K. Thompson is also researching the building in a historical sense as it was one of the first schoolhouses built in the area.

8:08 K. Thompson exits

**Act 46 Voter Survey:** D. Corti gives an update on the results of the survey so far. Still has one week to go before it ends. Discussion about getting posters around town. C. Lindsley will do this. D. Corti has had some people comment re: the survey format and phrasing of questions. P. Jewett thanks E. Ross and D. Corti for their work on this. D. Corti thinks having a public meeting re: Act 46 should happen and also it should be a bullet point for @ the board retreat. P. Jewett encourages everyone to get the word out so more people participate in the survey.

**Board Retreat:** October 11<sup>th</sup> is the date. Farm Raiser from 3-5:30pm. Discussion re: schedule for the evening. 5-5:30pm discussion re: PBL and members of the board will be available for Q & A. Repeat 6-6:30pm. In between visit classrooms. A. Fredella asks if this is open to the community. C. Lindsley says yes and it will be advertised. Discussion about having Forest school discussed at the Open House. C. Lindsley will not be making that a focus of the discussion but will at another time.

# NEWBURY SCHOOL DISTRICT AGS

**Payables:** D. Corti made a motion to approve and authorize the board chair to sign the following:

- An accounts payable warrant dated 8/7/2017 for \$184.78.
- A payroll warrant dated 8/30/2017 for \$108,078.19
- A payroll warrant dated 8/30/2017 for \$9,907.11
- An accounts payable warrant dated 8/31/2017 for \$22,288.54. E. Ross seconds. Motion passed.

Discussion re: 2 voided checks to Kaplan University. C. Lindsley will look into this.

Next meeting agenda items: Food service, Boltonville property, finalize Oct. 11 schedule, answers re: why only draft minutes on website?

9:00pm D. Corti made a motion to adjourn. P. Jewett seconds

Respectfully submitted,

Ann Fredella, NES minutes clerk

~Draft Minutes~

**Newbury Town School District  
Newbury Elementary School Board**

**Tuesday, Aug. 22, 2017**

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**Present**

Board Members: Paul Jewett, Danielle Corti, Emily Ross

Administrators: Chance Lindsley, Principal NES; Sandra Stanley, Interim Superintendent

**Call to Order:**

- Call to Order: P. Jewett called the meeting to order at 6:05 pm. All were welcomed and everyone introduced themselves.
- Agenda additions: Chris Preston noticed and commented to P. Jewett that all NES Board Meeting Minutes since May are in Draft form on the OESU website. Act 46 webinar.

## NEWBURY SCHOOL DISTRICT AGS

P. Jewett asks S. Stanley and C. Lindsley who is in charge of updating Meeting Minutes on the OESU website. P. Jewett and E. Ross agree that most of those meeting minutes were approved in the 8/8/17 NES board meeting. S. Stanley will follow up to have meeting minutes finalized on OESU website. E. Ross reminds P. Jewett that that 8/8/17 minutes were never approved. She will follow up with OESU office to provide meeting minutes.

P. Jewett asked S. Stanley if she will be attending the Act 46 webinar tomorrow evening. They will both be attending from different locations.

**Approve minutes:** P. Jewett made a motion to approve minutes from 8/10/2017. E. Ross seconds. The motion passed.

6:15 D. Corti enters

**Correspondence:** From Ms. Laura Gardner regarding her son. She would like him to continue to attend NES on a swap from BMU, but there is no swap position available. P. Jewett will get back to her and the board will reach out to her if a swap position becomes available.

Ms. Emma Sargent offers her resignation as Food Services Assistant to C. Lindsley. P. Jewett moved to accept her resignation. D. Corti seconded. The motion passes. The board wishes Ms. Sargent all their best and thanks her for her time and hard work at NES.

**Contracts:** P. Jewett moves to approve and authorize the board chair to sign a contract for Geraint Jones, teacher, FTE for \$43,094.00 for 2017-2018 school year. D. Corti seconds. The motion passed.

P. Jewett moves to approve and authorize the board chair to sign a contract for Julia Trask, para-professional, FTE for \$15,741.25 for 2017-2018 school year. D. Corti seconds. The motion passed.

**Act 46 Survey:** S. Stanley asks if there will be a deadline to participate in the Act 46 public opinion survey and suggests a two week window. It is agreed that D. Corti will distribute the survey beginning on 8/23/17 and the last day for public participation for the survey will be on 9/11/17. D. Corti will distribute a link to the survey on the NES Celebrations Facebook page, the Front Porch Forum, the Newbury listserve, and asked that P. Jewett, C. Lindsley, and E. Ross all distribute to their personal contacts. Copies of the survey will also be made available at the Town Offices, the Newbury General Store, the NES office, and the Newbury Library. C. Lindsley asked for clarification on a question about the ownership of the Newbury Common. D. Corti suggested we should keep the question as-is since we need clarification from the townspeople on whether or not they would feel comfortable potentially losing ownership of the common to a newly

## NEWBURY SCHOOL DISTRICT AGS

merged unified school district. D. Corti will make a poster including the link and physical locations where the survey will be available.

**Annual Retreat:** P. Jewett would like to reinstate the old board tradition of an annual retreat where OESU and NES administration and staff members are invited to share their opinions on the progress of current short and long term goals. The meeting usually takes place at the second board meeting in October at the Bayley Hazen House. S. Stanley comments that it can be difficult at retreats to keep short term goals in place and not add too many new initiatives as a board. C. Lindsley notes that the current primary goals of the NES are Project Based Learning, health and MTSS, financial accountability, Continuous Improvement, and the implementation of Responsive Classroom. S. Stanley suggests keeping goals in mind to keep the meeting on track. C. Lindsley shares an idea to run the retreat at the school, run similar to and in lieu of, an Open House, where community members could hear about what the project focus will be for each classroom this year in their Project Based Learning program. D. Corti comments that community members have expressed interest in seeing more tangible pieces of student learning and work, so those elements should also be made available at this event. P. Jewett suggests making the evolution of this retreat an ongoing agenda item. C. Lindsley will continue to develop this meeting format.

**Boltonville Property:** S. Stanley provides an update on behalf of Keith Thompson on the Boltonville property. VISBIT concluded that the property should either be sold as-is or demolished; they do not think it would be suitable to lease or sell in the current state. K. Thompson has an onsite meeting with a realtor next week. K. Thompson is still waiting on water testing paperwork, he has not contacted the state yet. K. Thompson also discovered that oil was still being delivered to the property, so he contacted the oil company and stopped all future deliveries. The location of the oil delivery invoices is unknown. P. Jewett asks for this to continue to be an ongoing agenda item.

**First Day of School:** P. Jewett asks C. Lindsley for an update on first day of school activities. C. Lindsley reports that he has reached out to the appropriate groups and that the wheels are in motion. P. Jewett invites S. Stanley to attend the parade and student discussion. She agrees to attend.

**Payables:** D. Corti moves to approve and authorize the board chair to sign the following:

- an accounts payable warrant dated 7/19/2017 for \$2,180.57
- an accounts payable warrant dated 7/19/2017 for \$1,620.00
- an accounts payable warrant dated 7/24/2017 for \$169.64
- a payroll warrant dated 7/28/2017 for \$400.00
- a voided payroll warrant dated 7/28/2017 for \$200.00
- a payroll warrant dated 7/28/2017 for \$63,055.21
- an accounts payable warrant dated 8/15/2017 for \$2,571.83
- an accounts payable warrant dated 8/15/2017 for \$109,083.36

# **NEWBURY SCHOOL DISTRICT AGS**

E. Ross seconds. Motion passed.

Next Meeting: Sept. 5, 2017 @ 7:15 pm.

P. Jewett moves to adjourn the meeting at 7:28 pm. E. Ross seconds. Motion passed.

Respectfully submitted,

Emily Ross  
NES Board Member

These minutes are not official until approved by the NES Board

## **NES Board Meeting 8/10/17**

Present: Paul Jewett, Emily Ross, Danielle Corti

Via conference call: Margaret McLane

Paul calls the meeting to order at 9:30 AM

Danielle expresses concern about not entering into the study committee with Oxbow high school and Bradford and Emily also thinks entering would be beneficial to our goals to at least show that we are willing to try to work with them to merge the schools. Paul clarifies that his hesitation to entering into the study committee was that we would commit ourselves to being merged regardless of what would be better for us as a school district. That the state might be able to force us into that merge even if the town didn't vote to approve it. Paul also has strong hesitations about a larger merged board with one budget to be responsible for. Possibly losing the identity of Newbury in that merged board configuration.

9:45am conference call is initiated with Margaret McLane- The board updates Margaret about what happened at our OESU board meeting on Tuesday and our decision not to join the study committee. Margaret expresses that she believes that was a good move because at this point if we enter into a formal 706B study committee that would commit us to merging because even if the town didn't approve it the state would more than likely force the merger on the three schools. Margaret's understanding that is that under the law if the town was forced to merge with Oxbow and Bradford we would have 90 days to come up with articles of agreement. We would be given the same amount of power as before to establish articles of agreement and the define relationship configuration between Newbury, Bradford and Oxbow.

## **NEWBURY SCHOOL DISTRICT AGS**

Margaret's recommendation is to pursue an alternative governance structure hitting on the key points of: - scale even if we merge we don't meet the Act 46 law recommended 2 to 4000 students.

- Working in a partnership with the towns in our current district to accomplish the terms of the law without having to merge schools and work under one formal budget.
- be sure to point out that we were in exploration talks for 18 months with BMU and Bradford to try form a merged district.
- The state does not want to force mergers would rather towns voluntarily merge.

She highly recommends doing surveys of the community to establish what the community's tolerance is for a merged district. She let us know that there is grant money available for a consultant to assist with an alternative governance structure. She insists on not forming a formal 706B committee but rather to have informal conversations with both Bradford and Oxbow in an attempt to get articles agreement in writing but this would not force the schools to go to vote for the town or give the State more leverage to force a merge. Margaret suggest trying to get Bradford and Oxbow to move towards an alternative governance structure as well which would allow all of us to work together just as separate boards.

Board decides to look at BMU's survey that they used for their community. Paul will reach out to Margaret and ask for any other surveys she has access to. The board intends to distribute a survey as soon as possible to the community to gather information about what the community desires going forward and establishing next steps.

Danielle makes a motion to adjourn Emily seconds all in favor meeting ends at 10:55 AM

Minutes prepared by Danielle Corti- these minutes are Draft copy only until approved by the NES Board.

# NEWBURY SCHOOL DISTRICT AGS

~Draft Minutes~

Newbury Town School District  
Newbury Elementary School Board

Tuesday, Aug. 8, 2017

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## Present

Board Members: Paul Jewett, Danielle Corti, Emily Ross

Administrator: Keith Thompson, Melanie Elliott

Visitors: Alison Kidder

## Call to Order:

- Call to Order: P. Jewett called the meeting to order at 6:05 pm. All were welcomed and everyone introduced themselves.
- Agenda additions: None.

**Approve minutes:** D. Corti amendment to May 16 minutes - please clarify in the teacher negotiation section: turmoil/ discussion regarding healthcare and teacher contracts at the state legislation level. All in favor of minutes as amended motion passes. D. Corti moves to approve minutes from 7/14/17, 6/13/17, 6/08/17, and 5/16/08 minutes. E. Ross seconds and motion passed.

**Correspondance:** None

**Boltonville Property by K. Thompson:** VISBIT to do an inspection and research what we would need to do to make that building compliant for lease, rental or sale. Vance Family has the first refusal Keith will research the Vance family to see if they're still in the area and/or have interest in the property. Keith will ask the state for an updated wastewater permit. Property value and cost of updates to lease and ADA compliance. Paul will ask Marv Harrison if he has any further information about the situation. P. Jewett asked what the winterization options are. Keith and Dave will visit to secure a winterization plan. D. Corti asked if it would be a private water test or if the state should be contacted. K. Thompson commented that it would be a private water test and it would be better to do it earlier in case of sale. P. Jewett asked if OESU might need the facility in some capacity and K. Thompson commented that he was not aware of any special needs at the district level, but that the space is suitably set up to be a preschool. D. Corti commented that she was unsure of the Watch Them Grow capacity and was unsure what the market might be to sell the building. K. Thompson said that there are already two preschools in the general vicinity and K. Thompson does not have a close estimate on a selling price nor knowledge of when the septic was last pumped. P. Jewett commented that work should continue on this property and that the Boltonville property should be an ongoing agenda item.

## NEWBURY SCHOOL DISTRICT AGS

6:15 p.m. K. Thompson exited.

**Contracts:**D. Corti made some adjustments to what we had negotiated on the support staff contracts, due to discomfort in changing what was already negotiated. Our projected number is \$68,000 with a 5% upswing and the current contract is at \$66,500. Contract changed to 80% of health care coverage covered by district.

6:18 p.m. M. Elliot joined the meeting.

M. Elliot explained that the salary grid on the professional staff contracts was extended and increased by 25% growth. Professional staff in years one and two will have the same growth (4% in year 1 and 3.5% in year two). All professional staff have bumped up a step. Per the new state law, the contract will cover 80% of HSA and no HRA coverage. The overall savings to the board is \$900. Life insurance coverage of up to \$50,000 is \$1,000. E. Ross commented are all staff moving one step above their prior year salary scale step or an additional step over the prior year. M. Elliot clarified that they would be moving one step from where they were on the grid the prior year. D. Corti asked if there was a resolution on paraprofessional subbing pay and M. Elliot said that the glitch had been fixed and that paraprofessionals will no longer receive an additional \$80 to sub, and they will get an additional hourly rate moving forward. P. Jewett commented that future contracts should clarify spouse versus parent-child plans. D. Corti moved for the board chair to sign and authorize the 2017-2019 support staff contract. E. Ross seconded. The motion passed.

D. Corti moved for the board chair to sign and authorize the following contracts for the 2017-2018 school year for the board chair to sign: Alyssa Vance full-time \$38,098.00, Amy Williams full-time \$51,639.00 (contracted up to \$53,106.00), Walter Fischer full-time \$38,170.00, Eirene Mavodones Full-time \$27,985.80, Heather Long full-time \$46,643.00, Geraint Jones full-time \$38,700.00, Kelly Houde full-time \$61,633.00, Michelle Farrell full-time \$38,098.00, Laura Williams full-time \$48,284.95, Lindsley LeBeau full-time \$38,098.00, Karen Cowles full-time \$38,098.00, Carla Horniak 0.8 \$37,139.20, Jacquelyn Verley 0.4 \$14,572.80, Andrea Dennis full-time \$65,108.00, Casey Doerner 0.2 \$11,289.00, Cameron Prest0.8 \$50,639.20, Kimberly Goody .8 \$68,440.00, Jeffrey Goodell full-time \$59,894.00. E. Ross seconded. The motion passed.

6:45 p.m. M. Elliott exited.

**Act 46:**P. Jewett commented that Bradford and Oxbow High School are talking about moving forward. Adam was not aware of the tentative agreement to merge. Margaret McLean is acting as an act 46 Consultant for the Newbury board. P. Jewett commented that M. McLean advised that a three-by-one proposal with Waits River as the one will

# NEWBURY SCHOOL DISTRICT AGS

cost more money unless we can get a guarantee that that Thetford would be part of the Supervisory Union. Number one option for Newbury is an Alternative Governance Structure (AGS). The plan is due by January 31, 2018. Option number two is a three-by-one with Bradford Elementary School and Oxbow High School with Waits River as the one and Thetford as an add on. The thought is to work on both of these options at the same time so we're prepared for either. M. McLean also advised that the Articles of Agreement should be very carefully thought out to factor in ownership of the Newbury Town Common, the Boltonville property, etc. A. Kidder asked for clarification of the AGS. P. Jewett explained. If we are going to merge as a three-by-one district, everything would have to be settled and hold a community vote within four to six weeks.

**Payables:**D. Corti moved to approve and authorize the board chair to sign the following:  
**We need to get the details of the payables neither Emily nor Danielle wrote it down!**

7:14 p.m.P. Jewett moved to adjourned the meeting. Emily seconded all in favor motion passed.

Respectfully submitted,

Emily Ross  
NES Minutes Clerk

These minutes are not official until approved by the NES Board

~Approved Minutes ~

**Newbury Town School District  
Newbury Elementary School Board  
Tuesday, June 13, 2017**

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## **Present**

Board Members: Paul Jewett, Danielle Corti, Emily Ross  
Administrators: Chance Lindsley, Principal NES  
Visitors: Kim Goody, Ruth Kennedy & student council members Matthew, Morgan, Riley, Tyler and Sofia, Mary Collins

## **Call to Order:**

- Call to Order: P. Jewett called the meeting to order at 12:07pm
- Agenda review – staff reports first, student council 12:30, remove executive session

## **NEWBURY SCHOOL DISTRICT AGS**

**Staff reports:** Before the student council enters K. Goody and R. Kennedy read the staff reports (see attached). P. Jewett asks how the year went for the student council and for the ROOTS program. R. Kennedy states that they had a fabulous year and feel very good about the program. They have had a great year with some great programs. She is sorry to see it end but appreciates that she has been able to work in an environment that supports this type of program. She feels that the students who participate have a headstart in participating in leadership roles. She feels that this year's students seem very mature. The focus on project based learning brings more awareness to the local and global aspects of their learning. P. Jewett agrees and states that he has been very impressed with the maturity level of these students. He also states that R. Kennedy and K. Goody hold a high bar that the students aspire to and thanks them. K. Goody points out that a large percentage of student council members go on to leadership roles @ Oxbow and they are also the next generation of voters. Any way in which these students and all students can improve their critical thinking skills will be useful in the future. D. Corti points out that the current board has flipped the old model of having the student council attend a board meeting. The board now attends a student council meeting and this shows how the board values their voice.

12:27 student council members enter. Introductions. P. Jewett asks how the year went, what projects have they accomplished and what they would like to do in the future? Matthew loved Forest School and felt like it was a really great way to learn. Much better than having a worksheet in a classroom. P. Jewett asked if anyone ever didn't want to go outside? Matthew remembered a couple of times when it was really cold. Riley loved Forest school as well. Her favorite? Interviewing a tree. Sofia loved Forest school as well. Her favorite was learning how to purify water. Morgan loved learning about Macbeth with the in resident troupe from Northern Stage. Tyler also loved the Macbeth segment and conquering his fear of being in front of people. Another favorite of the students was the Empty Bowls project. They learned a lot about people being hungry all over and they loved being able to raise money to help locally.

12:40 C. Lindsley enters

Student council member's hopes for next year: Improve and continue Forest school. Repeat empty bowls project or something similar that does something good for someone else. Continue studying Shakespeare and writing fables. C. Lindsley asks how Forest school helps with learning? Matthew points out that it increases creativity and hands on learning of science and math has a big impact.

C. Lindsley passes around a petition that has been started by a student and has almost 50 student signatures on it. This petition is asking to stop mindful eating that is practiced in the cafeteria. The petition states that students want to socialize, learn how to balance eating and talking and how to talk at a reasonable volume. Discussion about how mindful eating started and what it has morphed into. It started as a way to pay attention to your food and eat it instead of it being wasted because too much time was

## NEWBURY SCHOOL DISTRICT AGS

spent talking instead of eating. The students feel that it has turned into a form of punishment instead of a mindful activity. E. Ross says that the concept has come to her house via her daughter and she has introduced it in her 3rd grade classroom for snack period. Some students really like it and others feel inhibited by it. Student council members feel that it has turned into a lot of shushing by the teachers. C. Lindsley suggests revisiting the idea and discuss the process with staff and students and revise so it can be beneficial again. K. Goody asks the students to think about it from a teacher's perspective and see what they come up with. Maybe to be debated in a Friday circle?

P. Jewett thanks R. Kennedy for all her years at NES.

1:10 student council exits

**Approve minutes:** No representative has shown up from OESU. No minutes to distribute. Will approve at a future meeting.

**Correspondence:** A letter has been received from Martin Smit who is interested in serving as a Newbury representative on the Oxbow high school board. This is an appointed position for 1 yr. D. Corti moved to appoint Martin Smit to a 1 year term as a Newbury representative on the Oxbow school board. E. Ross seconds. Motion passed. P. Jewett will inform Martin Smit.

Last meeting a letter was received from Suki Knight asking about the change of structure at OESU and when a vote was taken and who voted on this. D. Corti clarified that the OESU board did vote to change the structure at the OESU level to eliminate the Director of Finance position and move to a business manager model. The OESU members do not have a vote on who fills these roles. They were under the impression when they voted on the change in structure that the new interim superintendent, Sandra Stanley would be the one to make recommendations to fill these positions.

**Principal's Report:** C. Lindsley reports that he is still looking to fill the guidance counselor position. S. Gendal-Wilmot will be moving on at the end of the school year. A committee has been formed and interviews are set up.

BMU has contacted him about possibly renting the Boltonville schoolhouse. The superintendent of BMU will be going to look at it tomorrow. D. Corti states that it still needs to be evaluated to see how much to charge for rent. C. Lindsley will discuss it with K. Thompson.

Last trimester exhibit is this upcoming Thursday. C. Lindsley and staff are evaluating the trimester schedule, how it went this year and what if any changes to make for next year. Discussion re: report cards, parent teacher conferences and how parents could check in with teachers re: progress of students. E. Ross suggests sending home something to parents to explain the report card system.

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C. Lindsley will be attending an admin meeting on 6/26 to discuss the superintendent transition and other changes at the OESU office. Also discussing the impact plan and assessments. SBAC scores are terrible for the district. Do we want to spend money to have a system to practice the language and format of the test? C. Lindsley feels that before spending money on any tools, be aware and knowledgeable about what the tool is measuring. E. Ross states that at her school they do use the SBAC language tool. It is a free program. C. Lindsley will look into this and discuss with admin.

1:39 Mary Collins enters

C. Lindsley discusses the H3 program this year and the positive and negative takeaways from it. He is in process with teachers to discuss different strategies on assessing progress for students of varying abilities, especially in English and math. He is also looking into hiring a 3<sup>rd</sup> spec. ed professional and working out the need and training of para educators.

Mary Collins has come to the board to ask about certain checks coming out of the activity fund to go towards paying staff for their time teaching the Find Your Stride program. This money was from a grant and was put into activity fund. M. Collins states that she is uncomfortable paying staff through anything other than payroll. She states that the grant money gets signed over to the OESU. Discussion re: overtime and staff. M. Collins will discuss it with Audrey at OESU to get more information and let the board know.

**Financial Report:** Will wait until future meeting, no representative from OESU present.

**Act 46 update:** P. Jewett reports on a discussion he had with Margaret Maclean and her advice was to pursue an alternative governance structure. He feels that this would be best for NES as it would keep local control of the budget and the board. There has been a lot of resistance around the state to having to conform to the merged district rules of ACT 46. Communities do not want to give up local control and don't want to close schools. D. Corti agrees that the alternative governance structure would be the most ideal for NES, but understands that there is the potential for a merger with Bradford. P. Jewett attended a BMU meeting and found that they are waiting on the Danville vote in late June to see what their next steps will be. E. Ross asks about the state giving aid to schools that petition for alternative structures. She has heard that there are 88 schools in the state that have applied so far. Discussion about what will be needed to apply for this structure. Town wide survey, well thought out and reasonable articles of agreement and make sure that equal representation is built into the articles.

D. Corti made a motion to apply for an alternative governance structure for ACT 46 and to authorize the board chair to pursue paperwork and application. E. Ross seconds. Motion passed.

## **NEWBURY SCHOOL DISTRICT AGS**

**Payables:** D. Corti made a motion to approve and authorize the board chair to sign the following:

- An accounts payable warrant dated 6/13/2017 for \$6,660.97. E. Ross seconded.  
Motion passed

Summer meeting schedule TBD

2:15 E. Ross made a motion to adjourn. D. Corti seconds

Respectfully submitted,

Ann Fredella, NES minutes clerk