

# **Windham Northeast Supervisory Union Section 9 Alternative Structure Proposal**

**A Joint Proposal by the:  
Athens Town School Board  
Athens/Grafton Joint Contract School Board  
Bellows Falls Union High School Board  
Grafton Town School Board  
Rockingham Town School Board  
Westminster Town School Board**

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**Submitted to the Vermont Agency of Education and  
the Vermont State Board of Education  
December 21, 2017**

**Windham Northeast Supervisory Union Section 9  
Alternative Structure Proposal**

**PROPOSAL:**

*THAT THE STATE WIDE PLAN RETAIN THE EXISTING GOVERNANCE  
STRUCTURE FOR WINDHAM NORTHEAST SUPERVISORY UNION (WNESU)  
BECAUSE A PREFERRED STRUCTURE IS NOT A POSSIBLE MODEL  
OR A NECESSARY MODEL FOR WNESU.*

***Overview***

This proposal is divided into five parts:

- An introduction that provides background information on the operating structure of each district in WNESU and the efforts WNESU undertook to merge in accordance with Act 46;
- An explanation of why a preferred structure is not possible for WNESU;
- An explanation of why a preferred structure is not necessary for WNESU;
- A broad outline of the actions that each of the districts in WNESU will take to meet the goals set forth in Act 46;
- The specific actions each board is committed to taking is provided in *APPENDIX B*, and;
- A description of how WNESU will address the goals of Act 46 while retaining the current governance structure.

Eight appendices, which are referenced throughout this proposal, provide minutes of the public meetings held on this issue, the support statements of the town school boards that comprise WNESU, and data that illustrate the capability of the WNESU to function effectively with its current governance structure. An overview of the contents of the Appendices is provided at the conclusion of this report.

**PART 1 - INTRODUCTION**

***Background***

Windham Northeast Supervisory Union (WNESU) is currently governed by seven boards: four town boards (Athens, Grafton, Rockingham, and Westminster); a Joint Contract board (Athens-Grafton); a Union High School district board (Bellows Falls Union High School); and a Supervisory Union Board that is comprised of the members of the town boards and the union high school board. There are two operating structures in place in WNESU. Three of the towns—Athens, Grafton, and Westminster—have a K-6 school/7-8 choice/union high school operating structure. The fourth town, Rockingham, has a K-8/union high school operating structure.

Because all four towns are part of the Bellows Falls Union High School agreement, all high school students in the four towns attend that school. In accordance with the language set forth in the union high school agreement, all four towns are represented on the Bellows Falls High Union High School Board that governs the operation of the school.

K-6 Students in Athens and Grafton attend the Grafton Elementary School, overseen by the Athens-Grafton Joint Contract board. 7<sup>th</sup> and 8<sup>th</sup> grade students in Athens and Grafton have school choice.

K-6 students in Westminster attend the Westminster Community. 7<sup>th</sup> and 8<sup>th</sup> grade students in Westminster also have school choice.

K-4 students in Rockingham attend either Saxtons River Elementary School or Central Elementary School. 5-8 students in Rockingham attend Rockingham Middle School. Roughly 75% of the 7<sup>th</sup> and 8<sup>th</sup> students in Athens, Grafton, and Westminster currently choose to attend Rockingham Middle School. Rockingham receives tuition payments for grade 7 and 8 students from Athens, Grafton, and Westminster.

### ***Act 46 Consolidation Plan Developed and Rejected***

In spring of 2016 the four towns that comprise the Windham Northeast Supervisory Union formed an Act 46 Consolidation Committee in accordance with the requirements of Act 46. The committee met over a six-month period, developed articles of agreement for the creation of a unified union school district, and presented a unification plan that the Vermont State Board of Education (VTSBE) endorsed on December 20, 2016. On March 7, 2017, a majority of the voters in Athens, Grafton, and Westminster rejected the plan, which called for the replacement of the seven boards described above with a single Unified Union Board. Rockingham approved the plan, but the overall vote failed because all four towns had to vote “yes”.

Following the defeat of the merger proposal developed by the Act 46 Consolidation Committee, each of the boards met independently to de-brief on the failed referendum. Subsequent to those meetings, Superintendent Christopher Kibbe convened three SU-Wide Act 46 Joint Committee meetings to discuss governance options going forward. The Westminster Town School Board also initiated a region-wide meeting that was attended by people involved in the consolidation debate from across the state. At the town board level, each board created individual Act 46 Committees. The minutes of all of those meetings are included in *APPENDIX A*. The proposal that follows reflects the conclusions and recommendations that emerged from those meetings and conclusions and recommendations that have been discussed and endorsed by each of the boards that comprise WNESU. (See *APPENDIX B*)

## PART 2 - WHY A PREFERRED STRUCTURE IS NOT A POSSIBLE MODEL FOR WNESU

As noted in the introduction, WNESU made a concerted effort to develop a preferred governance structure. The voters in the three towns that rejected the plan did so for varied reasons. Factors that may have come into play in the “no” votes include:

- Loss of school choice;
- Impact on town meeting attendance;
- Loss of local school board control over education decisions;
- Impact on democratic participation in school decisions, and;
- Existing debt load of two of the four town school districts.

Perhaps most important to this proposal, many board members and voters felt the current operating and governance structure functioned well and were not convinced a change in governance was warranted. These factors led to the voter’s rejection of the proposed merger, and the board members and SU-Wide Act 46 Committee could not see how those factors could be satisfactorily mitigated in a re-draft of the articles of agreement.

In examining merger options with other nearby towns, WNESU board members realized they faced other obstacles that made a preferred structure impossible.

- **Incompatible operating structures:** Only two other districts in the state have the same operating structure as Athens, Grafton, and Westminster, and both are located in the northernmost part of the state. The same is true for Rockingham, but to a lesser extent. Of nearby school districts, only Putney and Dummerston have the same operating structure as Rockingham and they are both members of the WSESU.
- **Neighboring districts are exempt from Act 46, engaged in Act 46 deliberations, or already merged as a result of Act 46 mergers:** Three nearby or contiguous towns to the north of WNESU merged to form the Two Rivers SU and the other town to the north, Springfield, was not required to engage in merger talks because it was a single stand-alone K-12 district. The districts to the West are either geographically challenged (Windham) or committed to the 3:1 merger involving Leland and Gray Union High School. The towns to the south, which are members of the Windham Southeast Supervisory Union, recently defeated a merger vote and are reportedly engaged in discussions about how to proceed. They are all members of the Brattleboro Union High School District.
- **Neighboring districts are not a part of the Bellows Falls Union High School agreement:** Engaging districts that are not a part of the Bellows Falls Union High School agreement would not facilitate the PreK-12 continuum envisioned in the preferred structure defined by Act 46.

- **A merger of Westminster with Athens, Grafton, or a merged Athens-Grafton structure is not feasible or desirable:** In reviewing other possible modifications to the existing governance structure, the SU-Wide Act 46 Committee discussed the feasibility of a merger between Westminster, Athens, and Grafton. The districts are physically adjacent to each other and share a common operating structure, which suggests a merger might be feasible. However the committee identified several factors that precluded a merger.
  - Geography: No roads run directly between Grafton, Athens, and Westminster. While Westminster and Athens do share a common border, a prominent ridge between the two towns forces travelers north or south and into other towns. As a result the drive between the Athens/Grafton School to the Westminster Center School is at least 25 minutes on curvy secondary roads in good weather. This geographical challenge precludes the sharing of programming or students.
  - Debt and Taxation Rates: The Town of Westminster built a new gym and made other renovations some years ago and took out a bond to do so. This bond currently stands at \$969,0000 and will not be paid off until 2025. Athens and Grafton have no long-term debt. This is one factor that results in Westminster having higher tax rates than Athens and Grafton. This year Westminster's education tax rate was 1.63: much higher than the rates in Athens (1.17), and Grafton (1.19). This reflects the trends from 2015 through 2017, where the average rates were: Westminster 1.66, Athens 1.28, and Grafton 1.26. If the three towns merged, the tax rates in Athens and Grafton would rise to match Westminster's rate, with only a modest reduction in Westminster. Given the geographical realities outlined above and the link between the debt for the Westminster renovations and the town's tax rates, a merger would compel Athens and Grafton to underwrite the bond debt on the Westminster School when that facility is too geographically remote to benefit their students. The differences in bonding levels were significant enough in districts across the state that the legislature considered remedies for this type of situation during the last legislative session.
  - Towns' Goals: As the 2017 voting results for the original consolidation proposal indicated, voters in Athens, Grafton and Westminster are not in favor of consolidation with other communities. Athens voted 10 to 73 against consolidation, Grafton 81 to 156 against, and Westminster 155 to 436 against. In August of 2017 the Westminster school board formally adopted a set of goals derived from information gleaned from discussions with voters following the merger referendum and the hearings convened by the Act 46 Consolidation Committee. Two of the

goals-- to provide equity in opportunity for the region's school students and to achieve additional efficiencies in the operation of our area schools-- align with the stated goals of Act 46. Two other goals emphasize the towns' wish to continue to expand the collaboration with neighboring towns at the elementary school level and with the union high school district. A fifth goal underscores the importance of the 7th and 8th grade school choice to the town. Finally, four goals relate to how important town meetings, local school boards, community connections and unique schools are to the people in town. Taken together these goals recognize the relationship between healthy communities, healthy democratic institutions, and well-educated children.

The SU-Wide Act 46 Joint Committee acknowledges that Athens and Grafton are exploring a merger to create one board that would operate the Grafton Elementary School but does not see that potential change in governance between those two towns having an impact on the obstacles to a merger with Westminster cited above.

### **PART 3 - WHY A PREFERRED GOVERNANCE STRUCTURE IS NOT NECESSARY FOR WNESU**

After determining that a preferred governance structure was not possible for WNESU, the town boards and SU-Wide Act 46 Committee members examined steps they could take to meet the goals set forth in Act 46 by remaining as a supervisory union. In examining data prepared for them by the WNESU administrative staff, the town boards and SU-Wide Act 46 Committee members determined the following:

- WNESU will maintain enrollments in excess of 900 for the foreseeable future (see *APPENDIX C*);
- WNESU outperforms the State averages in the area of student to staff ratios, evidence that the current governance structure is achieving economies by staffing its schools wisely (see *APPENDIX D*), and;
- WNESU students are performing at or above State averages in SBAC tests on 33 out of 41 benchmarks, a marked improvement over the prior year where 24 of the 41 benchmarks were attained (see *APPENDIX E*). This is due in large measure to system-wide professional development supporting the implementation of standards-based curriculum and instructional programs in math and writing. In an effort to sustain this improvement, the SU is budgeting for district-wide staff development for 2018-19, with funding for continued training in the recently adopted math and writing programs and for the development of written curriculum documents. Finally, each school has devised Continuous Improvement Plans (CIPs) that address specific

deficiencies in student learning as identified as a result of an analysis of the SBAC and other local assessments (see *APPENDIX H*). All of this work has been accomplished through the SU, which each district fully supports and which directs and oversees the curriculum and assessments in each school.

The SU-Wide Act 46 Joint Committee, the boards that comprise WNESU, and WNESU administrators brainstormed steps they could take within their current governance structure in order to fulfill the ambitious goals of Act 46. These ideas are captured in a grid sheet in *APPENDIX F* and serve as the basis for actions the boards have taken recently and intend to undertake collectively and independently in an effort to demonstrate to the VTSBE that the statewide plan they adopt in 2018 should retain the current governance structure in Windham Northeast Supervisory Union with the understanding that the districts will pursue the actions described in the section that follows. The WNESU Boards welcome the opportunity to engage in a dialogue with the Secretary of Education on the efficacy of our current governance structure as it relates to the well-being and education of the children who attend our schools.

#### **PART 4 - ACTIONS WNESU BOARDS WILL UNDERTAKE TO MEET ACT 46 GOALS**

As part of the process for developing a merger plan, the Act 46 Consolidation Committee representatives had an opportunity to visit each others' schools, learn each others' perspectives on the merger, and learn of each others' challenges. Through this process, committee members also began to get a sense of how best to meet the goals of Act 46. As noted in the introduction, the SU-Wide Act 46 Joint Governance Review Committee that convened following the defeat of the merger vote developed a set of recommendations for each board to consider in an effort to demonstrate to the VTSBE that the WNESU could achieve the goals set forth in Act 46 without changing the governance structure. Those goals, some of which are incorporated in the grid sheet referenced above, are outlined below.

- **The Athens and Grafton Boards will explore the possibility of changing their governance structure:** Three boards currently govern the two smallest towns in WNESU: the Athens Board, the Grafton Board, and the Athens-Grafton Joint Contract Board. In order to modify this governance model to create a single union board, Athens and Grafton would need to develop articles of agreement to create a union school district. This process requires time to get input from the voters in those towns on the advisability of such a change, to generate a cost-benefit analysis, and secure legal advice in advance of a vote in each community. The SU-Wide Act 46 Joint Committee, which has representatives from each of the four towns that comprise WNESU, is NOT making a recommendation on the merits of such a merger. However, given the language of Act 46 suggesting that districts be merged to the "extent possible and practicable", they feel that the towns of Athens and

- Grafton should explore a merger that would reduce the number of boards that comprise WNESU from 7 to 5. At their meetings in October 2017, the Athens and Grafton Boards created a committee to begin exploring the feasibility of a merger. That committee intends to complete its analysis by June of 2018.
- **The SU administrators and school district administrators continue pursuing potential economies of scale that might be possible.** The administrative team in WNESU has identified and implemented several areas where savings have been realized through economies of scale and/or centralization of purchasing or staffing through the SU. For example, WNESU has already centralized all special education, transportation, and technology functions. Pre-K education has been provided by the WNESU for many years. The SU has also implemented bulk purchasing in a number of areas including instructional materials, energy needs, technology, and custodial supplies. While there are areas where staff is currently shared among the districts, additional opportunities may emerge in the future, particularly in the areas of data management, art, music, PE, and after-school programs.
  - **The WNESU will be instituting a district-wide in-house food service in school year 2018-2019.** The goals of this new in-house program will be to improve the nutritional status of all students in the WNESU and to increase their understanding of the benefits of eating fresh, local food. Currently only Westminster has an in-house program which features locally produced produce and other agricultural products.
  - **Staff development programming will be managed and funded through the SU.** Assessment, grade reporting, discipline, and counseling, and staff training will be managed by and funded primarily through the SU. This is a practice that is already largely in place because of the extensive use of Title II funds in district-wide professional development initiatives.
  - **The union high school board and town boards (*i.e. Athens, Grafton, Rockingham, and Westminster*) will convene bi-annual meetings.** These meetings will provide a means of identifying ways that boards could increase collaboration and resource sharing and ensure the development of equitable educational opportunities among the schools in WNESU. They would facilitate the potential economies of scale identified above, engage local boards in dialogue on the functions that might be better managed through the SU, and sustain the mutual understandings that have arisen through the processes resulting from Act 46.
  - **The WNESU member boards will utilize the “Goal-Setting Activities/Actions Checklist” to improve collaboration and the sharing of goals.** In an effort to facilitate collaboration and coordination at the SU level, the WNESU member boards will utilize the goal-setting checklist in APPENDIX G. This will lead to more communication around common goals

and better procedures for planning and budgeting for initiatives from grades pre-k through 12.

- **The WNESU member school boards will create an Out-of-School Program Task Force to consider the viability of establishing equitable before and after school programs, and summer programs.** Students in the towns that comprise WNESU have varied opportunities for students outside of school hours and beyond the school calendar. By working collaboratively, the districts can ensure that students in each have greater access to out-of-school learning opportunities and support service.
- **The boards will commit to the full review of recommendations included in the IFR report issued in December 2017.** The SU-Wide Act 46 Joint Governance Committee is aware that the Vermont Agency of Education recently conducted an independent review of WNESU's strengths and weaknesses. The SU-Wide Act 46 Joint Committee expects each WNESU board to commit to a full review of the recommendations included in that report.

#### **PART 5 - HOW WNESU WILL FULFILL THE GOALS OF ACT 46 WITH ITS CURRENT GOVERNANCE STRUCTURE**

The seven boards of WNESU believe that the commitment to the actions outlined above along with the data and evidence provided in this report and its Appendices will fulfill the five goals set forth in Act 46. An analysis of how that will be accomplished is provided below.

- **Provide substantial equity in the quality and variety of educational opportunities within the SU and vs. State:** The establishment of bi-annual meetings of the town boards and union high school boards, the SU's oversight of staff development, and the commitment to the creation of the Task Force to study external opportunities in each of its K-8 districts is evidence that WNESU's existing governance structure is capable of ensuring "...substantial equity and variety of educational opportunities within the SU".
- **Meet or exceed quality standards:** As noted in *APPENDIX C*, WNESU is already sufficiently large enough to provide the array of opportunities required to meet the Educational Quality Standards for all students. The SBAC test results in *APPENDIX E* indicate that WNESU students are on track to meet or exceed expectations in that arena. *APPENDIX H* provides the Continuous Improvement Plans developed in each school, plans that offer specific actions that will be undertaken to address areas where the test scores indicate performance gaps within and between schools.
- **Maximize operational efficiencies through sharing of resources and personnel:** The grid sheet in *APPENDIX F* illustrates the efficiencies already

realized by WNESU and the establishment of bi-annual meetings of the town boards and union high school boards will facilitate the identification of future areas where economies of scale might be realized.

- **Promote transparency and accountability:** The coordinated cycle of meetings described in *APPENDIX G* will facilitate clearer goal setting and budget development.
- **Deliver all of above at a cost that parents, voters, and taxpayers value:** WNESU has a history of passing budgets while continuously improving instruction. Additionally, as illustrated in *APPENDIX D*, WNESU compares favorably to the state average in student to staff ratios and it's overall cost-per-student is not out of line with other comparable districts in Vermont. The SU-Wide Act 46 Joint Committee views this as clear evidence that the communities not only value the schools, they value the local oversight over school budgets afforded by the current structure of boards. *APPENDIX B* provides a sign off sheet from each WNESU board indicating their support for the actions they need to undertake in response to this proposal.

## An Overview of Appendices

**Appendix A** – The minutes of public meetings where the development and submission of this proposal was discussed, notably including the minutes of an SU-Wide Act 46 Joint Committee that met on several occasions following the defeat of the merger vote.

**Appendix B** – Each WNESU member board reviewed the contents of this proposal focusing on the actions they needed to undertake in an effort to ensure the existing governance structure could address the goals set forth in Act 46. They agreed to sign off on the sheets included in this proposal to indicate their commitment to complete those actions in the time frames indicated.

**Appendix C** – A detailed spreadsheet in this section provides longitudinal data on the school enrollments broken down by demographics. The bottom line is that over the past four years where enrollment data is available, WNESU's overall ADM has been: 1350.25 in FY 13; 1354.24 in FY 14; 1325.45 in FY 15; and 1330.3 in FY 16. In summary, the pupil population decline in WNESU has been modest.

**Appendix D** – Superintendent Christopher Kibbe extracted district data on the student-to-staff ratios from the State data provided to him. The information in this Appendix demonstrates that each of the districts as well as the SU is providing cost effective staffing levels.

**Appendix E** – Detailed data on the SBAC scores for the past three years are included in this section. The performance of WNESU students is relatively

comparable between schools within the district and generally at or above the State average when confidence intervals are taken into account. Superintendent Kibbe attributes this in part to recent SU-wide instructional program implementation in math and writing and supporting professional development, all developed under the current governance structure. In an effort to ensure continued comparability within the district the SU will be finalizing curriculum outcomes in a coordinated fashion in the coming year by pooling their resources.

**Appendix F** – As part of the review to determine the feasibility of retaining the current governance structure, the SU staff and SU-Wide Act 46 Joint committee members independently developed a grid sheet outlining actions that needed to be taken at a district and SU level. Many of the action items included in Appendix B are derived from this chart.

**Appendix G** – In an effort to ensure a continued coordinated and cohesive effort among the WNESU Boards going forward, the boards agreed to consider the adoption of the calendar in this Appendix. Adherence to a calendar like this will enable the SU staff to work as effectively as possible.

**Appendix H** – The Continuous Improvement Plans for each school are provided to emphasize the specific actions administrators are taking to address areas where SBAC scores indicate performance gaps within and between schools. These plans were developed by the staffs at each school with technical assistance from SU administration and AOE personnel. The funding and staff development required to implement these plans is flagged during the budget process. The WNESU Boards are confident that the current governance structure provides staff with the means of identifying and closing identified performance gaps between disaggregated subgroups of students.

## **Appendix A**

# **Public Meeting Minutes**



**Athens/Grafton, Westminster, and Rockingham School Districts  
Joint Act 46 Committee Meeting  
Tuesday, June 27, 2017  
Bellows Falls Union High School**

**Members in Attendance from:**

**Athens/Grafton:** Harold Noyes, Lynn Morgan, Dolly F.H. Stevens, Ed Bank, Jack Bryer

**Westminster:** Cheryl Charles, Elise Manning, David Major

**Rockingham:** Jim McCullough, Evan Moore, Sherri Arvin

**BFUHS:** Kristen Swartout

**Others in Attendance:** Chris Kibbe, David Clark, Don Capponcelli

**1. Call to Order:** Chris Kibbe called the meeting to order at 6:34 pm.

**2. Review Consider Adjustments to Agenda:**

a. Superintendent report stuck form the agenda.

b. Item 4 (Town Reports)

**3. Communications and Public Comments:** None

**4. Town Reports:**

**Ed Bank:** said that Athens/Grafton is meeting as joint committees in tandem. Discussions have been regarding potentials including consolidating Athens/Grafton and possibly Windham.

**Jack Bryer:** said that there was strong sentiment that we look at Athens/Grafton functioning more formally as a union and that there is a great deal of enthusiasm with pursuing the SU model for governance.

**David Major:** asked if Athens has received any formal interest from Windham?

**Ed Bank:** answered, no it is just an idea; no discussions have been formally held.

**Jim McCullough:** We have had two meetings but we have not gotten very far. We realize we need to comply with law and wish to do so. One concern is that we keep BFUHS as a strong and vital part of Rockingham kids' education. Regarding WNESU as a structure, the issue is that Act 46 is calling for four major goals including equity. By and large it looks like we are pretty good on equity. Transparency, and accountability, efficiency, and cost effectiveness need to be addressed. Personally, Mr. McCullough feels that the WNESU structure is status quo and does not address those key parts of Act46. The committee is anxious to hear; if other towns want to keep this structure, how will they address those key issues and show the state that those goals are being met?

**David Major:** said that Westminster has been concentrating on efforts around what the goals are in terms of Act 46 law as well as the town's goals. Cheryl Charles has written up a set of goals important to Westminster, they are subject to change and have not been prioritized.

**Cheryl Charles:** said that the Westminster school board has been acting as a committee of the whole. At our most recent meeting we discussed what are goals are and what the community's goals are. Westminster feels that maintaining the WNESU structure is not going back to something, but rather looking at how through maintaining the SU the law be followed and the structure can be improved on. Westminster seeks to work with the other towns and listen to the public regarding what people's priorities are. Westminster feels that town meeting is an important civic and budgetary process that engages the citizens and is a high priority. Local boards are valued as well. 7<sup>th</sup> and 8<sup>th</sup> grade school choice is a key issue. Encouraging dialogue is important. Looking for additional efficiencies, and ways to reduce redundancy in board meetings is a stated goal. The strengths and unique attributes of individual schools should be maintained. Keeping the high school board is important. Lastly, Westminster wishes to encourage young families to live in Westminster.

**Chris Kibbe:** said that he hears many agreements as well as some hard questions. What needs to be decided as a group is, do you have enough agreements to move forward and continue the discussion? What do you need to move forward?

## **5. Consolidation Options Discussion:**

### **a. Supervisory Union as an alternative Structure/Next Steps**

**Jack Bryer:** said that the Westminster school governance echoes what Athens and Grafton came up with. There are some places where there is divergence. The AOE and VSBA have not articulated as far as guidance what those models need to look like. It is nebulous criteria. Margaret Mclean has spent a lot of time trying to develop some guidance about structures. The more delicate question is how do we work together if some people are committed to specific models. Athens/Grafton is concerned about geographical isolation, and feels strongly about school choice, and we have made a commitment to support that.

**Ed Bank:** asked if any districts anywhere have put forth an alternative structure as of yet?

**Chris Kibbe:** said that he is not aware of any but there are districts that are putting together section 9 data.

**David Major:** said that he is aware of about 6 committees that have put together a draft but have not submitted to the state.

**Ed Bank:** said that it is useful to see if others have tried anything that works.

**Chris Kibbe:** Donna Russo Savage vetted the consolidation proposal to make sure it complies with the law and is available to discuss the alternative structure proposals. Mr. Kibbe presumes that the boards would like to meet sooner rather than later because she is the one who will handle the proposals when they are sent to the state.

**David Major:** said that Rockingham is the anchor. It is crucial to hear where Rockingham stands. Assuming Rockingham would like to work with Westminster and Athens/Grafton, step one would be to agree on goals, step two would be to set up a joint committee of this group. Then, we would want to get some examples of alternative governance proposals, and information from Ms. Savage.

**Jim McCullough:** said that Westminster's goals are fine but they are heavy on what Westminster wants, not on Act46 goals. Rockingham has three votes on a 15-member board; this does not comply with Act46 or general democracy. We are looking to Westminster to explain how efficiencies will be achieved by keeping everything you want. Mr. McCullough gave an example; if we have a superintendant office that is providing management and financial services to all of the towns apart from special ed. and transportation, and if Rockingham forms one school board pre-k through 8<sup>th</sup> grade with one meeting a month, and Westminster has one meeting a month, and Athens/Grafton has one meeting a month, why wouldn't we split the costs of those services evenly 1/3 each?

**David Major:** said we can figure out a way in reducing costs rather than how to split them up, and we should create efficiency around meetings.

**Jack Bryer:** said that there are savings to be made, there are inefficiencies around staffing, this is a good conversation that we should have and a positive one. JB said that he would like to be focused on positive conversations and avoid splitting quarters. Discussions in the past about allocations of school bus funding were unproductive and did not promote education. We should focus on where streamlining possibilities are and then if we still want to worry about sharing costs of superintendant time we can do that.

**David Clark:** said that he has been watching this evolve for quite a long time. Mr. Clark said that Act46 is very explicit about what the allowable alternative structures are, and what compliance with documentation is. Mr. McCullough's points are legitimate and can be addressed through an alternative structure. If the VSBA had chosen to help school boards create alternative structures rather than promote mergers, we would have benefited. The VSBA has chosen to willfully ignore alternative structures. The important thing here is to nail down areas of agreement and disagreement. Mr. Clark encourages all the towns to work towards coming up with an alternative structure.

**Don Capponcelli:** said that Wayne Gersen observed that we have a highly functioning supervisory union. The areas that are the most problematic are inequities around art and music education. Mr. Capponcelli wondered if those services can be consolidated under the SU, and proposed creating a merger between Athens/Grafton in order generate efficiencies within the SU that do not already exist. The preferred governance model had a projected savings of 1.4 percent.

**Chris Kibbe:** discussed rules for alternative structures. One easy way to create an alternative structure would be a consolidated district that does not have the required number of students. Supervisory Unions are mentioned in the law, but the law is clear about equity, quality standards, maximizing operational efficiencies, sharing resources, flexibility with the goal of reducing the number of unreasonably small classrooms, transparency and accountability at a cost that is agreed upon.

## 6. Schedule Next Meeting:

**David Major:** asked when Rockingham might come to some conclusion?

**Jim McCullough:** said that there is another meeting scheduled. The representative government issue is one that we need to talk to the State about. The SU board membership structure is draconian and flies in the face of ACT46 as well as general principals of governance. Mr. McCullough asked, could we have one board that covers k-8 as well as the high school? Mr. McCullough also asked if we could arrange to have Ms. Savage discuss what she is hearing about alternative structures. It sounds like other towns want to keep what they have now. Rockingham would like to create more efficiency and benefit from those efficiencies.

**David Major:** said that what Westminster wants is to preserve the local governance and community involvement in Westminster, but this does not mean that the board's structures need to remain the way that they are now. We have no preconceptions about board structure aside from keeping Westminster residents involved.

**Ed Bank:** said that he supports what Mr. McCullough said about having Donna Russo Savage here. Ideas might be great and work for a town, but we need to know what the statutes say and have important questions answered. There are going to be showstoppers here and we don't know what they are. Everyone has done a great job formulating goals, but until we know what the playing field looks like we are premature.

**Jack Bryer:** asked if Donna Russo Savage will give objective advice.

**Chris Kibbe:** said that Ms. Savage vets the proposals to the state board to make sure they are in compliance with the law. She can help insure that your proposals will be alive on arrival. Ms. Savage can offer advice and answer legal questions. Chris Kibbe recommended that board members read statutes and the law around board structures.

**Lyn Morgan:** would like to see all of the boards get together individually and formulate these questions and then get back together.

**David Clark:** said that Donna Russo Savage's recent behavior is reflected in an article within the Brattleboro Reformer about her visit to WSESU. It is important to give her the benefit of the doubt, it would be a huge mistake not to head the advice of council, you may disagree with it but it is informed advice.

**Cheryl Charles:** said that the Westminster board suggested that we extend an invitation to our neighbors, but it is not clear that everyone is committed to meeting again. Ms Charles said she doesn't want to presume that we are going to do so. Even if we left it as a willingness to meet again that would be ok.

**Ed Bank:** said that it is better to schedule a meeting and have people decide not to go rather than not scheduling one at all when our backs are against the wall regarding a time line.

**Jim McCullough:** asked when DRS could come to talk?

**Chris Kibbe:** said that it would be possible to get her in July on the 19<sup>th</sup> 26<sup>th</sup> or August 2<sup>nd</sup>.

**Asher Pucciarello:** said that it may be a misnomer but he has been wondering about the usefulness of advisory boards. Looking at this room the size of the group

yields a particular kind of conversation. A smaller group yields a different kind of conversation. With consolidation school boards were formed into a group that was headed somewhere. At training in psychoanalysis it was discussed that doing what keeps you out of legal trouble is not always the ethical thing to do. Not encouraging. The topic of efficiency is a red herring. AP does not believe that the decisions people make will really make saving in the long run. Encourages everyone to be very careful and create a smaller advisory board.

## **7. Director's Comments:**

**Kristen Swartout:** said that she appreciates Westminster calling the meeting and she came mostly to listen. Rockingham needs to meet again, and as of now does not see any realistic options.

**Dolly F.H. Stevens:** said that she has considered some FactTV feedback. People have enjoyed seeing the meetings and seeing what school board members have to say or not say.

**Harold Noyes:** said that he has been quiet tonight but has a lot of questions. He is interested in another meeting and will be ready for it.

**David Major:** said that this feels to him to be an important meeting and an important step. Mr. Major likes the idea of getting together and looking at what we currently have and using the opportunity of Act46 to make improvements.

**Cheryl Charles:** said thank you to everyone and to Ed Bank about helping her work through the question of how to move forward. It is up to everyone to say along the way whether they are in or out but it is her wish that everyone continue to work together.

**Elise Manning:** said that she wished to hear what people had to say and hear what everyone thinks and felt it was an important meeting to do so.

**Jack Bryer:** said that he has been following other towns and how they are moving forward. Mr. Bryer originally thought that we all shared the same goals and felt sorry for other towns that may have not, but now realizes that it will be challenging for us as well.

**Evan Moore:** said that he would like to express thanks for the interplay between the aspirational school of thought and the real politics school of thought. Mr. Moore is more of the real politic school of thought and sees ACT46 as more of a straight jacket than an opportunity, but if we can squeeze lemons and make lemon-aid we should do so.

## **8. Adjournment: 7:52 pm.**

Respectfully Submitted,  
Josh Aberman

**Supervisory Union Wide  
Act 46 Joint Committee Meeting  
Tuesday, September 5, 2017  
Bellows Falls Union High School  
6:30 p.m.  
(Draft Subject to Approval)**

**Members in Attendance:**

For Westminster: Cheryl Charles, Rick Gordon, David Major, Elise Manning, Tim Young  
For Athens/Grafton: Ed Bank, Lynn Morgan, Dolly F.H. Stevens, Jessa Wesclark  
For Rockingham: Sheri Arvin, Rick Holloway, Margo Ghia, Evan Moore, Kristen Swartout

**Others in Attendance:**

Superintendent-Chris Kibbe, David Clark, Don Capponcelli, Molly Banik, Fact TV

1. **Call to Order:** Chris Kibbe called the meeting to order at 6:34 pm.
2. **Review/Consider Adjustments to Agenda:** Introductions of committee members was added to the agenda, introductions were then given by all of the committee members in attendance.
3. **Communications and Public Comments:** None
4. **Superintendent Report:**

**a. Webinar “Highlights”** Chris Kibbe reviewed his notes from Donna Russo Savage’s webinar presentation. Proposals will be accepted as late as January and they can be amended at any time. The basis of proposals should be how to meet or exceed Act 46 goals. Districts can still opt out of the process and let the state education board make a decision on their behalf. Data should only be gathered and submitted if it is useful. Districts with similar operating structures need to explain how staying separate entities meets Act 46 goals. More information about small school grants is expected in the future.

**Discussion:**

Lynn Morgan: asked about rule 3400.

Chris Kibbe: explained that it is the state board of education’s rule. Section 9 of the rule is where the data list comes from.

**b. Results of Meeting with Principals and Business Office on Possible Actions:** Mr. Kibbe met with principals and the business office for input regarding Act 46. Mr. Kibbe distributed a document that he subsequently created titled, ‘*Administration Team and Business Office Discussion Summary and Superintendants Recommendation Regarding Possible Act 46 Attainment Actions.*’ Mr. Kibbe said that

the business office is behind Athens/Grafton merging. There are also recommendations made about food service. The district already provides insurance benefits to those who work fractional positions, such as specials teachers who work between buildings. Shared staff can be hired at the SU level. Shared professional development and bulk purchasing already takes place and further savings are not foreseeable. Programming and curriculum should already be the same between most schools. If a K-6 school is being operated, students cannot be tuitioned. Virtual classrooms were discussed; they would still require a classroom teacher. There are recommendations made about changing the configuration at SRES. There were discussions about carousel meetings, however this is not something that the administration favors.

**c. Review Data Compilation:** Access to the SBAC scores and TMP scores was sent out today along with data related to the following; enrollment by grade, phantom pupils, special education headcounts, English language learners, 504 plans by district, poverty, high school choice (student data missing), tuition for 7<sup>th</sup> and 8<sup>th</sup> grade, teacher turnover, student teacher ratios, educational spending per equalized pupils, total spending, small school grants, adjusted gross income by town, housing, educational attainment, demographics etc. Mr. Kibbe recommends that all committee members review the discussion summary and all of the data provided to them.

## **5. Consolidation Discussion/Action:**

### **a. Town School District Reports/Discussion:**

**1. Westminster:** David Major said that Westminster has had a number of meetings about alternative governance and has been holding back to see where the other towns are at. All of the towns have agreed to participate in discussions like this one. The Westminster Alternative Governance Committee is a committee of the whole, and has a stated goal to work with the other towns in the SU towards creating a new structure. At the last meeting we were talking about what we might want to do as a process to arrive at an outcome. That discussion involved ideas like what Chris has done with the business office and principals. Mr. Major said that he would like to have the administrators meet with this group so we can ask them questions and our develop ideas further in order to achieve the goals of Act 46. The committee has put together the Westminster town goals, in summary they are the goals of Act 46, as well as a desire to involve the community and preserve the traditional town governance structure in Westminster.

Rick Gordon: added that Westminster also wants to bring in the community to see if they have ideas. This has been a failure of the Act 46 process. The public has not been invited to brainstorm or be a part of the decision making process.

Cheryl Charles: said that at looking at the situation over the last 2 years it is the case that we can operate within the existing supervisory union structure, and at the same time do things to enhance what that offers to us. We have discussed how we can talk to our friends and neighbors to work towards greater equity and do more for our kids. Strong public schools attract families and businesses and that is good for all of us. None of us have this all figured, but out if we work together we have a great opportunity.

**2. Rockingham:** Rick Holloway said that Evan Moore is the new chair of Rockingham's committee. As far as engaging the public we have had multiple discussions that the public has been invited to. We may need to figure out how to get people more interested in this stuff and learn about it. Maybe we need to band together and go to the whole public. We all want to see the SU work, the current

SU seems to function very well. The high school has proved that we can work together and pull off great things. Although we got off to a bad start with the vote, Rockingham's goals are to make things work and to create equity in the decision making process whether it is based on financials or student numbers. We are more open to discussions and brainstorming now than we have been in the past.

**3. Athens/Grafton:** Ed Bank said that Athens and Grafton has really only been talking about merging with each other. We haven't said that we are for or against the SU. If someone has a plan, we will look at it. Somebody has to pick up the ball and drive it. Westminster has the most grandiose plans, but we need to see some proposals. Mr. Bank asked the joint committee, who wants the ball to run with it? We are not going anywhere by saying we want to continue with the status quo. We need to work out issues like representation. Decisions do not need to be made in large groups.

**Discussion:**

David Major: said that it is good to toss out the ideas that a number of us have had up to date. It would be great to have a group of this size to ask questions to the administrations at the SU and school level. Then any members of the public can give input. After this process takes place someone can begin drafting proposals. Mr. Major agrees that we need to get to work on proposals but believes we also need to tap into all of the various people involved.

Ed Bank: asked if anyone is proposing anything different than the current SU structure?

Moore: said that the meat of the proposals will be how do we meet the ACT46 goals within the current SU structure.

Ed Bank: said that if we have a structure, from a process viewpoint we should pick one goal a week, then come to reasonable idea of how to meet the goal, or explain how we already meet that goal. After that, we sit down and begin drafting something. We need to drive toward something other than going to meetings just to digest information.

Rick Gordon: said that we have to acknowledge that this is the first step in that process, we need to get everyone around the table.

Cheryl Charles: agreed and said that we have not had a commitment on the part of Rockingham to be at the table for discussions around maintaining the SU until now.

Evan Moore: said that Rockingham has never been absent from the table.

Lynn Morgan: said that she would like to have more community involvement, find out what they want, and get the community up to speed so we can move forward.

Jessa Wesclark: said that we need something concrete made available to the community, there is no proposal to examine.

Ed Bank: said that he agrees with Jess. Without a proposal there is no way to educate the public. The people in this room have a base knowledge about ACT46; the public for the most part does not

Kristen Swartout: said that it is her understanding that we are proposing the current SU structure. When we say alternative structure that is what we are saying. There is not a lot out there with the exception of Athens/Grafton merging that departs from that structure, we only need to document how maintaining an SU would meet ACT 46 goals.

David Major: said that there are steps we can take that will enable us to make schools healthier, the economy healthier, and make the schools more efficient. There are ways to meet those goals better than we are right now. If we structure ourselves so the school districts operate less in silos, and even more together than we have been, we will be better off for it. One of the ways we can achieve this is to routinely throughout the year meet and accomplish SU business. This would create greater awareness across the towns, and meeting schedules would be more efficient also. We could ask principals every year to meet with us and come up with ideas for increasing efficiency and equity in order that we have it formulized with recommendations ready at the beginning of the school year.

Don Capponcelli: said the David Major gave an eloquent position on what an efficient SU does. We meet once a month, some people show up and some don't. Those who show up come away with more knowledge. It would be beneficial if there were mandatory meetings where all members showed up and created greater interaction. The SU sinks or swims on the basis of attendance. There have been times in the past where we have had to cancel meetings for lack of quorum. The first thing we need is a commitment to get to the table.

Rick Holloway: Followed up on earlier comments. Mr. Holloway disagrees with the sentiment that Rockingham left the table. Depending on what side of the table you are sitting on, Westminster walked away when their board worked so hard on voting no to the consolidation. Rockingham was waiting for Westminster to come back with something, such as a proposal following the no vote.

Ed Bank: said that Westminster has great ideas; they may be too deep for the State. We may not need to delineate so much. We need to put something in front of the voters that is very succinct. We don't need to come up with procedures or programs.

Rick Gordon: said that he hopes that Rockingham doesn't misunderstand the comments made by Westminster. They were literally about being in the same physical space, not a statement about commitments or intentions. The proposal is keeping the SU, but it should be "SU-plus". Lets use this opportunity to get everyone together and discuss how we can improve equity and efficiency in our schools.

Rick Holloway: said that the current SU is committed to trying to make efficiency changes and wants to continue working toward that. We want to preserve this structure and enhance it so we can check off the Act 46 boxes and move onto something more pleasant and interesting.

David Major: suggested that we take the next meeting and devote half of it to a Q&A discussion with the principals, the business manager, and Mr. Kibbe. Next, we can have a meeting in which we invite members of the public, and have a discussion with them for an hour or so. We can then from that point go to formulating proposals.

Ed Bank: asked why do we want to involve the principals?

Chris Kibbe: said that the principals will be mystified because they already spent time on the document shared today.

David Major: said that this is not to question any of the work that has been done so far. A discussion with principals present would be helpful to this group. We can talk about ways in which we can share the educational excellence among the schools and between the schools. Excellent groundwork for that has been laid, but we need to have that discussion directly.

Ed Bank: said that he thinks Mr. Major is driving it too deep. We are talking about programs and procedures that don't have to do with structure.

David Clark: said that people who have attended the SU meeting know we have spent a number of years creating curriculum involving teachers across the district working together. The superintendant of schools meets regularly to discuss best practices and what opportunities exist to do things better. Mr. Clark respectfully disagrees with Mr. Major, and reluctantly endorses what Mr. Bank is saying. Some of the heat is off on the deadline, but we need to go back to the purpose of the meeting, which is to prepare to submit the necessary documentation to the State in order to maintain the SU structure.

Lynn Morgan: Said that while we are working on this alternative structure, there are four things that need to be considered if we want an SU. Member districts must be collectively responsible for the education of students. The SU must operate in a way that maximizes efficiencies. The SU must have the smallest number of member districts possible, and the combined daily membership of all of the districts is required.

Tim Young: said that from his standpoint he finds a correlation between this process and product development. One thing that might be helpful is to work on a 'base-plan' with key elements such as the number of seats on the board. All of the towns should be able to look at it and easily decide if they are on the same page. Mr. Young is highly in favor of having a BBQ for the community and holding discussions around Act 46.

Rick Gordon: said that the SU structure allows the districts to continue, but I don't think we can just say that we want to stay the same. We need to explain how we can make improvements in equity and efficiency. If we are inviting principals to just talk, we should be bringing our perspective to them not the other way around. Mr. Bank is correct, we do not need to go into major details, but we should have our ideas ready so we can ask if they can be used or not.

Chris Kibbe: reminded the joint committee that there are several recommendations within the document he shared with the members.

Kristen Swartout: asked if one of the structural questions is around enhancing after school programs?

Rick Gordon: said that it is one way of coordinating and working together, if there are grant writers in one district and not in another there is a clear way to demonstrate an inequity that can be addressed.

Ed Bank: reiterated that goals do not need to be fleshed out to that degree. We just need to state that we have an opportunity to do this or that or we already are doing this or that. Most of our proposal will be showing that we already do these things. We show the things we have already consolidated and coordinated so we can make the case that we have a pretty good operating system.

Kristen Swartout: added that the proposal should also say that ‘we tried consolidation and it didn’t work for these reasons.’

Sheri Arvin: said that there is no yes or no immediately sent back from the State. ]

Chris Kibbe: agreed and said that there is a lengthy period of time between proposals being collected and a decision being made by the State Board.

Evan Moore: said that the state has no recourse as far as most of the towns are concerned. It is not clear to Mr. Moore what the state could do if it is displeased.

Rick Gordon: said that Rutland’s proposal was approved.

David Major: said there have been proposals turned down, and the State has said that they need to come back with a revised proposal.

**c. Determine Next Steps/Composition of Group Going Forward:** The joint committee agreed to form a separate committee made up of representatives from each town in order to begin drafting proposals with the exception of Athens/Grafton, which is taking the discussion back to their regularly scheduled school board meeting before appointing its members.

**4. Schedule Next Meeting:** October 3<sup>rd</sup> 6:30 pm at the High School

**5. Committee Member Comments:**

David Major: said that he feels good about everyone meeting tonight, and is hopeful about the outcome being something better than what we have now.

Rick Gordon: said that he appreciates everyone being in one place to have a discussion.

Lynn Morgan: said that she feels we accomplished a lot tonight, and that we are starting to move forward.

Kristen Swartout: wants to echo what Ms. Morgan said.

Cheryl Charles: gave thanks to everyone and said it is a pleasure working with everyone.

**6. Adjournment:** The meeting adjourned at 8:12 pm.

Respectfully Submitted, Josh Aberman

**Supervisory Union Wide  
Act 46 Joint Committee Meeting  
Tuesday, October 3, 2017  
Bellows Falls Union High School  
6:30 p.m.**

**Members in attendance for...**

**Athens/Grafton:** Lynn Morgan, Ed Bank, Jessa Wesclark

**Westminster:** David Major, Cheryl Charles, Elise Manning, Tim Young, Rick Gordon

**Rockingham:** Sheri Arvin, Evan Moore, Rick Holloway

**1. Call to Order:** Chris Kibbe called the meeting to order at 6:35

**2. Review/Consider Adjustments to Agenda:** none

**3. Communications and Public Comments:** none

**4. Superintendent Report:** Mr. Kibbe said that his report would be embedded in the discussion. Mr. Kibbe presented Peter Clark and Stephen Dale, consultants working through the VSBA on alternate structure proposals.

**Elise Manning:** asked if the consultant is paid through the VSBA.

**Chris Kibbe:** said that the contract is through the VSBA, they are not working on behalf of the VSBA.

**5. Consolidation Discussion/Action:**

**a. Presentation/Discussion of Draft Documents:** Jessa Wesclark said that we are looking at this as a procedural and policy framework as opposed to working out specific details. What we are hoping is to be able to simplify the proposal. Collaborations, shared resources, and budgeting can be put in as more specific examples. We are not making specific requests and recommendations. We are expanding on the existing SU structure within the proposal in order to meet act 46 goals. We wanted to add a couple extra SU wide meetings. One in the fall would explain the budget to the public in the interest of the transparency and accountability goals. Things are short and basic but it is a starting point for others to expand upon.

**Discussion:**

**David Major:** added that he sees it as a question as what the school staff, and school boards can do to identify collaborative and resource sharing opportunities. Then we can have those actions put into the budget. Having the towns and public meet at SU wide meetings/sessions will help the towns identify these opportunities.

**Jessa Wesclark:** said that the instructional resource team would need to be a new creation. It would bring from each school, members to form a group that would get together and list resources and programs and come up with ways to share and collaborate.

**Ed Bank:** said that it wasn't addressed why this is the best option.

**Elise Manning:** said that it wasn't noted but it was addressed by the fact that it is the only option left.

**Ed Bank:** said that have you looked at all of the other alternative structures?

**Evan Moore:** said we did not do that because we were working to list concrete things we can talk about pertaining to the five act 46 goals.

**Jessa Wesclark:** said that building on the existing SU hopefully meets that requirement.

**Ed Bank:** said that we looked at a number of potentials but decided that consolidation was the best approach to take.

**Sheri Arvin:** said that we did not look at alternative structures because the grant did not allow us to. Ms. Arvin asked if resources would end up being taken away from the schools, and if such a proposal was undermining the SU on curriculum?

**Jessa Wesclark:** said that its more about identifying programs that work well and getting other schools on board.

**Evan Moore:** said that one way to look at it is that during the SU wide meetings we could have administrators from all depts. Present in order to make the discussions more productive.

**Sherri Arvin:** said that it appears that we are asking local school boards to do something, rather than the SU. Its asking principals to work for other towns, it is asking for less school board meetings but more SU mtgs.

**Jessa Wesclark:** said that we are not looking for more meetings. Rather, only the 2 SU wide meetings per year.

**Sherri Arvin:** said that we should not be dictating what local school boards do. Principals already have a full plate.

**Lynn Morgan:** added that the instructional resource team is something that is already being done.

**Rick Holloway:** said that our focus is on administrative enhancements not governance.

**Rick Gordon:** thanked those who wrote the proposals and said that he doesn't care what the structure is called; it is an opportunity to make things better for kids. Everyone should be relishing the opportunity to do that.

**Sherri Arvin:** said that Westminster has one school and one budget. We have three schools we need to go through with three budgets and three principals.

**David Major:** said that no matter what this group or the SU says, an individual town district has the right to have a meeting whenever they want.

**Sherri Arvin:** said we should not be suggesting otherwise in the recommendations.

**Kristen Swartout:** said that each town can decide on how many meetings they want to have. I am thankful to the group who put this together; we don't need to say in the document how many meetings there will be. Ms. Swartout said that she likes the idea of having the SU wide meetings.

**Jessa Wesclark:** said that what we end up with might not make everyone happy, and this might not be the direction everyone wants to go, but we are up against being involuntarily merged by the state.

**Ed Bank:** said that one of the other potentials is a merged Athens/Grafton and a Rockingham.

**Chris Kibbe:** said that consultant Peter Clark asked, 'why are you even talking about an SU? Athens/Grafton and Westminster need to explain why they shouldn't be merged.' An SU is a no-brainer because you have nobody else to be joined with that has similar structures. The State can and will consider merging you into a single district. If I were you I would be writing like crazy trying to explain why you shouldn't be a single district. They can't take away choice or disband a union high school. The only thing they can do is join-together, Westminster, Athens and Grafton.

**David Major:** said that he does not have a problem explaining why we shouldn't merge the three towns. I believe strongly that we should not and can get into the reasons why. But for Mr. Major it is more important to come up with ways that meet the requirements of ACT 46 without compromising the things that make each town special.

**Chris Kibbe:** said that he recommends staying at the 10,000 ft level with proposals. Do not get specific; rather explain why the three towns should not be merged.

**Lynn Morgan:** said do we explain how this meets goals.

**Chris Kibbe:** said we should be an SU there is nobody else to join this is why we shouldn't merge the three towns, this is why we are great as an SU. Athens and Grafton are having a discussion about creating a single district.

**Ed Bank:** said that he might not even include the potential Athens/Grafton merger in the proposal because he is not sure if everyone will go for it.

**Chris Kibbe:** said that the proposal could be revised.

**Jessa Wesclark:** asked if the state has defined geographically isolated towns.

**Chris Kibbe:** Athens/Grafton are not included on the list of geographically isolated towns.

**Jessa Wesclark:** said that she was unaware that all of the alternatives have not been investigated.

**Chris Kibbe:** said that the alternatives were not really viable.

**David Major:** read from the Act 46 law. Section 5 talks about alternatives, and stated that the preferred model is not necessarily possible or the best means of achieving goals. When proposing an SU model it

must be demonstrated that we are working together for all students within the smallest number of member districts possible.

**b. Discussion of Contracting with Consultant to Continue Proposal Writing**

**Chris Kibbe:** asked about what people want to do in terms of a consultant.

**Ed Bank:** said he would like to hear them out because; we get a breadth of experience, we will get someone who will dedicate a significant amount of time, and someone who is impartial. How we fund it is another question.

**Rick Gordon:** said he thought there was grant money for this.

**Chris Kibbe:** said not anymore.

**Cheryl Charles:** said that she thinks there might be less available but some grant money available nonetheless.

**Jessa Wesclark:** said that alternative structure guidelines include a lot of data requirements. We need to explain why we are not merging with neighboring districts, and when and how long we have been working together to that end. Minutes of proceedings need to be submitted etc.

**David Major:** said that what Chris Kibbe has put together includes a great deal of data already accumulated. All of the minutes from the Act 46 committee meetings will be included also.

**Cheryl Charles:** said that she understands the need to say why there should be no merger between Westminster and Athens/Grafton. However, Ms. Charles also thinks it important to speak to the goals of the law. This is what the group tried to do. It is a 'yes-and.' It is both of those things that need to be in the proposal. Ms. Charles said that she is skeptical of hiring a consultant at this time. We have most of the materials we need. Ms. Charles thinks sometimes hiring a consultant takes more time than it does doing it on our own. We have talent in this room and good writers also. I would like to see us do it ourselves.

**Rick Gordon:** said that there seems to be two tracks here. Do the minimal thing to get things past, or the 'yes-and,' looking at opportunities to make things better. Mr. Gordon agreed that hiring a consultant is not a good idea and does not believe that consultants are impartial depending on where they come from. We should articulate how we move forward to create positive results. We are acting like there are a lot of harsh graders out there that will spit things back at us. However, it is not in their political interest to reject proposals.

**Ed Bank:** asked who would volunteer to write the proposal?

**David Major:** said he is of two-minds about consultants. The other proposals we have looked at have used consultants, and people speak very highly of them. While I know we could put all of this stuff together ourselves, we might profit from having a consultant work with us.

**Ed Bank moved to receive bids on the cost to put together a proposal for meeting the alternative structure requirements.**

**Kristen Swartout seconded.**

**Cheryl Charles:** said that the deadline is December 26<sup>th</sup>. It takes time to get bids. We should do our own draft done and then get a consultant to improve it.

**Chris Kibbe:** asked Mr. Bank for a friendly amendment to the motion.

**The motion was amended: Mr. Bank moved to receive two quotes, one based upon reviewing and amending a proposal as seen fit, the other for creating a proposal form scratch.**

**The motion passed.**

**Ed Bank:** asked the superintendant to make contact in order to receive the quotes.

**c. Next Steps:**

**David Major:** said that he will begin to draft rationale for not merging Westminster and Athens/Grafton.

**Ed Bank:** said that he would be inclined to meet again sooner than later so that quotes can be received and decisions be made whether we want to have a proposal reviewed or created by a consultant.

**Rick Gordon:** asked about the 5 or 6 points in the recommendations form.

**Jessa Wesclark:** said that it looks like we might start over, this is a rough draft. It can be referred to later.

**6. Public comments:** Dolly F.H. Stevens said she is glad she is sitting on the public side.

**Schedule Next Meeting:** The next meeting was tentatively scheduled for October 18<sup>th</sup> 6:30 pm at BFUHS.

**7. Committee Member Comments:**

**Rick Gordon:** Thanked the group for drafting recommendations.

**8. Adjournment:** The meeting adjourned at 7:50 pm.

Respectfully Submitted,  
Josh Aberman

**Supervisory Union Wide  
Act 46 Joint Committee Meeting  
Thursday, November 2, 2017  
Bellows Falls Union High School  
6:30 p.m.  
(Draft, Subject to Approval)**

**Members in Attendance:** Harold Noyes, Lyn Morgan, Evan Moore, Kristen Swartout, Elise Manning, Rick Holloway, Jessa Wesclark, David Major, Rick Gordon.

**Others in Attendance:** Chris Kibbe, Wayne Gersen, FactTV, Eagle Times

**1. Call to Order:** Chris Kibbe called the meeting to order at 6:35 pm.

**2. Review/Consider Adjustments to Agenda:** Wayne Gersen's agenda will replace the Committee agenda. The meeting minutes will reflect the Act 46 discussion.

**3. Communications and Public Comments:** none

**4. Superintendent Report:** none

**5. Consolidation Discussion/Action:**

**a. Detailed Agenda to be Distributed:** Wayne Gersen distributed an agenda to the committee. Mr. Gersen distributed a document titled Act 46 sec. 9 self-evaluation, regional conversations, and proposals for "alternative structures." Mr. Gersen said that there is no strict algorithm for submitting an alternative structure model. We need to persuade the state board and state superintendant that it is in SU's best interest to retain the same governance structure. Part of that effort will be to indicate that the towns worked hard to consolidate. Mr. Gersen having been the previous consultant is aware that this is true and that the merger was soundly rejected despite this.

**Discussion:**

**Harold Noyes:** spoke on behalf of Athens and said that they are looking at creating a unified district.

**Chris Kibbe:** said that the next step for the unification sub-committee in Ath/Graf is to present the pros and cons for a unified district.

**Rick Gordon:** asked if A/G was interested in being part of the SU after creating a unified district?

**Harold Noyes:** said yes.

**Rick Gordon:** said that this is a positive for the proposal.

**Chris Kibbe:** said that the business office is behind it.

**Evan Moore:** spoke for Rockingham and said that Rockingham is committed to being a full partner in the SU, and in the process. Rockingham recognizes that if anything happens, it won't happen to us because we stick out in the SU. We see ourselves as involved neighbors who are less likely to be under a microscope than the other towns.

**Rick Holloway:** acknowledged that there was some drama following the vote, and that there are some in Rockingham who concerns about our stake being higher because of our larger budget etc. There was also concern over equity. However, we are onboard with the SU alternative structure. Many of our services are consolidated already, we are looking at merging our foodservice, and we have monthly SU meetings. When you step back there one can see that there is very little to change.

**Kristen Swartout:** said that Rockingham did look at other options but none of them seemed realistic or practical. We also recognized that we are a high functioning SU already.

**Wayne Gersen:** asked if neighboring districts were engaged in discussions about mergers.

**Chris Kibbe:** said that Chester Andover and Cavendish have created a district so they are off the table.

**Jessa Wesclark:** said that Ath/Graf has contacted Windham; we haven't had too many discussions with other districts.

**Harold Noyes:** said that we reached out to Leland and grey but nothing materialized.

**David Major:** spoke for Westminster. Mr. Major wrote rationale for why Westminster should not merge with Ath/Graf. Geography, debt and taxation rates, and town goals around local control were cited. Mr. Major said that this is the third mtg. of this group. There has been a fair amount of work associated with this joint group as well as in each town. We decided to sit down and articulate goals from the Westminster's perspective and these were approved during the august mtg.

**Wayne Gersen:** Discussed the ACT 46 sec. 9 document. It is the most recent version of a 'how-to' for districts that are looking to submit an alternative structure proposal. The fact that the merger did not take place means that the current SU is not operating according to tuition standards. The SU must meet specific characteristics, including having the least amount of member districts possible. The conversation with ATH/GRAF is a demonstration that at the least there are serious deliberations underway to help achieve this goal. July 1<sup>st</sup> is the deadline for merging.

**Wayne Gersen:** said that he would contend that by virtue of the work already done the 'what' question has been achieved. The IFR also contributes this end.

**Chris Kibbe:** said the data from the IFR will be available in December.

**David Major:** said that there have also been some conversations with Putney that occurred.

**Wayne Gersen:** said that the AOE is looking for assurance that the school will not become too small, or have student to staff ratios not favored by the state. This is something that the SU is already achieving.

**Jessa Wesclark:** asked how staff is defined, and said that some districts include contract employees and groundskeepers. There seems to be no solid way to count staff.

**Chris Kibbe:** said that there is a staff survey that asks us to report on staff and put them into groups, but it is very nebulous. There is no true guideline. Where does a title 1 teacher go? The AOE data on student to staff is not reliable because there is no standardization.

**Evan Moore:** said that rule 3400 addresses the ambiguity; it might be a reference point.

**Wayne Gersen:** said that Donna Russo Savage will get back to him next week. Mr. Gersen wants to see the data is that they have. The secretary and board of ed. are not required to take action based on a proposal. Mr. Gersen said that the Dec 26<sup>th</sup> deadline is coming soon.

**Chris Kibbe:** said that it is a soft deadline. The end of January is the more realistic deadline.

**Mr. Gersen:** distributed a document titled Administrative Team and Business Office Discussion Summary and Superintendent's Recommendation Regarding Possible Act 46 Goal Attainment Actions. Mr. Gersen has made annotations. Mr. Gersen walked through the Doc and discussed the action items. Mr. Gersen said regarding the Athens/Grafton consolidation that if they commit to the exploration of the merger and give a report in the middle of June that would be sufficient. Regarding the SU wide food service program, a formal study should be provided.

**Chris Kibbe:** said that there is an analysis already taking place right now. The SU budget is established soon so we are hoping to have numbers to roll out soon.

Wayne Gersen: went over the administrative recommendation spreadsheet. Mr. Gersen has made annotations reflecting his own recommendations including...

- Increasing shared staff/ Coordinating SU wide meetings.
- Bulk Purchasing
- Shared professional development
- SU wide summer school program, task force created to see if this is viable.
- Exchanging students between schools-not recommended.
- Virtual classrooms- not recommended.
- Full-day preschools- Not Recommended.
- Changing grade configuration at SRES and CES- not recommended.
- Carousel-structure for board meetings- not recommended.
- Schedule bi-annual joint meetings of town boards- recommended for implementation in 2018.

**David Major:** said that the document incorporates some of the work that has come out of this group. We have met three times. We appointed a subcommittee to come up with recommendations for what might feed into an alternative governance structure. The larger group then discussed the recommendations. They included having the administrative team create a standing agenda for collaboration, establishing a union wide instructional resource team, holding joint town and HS board mtgs. 2-times a year, promoting collaboration and resource sharing, and a public info meeting held by SU board once a year including a superintendent 'state of the union' address.

**Wayne Gersen:** said that he does not know what the final report will have in it as far as signoffs by local boards. We can ask each board to signoff and say that this is what we want. This was a sticking point with other ACT 46 committees. Mr. Gersen wants to ensure that if there are any showstoppers that they are known ahead of time. The proposal will be strengthened if there is unanimity behind it.

**Chris Kibbe:** said that we can have components to what we submit. For example one component can be the 'stay an SU' piece. There might be other sections that are specific to the individual towns. Boards can approve their individual pieces. Mr. Kibbe agrees that nobody should sit on there hands if there is something in the proposal that is controversial it should be brought up right away.

**Kristen Swartout:** said that on that note there are some Rockingham members that think it's important that representation and voting structures are proportional to Rockingham's population. The board structure and board structure are statutorily defined.

**Lyn Morgan:** said that the voters voted with little information, we should have multiple informational meetings to draw in the public and get there input.

**David Major:** said that it will not be a town vote because we are not changing the structure but the information part is important.

**Jessa Wesclark:** agreed and said that the information in Athens is very important, voters will hold us accountable.

**Rick Gordon:** asked if we should have a common statement? We can give the reasons why we think it's a good idea to maintain the SU.

**Jessa Wesclark:** said that there is a list of common questions that can be addressed in a Q and A session.

**Rick Gordon:** said that he would be happy to write something.

**David Major:** said that it would definitely go before the voters if you were talking about the Athens/Grafton merger.

**Wayne Gersen:** said that it is important to have an earnest conversation with the public about the pros and cons of a merger. What you are committing to is having an in depth public dialogue.

**David Major:** said that we are aware that this will not be a done deal before the proposal is done, there is no pressure form the overall SU perspective.

**Wayne Gersen:** discussed some of his ideas. There seems to be a narrowing but persistent gap between high and low socioeconomic groups. This is a national phenomenon. You want to illustrate to the state that you want to do something about this in a collaborative fashion. The SU has better numbers than state averages so this can be used to bolster the proposal. At the same time that you move in the direction of identifying objectives around assessments, new modes of assessments should be considered looking as well.

**Chris Kibbe:** said that this is a state regulation, we have already done it at the middle school through high school. Multiple pathways for learning fits well with proficiency based grading. This is another piece that can be put in a proposal. SU level professional development for paras can be improved. Emergency Planning is an SU wide initiative already.

**Wayne Gersen:** said that school boards should create a committee whose function is to provide a soft landing for the incoming superintendent. There are a lot of differences between States; someone from out of state will need assistance.

**David Clark:** said that he seriously believes a wining strategy would be to have a school jargon glossary. Board members also need assistance in adjusting to the role and learning the language.

**David Major:** said that the idea of having a joint meeting of all the boards where we can go over some of this stuff together would be a useful thing.

**Chris Kibbe:** agreed and said that there could be a more formal training for new board members.

**Jessa Wesclark:** said there should be a summary regulatory update made available to board members.

**Wayne Gersen:** said that after he talks to DRS he will put together a draft and give it to the committee to look over and suggest edits. It could start with a paragraph or two about how we got here. Another page could be a summary of the work done by the boards with an appendix of meeting minutes. Then Mr. Gersen will make it clear that the communities wish to retain their structure and provide evidence that goals will be met within the current SU structure. Mr. Gersen will put together a sheet that shows what has happened and what is going to happen, including evidence that expansion is not feasible, stating that the preferred structure is not possible or necessary for the SU.

**Rick Gordon:** said that the local control democratic participation and local input is more appropriate. We don't want control we want input.

**David Major:** said that it would be good to meet, as the larger group after the proposal is complete. Then we can go to our respective districts and explain things there.

**Chris Kibbe:** said that a draft can be shown to the boards before they all meet again likely sometime in January.

**8. Adjournment:** the meeting adjourned at 8:13 pm.

Respectfully Submitted,  
Josh Aberman

**GRAFTON SCHOOL DISTRICT**  
**April 13, 2017**  
**Grafton Elementary School**  
**School Board Meeting**  
**Grafton School Board**

Members in attendance: Jack Bryer, Rod Lawrence, Dolly F.H. Stevens, Lynn Morgan, Ed Bank, Sadie Hallock, Harold Noyes

Others in Attendance: Chris Kibbe, Cela Dorr, Missy Wilkins, Will Fritch, Edie Cole, Cheryl Charles (Westminster School Board)

1. Call to Order: Harold called the meeting to order at 7:36pm.
2. Adjustments to Agenda: none
3. Communications and Public Comments: none
4. Appoint Grafton Board Members to Fill Vacant Seats:

Sadie Hallock: said that she has spoken to a couple candidates who are interested.

Rod Lawrence: said that among the three board members on the board none of us are parents of students and that this is not a good thing. Mr. Lawrence strongly encouraged members of the public to reach out and become members.

5. Act 46 Consolidation Discussion/ Consider Appointment of Act 46 Committee Discussion:

Jack Bryer: Said that he would like the committees to meet together and discuss together.

Ed Banks: said that the committees can meet together and discuss together but need to act as two separate entities.

Rod Lawrence: said that each town has spoken with clarity with their vote. Though they are separate communities they see things the same way. We can act as two entities but should be working together. We need more heads around the table.

Ed Bank: explained that the two committees can agree and may jointly make decision but they do not need to.

Chris Kibbe: said that Donna Russo should be consulted to explain the pros and cons for a small consolidation.

**Rod Lawrence made a motion that the Athens Act 46 committee be a committee of the whole 3 for 1 in opposition, the motion passed.**

**Lynn Made a motion that the Grafton Act 46 committee be a committee of the whole The motion passed unanimously**

**(The two committees will meet at the same place at the same time.)**

**(The next meeting will be at 5:30pm at 5/11 prior to the regular board meeting.)**

Cheryl Charles: said that the Westminster Act 46 Community forum will be held Saturday May 14<sup>th</sup> from 9:00am to 12:00pm with coffee at 8:30am. The idea is to echo what is being said here. We have 100 towns and communities in VT that have voted not to go with the preferred structure. The law allows for an alternative structure and we have a lot to learn about what that means. We have a lot of hard work to do together. There will be an agenda in advance with guest speakers.

Asher Puccierelli: as a parent of a student in Westminster, Mr. Puccierelli feels like it was important to show up here. Asher rejected the preferred merger, however voting that down was not a statement about not wanting to work with other towns but rather a statement about wanting the freedom to pursue alternatives.

Jack Bryer: said that the reality is that when we met last we were at pains to say that the rejection was not of Westminster or Rockingham. The towns have a high school together and work together often we would benefit from cooperation. The supervisory is already used as a proxy for Spec Ed and trans.

Asher Puccierelli: asked if the two boards come to the forum, do they need to warn it?

Ed Bank: said that it must be warned.

Cheryl Charles: said that the format is designed to ask every interested town to make a comment about where they are in the process of exploring alternative models.

Jack Bryer: Said that it would be important to sent invites to stake holders such a selectboard members.

7. Adjournment: Ed Bank adjourned the meeting at 7:59pm.

Respectfully Submitted, Josh Aberman

Board Clerk, \_\_\_\_\_

**Athens School District Act 46 Committee  
Meeting Minutes – Thursday, May 11, 2017  
Grafton Elementary School  
(Grafton Act 46 Committee did not have a quorum)**

Minutes

**Present- Committee Members: Harold Noyes, Dolly F. H. Stevens, and Lyn Morgan  
Administration: Christopher Kibbe and Cela Dorr  
Public: Ed Bank, Rod Lawrence, and Don Capponcelli**

1. Call to Order- Harold Noyes called the meeting to order at 5:30 PM.
2. Adjustment to Agenda- None
3. Public Comments- Don recapped the issues he had her voters talking about during the consolidation vote. One of these was the small representation on a unified union school board. Ed said that Athens and Grafton were both so small that representation on any consolidated board was going to be a problem. Don wondered if people would be open to considering a merger of Athens and Grafton into one school district.
4. Superintendent Report- Chris Kibbe reported news on the legislative front, where he said that that the passage of a bill that combined both the house and senate changes to Act 46. These changes do not seem on the face of it to have much significance to our districts. He also reported on the meetings that are being held by the Act 46 committees in Rockingham and Westminster, and the upcoming Act 46 Forum in Westminster on Saturday, May 13. He reported on the results of votes in neighboring SU's and on Rockingham's efforts to communicate with some of these districts.
5. Update on Meetings- This was covered in the Superintendent's report.
6. General Discussion- The discussion centered around possible options going forward. These included a merger of Athens and Grafton, contacting the other town school districts in the SU to propose staying as an SU as an alternative structure, and/or talking to other neighboring districts such as Windham. Rod Lawrence told the Committee members that he would be willing to act as a liaison with the Grafton Select Board. Harold asked Superintendent Kibbe to create a list of possible scenarios for consolidation for the next meeting. Kibbe said that he would do that and also finish work he had started on a listing of the data and information that would be needed for each district in order to apply as part of an alternative structure. He added that there are a number of board discussions and decisions that were a necessary part of this data gathering.
7. Board Member Comments- Dolly said that should would like the group to get some input from district students as part of the process of moving forward.
8. Meeting was adjourned at 6:20 pm. The next meeting will be Thursday, June 8, at 5:30 at the Grafton Elementary School.

9. Adjournment- The meeting was adjourned at 5:40 PM.

Heather Gregory,  
Clerk

**ATHENS/GRAFTON SCHOOL BOARDS**  
**June 8, 2017**  
**Grafton Elementary School**  
**Concurrent with the Athens School Board**  
**Act 46 Committee Meeting @ 5:30**  
***(Draft Subject to Approval)***

**Members in Attendance:** Ed Bank, Jack Bryer, Rod Lawrence, Lynn Morgan, Harold Noyes, Dolly F.H. Stevens

**Others in Attendance:** Chris Kibbe, Cela Dorr, Cheryl Charles, Don Capponcelli, David Clark, Fact TV

**1. Call to Order:** Both boards were called to order at 5:31 pm.

**2. Adjustments to Agenda:**

**3. Next Steps/Goals/Unique Features of Athens/Grafton Discussion:**

**Chris Kibbe:** Westminster has extended an invitation for all the members of the SU in order to discuss whether to propose a supervisory union as the alternative structure. Westminster suggested everyone come, and if we decide to go forward that group can create a working group. The date suggested is Tues the 27<sup>th</sup> at BFUHS at 6:30pm. It can be warned as a joint meeting of all the school boards. Westminster brainstormed and created a list that shows what it is they want to preserve and enhance through an alternative structure, and they suggest that others do the same. Another question to be considered is; what are the things that make your school district special? The sooner boards decide individually or together what direction to take the better. Waiting for Act46 to change is not an option.

**Jack Bryer:** Athens/Grafton and Windham are all considered geographically isolated districts. There may be merit in exploring that. We don't have a decent road going east and west. We are interested in streamlining administrative responsibilities. There is reciprocating interest in these things in Windham as well as the issue of school choice.

**Ed Bank:** asked what high school students do; do they have choice? To merge with someone you must have the same structure.

**Chris Kibbe:** said that he believes that they do have choice.

**Ed Bank:** asked who is going to contact Windham and set up a meeting?

**Chris Kibbe:** said he can set up the meeting and asked the boards for reps.

**Jack Bryer:** said that we should send a confirmation of interest and then they can decide if its something they want to do or at least look at.

**Cela Dorr:** asked if the board should find out about high school and middle school choice first, and said that she could get that information for the board.

**Lynn Morgan:** asked about the administrative structure under Act 46.

**Chris Kibbe:** said Athens/Grafton would still need an SU. The way the statues are written, supervisory unions are clearly defined and act as the fiscal agents for the school districts. Unless you are a 'supervisory-district' like Springfield you need an SU. If consolidation passed you would not need an SU because you would be a modified unified district.

**Jack Bryer:** said there are independent districts but has not heard any sentiment of interest for going down that path.

**Rod Lawrence:** said that in the summary of options three are viable. None are mutually exclusive. Consolidate Athens/Grafton so we don't have to go through double town mtgs. One of the things we can tack on to that with some gyration and adjustment is Windham. A map came out which gave us the status of districts that voted on Act 46. When you look at Windham Grafton and Athens we are together, it is evident when you look at the map. The lack of an east west road is an issue. The third part is also not mutually exclusive, that of having the SU as alternative structure. Mr. Lawrence's advice to committee is that we keep our eyes and ears open and keep options open and consider all three.

**Jack Bryer:** Said when we had these discussions initially there were a couple of concerns raised. One was that if Athens/Grafton was a unified district, tax implications needed to be addressed. Mr. Bryer didn't feel that he had good answers for this. The second is that we make certain we do not get wiped out by merging with larger entities, thereby diluting our voice.

**Rod Lawrence:** said that getting wiped out by a larger district would apply even more to Windham, we would have to protect them.

**Ed Bank:** said that regarding representation for consolidated boards, the rules we have to follow do not change. Mr. Bank said that he wants to be very clear that we cannot create a different structure. The math will not be fixed because the math works based on population.

**Rod Lawrence:** said with Athens/Grafton the 5/3 would remain which is an important factor.

**Lynn Morgan:** asked if there is a way to talk with the state and ask if instead of having proportions, we could have it where everyone has equally representation?

**Chris Kibbe:** said that what you are proposing is a merger that needs permission from the state board of education, but you are not proposing a merger under the criteria of ACT46. However, this is something that needs to be worked out with legal advice.

**Jack Bryer:** asked is there any way to have the SU jointly operate the high school rather than having it under a municipality.

**Chris Kibbe:** said that this is not possible under the law. This question has been asked before and it can't be done. The union high school as a structure was statutorily developed, it was created so that the towns could join together and form a high school

**Jack Bryer:** Act 46 states that the explicit purpose is to reduce redundancy; there is an argument to be made that this could help.

**Chris Kibbe:** said that Act 46 said that ACT 46 does not allow for it.

**Jack Bryer:** said that where things break up is over the issue of eliminating school choice at the middle school. These things won't change and this is a gating issue. Green Mountain takes so many students in because we pay middle school tuition. There is resistance to consolidating and losing middle school choice. How do deal with people voting with their feet because they don't want to go to the high school?

**Chris Kibbe:** said that high school choice law has not changed. Nobody has suggested changing middle school choice.

**Rod Lawrence:** said that we have not made any suggestion of this because it has been thoroughly refuted by the community.

**Cheryl Charles:** said that she would like to reinforce the invitation given by Mr. Kibbe to come and talk in the practical ways you are doing so tonight, and to do homework about what our goals are. One of those for us is 7<sup>th</sup> and 8<sup>th</sup> grade choice. This remains important to the members of our community. We will draft those goals and bring them to the meeting. We think this will be fruitful. We don't have this all figured out, but we like working with you all and we want to continue to do so.

**a. Athens/Grafton Common Goals.**

1. Middle school choice
2. Representation proportions
3. Keeping the school open
4. Equity in student programming/student opportunities
5. Supervisory union?
6. Operational efficiency
7. Sharing teachers (art/music)

**Discussion:**

**Lynn Morgan:** asked if making all employees SU employees would solve the sharing teacher question.

**Chris Kibbe:** said that it would, but the SU board would be in charge of everything, which is a lot like being consolidated.

**Don Capponcelli:** asked if it is possible to consolidate physical education and health under the purview supervisory union.

**Rod Lawrence:** said that this is a good point. We can create efficiency and enrichment by doing this.

**b. Unique Features.**

1. Nature based learning/instruction (good local resources).

**4. Superintendent Report/Section 9 Data Requirements Review**

**a. Review Options Document:** Chris Kibbe distributed the document for review and discussed options.

**b. Section 9 Data Requirements Review:** Chris Kibbe distributed a portion of a spreadsheet that outlines questions or issues that should be considered by boards who are planning to send proposals to the state board of education. The data to be considered depends on what proposal is being made by the board.

**5. Adjournment: 6:26pm**

Respectfully Submitted,  
Josh Aberman, Board Recorder

Board Clerk, \_\_\_\_\_

**Athens School Board  
Grafton School Board  
Act 46 Committee Meeting @ 5:30  
Grafton Elementary School  
August 10, 2017**

**Members in Attendance:** Dolly F.H. Stevens, Rod Sterling, Lynn Morgan, Jack Bryar, Harold Noyes

**Others in Attendance:** Chris Kibbe, Cela Dorr, FactTV, Don Capponcelli

**1. Call to Order:** Harold Noyes called the joint committee meeting to order at 5:32 pm.

**2. Adjustments to Agenda:** none

**3. Communications and Public Comments:** none

**4. Superintendent Report:** Chris Kibbe gave a report. Rockingham did not have quorum for the Act 46 committee. There was a decision point was on the agenda whether they were going to go ahead with an alternative structure proposal. The committee composition has changed. At the previous Rockingham meeting Steve Stitzel was on the phone discussing the historical and legal reasons for board structures, it is recommended that anyone interested listen to it on the consolidation website. Mr. Kibbe explained what Mr. Stitzel discussed. Supervisory unions have a particular designation that has gone all the way to the Supreme Court. Su's do not have the power to tax the way that school boards do. For this reason they must be considered two distinct types of entities. School boards must adhere to the one-person one vote structure whereas a supervisory union does not. Supervisory unions provide services to towns/districts that have an equal vested interest in the services provided. Therefore the one-person one-vote rule does not apply to Supervisory Unions. The legislature will not change this because there are there structures that share the same representational structure as supervisory unions, and would also be affected. There are challenges that exist because of the union high school board. Many statutory constraints that prohibit the combination of boards with these different structures exist.

**Discussion:**

**Jack Bryar:** asked if hoops could be jumped through for a joint contract high school entity to be formed in order to reduce redundancy, would there be any benefit to doing so?

**Chris Kibbe:** said that there are many complications that arise with a joint contract, transparency being one. There might be more benefit to creating a single Athens/Grafton district. There are strong voices on the Act 46 committee for joining with the other towns. Mr. Kibbe said that he has sent a link for the data being putting together to help guide the decision making process as well as a link for the school programming data. Donna Russo Savage was supposed to present on August 2<sup>nd</sup> but she has decided that she will present in the form of a webinar.

**5. General Discussion:**

**a. Discuss Forming Athens/Grafton School District:**

**Ed Bank:** said that this is somewhere where we can start. Mr. Bank said he is not sure how that will play out in the scheme of things but it makes sense to do it. Mr. Bank's personal opinion is that the board should not worry so much about where board members come from. If we are going to create a single board it may take pressure off, or it may be an interim step.

**Don Capponcelli:** Asked if Ath/Graf being a singular district would be accountable under the proportionality laws. Mr. Capponcelli said that there would be three reps instead of six, and while

personally does not think it would be a deal breaker, for others it may be. We need to show that the SU is the best way possible to address the ACT46 goals.

**Rod Sterling:** said he agrees with Mr. Bank and that it makes sense to go ahead with creating a singular district with Ath/Graf. It makes sense if not only in terms of optics, but also eliminating accounting problems. Although this may be a first stage it is the easiest for us to do. We should recommend to the school board that they proceed with the first steps of investigating a consolidation.

**Harold Noyes:** asked where Windham comes into the picture?

**Rod Sterling:** Said that they may come into the picture and that he is not concerned with the number of board members.

**Lynn Morgan:** said that joining with Ath/Graf makes sense, if we had figures about how much money we would save that would be helpful. What do we lose what do we gain?

**Dolly F.H. Stevens:** asked what the deadline for this is?

**Chris Kibbe:** said that it would take a while to create the documents necessary and organize a vote. Mr. Kibbe recommends that it take place in the spring during town meeting day. This can become part of the alternative structure proposal. The deadline for proposals is December 26<sup>th</sup>.

**Harold Noyes:** asked if both towns need to vote yes?

**Chris Kibbe:** said yes they do.

**Ed Bank:** said that a new school board would need to be elected.

**Jack Bryar:** said that it would be useful to talk about tax impacts. This year or last year can be used as a model. We should talk to the Athens select board. There is talk within the legislature about consolidating municipalities, the word should get out.

**Lynn Morgan:** said that there should be a discussion about the Athens school and its future.

**Chris Kibbe:** said that it could be owned by a new single-district or another decision can be made about it. As it is now each building is owned by each respective school district, a discussion should take place about what would be done with the properties. Identify the key issues list them out and include them in the articles. Mr. Stitzel is willing to assist.

**7. Adjournment:** the meeting adjourned at 6:16 pm.

Respectfully Submitted,  
Josh Aberman, Board Recorder

Board Clerk, \_\_\_\_\_

**Athens School Board  
Grafton School Board  
Act 46 Committee Meeting @ 5:30  
Grafton Elementary School  
September 14, 2017  
(Draft Subject to Approval)**

**Members in Attendance:** Jack Bryar, Dolly F.H. Stevens, Lyn Morgan, Harold Noyes, Rod Lawrence, Jessa Wesclark

**Others in Attendance:** Chris Kibbe, Charles Chase, Fact TV

**1. Call to Order:** Harold Noyes called the meeting to order at 5:30 pm.

**2. Adjustments to Agenda:** none

**3. Communications and Public Comments:** none

**4. Superintendent Report:**

**Chris Kibbe:** Chris Kibbe said that Rockingham and Westminster are moving towards embedding their Act 46 mtgs. into the regular board meetings. Separate committee meetings can be held made up of appointed members from each board.

**Chris Kibbe:** distributed a document titled “Administrative Team and Business Office Discussion Summary and Superintendant’s Recommendation Regarding Possible Act 46 Goal Attainment Actions. The report documents recommendations across a spectrum of issues and questions regarding Act 46.

**5. General Discussion:**

**a. Re-cap of District Wide Act 46 Meeting:** Act 46 meeting was productive Mr. Bank provided a good way forward recommending that a proposal be produced. A Drafting committee was formed in order to begin drafting a proposal document. Lynn Morgan Volunteered for Athens, and Jessa Wesclark volunteered for Grafton.

**b. Discussion of Athens/Grafton Consolidation:**

**Chris Kibbe:** distributed a document from ‘The Vermont Statutes Online.’ There are three steps to the process defined in the Vermont Statutes.

**1. 706- Proposal to form a study committee;** The committee must figure out costs related to legal expenses, likely to be 10,000 dollars or less.

**2. 706a- Approval of study budget; appointment of study committee;**

**3. 706b- Study Committee; contents report;** the study committee selects a chair and notifies the secretary of education: public warned mtgs. minutes etc. May determine if its advisable or inadvisable to form a districts; reports shall specify the 13 items discussed by Mr. Kibbe and listed in statute 706b.

**Chris Kibbe:** discussed possible future renovations to the building. It might be premature to suggest that there will not be future renovations.

**Harold Noyes:** said that the expansion committee was disbanded.

**Chris Kibbe:** only through the general budget can renovations be funded. If Athens/Grafton merges the new single entity will be able to bond.

**Rod Sterling:** said that there is little change under these points except 10-13. The bulk of it represents the normal situation this makes the process doable and straightforward.

**Jack Bryar:** we need language around how one Athens/Grafton district would impact how we calculate funding and equalized pupils.

**Jessa Wesclark:** asked, how will this impact the alternative structure discussion? The state can make us a single district if they want to.

**Chris Kibbe:** said that the state theoretically has the authority to declare that Westminster Athens and Grafton should be a single district. The state can declare you a single district and then you would be required to write up articles after the fact. Mr. Kibbe went on to say that discussions about creating a single district could take place at a town meeting.

**Lynn Morgan:** said that we can send out a message in the local papers and ask for input in order to draw people in.

**Harold Noyes:** asked if Windham has reached out?

**Chris Kibbe:** said that they have not. They have a different operating structure that would need to be changed anyway.

**c. Next Steps:** There was a combined committee meeting scheduled Oct 3<sup>rd</sup> at 6:30 at BFUHS. Mr. Kibbe said that he will try to coordinate a meeting for the drafting committee.

## **6. Board-Member Comments:**

**7. Adjournment:** the meeting adjourned at 6:10 pm.

Respectfully Submitted,

Josh Aberman

**GRAFTON SCHOOL DISTRICT**  
**October 12, 2017**  
**Grafton Elementary School**  
**School Board Meeting**  
*(Draft Subject to Approval)*

**Members in Attendance:** Ed Bank, Jack Bryar, Rod Lawrence, Jessa Wesclark

**Others in Attendance:** Chris Kibbe, Cela Dorr, Edie Cole

**1. Call to Order:** Ed Bank called the meeting to order at 8:01 pm.

**2. Adjustments to Agenda:**

**a. 4c:** Approve payment of the town share to hire Wayne Gersen as Act 46 consultant.

**3. Communications and Public Comments:** none

**4. New Business for Discussion/Action:**

**a. Appoint Merger Study Committee Members:**

1. The committee will be renamed the unification study committee.

2. Rod Lawrence and Jack Bryar volunteered to be on the committee and were so appointed.

**b. Appoint Board Member to Fill Vacancy:**

**Ed Bank moved to appoint Pamela Spurlock to the Grafton district school board.**

**The motion passed.**

**c. Approve payment of town share to hire Wayne Gersen as Act 46 Consultant:**

**Ed Bank moved to approve a payment of \$750.00, the town share for hiring Wayne Gersen as Act 46 consultant.**

**The motion passed.**

**5. Board-Member Comments:** none

**6. Adjournment:** 8:08 pm

Respectfully Submitted,  
Josh Aberman

**ATHENS SCHOOL DISTRICT**  
**October 12, 2017**  
**Grafton Elementary School**  
**School Board Meeting**  
*(Draft Subject to Approval)*

**Members in Attendance:** Lynn Morgan, Charles Chase

**Others in Attendance:** Chris Kibbe, Cela Dorr, Edie Cole

**1. Call to Order:** Lynn Morgan called the meeting to order at 8:09 pm.

**2. Adjustments to Agenda:**

**a. 4b:** Approve the payment of the town share to hire Wayne Gersen as Act 46 consultant.

**3. Communications and Public Comments:** none

**4. New Business for Discussion/Action:**

**a. Appoint Merger Study Committee Members:** Lyn Morgan and Charles Chase volunteered to be on the committee and were so appointed.

**b. Approve payment of the town share for Wayne Gersen as Act 46 consultant.**

**Charles Chase moved to approve a payment of \$750.00, the town share to hire Wayne Gersen as Act 46 consultant.**

**The motion passed.**

**6. Board Member Comments:** none

**7. Adjournment:** 8:11 pm

Respectfully Submitted,  
Josh Aberman

**ROCKINGHAM SCHOOL DISTRICT  
ACT 46 COMMITTEE MEETING  
MONDAY, APRIL 3, 2017 @ 5:30 P.M.  
SAXTONS RIVER ELEMENTARY SCHOOL**

**DRAFT: SUBJECT TO APPROVAL**

**MEMBERS IN ATTENDANCE:** Rick Holloway, Margo Ghia, Kate Coburn, Sherri Arvin, Kristen Swartwout

**OTHERS IN ATTENDANCE:** Chris Kibbe, Keith Nemlich, Karen Bukowski, Nancy Erikson, FACT-TV, Eagletimes

1. **CALL TO ORDER:** Rick Holloway called the meeting to order at 5:33 pm.
2. **REVIEW/CONSIDER ADJUSTMENTS TO AGENDA:** None
3. **COMMUNICATIONS AND PUBLIC COMMENTS:** None
4. **APPOINT CHAIRPERSON:**

**Sherri Arvin nominated Jim McAuliffe as chairperson. Nomination passed.**

5. **ACT 46 CONSOLIDATION DISCUSSION FOR NEXT STEPS:**
  - Samantha feels we should focus on the articles of agreement as it sounds like other towns disagreed with them. Sherri commented that the articles followed the law and considered everyone's concerns.
  - Sherri: They other towns need Rockingham in order to propose an alternative structure.
  - Chester has agreed to have a discussion with Rockingham.
  - Chris Kibbe: There were two options available to this district under the preferred models. One was the one voted down. The other option would have been the MUDDS which would have failed as well. The other towns were clearly against a merger, now they are where they are at. We didn't hide any model anywhere; there literally were these two options. They were not willing to listen.
  - Kristen: I think they were opposed to a preferred merger. They did want to pursue an alternative structure which could allow them to keep local control and middle school choice. I think it is worth talking with them as we already have some things consolidated. What would happen to those things already consolidated if we don't merge together?
  - Chris: You have to have discussions with other districts.
  - Margo: There is a perception that Rockingham is unwilling to have discussions with the other communities. I think from the start we have been thinking about the community as a whole and have wanted to have discussions. The perception is saddening. We had to make the efforts that we did under the study committee. The other members from the towns even voted on it. Now Rockingham has to explore our options.
  - Rick: I get the feeling that it wasn't us; it was members from other communities didn't want to bend and they disagreed.

- Sherri: A big issue that Rockingham residents had was representation on the board.
- Kristen: I think the committee did their best. People want to see the BFUHS preserved. We should keep an open mind.
- Rick: As elected members, we need to ensure that our tax payers are not faced with tax penalties and ensure everything is done under the law. The other towns need to come to us with proposals. We need to uphold the law. The law requires us to talk to other districts so that is what we need to do now.
- Margo: It sounds like we are all in agreement that we are open to discussions. What are our options?
- Chris: The Westminster board would like to have a public forum in May. Invitations have gone out. The invitations went to all of the Windham county unions as well as a few other southern Vermont districts. In talking with other Superintendents, it was mentioned to have someone from the State who is very familiar with the law attend this forum. Brattleboro is waiting on an exception to the law which is very specific to Vernon. If Vernon votes themselves out, the remaining towns will most likely go to a vote. Windham Central passed a vote so they already merged and has a K-12 district. Chester, Andover, Cavendish and Green Mountain are going to vote soon on a K-12 district even though they don't have enough students according to the law. There wouldn't necessarily be a preferred model structure but there could be sharing which would result in proficiencies and efficiencies. There could be a possible 3 by 1 side by side model.
- Every consolidation needs to be considered before an alternate structure can be considered. If the towns don't want something to happen, they need to provide a very detailed report explaining "why". Some just want to appease the State.
- Nobody else shares our operating structure.
- Everyone is hostage to each other. No one can unilaterally vote to leave the union as it is now.
- Chris: The State can't take choice away.

**NEXT STEPS:**

- Chris will schedule a meeting with Chester.
- Chris will reach out to get advice from the state.
- Chris will contact Donna Russo Savage, legal counsel at AOE, to see if she can come.
- Jim and Rick will attend the neighboring towns meetings.
- Chris will also reach out to WSESU.

**6. SCHEDULE NEXT MEETING:** May 1<sup>st</sup>, 5:30 pm. CES

**7. ADJOURNMENT:**

**Meeting adjourned at 6:27 pm.**

Respectfully Submitted,  
Tara Darrell

**ROCKINGHAM SCHOOL DISTRICT  
ACT 46 COMMITTEE MEETING  
MONDAY, MAY 1, 2017 @ 5:30 P.M.  
CENTRAL ELEMENTARY SCHOOL**

**DRAFT: SUBJECT TO APPROVAL**

**MEMBERS IN ATTENDANCE:** Sherri Arvin, Samantha Simonds, Evan Moore, Margo Ghia, Jim McAuliffe, Kristen Swartwout, Rick Holloway

**OTHERS IN ATTENDANCE:** Chris Kibbe, Donald Capponcelli, FACT-TV

1. **CALL TO ORDER:** Jim McAuliffe called the meeting to order at 5:30 pm.
2. **REVIEW/CONSIDER ADJUSTMENTS TO AGENDA:**
  - Superintendents Report
3. **COMMUNICATIONS AND PUBLIC COMMENTS:** None
4. **UPCOMING EVENTS/MEETINGS**
  - There will be a meeting at WCS Saturday May 13, 2017 from 9-12. Jim McAuliffe will attend; however everyone is invited.
  - David Major: At 9 there will be a presentation regarding mergers around the State. Towns will have a chance to discuss where they are at with the process. There will be a panel of people who have thought of alternative structures to discuss what they have come up with so far. There will be time for the State to discuss the current status with the laws if someone is available to come. There will then be a discussion and question time.

**5. CONSOLIDATION OPTIONS DISCUSSION**

**Superintendent's Report:**

- Donna Russo Savage, legal advisor from the AOE and the legislature liaison is not able to make the meeting May 13<sup>th</sup> in Westminster. However, if this committee or another group is interested in talking with her, she will find time to come meet.
- She has sent the revised State board of Education rules. She also sent the proposed Senate's revisions to ACT 46. There are some minor changes to the original Act.
- Clarification was made as to what would happen if districts do not merge.
- The State will also determine who is "geographically isolated" by September.

**a. Contacts with Districts Outside the WNESU**

- Chris has talked with the Superintendent in Chester. They have a vote coming up soon.
- Jim: One of the things we should do is reach out to the nearby towns that are not part of WNESU to see if there is any interest from the Springfield and Chester districts. We need to demonstrate to the State that we have reached out to other towns.
- Brattleboro, Guilford, Putney and Dummerston all have similar structures as Rockingham. The board will also write to these districts.

b. Next Steps with the WNESU Districts

Rick: My opinion is I would like to see a way to work with the towns in the WNESU. We have been partners for a long time. We have a good base with the things that we already have consolidated. We are all strong communities. I am concerned that we as Rockingham uphold the law and protect our tax payers. We also need to keep the High School in consideration.

Margo: I am in a similar place. Until legislature is clearly defined I still have lingering questions. It's hard to really move when the laws are not even finalized.

Evan: I have concern that Rockingham not run afoul from the State and that we don't get boxed into something detrimental. I don't think we should change just to do it. I saw a lot of the changes under the proposed articles that were positive changes. Going too far out of our boundaries doesn't seem like it would work.

Samantha: Ideally it would be great to consolidate with the other towns. But now we are at this point.

Kristen: I agree with everyone. I really want to make sure we protect the HS and I want to work together with our towns. I don't like having to go out to other towns. It's frustrating. WE already consolidated a lot; everything we've done would be dismantled.

Jim: It is unlikely that the others districts would want to throw in their high school. The act requires us to simplify and reduce costs. If we consolidate we can reduce the required school board members. With fewer students it makes cost savings difficult. The opportunities to save are going to be a struggle. WE could preserve the BFUHS as our HS and do away with the WNESU board. If there were fewer boards that would reduce the time requirement for the Superintendent. We now have an assistant superintendent. I am not happy about it but I understand the need. This is just adding more costs. We can achieve savings.

Sherri: Presented her proposal for a Rockingham Supervisory District. This is just an idea; it would potentially allow Rockingham to be a standalone District. Members will review it more and they thanked Sherri for her work.

**6. SCHEDULE NEXT MEETING: June 19<sup>th</sup>, to follow the regular board meeting.**

**7. DIRECTOR'S COMMENTS: None**

**8. ADJOURNMENT: The meeting adjourned at 6:28 pm.**

**Rockingham School District  
Act 46 Committee Meeting  
Monday, June 19, 2017  
WNESU Central Office**

**Members in Attendance:** Rick Holloway, Sam Simonds, Kate Coburn, Margo Ghia, Evan Moore, Jim McCullough, Sheri Arvin,

**Others in Attendance:** Chris Kibbe

1. **Call to Order:** Jim McCullough called the Act46 meeting to order at 7:43 pm.
2. **Review/Consider Adjustments to Agenda:** Response from two rivers SU.
3. **Communications and Public Comments:** none
4. **Superintendent Report:** Chris Kibbe said that next Tuesday the 27<sup>th</sup> 6:30 @ BFUHS is the Joint ACT 46 mtg. initiated by Westminster. The meeting will be a discussion between the four towns in the SU. Springfield responded and said they are happy to meet. Allison Delorea wrote a letter to the board stating that they are interested in talking with Rockingham. Chris Kibbe had a discussion with Steve Stitzle and recommends that boards asking for legal advice know what questions that they want to ask ahead of time and that they only ask for legal interpretation, not assistance in bending the law.

**Discussion:**

Jim McCullough: said that when Rockingham signs on to something we are responsible for 65% of the cost. We should make it clear to Westminster that if they would like legal council that they should attain it and have there questions answered. It is at the point where each town is now responsible for Act46.

Chris Kibbe: said that it is still an option to take no action. Data reports will vary depending on what kind of proposal is being made. Mr. Kibbe distributed Data and information requiring input form school boards.

Jim McCullough: said that one of the difficulties about the joint meeting is that we haven't had an opportunity to discuss what we really want to do. It is premature to discuss maintaining an SU etc. Mr. McCullough does not feel comfortable expressing an opinion on without knowing what everyone wants to do.

Chris Kibbe: said that Westminster suggested that boards bring a list of the goals moving forward such as preserving school choice, keeping Town Meeting etc. Also, a list of unique attributes about your school that you want preserved through Act46.

Jim McCullough: said that he thinks we should be partners with Westminster at the right time and recommends using Ms. Arvin's proposal as a template for what we want to achieve. Mr. McCullough asked the committee what they think?

Rick Holloway: said that we do need a template.

Chris Kibbe: said that one issue with that document is that it has legal issues such as having the HS as the SU.

Jim McCullough: said that an example of a goal is to simplify the governance of our school dept. If the proposal from Westminster is to keep the status quo we are left with all of the same boards and that does not accomplish our goal.

Evan Moore: asked if the personnel system was consolidated and kicked to the SU level, the town boards would be in charge of establishing policies and running the buildings, what else would be left?

Chris Kibbe: said that it would mostly be policies and part of the budget. If you put all of the employees in the SU it is similar to consolidating. Mr. Kibbe said that if we have fewer pieces of people spread around there could be agreements between the boards about providing benefits.

Jim McCullough: said that in the current WNESU there are 15 board seats each town has 3. Any kind of alternative structure would have to result in Rockingham having at least 50% of the board seats.

Chris Kibbe: said that membership in an SU is defined by statute.

Rick Holloway: said that one goal should be streamlining of the business office.  
Another goal is trying to preserve our relationship with the long-term partners in the SU.

Sheri Arvin: said ensuring fiscal responsibility and equity might be at odds if we are sharing administrative responsibilities.

Kristen Swartout: asked if the goal is to simplify structure and we stand alone we will still have 3 boards for Rockingham. I would prefer to work with the towns in the SU and find ways to save money and collaborate on resources. We need to make the structure we have better, but we cannot change it unilaterally.

Chris Kibbe: Steve Stitzle said that SU's precede union boards. Union High schools were a way to keep HS's economically viable. The SU structures are statutory.

Evan Moore: asked if there is precedent for Rockingham to be a member of the Union high school board but not a member of another SU, such as having our own?

Jim McCullough: said that every year we base our budget on how many kids we think we will have. Every once and a while a bunch of kids don't show up or kids don't finish the year, in which case we allow towns to stop paying tuition. There was an acknowledgement by Westminster that they could not offer school choice today if it was not for BFMS. It is time to address the budgetary implications of these issues.

Kristen Swartout: said that the fact that there is choice for other towns has negative budgetary impacts on Rockingham. I would be against releasing the other town from the High School because it would be bad for the High School. I am not against using the SU as an alternative structure as opposed to going it alone.

Sam Simonds: said that if the High School became part of our K-12 and we dissolved the High School board then we have Ath/Graf continuing to pay their tuition. They would need to figure out how to contribute to transportation and special ed.

Jim McCullough: does rock continue to serve as the banker for the other towns or make sure that its own interests are being served.

Evan Moore: said that in the situation when a Westminster student goes to the middle school and leaves can Rockingham bill Westminster for the entire year?

Chris Kibbe: discussed the inefficiencies related to petitioning for stand-alone status.

Jim McCullough: said that we need to reduce the number of boards, the cost of the governance structure, we would like to participate with the other four towns. Right now, few Ath/Graf kids go to the union HS.

Chris Kibbe: said that Ath/Graf have began discussing becoming a single school district.

Sam Simonds: said that we should attend Tuesday just to see what they have to say.

Jim McCullough: said that he agrees however there are difficulties in what we would discuss and that the show and tell about how special each school is inappropriate. Jim said that he is concerned with more with simplifying structures.

Chris Kibbe: said that at the initial meeting anyone who comes can come and a decision could be made at that meeting whether a group can be formed for further discussion.

Jim McCullough: said that this is exactly what we have done for over a year and it has gotten us nowhere. There are more important questions to consider like could Rock function with one school board.

Kristen Swartout: said with Westminster wanting to maintain their own meetings.

Chris Kibbe: said that Westminster is talking about going ahead with remaining an SU that is statutorily defined. Not an amalgamation or an alternative structure.

Margo Ghia: said that we have not had enough internal discussion to really know what direction we are taking. We have not fully flushed out the issues as a committee.

Kristen Swartout: said that she supports going ahead with an SU structure.

Jim McCullough: said that the current structure is not a good one, if an alternative structure involving all three towns means we are stuck with all three boards that is a game stopper.

Evan Moore: asked if there is more info about mount holly and Ludlow, where things have not resolved?

Chris Kibbe: said that every situation is specific to that town.

Evan Moore: said that there are basically two paths in front of us. One results in the status quo. The other option involves Rockingham becoming part of another unified district, which requires getting out of the union high school; this may require an act of the legislature.

Jim McCullough: said that the proposal is to discuss how to remain a supervisory union, which is defined by statute. We would need 3/15 votes.

Margo Ghia: asked if any modifications could be made to an SU like board structure?

Chris Kibbe: said probably not.

Kristen Swartout: said that she feels we should go and listen to what they have to say and then get back together and see we have common goals. By going we are not committing to anything but it shows good faith.

Chris Kibbe: said that he recommends attending because of time constraints.

Kristen Swartout: said that we probably want to get way more input about what Rockingham people want.

Jim McCullough: said that we want to keep the high school but there must be a way to simplify the structure. How do we address rep. mtgs? cost sharing. If everyone has one mtg. a month and we share the superintendant cost 65/20/7, why don't we split the cost evenly instead? The issue here is that if we are willing to continue with the supervisory union we need to explain where inequities are and how we would propose to eliminate those inequities.

Kristen Swartout: said that we should not say anything at the meeting but just listen.

Margo Ghia: said that we can attend and say we are interested in listening and continuing to work together or we can say we are interested but not ready and that we need to postpone the mtg. Asked the group what we they would like to propose?

(The board came to a general consensus that they would like to attend the Joint Mtg.)

5. Schedule Next Meeting: TBD (July)
6. Director's Comments: none
7. Adjournment: 8:32 pm.

Respectfully Submitted.  
Josh Aberman

**Rockingham School District  
Act 46 Committee Meeting  
Monday, August 21, 2017  
WNESU Central Office**

**Members in Attendance:** Rick Holloway, Kate Coburn, Evan Moore, Margo Ghia, Sheri Arvin, Kristen Swartout.

**Others in Attendance:** Chris Kibbe

1. **Call to Order:** Rick Holloway called the meeting to order at 6:10 pm
2. **Review/Consider Adjustments to Agenda:** None
3. **Communications and Public Comments:** None
4. **Superintendent Report:** Chris Kibbe gave an Act 46 update. Steve Stitzel's dissertation is available on the SU website. Westminster and Athens Grafton have both had Act46 meetings and are awaiting a decision from Rockingham about SU participation. At the administrative team meeting last week the principals discussed what things could be packed into an alternative structure proposal.
5. **Consolidation Discussion/Action:**
  - a. **Appoint Committee Chair:** Evan Moore volunteered to be ACT46 committee chair. Rick Holloway appointed Evan Moore as ACT 46 chair.
  - b. **Plan/Schedule Discussions with Springfield & Two Rivers**

**Discussion:**

**Chris Kibbe:** Said that he touched base with the Superintendent at Two Rivers who said that they have had a vote to form their structure. This fall their board will form. They would like to meet and get to know each other before meeting with Rockingham. There are differences in operating systems that preclude Rockingham from aligning with towns such as Ludlow due to Unions High Schools.

**Kristen Swartout:** said that it would not be worth having a discussion with Springfield due to differences in operating structures.

**Elise Manning:** said that if the SU comes up with efficiencies at the SU level, Springfield could be asked if they want to participate.

**Chris Kibbe:** said that Margaret McClean has produced a useful document that shows what proposals should look like. If the committee agrees to participate in the SU with Athens/Grafton, and Westminster, Mr. Kibbe will schedule a joint meeting.

- c. **Approve Participation in SU Wide Alternative Structure Discussion and Development of Proposal:**

**Margo Ghia moved to approve participation in Supervisory union wide alternative structure discussion and development of proposal.**

**Discussion:**

**Kristen Swartout:** said that she is in favor of meeting with the other towns in the supervisory union because she has not seen any other viable alternatives. Wayne Gersen has said we have a highly functional SU.

**Sheri Arvin:** if we do not do anything and let the state merge the low hanging fruit we would have more representation on the new board.

**Kristen Swartout:** said that she does not want to speculate about what the State will do, she would like to work in good faith with the surrounding towns.

**Rick Holloway:** said that he would rather take a proactive stance and participate in the conversations.

**The motion passed with one in opposition.**

*(Potential dates for the meeting are August 31<sup>st</sup> September 2<sup>nd</sup> and September 12<sup>th</sup>. The Rockingham board recommends Sept. 5<sup>th</sup> the 12<sup>th</sup> and the 7<sup>th</sup>.)*

**Chris Kiöbe:** said that principals have gone through the programming chart and revised it. It has been sent out to board members. The spreadsheet on section 9 data has also been revised and sent out.

**6. Schedule Next Meeting:** The next Act 46 Committee meeting will be September 18<sup>th</sup> following the regular board meeting.

**7. Director's Comments:**

**Evan Moore:** Thanked the board for appointing him committee chair.

**8. Adjournment:** The meeting adjourned.

Respectfully Submitted,  
Josh Aberman, Board Recorder

**Westminster School District  
Act 46 Committee Meeting  
Tuesday, April 4, 2017 @ 5:30 p.m.  
Westminster West School**

**Members in Attendance:** David Major, Cheryl Charles, Elise Manning, Tim Young, Rick Gordon

**Others in Attendance:** Chris Kibbe, Doug Kussius, David Clark

1. **Call to Order:** David Major called the meeting to order at 5:35pm.
2. **Review/Consider Adjustments to Agenda:** N/A
3. **Communications and Public Comments:** David Clark read from an April 3<sup>rd</sup> Eagle Times article in which it was stated that West Athens and Grafton were to form one single district with Rockingham also forming a single district. The article also stated that the union high school board was informed by the State that the high school would follow Rockingham in its consolidation. Mr. Clark questions the accuracy of the story and feels that the AOE is essentially dividing up the pie before the discussion has taken place by the union high school board. Mr. Kibbe said that the quotes associated with himself and Ms. Arvin were taken out of context.

4. **Act 46 Consolidation Discussion**

a. **Community Forum Planning:** Chris Kibbe discussed Rockingham's Act 46 committee meeting. Rockingham is willing to have a discussion with Westminster but feels that Westminster needs to figure out what they are going to do before that happens. A letter composed by the Westminster school board was sent out to various superintendents and some feedback has been given to Mr. Kibbe. One super said that somebody like Donna Russo Savage or Rebecca Holcomb might come to a local meeting/forum. Mr. Kibbe discussed some of what is taking place in other towns. Leland and Gray have formed a MUUSD with surrounding towns. Chris Kibbe has had a conversation with Meg Powden the superintendent at Two Rivers, they will have a vote for a pre-k through 12 district within the next couple months.

Rick Gordon: asked if Grafton kids that go to Leland and Gray Middle School pay tuition or if it is public school choice.

Chris Kibbe: said that there is no money that follows those kids and that it is allowed through school choice.

David Major: asked if there is a lottery for those who wish to attend Leland and Gray.

Chris Kibbe: said that there is if the number of kids wanting to attend are over the limit. Mr. Kibbe went on to say that he worries about Athens/Grafton. The school is the community center and folks want to keep it open but there is a dramatic decline in student population looming.

**b. Planning/Next Steps:**

Cheryl Charles: said that when she recently went up to address the State Board of Education she was told it is really the legislature that we should be talking to, and that ironically there is testimony taking place before the legislature right now. Ms. Charles said that Supervisory Unions are an acceptable structure according to the law. A Supervisory Union structure is something that many people likely would approve of so that we can maintain individual boards that collaborate, while still being in the spirit of the law. In moving forward we need to document many things, as a part of the community forum we will want it to be a warned meeting, we will want as many people as possible to come, document who is there, and have an idea of what we want to do before we hold the forum. If we are thorough and document as much as we can,

we should be able to have a conversation, we should also state that we are not against consolidation but rather were opposed to the way the merger was taking place.

David Major: said that a format of a forum like this might include a fairly concise presentation by each of the towns present, and also a review of what sort of possibilities exist under alternative governance models. Margaret McClain from Peachum and Donna Russo Savage are two resources that might be taken advantage.

Cheryl Charles: Asked about the federated model and what it looks like.

David Major: Said that it is a structure where towns continue to have their own boards with people elected to be on a supervisory union board. The SU becomes a district in itself as well as operating a Union high school board e.g. Washington Central.

Chris Kibbe: said that there might be another item on the forum agenda designed explain the requirements of an alternative structure.

Rick Gordon: said that as he sees it there are 3 or 4 segments to the meeting. The first is 'what do we know?' 'What does the ACT say?' 'What is the motivation for opposing the preferred model?' The second part is to ask where each district is at? And lastly is getting to the possibilities. 'What are our ideas, and what are the question and unknowns?'

Chris Kibbe: said that if we are talking about the forum taking place in May the legislative session will be over and we may have more understating at that point.

Rick Gordon: asked what the advantage is to joining with a district not adjacent to us simply because it has a similar structure? We are not interested in joining into some structure with towns in the NE kingdom for example.

Chris Kibbe: said that there is a deeply ingrained connection between people among the different towns within the SU that goes back decades. Mr. Kibbe suggested that people would be very upset if we began insinuating that the High school would not be part of there school district.

## **5. Schedule Next Meeting:**

David Clark: recommended holding the meeting on a Saturday and suggested that once the board decides on a date the board should stick with it. Mr. Clark also recommended that a structured agenda is used with timelines.

Asher Puccierelli: said that he has attended many forums and each one has been led by someone who acts in a facilitative way. Mr. Puccierelli said that he feels that they closed the conversation and that it was palpable. The meetings did not feel like forums. Who is facilitating is important. Mr. Puccierelli recommends someone like Fletcher Proctor to facilitate the forum.

Cheryl Charles: said that our next school board meeting is May 2<sup>nd</sup> and we need to do some work on the agenda and organizing etc. When we talk about making sure the discussion doesn't get shut down, and that people don't get defensive, we should consider that local boards and school choice are allowed within the alternative structure. We should design the discussion around the question of "how do we achieve this goal?" This would help us in deciding what will be discussed with the State as well. Ms. Charles asked if we can we start with some organizing principles?

David Major: said that he is hoping that people from Rockingham and Putney will attend the forum. However in those districts' cases the issue of school choice is not as important, therefore we may not want to define things to that degree.

Rick Gordon: said that he agrees with David but also we need to remember what the point of consolidation was, efficiency, equity, and easing the burden on superintendants attending local meetings.

Elise Manning: said that she has seen meetings derailed in the past. Ms. Manning said that people should have clearly defined roles and we should make sure that reps from the state don't take over the conversation.

Chris Kibbe: said that we will ask if Donna Russo Savage can attend the community forum.

David Major: said that we have not discussed what the steps need to be taken after the forum. Mr. Major said that it would be wise for at least one of us to go to the board meetings of Athens and Grafton and Rockingham in order to invite folks to the forum, and say that we want to keep the conversation open between the other towns.

**The Act 46 community forum will take place on May 13<sup>th</sup> from 9:00am to 12:00pm, and will be held at the Westminster Center Elementary School.**

#### **6. Director's Comments:**

Rick Gordon: said that the voters rejected losing local boards. The idea of joining with Athens Grafton would still eliminate our local board. Do we want to bring this up as a possible alternative?

David Major: Said that there will be another committee meeting prior to the next regular school board meeting.

#### **7. Adjournment:** The meeting adjourned at 6:41 pm

**Westminster School District  
Act 46 Committee Meeting  
Tuesday, May 2, 2017 @ 5:30 p.m.  
Westminster West School**

**Members in Attendance:** Cheryl Charles, David Major, Elise Manning

**Others in Attendance:** Missy Wilkins, Doug Kussius

1. **Call to order:** David Major called the meeting to order at 5:40pm
2. **Review/Consider Adjustments to Agenda:** Item 4 Legislature update added to the agenda.
3. **Communications and Public Comments:**

**Asher Puccierelli:** said that passed forums being commandeered away from the public and steered away from open communication between all the parties involved has been a problem. Asher hopes that the meeting will be facilitated in such a way that this does not happen.

4. **Legislature Update:** David Major gave an update on the Vermont State Legislature. There is proposed legislation that will allow three districts to merge and have a single board. The legislature is also attempting to more clearly define governance structures.

5. **Act 46 Consolidation Discussion:**

a. **Planning for May 13 Meeting:** @ 8:30am there will be refreshments served, @ 9:00am the forum will begin with introductions. David Scolls will give a presentation about the state of mergers in Vermont. The various towns will then be given the opportunity to discuss what is going on in their towns. Following a break there will be a panel discussion with Q&A. After towns give a summary of where they are, it would be useful to discuss more specific topics. Margaret McClain from Peachum, Vermont teacher of the year awardee and former state board of education member will be a guest speaker. The Superintendent of schools from northern country, and Scott Thompson and Dan McArthur will also speak. The agency of education will also be given opportunity to discuss expectations regarding governance structure, however there is nobody from the administration yet slated to speak as it stands (subject to change.) There are 58 people not including legislative members, and press who plan on attending from several towns including Brattleboro, Dummerston, South Royalton, Barnard, Newport, Marlboro, Putney, Calis, and others. There is expected to be over 62 people in attendance. Several press organizations are planning on covering the forum. There are still logistical factors that need to be solved such as seating and refreshments. The forum will be held in the dining room barring a significant increase in attendees. Doug Kussius will inquire with Harley about preparing refreshments. Communication between superintendants from other towns has not been very productive. Communication via personal invites, have been sent out in Windham and Southern Windsor Counties. The Act-46 Google Group is ongoing, and Communities for Local Schools has a good email list as well. There are still some people who have not been informed about the May 13th meeting that should be contacted if possible. The agenda for the meeting will be made available at the meeting; Missy Wilkins will also look into sending out agendas.

**b. Next Steps for WNESU Member Districts (Discussion):**

**Cheryl Charles:** said that everybody in Athens Grafton is open to trying to figure out the next steps and everyone is open to working with the neighboring towns. However, nobody really knows how to proceed. Rockingham is waiting to see what steps Westminster is going to take. Cheryl Charles said that she would like to look into a supervisory union structure similar to what exists but with a deeper look into efficiencies etc.

**David Major:** said that in Rockingham there have been discussions about approaching neighboring towns, but most are interested in working with the towns within the Supervisory Union that feed into the high school. Sherri Arvin has put work into developing a proposal where Rockingham would be its own supervisory districts and the schools would be divided up based on age and efficiency. The board would be divided between elementary and high school. David Major went on to say that we should think about what are goals are. What is it to us that gives us a voice and a close community connection, and what are the issues the town cares about that made the public vote no? Mr. Major feels that we can put together the towns in the SU even better than they are now.

**Missy Wilkins:** asked if there will also be an Act46 mtg. on the 13<sup>th</sup>?

**David Major:** said that it would be a good idea and he would like to hold one.

**Cheryl Charles:** said that some items for the community to consider are; one, to have a local board in which decision making and approval of a budget can be discussed at town meeting, and two, preserving school choice. These seem to be the driving values in Westminster and doing these things is possible by building on cooperative agreements within the supervisory union structure that already exists.

**David Major:** asked hypothetically, if there are ways in which budgets are put together, where one budget exists, and the towns vote on the budget based on student population, i.e. dividing up special education costs based on the distribution of S.E. students. Mr. Major also asked how we would organize the meetings? Mr. Major said that it might be possible for all of the boards to meet together which each town hosting the others in rotation. This would create better communication between towns and board members. These things may not require changes to charters and may only require thinking about things like scheduling.

**Asher Pucciarello:** said that when he was at the Athens Grafton meeting he was struck by how the two towns were brought together to be on a consolidation committee. The consolidated board would be a decision making body for everyone. As a west resident Asher is concerned about balance of power and centralization of power. The discussions in Westminster taking place around the immersion program for example, are valuable and feel good. For this reason Asher said he would like to see each town have its own board with an advisory board made up of all the towns created where issues can be discussed and brought back to each town.

**5. Schedule Next Meeting:** May 13<sup>th</sup> 5:30pm WCES.

**6. Director's Comments:** none

**7. Adjournment:** 6:31pm

Respectfully Submitted,  
Josh Aberman, Board Recorder

Board Clerk, \_\_\_\_\_

**Westminster School District  
Act 46 Committee Meeting  
Saturday, May 13, 2017  
9:00 a.m. – 12:00 p.m.  
Westminster Center School**

*(Draft Subject to Approval)*

**1. Call to Order:** David Major called the meeting to order at 9:07am and introduced Chris Kibbe, Doug Kussius, Adam Hallock, and Harley Sterling, and thanked them for making the community forum possible. Mr. Major introduced the town moderator Fletcher Proctor. Fletcher Proctor discussed decorum and said that because the community forum is a warned school board meeting, Robert's Rules will be observed.

**2. Discussion:**

David Scolls: About 40% of towns that rejected the merger.

Jackie Folsom: the town of Cabot is strongly opposed to the merger. The project based learning high school is going to be closed. Article 1 does not protect against schools being closed through attrition. Uncertainty is causing teachers to leave. The vote is June 20<sup>th</sup> in Cabot.

Pamela Frazier Barnard: Windsor Central became modified union. Plans are in place to send sixth grade students to neighboring schools, there was strong objection to this. The articles of agreement lack protections for school closures. People in Windsor are looking at applying for stand-alone status and considering renegotiating the articles of agreement.

Jack Bryer: A Journal of Economics and Education study (2002) found that supervisory unions were structured in a way that grouped small villages around a larger town. Small town schools were closed and depopulation of the small surrounding towns took place. The cost to the state was significant, real-estate taxes dropped etc. Transportation and administrative costs increased. Overall costs were raised by 20%. the claim that consolidation creates efficiency is not driven by empirical data. Using the structures in place and consolidating back office functions such as transportation and special education can help create efficiency, but this can be accomplished without sacrificing the democratic process.

Dot Naylor: There is a debt problem in surrounding areas around Callas. The 706b committees make up was almost entirely school board members. Community members who attended those meetings were outspoken about there opposition. Concerns exist around maintaining local control of buildings and grounds. Callas already has a consolidated transportation system and special education dept. Useful data about educational outcomes by town are difficult to find. The Central Vermont Chamber of Commerce used to publish this information.

Kathy Scott: Windham Central Supervisory Union voted down Act 46. With a merger Windham will have one member on the consolidated board. Finding efficiencies is not the problem. Windham is not legally permitted to publish test results because it is such a small school. Student performance is very

high. The Geographic isolation of the town means that if the school closes depopulation may occur. Low taxes are an early incentive but when the bottom falls out and the houses empty taxes increase.

Mike Legislature: The numbers are not there to support the Act 46 proposals. It is important to separate policy and politics. It is politics that is driving this. How do we continue to provide the education that we do in Vermont? There is a cohort of students that is not served and those are the ones who face generational poverty. The rationale for going forward with Act 46 is a dynamic at play related to declining enrollments and increases in spending. The education budget is the largest part of the states budget. This is ok, whether it is education or health care costs are high. There is no magic bullet that will start saving us a large amount of money. The next step in consolidation likely will be administrations.

Rick Gordon: The argument must be made that delivered services are what make a high quality education for, not an enumerated number of class offerings.

Scott Thompson: The consolidation movement was put together about 100 years ago, right down to tax incentives. Vermont is coming to the consolidation party very late. One of the items written about consolidation is the transfer of power from the layman to the professional. The goal of the legislature is gaining total control of education finances.

Christina Naylor: (Dummerston) joined the study committee with the best intentions. Things became about voting voices and structures. Dummerston is a middle-sized school of 150 students. Generational poverty exists in Dummerston but the school has some of the highest SBAC scores. Vermont already performs highly when compared to schools internationally. What has been identified is only a .4% savings. Consolidating special education was supposed to be the lion's head of savings and we have not seen this take place. The study committee has been stalled until structural issues are resolved. Dummerston is looking into alternative structure models.

Liz Adams: (Putney) The head of the nutrition program in Vermont said that no merger is necessary to offer free lunch. Special ed. costs will go up because each year more and more disabilities are being identified. The lack of full day preschool for all 4 year olds, as well as generational poverty are a more important issues effecting educational quality.

Member of the Public (Redding): Vermont is creating a business model and writing it into law. Services are being reduced every year while revenues through tourism go up. Vermont is becoming the green space for the Northeast. School boards are under attack because they have a small amount of control. The initial merger captured 60% of the student population and this 60% is where all of the money is going to be spent.

Lisa Schmidt: (Ludlow) On May 30<sup>th</sup> there will be a vote to disband the unionized high school which will force Ludlow to bus kids 30 miles away. There was a plan underway, created with participation from students, to create an academy in addition to the union high school, but this was halted due to Act 46. Ludlow sends a large amount of revenue to the State of Vermont for education. The debate around consolidation has caused a significant amount of disharmony between colleagues and families.

Cheryl Charles introduced a guest panel of speaker invited to discuss issues related to the Act 46 legislation.

Margaret McClain (Peachum): discussed an Alternative Governance Structure checklist that was utilized by Peachum. The checklist is concerned with 10 points.

1. The current state of your school
2. The work you have completed since Act46 became law.
3. Detail votes taken and outcomes.
4. Clearly state intentions.
5. Data required by AGS rules.
6. Structural or geographic isolation protections?
7. Action Plan related to S.U.
8. Action Plan related to district
9. List of articles of agreement
10. Only districts can vote to change an operating structure.

Dan McArthur (Marlboro) discussed actions taking place in his town such as expanding school board chairs from three to five and conducting surveys creating structure committee.

John Castle (North Country Supervisory Union): said that a multi-district supervisory union captures the goals outlined in ACT46. This is not about being provincial; it is about respecting the democratic process. The law clearly states that an alternative structure is a supervisory union with member districts. The legislature is attempting to bend the intent of the law. The law itself is contradictory to creating equity as promoting equity may require spending more money, and this is ok. Transportation costs and growing centralized bureaucracies offset initial cost savings.

Scott Thompson (Callas): discussed the critical importance of a process for getting people in the town. The state essentially said that we were going to consolidate and that we can either jump or be pushed. There are debt issues that caused us to pull an emergency break on consolidation. However it is the quality of education and local governance that are driving us in what we want to accomplish. There is a crack in the foundation and the whole structure is compromised when it comes to ACT46. Equity, quality standards, and efficiency are not at the heart of Act 46 but rather a move towards the centralization of governance. We are looking at turning this around and creating a structure that will allow us to govern the center from the peripheries. We want to give voters an opportunity to make meaningful decisions about their schools. The voters are the only counterweight to expanding bureaucracies and unfunded mandates created by state and federal government. Legislatures are important partners in the process of creating greater flexibility.

Rick Gordon: Said that this is democracy and thanked everyone for participating in the democratic process. Mr. Gordon said that we should ignore the question of whether the State Board of Education will look favorably upon proposals. If there is something we want to propose we should do so. Mr. Gordon assisted in organizing individuals into working groups for discussion. Discussion groups included VSBA, Supervisory Unions, and Alternative Structures. The groups reported following their discussion.

Adjournment: The meeting was adjourned at 12:10pm.

Respectfully Submitted, Josh Aberman

Board Clerk, \_\_\_\_\_

**Westminster School District**  
**Act 46 Committee Meeting**  
**Tuesday, May 16, 2017 @ 5:30 p.m.**  
**Westminster Center School**

*(Draft Subject to Approval)*

**Members in Attendance:** Tim Young, Elise Manning, David Major, Cheryl Charles, Rick Gordon

**Others in Attendance:** Chris Kibbe, Doug Kussius

- 1. Call to Order:** David Major called the meeting to order at 5:36pm
- 2. Review/Consider Adjustments to Agenda:** No adjustments were made to the agenda.
- 3. Communications and Public Comments:** No public comments or communications were made at this time.
- 4. Act 46 Consolidation Discussion:**

**a. Follow Up on Saturday Meeting:**

David Major: offered his thanks to Harley and Adam for making the forum possible. Mr. Major distributed a revised write up for a press release to the members of the board.

Cheryl Charles said that she appreciates everyone coming out to the meeting, and would like to be a part of the ongoing communication without overtly claiming that we have all of the answers. Ms. Charles said that the list of attendees is incomplete but the estimate is that about 70 people were in attendance.

David Major: said that in addition to John Castle speaking about his experience in his district, there was a discussion about towns hosting other towns in a given SU on a regular basis in order to improve cooperation between towns.

Cheryl Charles: Margaret Maclean stated that a board could take action to be an individual school district. Doing so could reinforce the message that we want to maintain our own identity. Also, having such a thing stated on the record could assist in ensuring that Westminster in not un-voluntarily consolidated.

David Major: said that a thank you in the form of a card to Adam Hallock and Harley Sterling would be appropriate.

**b. Next Steps with SU Member Districts:**

David Major: said that it is important to determine what our objectives are and to suggest another meeting with all of the committees. Mr. Major said that it would be good to go around the tables and ask members what they think the roles of the committees will be in the future.

**Update:** Chris Kibbe gave an update about other Act 46 consolidation committee meetings. In Athens/Grafton the committee asked Mr. Kibbe to come back with a list of structural options.

1. Remaining a supervisory union.
2. Athens Grafton combining to be one district.
3. Approaching Windham for discussions.

Mr. Kibbe is in the process of creating a spreadsheet that includes business office and tuition data correlated with Act46 rules in order to assist the school boards with making a decision about what structures are best to consider for proposals to the State.

David Major: went around the table and asked board members what they believe is best to put efforts into, i.e., being part of the SU as it is now, or approaching other supervisory unions.

Elise Manning: said that she would like to talk to others in our SU. We have worked together before and have certain things already in place. If we can maintain our own school board, and keep choice within the S.U. structure, that would be best.

Rick Gordon: said that it is important we maintain local control. Mr. Gordon said that he would like to hear someone make the case that joining with Athens/Grafton would be of benefit or create greater efficiency.

Cheryl Charles: said that it seems that the will of community expressed through the vote, was for retained involvement through town meeting and having independent local school boards. Additionally, keeping school choice seems to be a core value among the voters. It makes sense for us to serve this community as a whole by being a part of the SU and maintaining a local board. Ms. Charles went on to say that the long term economic impact when schools are closed makes it clear that Act46 is not about money saving. The conversation should be expanded to include the socio-economic consequences of Act46.

Tim Young: said that retaining ownership of our local board until the end is the most important thing. Mr. Young respectfully declines the proposal for looking at alternative structures and would like to pursue a relationship with the current SU.

David Major: says that he agrees with the comments made thus far and feels a kinship with the other towns within the SU. Mr. Major said that he would like to continue working with those towns. However, Mr. Major said that he does not feel like what we are doing right now is the best of both worlds. We can use resources in our towns better and figure out how to cooperate in ways we are not doing now. We can figure out ways to cooperate with districts outside our SU that may be profitable as well. Mr. Major said that it is important to consider ways to be less insular than we have been in the past. Mr. Major said that most of the people on the Rockingham committee have similar sentiments. Mr. Major said that now it is important to think about what are Westminister's objectives going forward, and what are the other town's objectives?

Rick Gordon: said that reducing the superintendent's need to go to all of the meetings would make sense. Also, finding structures that encourage pro-active dialogue. Equity is an elusive term, however if there are

ways to contribute to greater equity in the SU without sacrificing the quality and character of the SU we should pursue those.

David Major: stated an objective of continuing to improve the openness of the school to the community, and to make the citizen's voice as strong as possible.

Cheryl Charles: asked if there is anyway to strengthen the relationship with the high school board? This would increase the information sharing with the high school where our kids go.

Elise Manning: stated an objective of maintaining 7<sup>th</sup> and 8<sup>th</sup> grade choice.

(The board agreed on the following objectives moving forward)

1. Town mtg.
2. Efficient meeting structure
3. Equity/opportunity (educational opportunity)
4. School choice
5. Structures that encourage dialogue
5. Strengthening citizen's voice
6. Strengthening relationship with high school board.

Rick Gordon: said that the issue of teacher contracts needs to be explored further.

Cheryl Charles: said that some attention should be paid to pre-k.

Rick Gordon: said that the afterschool program may come up as an inequity issue.

David Major: said that he would like to make a suggestion to the other committees that a meeting be held in order discuss further.

Chris Kibbe: said that he could carry that request and that it would probably be sometime in mid June.

**Elise Manning made a motion to invite the committee members from Athens, Grafton, and Rockingham to attend a meeting for discussion related to ACT46 consolidation.**

**The motion passed.**

**5. Schedule Next Meeting:** June 6<sup>th</sup> prior to the regular school board meeting.

**6. Director's Comments:** none

**7. Adjournment:** 6:30pm

Respectfully Submitted, Josh Aberman

Board Clerk, \_\_\_\_\_



**Westminster School District**  
**Act 46 Committee Meeting**  
**Tuesday, June 6, 2017, 5:30 p.m.**  
**Westminster West School**

**Members in Attendance:** David Major, Rick Gordon, Cheryl Charles, Tim Young

**Others in Attendance:** Chris Kibbe, Doug Kussius

**1. Call to Order:** David Major called the meeting to order at 5:43 pm.

**2. Review/Consider Adjustments to Agenda:**

**a. Clarification:** Item 4a is a discussion about town objectives.

**3. Communications and Public Comments:** None

**4. Act 46-Consolidation, Discussion:**

**a. Review 5/16 Minutes – Objectives/Next Steps:**

1. Efficient meeting structure related to administrative attendance
2. Education equity and educational opportunity as defined in Act 46
3. School choice
4. Structures that encourage dialogue between towns
5. Strengthening citizens voice
6. Strengthening relationship with the high school board
7. Economic efficiency as defined in Act 46

**Discussion:**

**Cheryl Charles:** Discussed economic development. If goals are taken from a community perspective, the aim would be to create such an appealing community and school that people will move here. There is an aspiration that younger people will be able to stay here and have jobs here in the future.

**David Major:** Recalled that during the discussion about strengthening the community voice, Asher Pucciarello included strengthening local businesses' voice as an objective.

**Rick Gordon:** Said that there is evidence that the devastation of property values within communities that have consolidated has occurred.

**Cheryl Charles:** Said that Jack Bryer offered data related to Rick Gordon's comment during the ACT46 forum and we can follow up with him.

**David Major:** The goal is to create a governmental structure that will accomplish these objectives. The question is if they are they all equally important?

**Cheryl Charles:** Recommended putting objectives in a text format that can be shared with other towns, and volunteered to assist with doing so.

**Rick Gordon:** Said that some objectives are relatively more important to some people than others, but they are all of value because while some are more important to Westminster others may resonate with the other towns more.

**David Major:** Asked are these goals that can be accomplished by looking at school governance?

**Rick Gordon:** Said that some are concrete such as do we have town meeting or not. Some others are related to processes and programs and are more complex.

**David Major:** Asked about the definition of equity and educational opportunity, and inquired, what does this mean to this board?

Rick Gordon: Said that equity should be viewed in terms of quality not the number of classes that a school offers. There is equity of outcome and equity of opportunity. A school might have programs that are different from one another but that doesn't mean they are not equal.

**Chris Kibbe:** said that principals will revisit and revise the charts related to specials programming.

David Major: said that he would like to see towns have access to good programs and uniform curriculum while having the opportunity to focus on whatever particular thing the culture of that school or town might nurture. Also, making it possible for a student with particular interests to cross town boundaries to participate in those activities is important.

**Rick Gordon:** Asked, do we get to define or weigh in on what equity is? There should be programming that goes beyond traditional academics but they do not need to have the same exact thing.

**Chris Kibbe:** Said that we are talking about four different elementary schools each with four grade different grade levels. Saxtons River Elementary was and still to some extent considered to be of an art focus. Central has always had a different focus. Each school has a different flavor. Whether this was a benefit to students is a debatable question.

**David Major:** Asked, what belongs in the categories that everyone should have access to? Mr. Major offered health as an example of a program that has objective value to all students.

**Chris Kibbe:** Said that things like health and afterschool programs fit into that category. Athens and Grafton physically not being able to provide specials for the same amount of time is an inequity. If we had two high schools of different size it would easier to make equity comparisons.

**David Major:** Not only do we want to make comparison but we also want to empower schools to be creative.

**Rick Gordon:** Discussed how communities can create programs outside of the school system. In the sports world in Europe they use clubs not schools to promote sports. There are physically are not enough kids to have a school team around here. Sports teams around here are made up of kids from different all the different towns.

**Elise Manning:** Said that we should look at what programs are important to different schools. We don't want to go for the lowest common denominator we want to build upon what exists not take anything away.

**Chris Kibbe:** Said that he is not aware of that happening anywhere and that he does not know of anyone saying that would happen.

**Rick Gordon:** said that nobody said that this would happen, but if money is a finite resource some might say that in the future. We have a food program and an afterschool program while others do not and the community would not be willing to lose those things.

**Chris Kibbe:** Said that the best way to do this without a consolidated district is to keep a supervisory union and identify the special programming you want maintain, or that you want to create. If this is done at an SU level it is harder to cut them. The core of equity you want to create must be protected. At the SU level things need to be discussed and debated by everyone involved.

**Rick Gordon:** there is a core that should look similar from place to place and then there are the special things about each school. The special things should look similar but not the same. Does the taxation rate need to be equalized at some point in the process? If one district is taxing at half the rate another it would be difficult to create equity of programming.

**Cheryl Charles:** Offered an underlying concept. We could propose a supervisory union with independent school boards of the schools that comprise it. Ms. Charles asked, how can we make what is already an effective and efficient SU structure even better?

**Chris Kibbe:** Gave an Act 46 update. Rockingham had regular mtg. last night and will hold an Act46 meeting the next time they meet. Thursday, Athens/Grafton is meeting and will be holding a consolidation committee meeting as well as a board meeting. They have begun talking about holding a joint mtg. in order to discuss maintaining a supervisory union as well as Athens/Grafton becoming one district.

**Bruce Sterling:** Asked, is Athens and Grafton talking about having one school?

**Chris Kibbe:** Said yes, they do already, but it is through a joint contract. This would be one school district. This would solve problems around renovations they need to do because it would be easier for them to bond as a single entity. Athens/Grafton would be happy to meet. We should talk about dates for a joint meeting. Rock has sent out letters to neighboring towns, only Springfield responded.

**David Major:** Said that he would like to have a joint meeting with all of the other towns to have a clearer picture where everyone is at. Mr. Major asked Chris Kibbe to send out communications and asked about scheduling. Tuesday the 27<sup>th</sup> is a possible meeting date and the high school is a possible meeting place.

**Cheryl Charles:** Said that it is important that the boards be available to go to other board meetings. Ms. Charles said she is looking at going to the Athens/Grafton's meeting this week.

**David Major:** said that he would be willing to attend also.

**Asher Pucciarello:** Said that he sees that trying to get a conversation going with the other boards is essential. It seems like regular conversation is the most important thing. Mr. Pucciarello asked, could there be an advisory board to all of the boards comprised of reps from all of the boards as well as others? Mr. Pucciarello asked, who is deciding what subjects are lacking in equity? An advisory committee could flush those things out, identify specific areas to work in, and create unique solutions. Mr. Pucciarello suggests getting to the concrete by regularly meeting with other school boards who are also trying to solve the equity question.

**David Major:** Said that Mr. Pucciarello is on to something and that he is hopeful that the process will get to something like that. The first thing is to get together with all of those towns and ask them if that is what they would also like to do.

**Chris Kibbe:** Said that he would like to follow up about the discussion regarding legal representation. What does the board picture needing legal support in? Steve Stitzel who is an expert in this will ask, what do you really need?

**David Major:** said that the question may be premature at this time, however there is a possibility that if towns want to create efficiencies there may be legal ramifications. There are also questions such as whether a town can elect its own board.

**Chris Kibbe:** the statutes already answer the question about towns electing a board and that Mr. Stitzel cant assist with something that breaks the law.

**Fletcher Proctor:** said that one might ask how to change the law.

**Chris Kibbe:** Said that the January deadlines are coming before there can be a change to the law.

**David Major:** Said that a lawyer might be helpful in answering questions about statutes and interpretations.

**Rick Gordon:** Said we might ask if we can have an advisory board for example?

**Chris Kibbe:** Said that another question might be regarding trading students around a district. This is a complicated matter. There are other questions around contracts. One problem we have is that we can't retain teachers who are part-time. Mr. Kibbe asked if there is a way for boards to make agreements around providing full time work and benefits.

**Rick Gordon:** Offered another question regarding the universal food program. Can schools share data between neighboring towns that are not consolidated?

**b. "Section 9" Data Requirements Review** Chris Kibbe has developed a Google-doc with 80 lines of data that are required in Section 9. Mr. Kibbe distributed a portion of the document that he believes are most relevant to boards that are formulating proposals titled, "Act 46 section 9 data and information requiring input from school boards."

**5. Schedule Next Meeting:** Prior to next school board meeting in July.

**6. Adjournment:** The meeting adjourned at 6:41 pm.

Respectfully Submitted,  
Josh Aberman, Board Recorder

Board Clerk, \_\_\_\_\_

**Westminster School District**  
**Act 46 Committee Meeting**  
**Tuesday, July 18, 2017**  
**Westminster Center School**

**Members in Attendance:** David Major, Elise Manning, Cheryl Charles, Tim Young

**Others in Attendance:** Chris Kibbe, David Clark

**1. Call to Order:** David Major called the meeting to order at 7:00 pm

**2. Review/Consider Adjustments to Agenda:**

a. Superintendent's Report added to the agenda

**3. Communications and Public Comments: none**

**4. Superintendent's Report:** Chris Kibbe said that Rockingham had a discussion about act 46. Steve Stitzel attended over the phone. Mr. Stitzel gave a brief history of board structures. Questions were asked such as; can we have the Rockingham board members be the high school board? Mr. Stitzel discussed the difference between a supervisory union and a school board. They are different types of entities. In a way school boards are more powerful because they can directly raise revenue through taxation. An SU can provide services only. Mr. Stitzel discussed some of the legal decisions that have codified the existence of these two distinct entities. The question was raised if the legislature could change the statues? Steve Stitzel said they would not be inclined to do that in part because there are other organizations besides SU's that fit under the same umbrella. The statues do not allow for a single board, the same members can run for positions on other boards, but they need to be separate elections.

Cheryl Charles: asked if this is state statute, and does it affect all the other high school union boards?

Chris Kibbe: answered yes.

Chris Kibbe: said that there is difficulty about disbanding from the union high school board. Hypothetically, if Rockingham wanted to withdraw and create a new high school, Rockingham would have to vote yes as well as all of the other towns. The question was asked how could we make meaningful cost reductions or have greater transparency if we have an SU? The answer is that the structures must remain if the districts are unmerged, and cost effectiveness needs to be addressed within that structure. Union school boards representation is based on the U.S. constitution's 1 person-one vote. SUs are not the same. The Supreme Court and case law have said that SU's do not need to be representational. Mr. Stitzel explained that this is because the SU provides services to all of the boards, and everybody has an equal vested interest in voting. Fact TV was present at the meeting, CK recommends listening to Mr. Stitzel's dissertation.

David Major: asked if there was a sense of what direction Rock is going to take?

Chris Kibbe: said that there is still a split. Mr. Kibbe said that there is language in act 46 that says towns are not supposed to do nothing. However, due to constraints that are valid, there is a limit to how much efficiency can be created without consolidation. Since that was already voted down its time to stop talking about consolidation. August 2<sup>nd</sup>, Donna Russo Savage is scheduled to come to the High School at 6:30 pm to answer questions.

David Major: asked if the committees from other towns will be showing up?

Chris Kibbe: said that it will be warned and all of the members from the other committees will be invited.

#### **4. Act 46 Consolidation Discussion:**

##### **a. Review/Prioritize Alternative Structure Goals**

**Cheryl Charles:** presented her draft of Westminster's Alternative Structure Goals based on discussions held by the committee. Athens and Grafton have expressed that Westminster's goals are reflected in their towns as well. At the joint mtg. it was said that the list of goals look like Westminster goals and not ACT46 goals. For this reason efficiencies for example may be prioritized higher on the list. Others may not be as important to other towns such as school choice. In terms of talking with other towns goals such as these can be set aside. Cheryl Charles asked if it would make any sense to move the top three to the bottom as existing Westminster goals.

Tim Young: said that ordering things that way makes sense.

David Major: said that he can picture the whole group looking at this and trying to decide what everyone's common goals are and agreed with Ms. Charles that the list could be prioritized to include Westminster goals at the bottom of the list.

Cheryl Charles: suggested approving the list as 'Westminster's Goals' and then modifying it to take to the next joint meeting.

**David Major moved to approve the goals as read.**

#### **Discussion:**

**David Clark:** said that he thinks when prioritizing the list the committee should start with the goals that everyone can create agreement around first, and as you've already said clearly differentiate between those you see only as your own.

#### **The motion passed.**

Tim Young: clarified his comment saying he is ok with prioritizing the list or not including them. There does not need to be a separate heading. We have done our work here. We should find the slam dunk low hanging fruit we should start there.

Elise Manning: said that she thinks we should include everything we have come up with on the list. Those things will come up and it would be good to have all the cards on the table.

David Major: said that we have already shared the list in an unofficial way with the other towns. Maybe all we need is that we recognize that there are goals that are separate to Westminster. Mr. Major said that we can use the document as is and say that we voted to approve them and recognize that there are goals that are particular to Westminster.

#### **b. Next Steps:**

David Major: asked what questions the committee needs to ask Donna Russo Savage?

Chris Kibbe: said that according to what Steve Stitzel says there are not a lot of options. Chris Kibbe believes that Westminster will need to explain why they should not be combined with Athens/Grafton. From the distance of Montpelier it looks like an easy answer. The question should be asked what kind of evidence or argument should be posed regarding this. The second question should be around process. Donna Russo Savage helped us work on the articles of agreement so that the State board would approve them. She will likely do the same with proposals but they are more wide open and not as well defined.

David Major: said that he looks at the goals and thinks maybe there is a better way in which we could set up mtg. structures, and the way we chose board members. We should talk about it in a way that encourages greater communication between towns. For instance, after the elections can we in a mtg. of all the towns chose all of our respective SU board members?

Chris Kibbe: said that you can hold joint meetings but can't select members from other towns.

David Clark: said with all due respect, that has been done in the past regularly. Frequently, there is membership in the high school board that includes members in town boards. In that regard its not that the high school is not communicating with you, rather your not communicating with the high school. Joint mtgs. have the potential to improve communication and efficiency. You can hold the meeting but you also need to get the players to the table.

David Major: said the goal of providing equity and opportunity are ongoing goals. If we can make a structure that is set up so that communication exists, when challenges come up we will be better able to talk to each other.

David Clark: said that there is a vehicle in the form of the SU board but sometimes not everyone goes to the meetings.

David Major: said that this is because of the mtg. structures as well communication not being open.

David Clark: said that SU can be used to pass boiler plate motions from the VSBA and legislative updates, it creates efficiency and boards can be better informed. The problem is that people don't show up, it is an issue of mindset. The structures we already have are under utilized.

Cheryl Charles: said that she is worried about the deadline for submitting a written proposal. Anything we can do between now and August second should be done. How do we pull together the material from the investigation committee?

Chris Kibbe: said that he is starting to accumulate the data that is required for proposals. The theory is that once you have a group established, then that group is supposed to take the data and use it to inform their decisions.

Tim Young: said that there is a requirement to do a lot of work before the proposals are submitted. There is a new document called Eligibility for Alternative Structures from the Agency of Education that asks what work has been done so far?

**5. Schedule Next Meeting: August 15<sup>th</sup>**

**6. Director's Comments:**

Elise Manning: said that we need to review the document that Tim pulled up.

David Major suggested that everyone look at the goals and envision how all of the towns can achieve those goals and how that would change the current structure if needed.

Cheryl Charles: asked about materials going out in advance, and if we should include our goals in that content.

Chris Kibbe: agreed to include them.

**7. Adjournment:** the meeting adjourned at 8:00

Respectfully Submitted,  
Josh Aberman

**Westminster School District**  
**Act 46 Committee Meeting**  
**Tuesday, August 15, 2017**  
**Westminster Center School**

**Members in Attendance:** Cheryl Charles, Elise Manning, David Major, Rick Gordon, Tim Young

**Others in Attendance:** Doug Kussius, Chris Kibbe

1. **Call to Order:** David Major called the meeting to order at 5:38 pm.
2. **Review/Consider Adjustments to Agenda:** None
3. **Communications and Public Comments:** None
4. **Act 46 Consolidation Discussion:**

**a. Superintendent Update:** Chris Kibbe gave an update. The meeting with Donna Russo Savage has been canceled. There are concerns about the content outlined in her webinar, the info may not be detailed enough. There is no official date for the webinar. Rockingham has had two meetings without quorum. There is a change in the board membership. One of the voting items is over participation in the supervisory union structure. Many of the remaining committee members have voiced support. Athens and Grafton met, they are in support of the SU and have been talking about consolidating Athens and Grafton into one school district. There is some talk about incorporating Windham as well. Mr. Kibbe recommends scheduling an all district meeting so that everyone can decide how to proceed. The deadline for proposals is December 26<sup>th</sup>.

**Discussion:**

**David Major:** said that we want to have a discussion about process, Towns to come up with goals of the towns. Assuming all four towns want to work together the members of the consolidation committees should get together and meet with people who can advise on how to proceed such as the principals of the schools to talk about ways that they think goals can be accomplished, as well as the business manager and superintendent in order to discuss efficiency and equity, as well as Sharon Reynolds to discuss possible structural changes that would be of benefit. Retreat in the early fall?

**Chris Kibbe:** the principal's discussion is scheduled for Thursday on the administrative team.

**Rick Gordon:** if the two goals are efficiency and equity, it could be a discussion with the public involved eventually we want to sugar it out with the administrators, there may be ideas presented that do not filter through but there may be good ones. Posing these questions and looking afresh at how we do things.

**Tim Young:** we could create a list of reasonable and actionable items that could be put on the proposal of our structure. Substantiate our application for approval, anywhere we can get input from will be useful.

**Chris Kibbe:** beyond this discussion, community involvement is something all the boards need to think about.

**Rick Gordon:** one level is getting people to understand and be educated and on the other level it is getting people involved and getting feedback.

**Chris Kibbe:** suggests not asking people to start from scratch but to generate new information.

**Chris Kibbe:** recommends listening to Steve Stitzel's dissertation on board structures available on the WNESU website. Supervisory unions serve school boards but do not have the power to tax. Every entity served by the Su has an equal vested interest in the SU. For this reason the one-person-one vote rule does not apply. The legislature will not change this because other organizations share the same structure and would be affected as well.

**Cheryl Charles:** recommends going ahead with setting a date for the all district meeting. Last time there were not enough members. We know Rockingham will meet again and there is interest in them voting for going ahead and approving the SU structure, we can give them some lead time, and get everyone around the table to commit to participating in the SU structure. Ms. Charles asked about what kind of document will be created around goals?

**David Major:** said that there needs to be a distinction between town goals and the Act 46 committee goals. The town goals are the sub soil, what everything is built on. They might differ from town to town but they are rock solid and need to be respected or townspeople will not vote for it in the end. But the goals of the committees would be to work on the relevant common goals of the four towns.

**Tim Young:** said that we need a set of goals that are agreed on among the towns that line up with the ACT 46 requirements and then we figure out what are the substantiating items that keep with ACT 46. There is a need to dig deep and find the elements and action items.

**Rick Gordon:** there are goals and strategies. We need to find common goals and then identify the strategies.

**Cheryl Charles:** said that Westminster has been taking a lead so far, and with the amount of work that needs to be done between now and the deadline it is important to remain proactive.

**Chris Kibbe:** recommended possible dates for an all district meeting. August 31<sup>st</sup> and September 7<sup>th</sup> are possible dates.

**Cheryl Charles:** said that if people are not ready to commit we can still run through the scenarios.

**Rick Gordon:** said that you build community through meaningful work. Mr. Gordon said that he would like the first time the committees meet to have some meaningful goals established and then set up other group meetings.

**b. Review “Section 9” Data Compiled So Far (WNESU Website):** Chris Kibbe sent out the link to the revised program chart, it is complete and can be used to compare equity between the schools.

**Discussion:**

**Cheryl Charles:** said that one thing that jumped out is differences with librarians.

**Chris Kibbe:** said that a lot of the differences between Athens/Grafton has to do with space. One thing they are doing to solve space issues is moving library in to the classrooms so that the library space can be utilized.

**Chris Kibbe:** said that getting numbers out of the business office is difficult at this time because it is the busiest time of the year but it is hoped that all the data will be collected by mid September. The next piece will be SBAC and NECAP data. There is interesting data related to teacher turn over, at SRES some of the turnover is due to fractional positions.

**Rick Gordon:** said that it looks like Athens/Grafton spends more time on different things is this a structural issue or an issue of choice?

5. **Schedule Next Meeting:** Joint Meeting TBD, Act 46 Meeting TBD
6. **Adjournment:** The meeting adjourned at 6:32 pm.

Respectfully Submitted,  
Josh Aberman, Board Recorder



## **Appendix B**

# **Board Actions to Strengthen the Existing Governance Structure of Windham Northeast Supervisory Union**



**ATHENS, GRAFTON, AND ATHENS/GRAFTON JOINT CONTRACT SCHOOL  
BOARD ACTIONS TO STRENGTHEN  
THE EXISTING GOVERNANCE STRUCTURE OF  
WINDHAM NORTHEAST SUPERVISORY UNION**

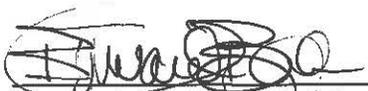
The Athens, Grafton, and Athens/Grafton Joint Contract School Boards have read and reviewed the WNESU Section 9 Alternative Structure Proposal developed by the SU-Wide Act 46 Joint Committee to retain the existing governance structure of the WNESU and agrees to the following actions:

- **The Athens, Grafton, and Athens-Grafton Joint Contract Boards will explore the possibility of changing their governance structure:** Three boards currently govern the two smallest towns in WNESU: the Athens Board, the Grafton Board, and the Athens-Grafton Joint Contract Board. In order to modify this governance model Athens and Grafton would need to develop articles of agreement to create a union school district. This process requires time to get input from the voters in those towns on the advisability of such a change, to generate a cost-benefit analysis, and secure legal advice in advance of a vote in each community. This merger, if approved, would reduce the number of boards that comprise WNESU from 7 to 5. At their meetings in October 2017, the Athens and Grafton Boards created a committee to begin exploring the feasibility of a merger. That committee intends to complete its analysis by June 2018.
- **The Athens, Grafton, and Athens/Grafton Joint Contract Boards will support the efforts of their administrators and SU administrators to continue pursuing potential economies of scale.** The administrative team in WNESU has identified and implemented several areas where savings have been realized through economies of scale and/or centralization of purchasing or staffing through the SU. For example, WNESU has already centralized all special education, transportation, and technology functions. Pre-K education has been provided by the WNESU for many years. The SU has also implemented bulk purchasing in a number of areas including instructional materials, energy needs, technology, and custodial supplies. While there are areas where staff is shared among the districts, additional opportunities may emerge in the future, particularly in the areas of data management, guidance, art, music, PE, and after-school programs.
- **The Athens, Grafton, and Athens/Grafton Joint Contract Boards support the implementation of a SU-wide in-house food service beginning in the 2018-19 school year.** The goals of this new in-house program will be to improve the nutritional status of all students in the WNESU and to increase their understanding of the benefits of eating fresh, local food. Currently only Westminster has an in-house program which features locally produced produce and other agricultural products.
- **The Athens, Grafton, and Athens/Grafton Joint Contract Board supports the funding of staff development and other programming through the SU.** Assessment, grade reporting, discipline, counseling, and staff training/professional development will be managed by and funded primarily through the SU.
- **The Athens, Grafton, and Athens/Grafton Joint Contract Boards support convening bi-annual meetings with the Bellows Falls Union High School Board and the other WNESU member boards.** These meetings will provide a means of

identifying ways that boards could increase collaboration and resource sharing and ensure the development of equitable educational opportunities among the schools in WNESU. These meetings would facilitate the potential economies of scale identified above, engage local boards in dialogue on the functions that might be better managed through the SU, and sustain the mutual understandings that have arisen through the processes resulting from Act 46.

- **The Athens, Grafton, and Athens/Grafton Joint Contract Boards will utilize the “Goal-Setting Activities/Actions Checklist” to improve collaboration and the sharing of goals among the WNESU member boards.** In an effort to facilitate collaboration and coordination at the SU level, the Athens, Grafton, and Athens/Grafton Joint Contract Board will utilize the goal setting checklist in APPENDIX G. This will lead to more communication around common goals and better procedures for planning and budgeting for initiatives.
- **The Athens, Grafton, and Athens/Grafton Joint Contract Boards will identify a member to serve on the Out of School Programs Task Force to consider the viability of establishing equitable before and after school programs and summer programs throughout the SU.** In an effort to provide equitable opportunities for students outside of school hours and beyond the school calendar, this committee will identify possible ways to ensure all students can have access to high quality out-of-school learning opportunities and support services.
- **The Athens, Grafton, and Athens/Grafton Joint Contract boards will commit to the full review of recommendations included in the Integrated Field Review (IFR) report issued in December 2017.** The Athens, Grafton, and Athens/Grafton Joint Contract Board is committed to a full review of the recommendations included in the IFR report. Additional documentation may be submitted which may include revisions to the school Continuous Improvement Plan in APPENDIX H based on the Integrated Field Review.

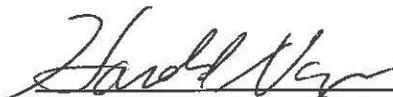
This certifies that the Athens, Grafton, and Athens/Grafton Joint Contract School Boards have reviewed WNESU Section 9 Alternative Structure Proposal and agree to the above actions:



Chair- Grafton School Board and  
the Ath/Graf. Joint Contract Bd.

12/14/17

Date of Boards Approval



Chair- Athens School Board

12-14-17

Date of Board Approval

**BELLOWS FALLS UNION HIGH SCHOOL BOARD ACTIONS TO  
STRENGTHEN  
THE EXISTING GOVERNANCE STRUCTURE OF  
WINDHAM NORTHEAST SUPERVISORY UNION**

The Bellows Falls Union High School Board has read and reviewed the WNESU Section 9 Alternative Structure Proposal developed by the SU-Wide Act 46 Joint Committee to retain the existing governance structure of the WNESU and agrees to the following actions:

- **The Bellows Falls Union High School Board will support the efforts of their administrators and SU administrators to continue pursuing potential economies of scale.** The administrative team in WNESU has identified and implemented several areas where savings have been realized through economies of scale and/or centralization of purchasing or staffing through the SU. For example, WNESU has already centralized all special education, transportation, and technology functions. Pre-K education has been provided by the WNESU for many years. The SU has also implemented bulk purchasing in a number of areas including instructional materials, energy needs, technology, and custodial supplies. While there are areas where staff is shared among the districts, additional opportunities may emerge in the future, particularly in the areas of data management, art, music, PE, and after-school programs.
- **The Bellows Falls Union High School Board supports the implementation of a SU-wide in-house food service beginning in the 2018-19 school year.** The goals of this new in-house program will be to improve the nutritional status of all students in the WNESU and to increase their understanding of the benefits of eating fresh, local food. Currently only Westminster has an in-house program which features locally produced produce and other agricultural products.
- **The Bellows Falls Union High School Board supports the funding of staff development and other programming through the SU.** Assessment, grade reporting, discipline, counseling, and staff training/professional development will be managed by and funded primarily through the SU.
- **The Bellows Falls Union High School Board supports convening bi-annual meetings with the other WNESU member boards.** These meetings will provide a means of identifying ways that boards could increase collaboration and resource sharing and ensure the development of equitable educational opportunities among the schools in WNESU. These meetings would facilitate the potential economies of scale identified above, engage local boards in dialogue on the functions that might be better managed through the SU, and sustain the mutual understandings that have arisen through the processes resulting from Act 46.



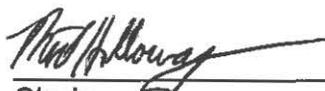
**ROCKINGHAM TOWN SCHOOL BOARD ACTIONS TO STRENGTHEN  
THE EXISTING GOVERNANCE STRUCTURE OF  
WINDHAM NORTHEAST SUPERVISORY UNION**

The Rockingham School Board has read and reviewed the WNESU Section 9 Alternative Structure Proposal developed by the SU-Wide Act 46 Joint Committee to retain the existing governance structure of the WNESU and agrees to the following actions:

- **The Rockingham Board will support the efforts of their administrators and SU administrators to continue pursuing potential economies of scale.** The administrative team in WNESU has identified and implemented several areas where savings have been realized through economies of scale and/or centralization of purchasing or staffing through the SU. For example, WNESU has already centralized all special education, transportation, and technology functions. Pre-K education has been provided by the WNESU for many years. The SU has also implemented bulk purchasing in a number of areas including instructional materials, energy needs, technology, and custodial supplies. While there are areas where staff is shared among the districts, additional opportunities may emerge in the future; for example, in the areas of data management, guidance, maintenance, art, music, PE, and after-school programs.
- **The Rockingham Board supports the implementation of a SU-wide in-house food service beginning in the 2018-19 school year.** The goals of this new in-house program will be to improve the nutritional status of all students in the WNESU and to increase their understanding of the benefits of eating fresh, local food. Currently only Westminster has an in-house program which features locally produced produce and other agricultural products.
- **The Rockingham Board supports the funding of staff development and other programming through the SU.** Assessment, grade reporting, discipline, counseling, and staff training/professional development will be managed by and funded primarily through the SU.
- **The Rockingham Board supports convening bi-annual meetings with the Bellows Falls Union High School Board and the other WNESU member boards.** These meetings will provide a means of identifying ways that boards could increase collaboration and resource sharing and ensure the development of equitable educational opportunities among the schools in WNESU. These meetings would facilitate the potential economies of scale identified above, engage local boards in dialogue on the functions that might be better managed through the SU, and sustain the mutual understandings that have arisen through the processes resulting from Act 46.

- **The Rockingham Board will utilize the “Goal-Setting Activities/Actions Checklist” to improve collaboration and the sharing of goals among the WNESU member boards.** In an effort to facilitate collaboration and coordination at the SU level, the Rockingham Board will utilize the goal setting checklist in APPENDIX G. This will lead to more communication around common goals and better procedures for planning and budgeting for initiatives.
- **The Rockingham Board will identify a member to serve on the Out of School Programs Task Force to consider the viability of establishing equitable before and after school programs and summer programs throughout the SU.** In an effort to provide equitable opportunities for students outside of school hours and beyond the school calendar, this committee will identify possible ways to ensure all students can have access to high quality out-of-school learning opportunities and support services.
- **The Rockingham board will commit to the full review of recommendations included in the Integrated Field Review (IFR) report issued in December 2017.** The Rockingham Board is committed to a full review of the recommendations included in the IFR report. Additional documentation may be submitted which may include revisions to the school Continuous Improvement Plan in APPENDIX H based on the Integrated Field Review.

This certifies that the Rockingham Town School Board has reviewed the WNESU Section 9 Proposal and agreed to the above actions:

  
 Chair \_\_\_\_\_ Date 2017-12-18 Date of Board Approval 12/18/2017

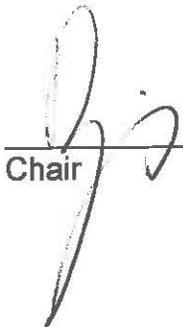
## **WESTMINSTER TOWN SCHOOL BOARD ACTIONS TO STRENGTHEN THE EXISTING GOVERNANCE STRUCTURE OF WINDHAM NORTHEAST SUPERVISORY UNION**

The Westminster School Board has read and reviewed the WNESU Section 9 Alternative Structure Proposal developed by the SU-Wide Act 46 Joint Committee to retain the existing governance structure of the WNESU and agrees to the following actions:

- **The Westminster Board will support the efforts of their administrators and SU administrators to continue pursuing potential economies of scale.** The administrative team in WNESU has identified and implemented several areas where savings have been realized through economies of scale and/or centralization of purchasing or staffing through the SU. For example, WNESU has already centralized all special education, transportation, and technology functions. Pre-K education has been provided by the WNESU for many years. The SU has also implemented bulk purchasing in a number of areas including instructional materials, energy needs, technology, and custodial supplies. While there are areas where staff is shared among the districts, additional opportunities may emerge in the future, for example, in the areas of data management, guidance, maintenance, art, music, PE, and after-school programs.
- **The Westminster Board supports the implementation of a SU-wide in-house food service beginning in the 2018-19 school year.** The goals of this new in-house program will be to improve the nutritional status of all students in the WNESU and to increase their understanding of the benefits of eating fresh, local food. Currently only Westminster has an in-house program which features locally produced produce and other agricultural products. The current Westminster program will become a part of the SU-wide in-house food service.
- **The Westminster Board supports the funding of staff development and other programming through the SU.** Assessment, grade reporting, discipline, counseling, and staff training/professional development will be managed by and funded primarily through the SU.
- **The Westminster Board supports convening bi-annual meetings with the Bellows Falls Union High School Board and the other WNESU member boards.** These meetings will provide a means of identifying ways that boards could increase collaboration and resource sharing and ensure the development of equitable educational opportunities among the schools in WNESU. These meetings would facilitate the potential economies of scale identified above, engage local boards in dialogue on the functions that might be better managed through the SU, and sustain the mutual understandings that have arisen through the processes resulting from Act 46.

- **The Westminster Board will utilize the “Goal-Setting Activities/Actions Checklist” to improve collaboration and the sharing of goals among the WNESU member boards:** In an effort to facilitate collaboration and coordination at the SU level, the Westminster Board will utilize the goal setting checklist in APPENDIX G. This will lead to more communication around common goals and better procedures for planning and budgeting for initiatives.
- **The Westminster Board will identify a member to serve on the Out of School Programs Task Force to consider the viability of establishing equitable before and after school programs and summer programs throughout the SU.** In an effort to provide equitable opportunities for students outside of school hours and beyond the school calendar, this committee will identify possible ways to ensure all students can have access to high quality out-of-school learning opportunities and support services.
- **The Westminster board will commit to the full review of recommendations included in the Integrated Field Review (IFR) report issued in December 2017.** The Westminster Board is committed to a full review of the recommendations included in the IFR report. Additional documentation may be submitted which may include revisions to the school Continuous Improvement Plan in APPENDIX H based on the Integrated Field Review.

This certifies that the Westminster Town School Board has reviewed the WNESU Section 9 Proposal and has agreed to the above actions:

	12.19.17	Dec 19 2017
Chair	Date	Date of Board Approval

## **Appendix C**

# **WNESU Enrollment and Demographic Data**





Totals		86	99	93	99	101	82	83	67	68	117	88	100	67	1149
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Enrollment by Grade by School- Oct. 1	2016-2017															
Athens		K	1	2	3	4	5	6	7	8	9	10	11	12	Totals	Grand Total
Grafton			3	7	7	2	11	8								48
Westminster			4	4	5	9	10	7								43
Rockingham- BFMS			30	16	23	31	19	15								175
Rockingham- CES			35	24	31	36	60	46	73	81						250
Rockingham- SRES			19	21	18	18										161
BFUHS											90	100	81	81		380
Totals			99	77	92	87	96	100	81	73	81	90	100	81	81	1149

Enrollment by Grade by School- Oct. 1	2017-2018															
Athens			2	3	4	5	6	7	8	9	10	11	12	Totals		
Grafton																
Westminster																
Rockingham- BFMS																
Rockingham- CES																
Rockingham- SRES																
BFUHS																

Enrollment by Grade by School	Trends	1% loss/year since 2007-2003
Athens	2007-2008 Enrollment for Comparison	
Grafton	86 (combined w/ Grafton)	
Westminster	204	
Rockingham- BFMS	241	
Rockingham- CES	213	
Rockingham- SRES	122	
BFUHS	421	
Total	1287	

Phantom Pupils	FY2013	FY2014	FY2015	FY2016	FY2017
Athens	-	-	-	-	-
Grafton	-	-	-	0.23	-
Rockingham	-	-	-	-	-
Westminster	15.65	3.96	-	1.02	-
Athens (BFUHS)	-	-	-	-	-
Grafton (BFUHS)	-	-	-	0.11	-
Rockingham (BFUHS)	-	-	-	-	-
Westminster (BFUHS)	5.55	1.25	-	0.38	-

Special Education Students (District-Wide, December Count)	
FY15	262
FY16	251
FY17	255
FY18	

ELL Pupils by District	FY15	FY16	FY17	FY18
Athens	0	0	0	0
Grafton	0	0	0	0
Westminster	0	0	2	1
Rockingham	0	1	2	2
BFUHS	1	2	1	1
Total	1	3	5	4

604 Plan Pupils by District	FY15	FY16	FY17	FY18
Athens	0	0	0	0
Grafton	4	6	0	8
Westminster	15	11	17	11
Rockingham	31	37	40	40
BFUHS	42	81	54	53
Total	92	95	120	111

Percent of Poverty Students (from CFG)	FY16	FY17	FY18	FY15 School Average

BFMS	52.1	45.9	53.0	54.0	51.3
BFUHS	45.6	45.1	46.5	51.3	47.1
CES	66.9	71.9	69.0	71.4	69.8
Ath/Graf.	57.1	61.5	67.4	57.8	60.2
CRES	45.5	48.5	45.1	44.1	45.8
West	45.8	45.8	50.3	43.0	46.2
<b>District Average</b>	<b>52.2</b>	<b>53.1</b>	<b>55.2</b>	<b>53.1</b>	

**High School Choice Students Enrolled Elsewhere**

	FY14	FY15	FY16	FY17	FY18
Brattleboro	5	5	6	6	5
Green Mtn.	11	14	12	9	11
Leland and Gray	10	13	13	13	12
Springfield High School	0	0	1	2	1
<b>Totals</b>	<b>36</b>	<b>32</b>	<b>32</b>	<b>30</b>	<b>31</b>

**Tuitioning Information- Athens/Grafton- Athens/Grafton tuitions grades 7 and 8. This is data for 7th graders only.**

# of 7th graders attending:									
	BFMS	GMUHS	Leland and Gray	Putney Grammar	Compass	Other Private	Other Public	Totals	
2012-13		3	2	5	0	0	0	0	10
2013-14		1	5	3	0	1	0	0	10
2014-15		3	2	2	0	0	0	0	7
2015-16		3	4	2	1	1	0	0	11
2016-17		1	5	1	0	2	0	1	10
# 7th gr. Free and Reduced (as 6th graders) Attending:									
	BFMS	GMUHS	Leland and Gray	Putney Grammar	Compass	Other Private	Other Public	Totals	
2012-13		0	1	3	0	0	0	0	4
2013-14		1	5	2	0	1	0	0	10
2014-15		2	0	2	0	0	0	0	4
2015-16		3	1	1	1	1	0	0	7
2016-17		1	3	1	0	2	0	0	7
# 7th gr. Spec. Ed. and/or 504 (as 6th graders) Attending:									
	BFMS	GMUHS	Leland and Gray	Putney Grammar	Compass	Other Private	Other Public	Totals	
2012-13		1	1	1	0	0	0	0	3
2013-14		0	4	2	0	0	0	0	6
2014-15		2	0	2	0	0	0	0	4
2015-16		1	2	0	0	1	0	0	4
2016-17		1	2	1	0	0	0	0	4

**Tuitioning Information- Westminster- Westminster tuitions grades 7 and 8. This is data for grade 7 only.**

# of 7th graders attending:						
	BFMS	Putney Central	Compass	Other Private	Other Public	Totals
2012-13		6	4	13	6	31
2013-14		13	0	7	9	29
2014-15		7	1	8	9	25
2015-16		17	0	0	16	34
2016-17		12	1	1	1	15
# 7th gr. Free and Reduced (as 6th graders) Attending:						
	BFMS	Putney Central	Compass	Other Private	Other Public	Totals
2012-13		3	1	1	2	7
2013-14		4	0	4	3	11
2014-15		2	0	2	1	5
2015-16		2	0	0	5	7
2016-17		5	0	0	1	6
# 7th gr. Spec. Ed. and/or 504 (as 6th graders) Attending:						
	BFMS	Putney Central	Compass	Other Private	Other Public	Totals
2012-13		2	0	0	1	3
2013-14		0	0	0	2	2

2014-15	1	0	0	0	0	3
2015-16	1	0	0	1	0	2
2016-17	2	0	1	0	0	3

**Teacher Turnover by School**

	FY15-FY16	FY16-FY17	FY17-FY18
Athens/Grafton	25.00%	8.33%	8.30%
Westminster	19.00%	19.00%	9.60%
Rockingham- BFMS	4.50%	4.50%	13.80%
Rockingham- CES	5.80%	0%	16.70%
Rockingham- SRES	23.30%	33.30%	41.80%
BFUHS	3.10%	8.30%	8.30%
<b>Total</b>	<b>9.00%</b>	<b>7.80%</b>	<b>9.00%</b>

**Student to Teacher Ratios**

	FY14	FY15	FY16
Athens/Grafton	4.0		13.15
Westminster	10.5		14.04
Rockingham- BFMS	10.0		13
Rockingham- CES	13.9		17.3
Rockingham- SRES	11.0		15.84
BFUHS	9.2		15.83

**Ed Spending Per Equalized Pupil**

	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Athens	\$13,038.07	\$12,987.82	\$13,286.12	\$13,576.10	\$13,127.41	\$14,712.38	\$12,127.70	\$13,579.55
Grafton	\$14,307.48	\$12,578.40	\$11,647.83	\$12,921.96	\$12,292.22	\$13,435.60	\$12,880.23	\$13,800.83
Westminster	\$13,223.18	\$12,728.66	\$12,785.13	\$13,981.59	\$16,555.54	\$16,868.53	\$15,989.13	\$15,283.68
Rockingham	\$12,260.15	\$11,872.53	\$12,822.19	\$14,041.91	\$15,465.03	\$16,276.72	\$16,982.02	\$17,480.03
BFUHS	\$14,101.87	\$13,832.29	\$14,080.21	\$14,173.86	\$15,202.61	\$16,127.21	\$16,238.51	\$16,127.65
<b>Vermont</b>	<b>\$12,204.08</b>	<b>\$12,237.46</b>	<b>\$12,788.80</b>	<b>\$13,746.44</b>	<b>\$14,008.54</b>	<b>Not Avail.</b>	<b>Not Avail.</b>	<b>Not Avail.</b>

**Total Education Spending**

	FY15	FY16	FY17	FY18
Athens	\$75,112.00	\$748,272.00	\$739,362.00	\$750,623.00
Grafton	\$792,848.00	\$789,476.00	\$777,815.00	\$833,051.00
Westminster	\$4,481,125.00	\$4,043,153.00	\$3,944,756.00	\$3,624,545.00
Rockingham	\$8,603,198.00	\$8,815,190.00	\$8,803,914.00	\$9,215,646.00
BFUHS	\$8,277,309.00	\$6,342,686.00	\$6,415,405.00	\$6,597,564.00

Equalized Pupils	FY13	FY14	FY16	FY18	FY17	FY18
Athens	47.58	47.05	47.05	43.81	50.83	60.47
Grafton	82.51	83.23	84.5	84.5	58.59	58.82
Rockingham	566.46	561	561	556.11	547.74	538.07
Westminster	267.58	276.43	270.68	270.68	253.45	248.72
Athens (BFUHS)	18.36	17.94	20.63	20.63	22.12	20.61
Grafton (BFUHS)	21.28	24.7	27.57	27.57	19.97	23.09
Rockingham (BFUHS)	278.13	279.29	283.3	283.3	267.99	270.06
Westminster (BFUHS)	95.15	88.85	88.85	95.4	88.72	100.43
<b>Totals</b>	<b>1364.3</b>	<b>1338.55</b>	<b>1348.2</b>	<b>1348.2</b>	<b>1329.38</b>	<b>1325.15</b>

**Grafton Elementary Small Schools Grant**

	FY11	FY12	FY13	FY14	FY15	FY16	FY17
	\$75,371.00	\$79,768.00	\$79,768.00	\$79,762.00	\$91,938.00	\$73,125.00	\$78,621.00
							\$65,378.00

**Population by Town- 2010 Census**

Athens	412
Grafton	879
Rockingham	5,262
Westminster	2,178

**FY2014 Adjusted Gross Income- Towns**

Athens	\$28,121
Grafton	\$27,020
Rockingham	\$24,061
Westminster	\$32,862

**Median Household Income- 2010 census**

Athens	\$54,975
Grafton	\$90,083
Rockingham	\$40,967
Westminster	\$53,858

Housing- 2010 Census	Total Housing Units	% Owned w/Mortgage	% Owned Free and Clear	Rentals
Athens	181	43.1%	38.10%	18.8%
Grafton	313	42.9%	35.80%	20.4%
Rockingham	2167	37.2%	29.80%	42.0%
Westminster	1218	52.2%	30.0%	17.7%

Ed. Attainment- 2015 Census Estimate	<9th Grade	9-12	High School Grad	Some College	Associate Deg.	BS/BA	Grad. Degree
Athens	9.7%	8.6%	41.8%	19.7%	3.0%	13.4%	4.1%
Grafton	4.1%	3.9%	33.1%	18.8%	8.8%	20.9%	12.7%
Rockingham	3.0%	8.6%	38.6%	21.7%	4.5%	14.9%	8.7%
Westminster	2.7%	6.0%	28.4%	19.3%	8.8%	17.6%	18.2%

Ed. Attainment (2)- 2015 Estimate	High School or Higher	BS/BA or Higher
Athens	81.8%	17.7%
Grafton	92.0%	33.7%
Rockingham	87.0%	23.8%
Westminster	91.9%	35.8%

Racial Demographics	White	Black	Amer. Ind.	Asian	Hawaii/Pac. Isle	Other	2 or More Races	Hispanic
Athens	98.5%	0.0%	0.8%	0.8%	0.8%	0.0%	1.3%	0.1%
Grafton	87.7%	0.0%	0.0%	0.4%	0.0%	0.0%	1.0%	0.0%
Rockingham	83.3%	0.3%	0.3%	0.9%	0.3%	0.0%	3.0%	1.8%
Westminster	79.6%	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%	6.3%

Poverty by Race	White	Black	Amer. Ind.	Asian	Hawaii/Pac. Isle	Other	2 or More Races	Hispanic
Athens	33.40%	-	100.00%	0.00%	-	-	0.00%	0.00%
Grafton	11.80%	0.00%	0.00%	0.00%	-	-	0.00%	-
Rockingham	17.50%	0.06%	0.00%	51.00%	0.00%	-	10.00%	36.50%
Westminster	12.80%	45.50%	-	-	-	30.70%	18.90%	10.20%

Overall Poverty Rates by Gender	Female	Male
Athens	32.5%	33.1%
Grafton	12.8%	10.1%
Rockingham	14.0%	12.6%
Westminster	12.6%	14.4%

Recent Employment in Relation to Poverty Rate	# Emp. Full Time Last 12 Mo.- Poverty %	Emp. Part Time	Not Employed
Athens	104- 8.6% Below Poverty	60- 17.4% Below Poverty	124- 48.4% Below Poverty
Grafton	191- 1.0% Below Poverty	150- 13.3% Below Poverty	213- 18.8% Below Poverty
Rockingham	1582- 2.1% Below Poverty	1245- 16.8% Below Poverty	1262- 30.0% Below Poverty
Westminster	1160- 3.0% Below Poverty	728- 18.4% Below Poverty	762- 14.5% Below Poverty

WNESU Actual K-12 October 1 Student Counts 2006-2017\* With Projections for Subsequent Years

	2029-2030**	2019-2020***	2018-2019***	2017-2018	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Athens/Grafton		50	57	60	72	91	91	89	84	83	84	72	76	78	86
BFUHS		312	355	373	361	360	372	380	346	350	368	369	387	421	427
Rockingham		429	487	488	488	520	508	523	537	541	554	568	594	560	591
Westminster		172	195	197	192	175	178	171	181	203	189	185	219	216	215
Totals-		963	1094	1118	1113	1146	1149	1163	1148	1177	1195	1194	1276	1241	1320

\* Excluding 7th and 8th grade tuition students

\*\*Projection based upon avg. enrollment decline of 1.2% of students per year

\*\*\*Projection based upon known numbers of preschool aged children



## **Appendix D**

### **Information on WNESU Student to Staff Ratios**



## APPENDIX D – WNESU Student to Staff Ratios

### Notes on student to staff ratio data tables

Superintendent Kibbe prepared the charts and explanatory information in this Appendix using data recently supplied to the districts by Secretary Holcombe. It illustrates that the current governance structure is operating in a cost effective fashion in terms of adult-to-student ratios compared to the average for Vermont school districts.

#### **General Observations**

- The higher the ratio, the lower the staffing levels.
- The state would like everyone to have higher ratios.
- Preschool students and teachers are not included in these ratios. (Preschool has specific staffing requirements and not every district has a preschool.)
- The data from the Secretary was complicated. Some was disaggregated by school, some by school district and, some by the SU. The following information is what is available and relevant.

#### **Students to All-Staff Ratio (by school)-**

- All of our schools have higher student to all-staff ratios than the state average.
- Westminster and Saxtons River are the lowest. Saxtons River is a relatively small school and Westminster has a history of maintaining small class sizes.
- The middle school has the highest ratio.

Entity	Ratio
Ath/Graf.	7.5
BFMS	8.46
CES	7.84
SRES	6.23
West.	6.23
BFUHS	8.16
State Avg.	4.25

#### **Students to Teacher Ratio (by district)-**

- All our schools have higher ratios than the state.
- Westminster and Athens/Grafton are the lowest.
- Rockingham and BFUHS are the highest.

Entity	Ratio
Ath/Gra.	11.62
Rock.	13.43
West.	12.18
BFUHS	15.18
State Avg.	11.02

## APPENDIX D – WNESU Student to Staff Ratios

### Students to Paraprofessionals (whole SU)

- Information at the school level was incomplete because of special ed. consolidation, so the data are for the SU as a whole.
- We employ about the same ratio of regular ed. paras as the state average.
- We do employ proportionally more special ed. paras than the state average.
- Note that we do not generally employ one on one paras. Program paras serve in our intensive needs programs.
- Six intensive needs programs throughout the district serve our highest need students and keep many of these students in-district that would otherwise be in outside placements.

Entity	Students to Total Paras	Students to Reg. Ed. Paras	Students to Sped. Paras
WNESU	13.8	77.56	16.79
State Avg.	18.84	77.76	24.86

## **Appendix E**

### **WNESU Student Assessment Data**



**WNESU Smarter Balanced Assessment Consortium (SBAC) Results**

Grade / Subject		Average Scale Score 2015*	Average Scale Score 2016	Average Scale Score 2017
3rd ELA/Literacy Proficient: 2432	Vermont	2431 ±1	2438 ±1	2425
	WNESU	2422 ±9	2440 ±9	2430 ±10
	Athens/Grafton	2405 ±21	2410 ±23	2419 ±25
	CES	2425 ±13	2459 ±18	2428 ±16
	SRES	2426 ±22	2460 ±22	2401 ±24
	WCS	2434 ±16	2414 ±11	2449 ±17
	RANGE	29	70	48
3rd Math Proficient: 2436	Vermont	2435 ±1	2442 ±1	2437
	WNESU	2437 ±6	2435 ±7	2431 ±9
	Athens/Grafton	2437 ±15	2470 ±22	2440 ±21
	CES	2434 ±11	2472 ±11	2425 ±13
	SRES	2445 ±14	2464 ±18	2424 ±17
	WCS	2433 ±12	2428 ±16	2438 ±17
	RANGE	12	44	16
4th ELA/Literacy Proficient: 2473	Vermont	2470 ±1	2477 ±1	2466
	WNESU	2466 ±10	2455 ±9	2476 ±9
	Athens/Grafton	2444 ±24	2448 ±20	2439 ±30
	CES	2452 ±16	2447 ±10	2480 ±15
	SRES	2510 ±20	2509 ±19	2500 ±23
	WCS	2474 ±21	2431 ±18	2470 ±25
	RANGE	66	78	61
4th Math Proficient: 2485	Vermont	2472 ±1	2477 ±1	2476
	WNESU	2474 ±8	2470 ±8	2477 ±8
	Athens/Grafton	2454 ±16	2481 ±11	2464 ±22
	CES	2468 ±14	2465 ±13	2469 ±9
	SRES	2504 ±18	2535 ±15	2513 ±19
	WCS	2464 ±13	2433 ±14	2480 ±15
	RANGE	66	78	61
5th ELA/Literacy Proficient: 2502	Vermont	2510 ±1	2515 ±1	2508
	WNESU	2498 ±10	2501 ±11	2478 ±10
	Athens/Grafton	--	2516 ±11	2476 ±23
	BFMS	2488 ±15	2494 ±14	2460 ±13
	SRES	2569 ±24	NA	NA
	WCS	2508 ±10	2505 ±28	2523 ±19
	RANGE	66	78	61
5th Math Proficient: 2528	Vermont	2503 ±1	2509 ±1	2505
	WNESU	2493 ±8	2496 ±9	2479 ±8
	Athens/Grafton	--	2504 ±15	2492 ±16
	BFMS	2479 ±11	2479 ±12	2464 ±11
	SRES	2546 ±20	NA	NA
	WCS	2476 ±13	2528 ±18	2506 ±16
	RANGE	66	78	61
6th ELA/Literacy Proficient: 2531	Vermont	2532 ±1	2539 ±1	2531
	WNESU	2525 ±6	2548 ±10	2524 ±9
	Athens/Grafton	--	--	2546 ±22
	BFMS	2524 ±12	2535 ±13	2517 ±13
	WCS	2566 ±11	2573 ±19	2551 ±21
6th Math Proficient: 2552	Vermont	2516 ±1	2522 ±1	2519
	WNESU	2520 ±8	2515 ±9	2518 ±11
	Athens/Grafton	--	--	2541 ±16

\*State has advised not to use 2015 scores as a comparison (first year of test administration).

Key to Fill Colors  
 Below State Avg.  
 At State Avg.  
 Above State Avg.

\*\*All comparisons to State Averages take confidence intervals into consideration

--10 or fewer students/data not reported

**WNESU Smarter Balanced Assessment Consortium (SBAC) Results**

Grade / Subject		Average Scale Score 2015*	Average Scale Score 2016	Average Scale Score 2017
	BFMS	2490 ±11	2495 ±11	2495 ±14
	WCS	2534 ±13	2567 ±16	2549 ±19
<b>7th ELA/Literacy</b>	Vermont	2558 ±1	2562	2555
Proficient: 2552	BFMS	2476 ±11	2552 ±11	2551 ±11
<b>7th Math</b>	Vermont	2542 ±1	2564	2541
Proficient: 2567	BFMS	2482 ±12	2551 ±9	2533 ±10
<b>8th ELA/Literacy</b>	Vermont	2569 ±1	2580	2570
Proficient: 2567	BFMS	2547 ±13	2540 ±12	2557 ±11
<b>8th Math</b>	Vermont	2553 ±1	2564	2555
Proficient: 2586	BFMS	2494 ±12	2499 ±13	2541 ±11
<b>11th ELA/Literacy</b>	Vermont	2597 ±1	2598 ±2	2599
Proficient: 2583	BFUHS	2543 ±16	2555 ±17	2575 ±15
<b>11th Math</b>	Vermont	2581 ±2	2581 ±2	2576
Proficient: 2628	BFUHS	2556 ±20	2605 ±16	2590 ±16

Achievement Level Scale Scores:

<http://vt.portal.airast.org/wp-content/uploads/2015/07/Smarter-Balanced-Achievement-Level-Scale-Scores.pdf>

## WNESU Smarter Balanced Assessment Consortium (SBAC) Results

Grade / Subject		Free and Reduced Lunch Eligible	Average Scale Score 2015	2015 Gap	Average Scale Score 2016	2016 Gap	Average Scale Score 2017	2017 Gap	
3rd ELA/Literacy	Vermont	Not FRL	2457 ±1				2450		
		FRL	2399 ±2	-58	2408 ±2		2397	-53	
	WNESU	Not FRL	2450 ±13		2476 ±12		2448 ±14		
		FRL	2402 ±11	-48	2402 ±10	-73	2416 ±13	-32	
	Athens/Grafton	Not FRL	--		--		--		
		FRL	--	--	--		--	--	
	CES	Not FRL	2457 ±22		2481 ±25		--		
		FRL	2400 ±15	-57	2436 ±20	-45	2431 ±19	--	
	SRES	Not FRL	--		2513 ±25		2404 ±26		
		FRL	2401 ±28	--	--	--	--	--	
	WCS	Not FRL	2445 ±22		2443 ±14		2483 ±21		
		FRL	2418 ±25	-27	2387 ±15	-56	2406 ±26	-77	
	3rd Math	Vermont	Not FRL	2458 ±1				2460	
			FRL	2407 ±1	-51	2416 ±2		2410	-50
		WNESU	Not FRL	2460 ±9		2460 ±10		2451 ±12	
			FRL	2418 ±8	-42	2415 ±8	-50	2418 ±11	-33
		Athens/Grafton	Not FRL	--		--		--	
			FRL	2409 ±21	--	--	--	--	--
CES		Not FRL	2467 ±16		2452 ±15		--		

## WNESU Smarter Balanced Assessment Consortium (SBAC) Results

Grade / Subject		Free and Reduced Lunch Eligible	Average Scale Score 2015	2015 Gap	Average Scale Score 2016	2016 Gap	Average Scale Score 2017	2017 Gap
		FRL						
4th ELA/Literacy	SRES	FRL	2412 ±12	-45	2414 ±20	-38	2420 ±17	--
		Not FRL	--		2490 ±19		2419 ±22	
	WCS	FRL	2426 ±15	--	--	--	--	--
		Not FRL	--		2441 ±17		2470 ±20	
	Vermont	FRL	2425 ±17	--	2417 ±17	-24	2402 ±26	-68
		Not FRL	2494 ±1				2490	
	WNESU	FRL	2437 ±2	-57	2442 ±2		2434	-56
		Not FRL	2517 ±14		2478 ±12		2501 ±13	
	Athens/Grafton	FRL	2432 ±12	-85	2434 ±12	-44	2451 ±11	-50
		Not FRL	--		2479 ±26		--	
	CES	FRL	--	--	--	--	--	--
		Not FRL	--		2478 ±16		2508 ±20	
	SRES	FRL	2434 ±17	--	2429 ±17	-49	2459 ±16	-49
		Not FRL	--		--		2524 ±32	
WCS	FRL	--	--	2499 ±19	--	--	--	
	Not FRL	--		2454 ±22		2488 ±19		
4th Math	Vermont	FRL	--	--	2400 ±28	-58	2444 ±22	-44
		Not FRL	2493 ±1				2496	
		FRL	2444 ±1	-49	2454 ±2		2448	-48

## WNESU Smarter Balanced Assessment Consortium (SBAC) Results

Grade / Subject	Free and Reduced Lunch Eligible	Average Scale Score 2015	2015 Gap	Average Scale Score 2016	2016 Gap	Average Scale Score 2017	2017 Gap
WNESU	Not FRL	2496 ±13		2482 ±11		2492 ±11	
	FRL	2455 ±11	-41	2458 ±11	-24	2451 ±11	-31
Athens/Grafton	Not FRL	--		2475 ±17		--	
	FRL	--	--	--	--	--	--
CES	Not FRL	--		2490 ±18		2480 ±13	
	FRL	2455 ±17	--	2453 ±17	-37	2460 ±12	-20
SRES	Not FRL	--		--		2519 ±27	
	FRL	--	--	2527 ±12	--	--	--
WCS	Not FRL	--		2448 ±17		2485 ±18	
	FRL	--	--	2414 ±24	-34	2444 ±27	-41
5th ELA/Literacy Vermont	Not FRL	2537 ±1				2537	
	FRL	2474 ±2		2481 ±3		2469	-68
WNESU	Not FRL	2525 ±16		2524 ±13		2517 ±13	
	FRL	2477 ±13	-48	2461 ±17	-63	2457 ±13	-60
Athens/Grafton	Not FRL	--		--		--	
	FRL	--	--	--		2473 ±24	--
BFMS	Not FRL	2498 ±28		2503 ±16		2506 ±17	
	FRL	2450 ±17	-48	2462 ±27	-41	2435 ±17	-71

## WNESU Smarter Balanced Assessment Consortium (SBAC) Results

Grade / Subject		Free and Reduced Lunch Eligible	Average Scale Score 2015	2015 Gap	Average Scale Score 2016	2016 Gap	Average Scale Score 2017	2017 Gap
5th Math	SRES	Not FRL	--	--	NA	--	NA	--
		FRL	--	--	NA	--	NA	--
	WCS	Not FRL	2511 ±24	--	--	--	2532 ±23	--
		FRL	--	--	--	--	2500 ±37	-32
	Vermont	Not FRL	2526 ±1	--	--	--	2530	--
		FRL	2470 ±2	-56	2481 ±2	--	2470	-60
	WNESU	Not FRL	2508 ±9	--	2508 ±11	--	2510 ±12	--
		FRL	2480 ±12	-28	2474 ±13	-34	2452 ±13	-48
	Athens/Grafton	Not FRL	--	--	--	--	--	--
		FRL	--	--	--	--	2491 ±17	--
	BFMS	Not FRL	2511 ±13	--	2485 ±14	--	2501 ±15	--
		FRL	2461 ±15	-50	2460 ±23	-25	2438 ±12	-63
SRES	Not FRL	--	--	NA	--	NA	--	
	FRL	--	--	NA	--	NA	--	
WCS	Not FRL	2480 ±16	--	--	--	2522 ±21	--	
	FRL	--	--	--	--	--	--	
6th ELA/Literacy	Vermont	Not FRL	2557 ±1	--	--	--	2553	--
		FRL	2495 ±2	-62	2507 ±3	--	2500	-53
	WNESU	Not FRL	2544 ±11	--	2569 ±13	--	2552 ±13	--

## WNESU Smarter Balanced Assessment Consortium (SBAC) Results

Grade / Subject	Free and Reduced Lunch Eligible	Average Scale Score 2015	2015 Gap	Average Scale Score 2016	2016 Gap	Average Scale Score 2017	2017 Gap
	FRL	2458 ±17	-46	2513 ±16	-56	2512 ±16	-41
	Athens/Grafton						
	Not FRL	--	--	--	--	--	--
	FRL	--	--	--	--	--	--
	BFMS						
	Not FRL	2554 ±16		2564 ±15		2535 ±16	
	FRL	2481 ±11	-73	2469 ±19	-95	2494 ±23	-41
	WCS						
	Not FRL	2537 ±16		--		--	
	FRL	--	--	--	--	2517 ±25	--
<b>6th Math</b>	Vermont						
	Not FRL	2541 ±1				2541	
	FRL	2477 ±2	-64	2491 ±3		2485	-56
	WNESU						
	Not FRL	2535 ±12		2533 ±10		2530 ±15	
	FRL	2500 ±11	-35	2486 ±17	-47	2503 ±14	-27
	Athens/Grafton						
	Not FRL	--	--	--	--	--	--
	FRL	--	--	--	--	--	--
	BFMS						
	Not FRL	2530 ±16		2522 ±12		2505 ±19	
	FRL	2500 ±12	-30	2429 ±17	-93	2475 ±22	-30
	WCS						
	Not FRL	2554 ±16		--		--	
	FRL	--	--	--	--	2529 ±22	--
<b>7th ELA/Literacy</b>	Vermont						
	Not FRL	2584 ±1				2579	
	FRL	2517 ±2	-67	2523 ±3		2518	-61

## WNESU Smarter Balanced Assessment Consortium (SBAC) Results

Grade / Subject	Free and Reduced Lunch Eligible	Average Scale Score 2015	2015 Gap	Average Scale Score 2016	2016 Gap	Average Scale Score 2017	2017 Gap	
7th Math	WNESU	Not FRL	2554 ±16		2586 ±10		2578 ±15	
		FRL	2436 ±12	-118	2526 ±19	-60	2531 ±16	-47
	BFMS	Not FRL	2536 ±15		2577 ±11		2578 ±15	
		FRL	2436 ±12	-100	2526 ±19	-51	2527 ±15	-51
	WCS	Not FRL	--		2619 ±22		--	
		FRL	--	--	--	--	--	--
	Vermont	Not FRL	2568 ±2				2566	
		FRL	2500 ±2	-68	2513 ±3		2504	-62
	WNESU	Not FRL	2549 ±15		2574 ±9		2562 ±13	
		FRL	2447 ±15	-102	2511 ±17	-63	2514 ±14	-48
	BFMS	Not FRL	2536 ±15		2568 ±11		2562 ±13	
		FRL	2447 ±15	-89	2511 ±17	-57	2511 ±14	-51
WCS	Not FRL	--		2595 ±18		--		
	FRL	--	--	--	--	--	--	
8th ELA/Literacy	Vermont	Not FRL	2594 ±1				2593	
		FRL	2531 ±2	-63	2544 ±3		2533	-60
	WNESU	Not FRL	2590 ±14		2563 ±13		2583 ±12	
		FRL	2505 ±19	-85	2509 ±16	-54	2516 ±20	-67

## WNESU Smarter Balanced Assessment Consortium (SBAC) Results

Grade / Subject		Free and Reduced Lunch Eligible	Average Scale Score 2015	2015 Gap	Average Scale Score 2016	2016 Gap	Average Scale Score 2017	2017 Gap	
	BFMS	Not FRL	2585 ±15		2564 ±15		2583 ±12		
		FRL	2505 ±19	-80	2509 ±16	-55	2516 ±20	-67	
	WCS	Not FRL	--		2560 ±28		2586 ±33		
		FRL	--	--	--	--	--	--	
	8th Math	Vermont	Not FRL	2581 ±2				2582	
			FRL	2509 ±2	-72	2527 ±3		2512	-70
WNESU		Not FRL	2570 ±13		2545 ±15		2568 ±11		
		FRL	<del>2557 ±20</del>	-63	2465 ±17	-80	<del>2455 ±22</del>	-73	
BFMS		Not FRL	2577 ±12		2526 ±17		2568 ±11		
		FRL	2507 ±20	-70	2465 ±17	-61	2495 ±23	-73	
WCS	Not FRL	--		2596 ±26		2609 ±27			
	FRL	--	--	--	--	--	--		
11th ELA/Literacy	Vermont	Not FRL	2618 ±2		2617 ±3				
		FRL	2550 ±3	-68	2548 ±3	-67	2546		
	BFUHS	Not FRL	2564 ±21		2630 ±15		2619 ±17		
		FRL	2524 ±23	-40	<del>2558 ±18</del>	-71	<del>2603 ±33</del>	-16	
	Vermont	Not FRL	2618 ±2		2607 ±3				
		FRL	2550 ±3	-68	2527 ±4	-100	2512		
BFUHS	Not FRL	2578 ±28		2641 ±20		2589 ±20			

## WNESU Smarter Balanced Assessment Consortium (SBAC) Results

Grade / Subject	Free and Reduced Lunch Eligible	Average Scale Score 2015	2015 Gap	Average Scale Score 2016	2016 Gap	Average Scale Score 2017	2017 Gap
	FRL	2538 128	-40	2560 123	-81	2551 126	-38

## WNESU Smarter Balanced Assessment Consortium (SBAC) Results

Grade / Subject		Grouping	Average Scale Score 2015	Average Scale Score 2016	Average Scale Score 2017
3rd ELA/Literacy	Vermont	IDEA	2344 ±3	2365 ±3	2344
		Not IDEA	2445 ±1		2439
	WNESU	IDEA	2349 ±18	2358 ±14	2330 ±18
		Not IDEA	2438 ±9	2458 ±9	2452 ±10
	Athens/Grafton	IDEA	--	--	--
		Not IDEA	2412 ±23	--	--
	CES	IDEA	--	--	--
		Not IDEA	2444 ±11	2473 ±18	2450 ±16
	SRES	IDEA	--	--	--
		Not IDEA	2445 ±23	2493 ±22	2416 ±20
	WCS	IDEA	2345 ±53	--	--
		Not IDEA	2444 ±16	2429 ±12	2468 ±18
3rd Math	Vermont	IDEA	2355 ±3	2364 ±4	2357
		Not IDEA	2448 ±1		2451
	WNESU	IDEA	2381 ±17	2385 ±13	2335 ±16
		Not IDEA	2448 ±6	2450 ±7	2454 ±8
	Athens/Grafton	IDEA	--	--	--
		Not IDEA	2452 ±15	--	--
	CES	IDEA	--	--	--

## WNESU Smarter Balanced Assessment Consortium (SBAC) Results

Grade / Subject		Grouping	Average Scale Score 2015	Average Scale Score 2016	Average Scale Score 2017
4th ELA/Literacy	SRES	Not IDEA	2451 ±9	2446 ±12	2446 ±11
		IDEA	--	--	--
	WCS	Not IDEA	2453 ±15	2475 ±17	2429 ±18
		IDEA	--	--	--
	Vermont	Not IDEA	2438 ±12	2442 ±12	2467 ±14
		IDEA	--	--	--
	WNESU	Not IDEA	2381 ±2	2392 ±3	2368
		IDEA	2486 ±1	2483	2483
	Athens/Grafton	Not IDEA	2379 ±19	2342 ±15	2379 ±16
		IDEA	2485 ±10	2481 ±8	2500 ±8
	CES	Not IDEA	--	--	--
		IDEA	2454 ±24	2463 ±20	--
	SRES	Not IDEA	2477 ±16	2470 ±11	2490 ±12
		IDEA	--	--	--
	WCS	Not IDEA	2522 ±22	2527 ±16	2521 ±22
		IDEA	--	--	--
	4th Math	Not IDEA	--	2471 ±21	2498 ±15
		IDEA	--	--	--
Vermont	Not IDEA	2396 ±2	2412 ±3	2391	
	IDEA	2486 ±1	2486 ±1	2490	

## WNESU Smarter Balanced Assessment Consortium (SBAC) Results

Grade / Subject	Grouping	Average Scale Score 2015	Average Scale Score 2016	Average Scale Score 2017
WNESU	IDEA	2394 ±20	2378 ±19	2280 ±18
	Not IDEA	2488 ±8	2494 ±7	2495 ±7
Athens/Grafton	IDEA	--	--	--
	Not IDEA	2464 ±14	2466 ±12	2511 ±22
CES	IDEA	--	--	--
	Not IDEA	2482 ±11	2494 ±11	2474 ±8
SRES	IDEA	--	--	--
	Not IDEA	2516 ±20	2551 ±10	2534 ±16
WCS	IDEA	--	--	--
	Not IDEA	--	2467 ±13	2493 ±14
5th ELA/Literacy Vermont	IDEA	2412 ±2	2435 ±3	2404
	Not IDEA	2529 ±1		2528
WNESU	IDEA	--	2410 ±18	2373 ±16
	Not IDEA	2510 ±10	2523 ±11	2507 ±10
Athens/Grafton	IDEA	--	--	--
	Not IDEA	--	2528 ±21	2502 ±23
BFMS	IDEA	--	--	--
	Not IDEA	2484 ±15	2515 ±14	2493 ±12

## WNESU Smarter Balanced Assessment Consortium (SBAC) Results

Grade / Subject	Grouping	Average Scale Score 2015	Average Scale Score 2016	Average Scale Score 2017	
5th Math	SRES	IDEA	0	NA	NA
		Not IDEA	2569 ±24	NA	NA
	WCS	IDEA	--	--	--
		Not IDEA	2516 ±19	2537 ±29	2547 ±21
	Vermont	IDEA	2413 ±2	2436 ±3	2417
		Not IDEA	2520 ±1		2521
	WNESU	IDEA	--	2407 ±18	2416 ±17
		Not IDEA	2507 ±7	2517 ±8	2497 ±8
	Athens/Grafton	IDEA	--	--	--
		Not IDEA	--	2514 ±15	2501 ±18
	BFMS	IDEA	--	--	--
		Not IDEA	2500 ±8	2504 ±11	2485 ±10
	SRES	IDEA	0	NA	NA
		Not IDEA	2546 ±20	NA	NA
WCS	IDEA	--	--	--	
	Not IDEA	2485 ±13	2553 ±15	2523 ±15	
6th ELA/Literacy	Vermont	IDEA	2429 ±2	2458 ±3	2433
		Not IDEA	2553 ±1		2551
	WNESU	IDEA	--	--	2454 ±15

## WNESU Smarter Balanced Assessment Consortium (SBAC) Results

Grade / Subject	Grouping	Average Scale Score 2015	Average Scale Score 2016	Average Scale Score 2017	
6th Math	Not IDEA	2536 ±8	2562 ±10	2552 ±11	
	Athens/Grafton	IDEA	--	--	
	Athens/Grafton	Not IDEA	--	2561 ±23	
	BFMS	IDEA	--	--	--
		Not IDEA	2537 ±12	2553 ±12	2541 ±15
	WCS	IDEA	--	--	--
		Not IDEA	2538 ±14	2588 ±18	2566 ±22
	Vermont	IDEA	2405 ±3	2433 ±4	2415
		Not IDEA	2538 ±1		2539
	WNESU	IDEA	--	--	2443 ±17
		Not IDEA	2534 ±7	2525 ±9	2535 ±11
	Athens/Grafton	IDEA	--	--	--
		Not IDEA	--	--	2545 ±17
	BFMS	IDEA	--	--	--
		Not IDEA	2534 ±9	2508 ±11	2518 ±16
	WCS	IDEA	--	--	--
		Not IDEA	2539 ±16	2573 ±17	2561 ±21
	7th ELA/Literacy	Vermont	IDEA	2448 ±2	2464 ±3
		Vermont	Not IDEA	2578 ±1	2577

## WNESU Smarter Balanced Assessment Consortium (SBAC) Results

Grade / Subject	Grouping	Average Scale Score 2015	Average Scale Score 2016	Average Scale Score 2017	
7th Math	WNESU	IDEA	2406 ±16	--	--
		Not IDEA	2510 ±13	2583 ±9	2571 ±10
	BFMS	IDEA	2406 ±16	--	--
		Not IDEA	2496 ±13	2575 ±10	2571 ±10
	WCS	IDEA	--	--	--
		Not IDEA	--	2619 ±22	--
	Vermont	IDEA	2424 ±3	2444 ±4	2419
		Not IDEA	2563 ±1		2565
	WNESU	IDEA	2390 ±23	--	--
		Not IDEA	2519 ±12	2568 ±8	2557 ±8
	BFMS	IDEA	2390 ±23	--	--
		Not IDEA	2509 ±12	2562 ±9	2557 ±8
8th ELA/Literacy	WCS	IDEA	--	--	--
		Not IDEA	--	2595 ±18	--
	Vermont	IDEA	2461 ±2	2476 ±3	2453
		Not IDEA	2590 ±1		2592
	WNESU	IDEA	2448 ±27	2463 ±22	--
		Not IDEA	2574 ±12	2559 ±11	2579 ±10

## WNESU Smarter Balanced Assessment Consortium (SBAC) Results

Grade / Subject		Grouping	Average Scale Score 2015	Average Scale Score 2016	Average Scale Score 2017
8th Math	BFMS	IDEA	2448 ±27	2463 ±22	--
		Not IDEA	2570 ±13	2557 ±12	2579 ±10
	WCS	IDEA	--	--	--
		Not IDEA	--	2567 ±27	2586 ±33
	Vermont	IDEA	2429 ±3	2444 ±4	2425
		Not IDEA	2575 ±1		2579
	WNESU	IDEA	2432 ±30	2393 ±27	2476 ±37
		Not IDEA	2565 ±11	2538 ±11	2557 ±11
	BFMS	IDEA	2432 ±30	2393 ±27	2476 ±37
		Not IDEA	2569 ±11	2523 ±12	2557 ±11
	WCS	IDEA	--	--	--
		Not IDEA	--	2590 ±25	2609 ±27
11th ELA/Literacy	Vermont	IDEA	2475 ±3	2468 ±4	2463
		Not IDEA	2614 ±1	2623 ±2	
	BFUHS	IDEA	2443 ±16	--	--
		Not IDEA	2571 ±17	2616 ±11	--
11th Math	Vermont	IDEA	2443 ±3	2431 ±4	2420
		Not IDEA	2600 ±2	2608 ±2	

**WNESU Smarter Balanced Assessment Consortium (SBAC) Results**

<b>Grade / Subject</b>	<b>Grouping</b>	<b>Average Scale Score 2015</b>	<b>Average Scale Score 2016</b>	<b>Average Scale Score 2017</b>
BFUHS	IDEA	2445 ±17	--	--
	Not IDEA	2584 ±23	2626 ±15	--

## **Appendix F**

### **WNESU- Wide Act 46 Joint Committee Rationale and Actions Underway to Support Retention of Current Governance Structure**



**Administrative Team and Business Office Discussion Summary and Superintendent’s Recommendation Regarding Possible Act 46 Goal Attainment Actions- Christopher Kibbe**

*NOTE: This chart was developed by Superintendent Kibbe with input from the town school Boards, administrative team, and the business office.*

<b>Concept/Action</b>	<b>Current Status, if Any</b>	<b>Notes/Recommendations</b>
1. Athens/Grafton School District Unification	Joint Contract School at this time.	Business office strongly supports. Would enhance budgeting transparency, save some money on audits, and would enable the towns to bond to make capital improvements. <b>The Athens-Grafton boards are committed to exploration of merger with an update provided as part of the “conversation” with the secretary before June 1, 2018. Vote of the electorate on unification has been proposed for November of 2018.</b>
2. SU-Wide In-House Food Service Program	Ath/Graf, Rockingham and BFUHS currently contract food service out. Food service contract is in its last year. Westminster uses in-house program.	<b>The SU Board voted to shift responsibility for all food services to a new in-house program in an effort to achieve economies of scale in this area and to provide higher quality meals for all students.</b>
3. Provide insurance benefits to employees that work in multiple districts that would not qualify ordinarily because they are less than .5 FTE.	In place: Business office follows IRS rules that consider employees of any entity within the SU as being employed by a single entity.	No action necessary.
4. Increase number of shared staff employed at the SU to ensure equitable (4. Cont.) programming	Already in place special ed. and transportation and for a few other positions such as the technology integration resource teacher and	This would provide additional programming equitably but would require boards to agree on areas where equitable programming is beneficial and necessary. <b>Recommend joint town and high school board meetings to identify where enhancements</b>

APPENDIX F – Rationale, Actions Underway to Support Retention of Current Governance Structure for WNESU

across the member districts.	the data facilitator.	<b>would benefit k-12 program with SU board to follow up on budgeting and/or staffing.</b>
5. Shared professional development/training for staff on in-district programs such as summer and after-school, nature-based education, Studio Y, etc.	This has occurred from time to time in regards to specific items such as improvement of multi-tiered school improvement systems.	There is nothing to prevent this from happening now under the current structure of the SU and districts.
6. Additional areas for bulk purchasing.	Already in place for custodial supplies, teachers' supplies, energy needs, and technology.	Neither business office nor principals see much in the way of additional bulk purchasing that can be done. <b>Recommend that business office continue monitoring opportunities for savings through bulk purchases.</b>
7. Shared professional development for staff	This has largely already been centralized because most PD money utilized by the districts has come from either the IDEA-B or CFG Title II grants.	Given the uncertainty for these grants in the coming years and the potential for substantial cuts at the federal level member districts are jointly funding PD to support the statutorily required SU-wide curriculum and CIPs in each school. <b>Effective 2018-19, staff development will be funded through the SU to facilitate the attainment of Act 46 goals. Title II funds will continue to be directed by the SU for district-wide PD programming.</b>
8. SU-Wide before, after, and summer school programs.	The SU currently administers 21 <sup>st</sup> Century after school grants for Westminster and the BFMS. Westminster is also able to access state subsidies for child-care. The YMCA runs an afterschool program at CES. Other schools have some programming that locally funded. CFG funds math and	Providing locally funded before and after school programs at all schools is an option. Principals also suggested moving students to the programs at other schools, however, it is hard to see how that is practical. I suggest that the next superintendent convene a group of all the stakeholders to study how before and after school programming might be extended to all the schools, K-8. <b>Recommend the creation of task force to study the viability of SU coordination of after school programming to ensure</b>

APPENDIX F – Rationale, Actions Underway to Support Retention of Current Governance Structure for WNESU

	literacy instruction portions of all programs.	<b>equitable opportunities.</b>
9. Exchange students between schools in order to attend specific programs.	We do this currently with a few high-needs special ed. students.	Given the need for equity, the complications associated with transportation of young students, and the state law that precludes tuitioning of students in grades K-6 when a district operates an elementary school this idea is <b>not recommended.</b>
10. Virtual classrooms to reduce staffing needs.	High school students have access to on-line courses. They work for some children, but not all.	Virtual classrooms at the elementary level would still need to be staffed. Students would likely still need teacher assistance. <b>Not recommended.</b>
11. Full day preschool for all 4 year olds.	10 hours a week of free high-quality preschool is now offered to all 3 and 4 year-olds. Act 166 mandates tuition for students attending approved private preschool programs.	Full day preschool would be convenient for parents and would provide all students with an equitable educational opportunity entering Kindergarten. However, it would be expensive in terms of staffing and classroom space does not exist at this time to house the additional classes nor can it be created without changing the grade configurations in the district. <b>Not recommended.</b>
12. Changing grade configurations at SRES and CES so that each school has all the Rockingham students, (i.e. one school with K-2 and one with 3-4 students.	Currently each of the schools are operated as community schools, grades K-4.	This would allow more group planning and discussion between each of the grade level’s teachers. It would avoid having to make decision on the placement of new students based on the site of their residence. However, there are significant downsides to this configuration. Increased transportation costs and the loss of two community schools are significant negative factors. It is noteworthy that this configuration was tried and abandoned many years ago. <b>Not recommended</b>
13. Change board meetings to a “carousel” structure, with multiple meetings taking place in one location and at about the same time.	Currently there are numerous meetings but they are spread across the month. Some boards make an effort only to meet once a month. Committee meetings are usually the same night as a board	The logistics of having the key SU staff (i.e. the business manager, the director of student services, and the superintendent) attending multiple meetings in one evening is problematic. I suggest that, in March, when boards reorganize for the year, they schedule one meeting a month given that most of your business cannot be dealt with in most instances with only one meeting.

APPENDIX F – Rationale, Actions Underway to Support Retention of Current Governance Structure for WNESU

	meeting.	<b>Not recommended. It is recommended that all boards meet only once each month.</b>
14. Schedule bi-annual joint meetings of town boards with HS board to strengthen engagement between WNESU boards	This idea was presented as part of review process over the summer	This could be readily implemented and would help ensure communication among Boards, establish a means of coordinated K-12 goal setting, and increase transparency. <b>This is recommended for implementation in 2018</b>

## **Appendix G**

# **GOAL-SETTING ACTIVITIES/ACTIONS CHECKLIST FOR WNESU BOARDS**



## **Appendix G**

### **GOAL-SETTING ACTIVITIES/ACTIONS CHECKLIST FOR WNESU BOARDS**

Outlined below is a sequential checklist of activities and actions to help guide WNESU school boards in long-term planning and goal setting activities. This checklist incorporates the Supervisory Union-Wide Act 46 Joint Committee's recommendations for convening two meetings of the town K-8 boards and the union high school board for the purpose of coordinating the delivery of instruction and services. It also assures the induction and training of new board members, a coordinated effort at goal setting, and annual revisiting of ways local boards might work collaboratively to address the goals of Act 46. Finally, the planning process starts with the Superintendent's annual SU Goals, assuring that district-wide priorities are front and center in the planning and goal setting process. This checklist is intended to be a guideline and it is understood that the WNESU member boards may individually choose to utilize their own procedures for goal setting and budgeting.

#### **Recommended Spring Activities:**

- New board member orientation (Superintendent)
- Review previous year board goals, budget priorities (Member boards)
- Preview coming year challenges, tasks, needs (Member boards)
- Schedule annual Board retreats (Member boards)
- Executive Committee meets to review Superintendent's SU goals document (Executive Committee)
- SU Board revises/approves Superintendent's SU goals document (SU Board)
- Member boards review SU goals and discuss local goals prior to bi-annual meeting (Member boards)
- Bi-annual meeting of the town and union HS boards which includes report from principals on proposed areas of academic focus and areas where collaboration and/or economies of scale are possible (Member boards)
- Boards adopt annual goals and board action plans and budget priorities for subsequent year(s) (Member boards)

#### **Recommended Fall Activities:**

- Review/update board action plans and budget priorities (Member boards)
- Bi-annual meeting of the town and union HS boards which includes the superintendent's presentation on the "State of the WNESU Schools" and the presentation/discussion of the SU Budget, highlighting areas of collaboration and/or economies of scale.



## **Appendix H**

# **Approved WNESU School Continuous Improvement Plans**



**Athens-Grafton Joint Contract School  
CONTINUOUS IMPROVEMENT PLAN (DRAFT)  
2017-2018 School Year**

**Literacy Skill Improvement**

**EQS Component 1.1: ACADEMIC PROFICIENCY**

**GOAL 1:** Athens Grafton Joint Contract School will implement best practices in literacy acquisition in order to meet the specific needs of our students.

<b>What are the current state of affairs?</b>	A needs assessment was conducted on May 23, 2017 by classroom teachers, special education and interventionists. Results local assessments showed that approximately 30% of our students have reading fluency and comprehension that is below their grade level expectations.
<b>What do we want to accomplish?</b>	By June 2018, 80% of students at Athens Grafton Joint Contract School will be at or above grade level expectation in reading fluency and comprehension.
<b>What changes can we make that will result in improvement? (From Root Cause Analysis)</b>	<ul style="list-style-type: none"> <li>● Use Literacy Coach in order to make instructional adjustments to Units of Study in Reading, based upon previous year's implementation.</li> <li>● Use multiple assessments as source in order to make data driven decisions about instructional changes for students.</li> </ul>
<b>How will we know our interventions and/or innovations resulted in improvements?</b>	<ul style="list-style-type: none"> <li>● Increased student proficiency in reading fluency and comprehension as measured by the following data sources: Track My Progress, SBAC, Fountas &amp; Pinnell Benchmarking System, Reading Inventory.</li> <li>● Increased student proficiency in reading and comprehension on student report cards and progress notes.</li> </ul>

**Social/Emotional and Behavioral Needs**

**EQS Component 4.2, 4.4, 4.9: Safe, Healthy Schools**

**Goal 2:** Athens-Grafton Joint Contract School will increase the success of all students in the school setting by developing and utilizing a comprehensive approach to meeting and monitoring students' social/emotional and behavioral needs by June 2018.

<p><b><i>What is the current state of affairs? (Needs assessment)</i></b></p>	<p>Sixty-three percent of our students receive free-reduced lunch. A total nine (in-school and out of school)suspensions were given in the 2016-2017 school year, all assigned to five students. Four out of these five students live in households that have had a trauma (poverty, parental neglect, Department of Children and Families involvement) history. There were sixteen behavioral referrals from the bus resulting in four students receiving some form suspension of bus privileges all varying from 1-10 days in length. All four students come from households with a trauma history.</p>
<p><b>What do we want to accomplish?</b></p>	<p>By June 2018,the overall number of suspensions (school and bus) will decrease by 30% , compared to the previous year's totals.</p>
<p><b>What changes can we make that will result in improvement?</b></p>	<ul style="list-style-type: none"> <li>● Staff will participate in year long professional development in trauma informed schools.</li> <li>● Staff will create a safe and positive classroom culture that allows students to feel at ease and ready for learning.</li> <li>● Principal will meet monthly with mental health staff (guidance counselor, HCRS Clinician, nurse) to meet and discuss treatment/options for behavioral support.</li> </ul>
<p><b>How will we know our interventions and/or innovations resulted in improvements?</b></p>	<p>The overall number of suspensions will have been reduced, ultimately, to our goal amount. Students with a trauma history are not being suspended at a rate that is similar or greater to students without a known trauma history.</p>
<p><b>What are our funding Source(s)</b></p>	<p>Local funding, workshops provided free of charge by area non-profit organizations.</p>

### Professional Learning

#### EQS Component 3.1, 3.3, 3.5: High Quality Staffing

**Goal 3:** Athens Grafton Joint Contract School will identify and provide opportunities for staff to increase professional capacity in a supportive collaborative setting.

<b>What is the current state of affairs?</b>	<p>In the 2016-2017 school year, staff have been participated in professional development in the following curriculums/content areas: Units of Study in Writing, Investigations 2 &amp; 3, Next Generation Science standards. There has also been day long trainings in technology and developmental trauma for special educators. Classroom teachers have been the primary beneficiaries of the professional development with minimal offerings for paraprofessionals. Additionally, there are minimal opportunities in-district that support the development of specialists in art, music, PE &amp; library. The primary topic of conversation, generated by classroom teachers at a staff meeting had to do with the interest for increasing their knowledge in proven literacy practices and how to support our students with a history or trauma.</p>
<b>What do we want to accomplish?</b>	<p>Teachers and paraprofessionals will attend all building based and district-wide professional development opportunities that support and enhance the skills sets required within the scope of their job responsibilities, during the 2017-2018 school year.</p>
<b>What changes can we make to will result in improvement?</b>	<ul style="list-style-type: none"><li>● Survey staff to get feedback on specific needs, interests.</li><li>● Collaborate with other schools &amp; SU departments for opportunities to share resources.</li><li>● Follow the collective bargaining agreement procedures when offering PD to paraprofessionals.</li></ul>
<b>How will we know our interventions and/or innovations resulted in improvements?</b>	<ul style="list-style-type: none"><li>● Collect feedback on how successful their PD sessions went; did the training provide relevant information or impact their learning?</li><li>● Collect feedback on desires for future PD.</li><li>● Anecdotal evidence</li></ul>

## Family Engagement

### EQS Component 4.3,4.5, 4.6: Safe, Healthy Schools

**Goal 4:** Athens Grafton Joint Contract School will maintain positive relationships with families in order to build upon a shared vision of what high expectations for a student's overall development.

<b>What is the current state of affairs?</b>	<p>There is strong family attendance at events like student music/art shows, community Thanksgiving Feast and certain fundraisers put on by the Parent-Teacher Group. There is moderate attendance for report card/progress note meetings, field trips and special outings like hiking or visiting area middle schools. However, there is minimal attendance for health/wellness nights, monthly parent-teacher group and school boards meetings. There is also a small percentage of families who do not participate in any school-based activities.</p>
<b>What do we want to accomplish?</b>	<p>Ninety percent of families who have a child enrolled at Athens Grafton Joint Contract School will have an adult attend at least one out of school time event during the 2017-2018 school year.</p>
<b>What changes can we make to will result in improvement?</b>	<ul style="list-style-type: none"><li>● Identify possible factors that inhibit family attendance (work schedule, childcare, transportation, lack of interest in subject, etc.)</li><li>● Survey families to find out what are the contributing factors as to why they attend/do not attend.</li><li>● Connect with families personally to find out if there are factors we can help them overcome.</li><li>● Reach out to people, organizations to see what can be helped.</li><li>● Use material/information learned from workshop</li></ul>
<b>How will we know our interventions and/or innovations resulted in improvements?</b>	<ul style="list-style-type: none"><li>● Increased attendance at all events.</li><li>● Positive feedback received in post event surveys.</li><li>● Decline in behavioral referrals.</li></ul>

**Bellows Falls Union High School  
CONTINUOUS IMPROVEMENT PLAN  
2017-2018**

**Goal Number 1:** To effectively transition BFUHS to a proficiency-based educational system that encompasses both academic proficiencies and transferable skills. **(Education Quality Standard 2120.5)**

**Objectives/Actions:**

1. Staff will continue to work with proficiency-based instruction and assessment throughout the year (i.e. bi-weekly coordinators meetings, bi-weekly staff meetings and teacher inservice).
2. Teachers will be trained in PowerTeacher Pro to enable them to effectively record proficiency based assessments and credit for student graduation requirements.

**Goal Number 2:** Continue the development of a personalized college and career readiness plan that meets the diverse learning needs, interests, and aspirations of individual students. **(EQS Component: 2120.4.)**

**Objectives/Actions:**

1. All students in grades 9-10 will have an active Personalized Learning Plan (PLP) in place by June 2018.
2. PLPs will be visited and adjusted for each student a minimum of three times during 2017-18.
3. Staff will be trained to effectively develop and understand their role to support all aspects of student PLPs.

**Goal Number 3:** To increase parent engagement by building a strong partnership with the parents and families BFUHS serves. **(EQS Component: 2121.5)**

**Objectives/Actions:**

1. BFUHS parents will be a vital component throughout their child's high school experience by being invited to participate in parent activities and by becoming members of committees.
2. Parents will play a vital role in the development and evolution of their child's PLP by participating as a member of their child's PLP meetings at least three times within the school year.

**Goal Number 4:** Engage in high quality professional development to effectively use Differentiated Instruction strategies that support individual student needs in the regular education classroom. (EQS Component: 2121.3)

**Objectives/Actions:**

1. Staff will pursue cycle 2 and 3 plans that improve their ability in Differentiated Instruction as per the stipulation set forth in the Staff Supervision and Evaluation manual.
2. Staff will have two trainings dedicated to school-wide initiatives and overall strategies in the area of Differentiated Instruction in the next twelve months.

**Goal Number 5:** Develop and implement a ten year plan for facility upkeep and improvement. (EQS Component: 2122.1)

**Objectives/Actions:**

1. The School Board's Buildings and Grounds sub-committee will review and assess short-term and long-term facility needs throughout the year.
2. The School Board's Buildings and Grounds sub-committee will develop a plan and budget.

Approved by BFUHS Board: December 11, 2017

Vote was Unanimous

**Board Members:**

Molly Banik  
Kristin Swartout  
Jack Bryar  
David Clark  
Don Capponcelli  
Cindy Santorelli  
Deb Wright  
Brenda Farkus

Goal 1: The Rockingham Schools will explore and continue to implement best practices to meet the individual academic needs of our students by June 2018

**Objective:** *BFMS will improve student achievement by providing instruction that meets the individual needs of our students.*

- **Strategies:**

- Technology
  - Teachers and students will have access to technology that enhances the educational experiences
    - Speech to text will be used to help struggling writers express themselves and decrease anxiety, assist in developing core reading and writing abilities.
    - BFMS will explore developing a true 1:1 chromebook model by decreasing obstacles such as breakage and repair.
    - 75% of all BFMS teachers will use Google Classroom as a means to facilitate instruction.
    - All academic classrooms will have a Smartboard and teachers will receive training on its use at the Second Annual Tech Boot-up Day.
    - ELA teachers will explore the benefits of Amazon Whispercast and Audible as additional instructional tools
- Differentiation of instruction to meet the needs of Tier 1,2, and 3 students
  - Students can receive additional instruction during Terrier Time, morning study or after school homework club
- EST, 504, IEP, Title 1 students will be identified and teachers will be made aware of individual intervention strategies
  - Notations will be made in PowerSchool
  - Team Meeting notes will reflect time spent discussing intervention strategies.
- Summer School will be offered to students who score in the red and yellow in reading and math in Track My Progress
- Personalized Learning Plans (PLP's) will be implemented to make student learning experiences relevant and meaningful.
  - A PLP committee will be formed including teachers and staff
  - A platform will be decided on implemented allowing students easy access to their PLP's

**Objective:** *All BFMS students will apply various reading strategies to comprehend, analyze, interpret and evaluate text.*

- **Strategies**

- The Media Center Specialist will assist and model pre reading strategies such as reading with a purpose and writing high-order thinking questions before reading.
- The Media Center Specialist will assist students in becoming more engaged with print and non-print materials.
- Students will use close reading strategies to assist with comprehension for informational text in all subject areas
- Students will use close reading strategies to assist with comprehension while reading literature.
- Analysis of students receiving 3's & 4's on their final trimester report card
- 65% of all BFMS students will demonstrate growth over the course of the school year on Track My Progress
- 75% of all BFMS students will demonstrate proficiency over the course of the school year on Track My Progress

**Objective:** *All BFMS students will use mathematical concepts, procedures and computation skills to solve problems.*

- **Strategies**

- Students will engage in student led discussions on solution processes and problem solving
- Teachers will use flexible grouping and guided practice strategies to support individual learning styles
- Analysis of the number students receiving 3's & 4's on their final trimester report card
- 75% of all BFMS students will demonstrate growth over the course of the school year on Track My Progress
- 80% of all BFMS students will be demonstrated proficiency over the course of the school year on Track My Progress

**Objective:** *BFMS will employ a variety of assessments to measure instructional effectiveness and student achievement*

- **Strategies:**

- Track My Progress will be administered 3x a year to evaluate individual and cohort growth and proficiency.
- Summative and Formative assessments will be used by all teachers with accompanying rubrics to evaluate student achievement towards standards.
- SBAC will be administered in the Spring and the interim assessments used to help demonstrate student proficiency and readiness
  - The data coordinator will assist teachers in implementing the interim assessments and analyzing the data.

- Progress Monitoring Tools will be researched for Tier 2 students
- Students assessment data will be disaggregated by sub categories such as Free/Reduced Lunch, Special Education, and date of enrollment. The data will be shared with teachers and used to help develop strategies to improve achievement.

**Objective:** *The WNESU Teacher Supervision and evaluation system will be used to provide meaningful feedback to teachers.*

- **Strategies:**

- Cycle 1 teachers will receive feedback that focuses on improving instructional practices by May 1, 2018
  - All meeting with all Cycle 1 teacher will take place by September 10, 2017.
- Cycle 2 & 3 teachers will complete projects that focus on Instructional Practices, Staff Collaboration, or Assessment which will be submitted by June 8, 2018.
  - A meeting with all Cycle 2 & 3 teachers will take place by October 15, 2017
  - Cycle 2 and 3 teachers will meet individually with an administrator at least 2x during the school year.
- Informal classroom walkthroughs will be made by the administration
- Formal classroom walkthroughs will be performed on a set schedule by the WNESU administration

**Goal 2:** The Rockingham Schools will increase the success of all students in the school setting by developing and utilizing a comprehensive approach to meeting and monitoring students' social/emotional and behavioral needs by June 2018.

**Objective:** *The BFMS Guidance Department will seek out and implement research based strategies to meet the unique social and emotional needs of adolescents.*

- **Strategies:**

- The BFMS Counseling Department will offer responsive services in small group and individual settings to support the social emotional development of our students
  - The BFMS Counseling Department will explore possible guidance curriculums to enhance their outreach to all students.
- Refine and establish a protocol for placing students who display the inability to be successful due to severe or numerous behavioral obstacles in an alternative educational setting
- To revise and expand the Peer Collaboration program which assists students who are struggling academically.
  - Explore the possibility of cross grade mentoring
  - Reduce the number of obstacles to finding a meeting time

**Objective:** *BFMS staff recognizes that all students are capable of behaving appropriately, however there are times when additional interventions are necessary*

- **Strategies**

- Classrooms and Common spaces will display student behavioral expectations
  - The BFMS behavior matrix will be updated to reflect current expectations
  - The BFMS behavior expectations posters will be updated to reflect revisions made to the behavior matrix
- A cohesive school wide behavior management plan will be implemented that includes rules/agreements, disciplinary consequences and positive incentives and rewards.
  - Monthly goals will set using infraction data from SWIS generated over the past two years
  - Student target behaviors will be set throughout the school year and rewards provided when students display those behaviors
  - Reduce the number of infractions from the 2016-17 school year by 10%
- BFMS will continue to maintain reliable data that can be used to set goals for rewards, celebrations
  - The list of infractions will be simplified in SWIS
  - Students who no longer attend BFMS will be removed from SWIS
- BFMS staff will understand the difference between Tier 1,2,3 students
- BFMS will increase the number of Tier 1 students, by reducing the number of identified Tier 2 and 3 students from the 2016-17 school year

Goal 3: The Rockingham Schools will identify and provide opportunities for staff to increase professional capacity in a supportive collaborative setting.

**Objective:** To provide opportunities for teachers and staff to effectively collaborate with one another

- **Strategies**

- Faculty meetings are held weekly with an agenda that focuses on event planning/discussion, building management and current topics.
  - The agenda will be shared beforehand so that everybody knows what the current topics are
  - The agenda will have a section for "other" allowing additional discussion items
- Team meeting is a time in every teacher's schedule where teachers are encouraged to share and participate in professional dialogues
- All certified staff members will serve on a school committee where that will be able to provide input and assist in planning
  - A summary of the meeting minutes will be provided at the next faculty meeting.
- All teachers are on a grade-level or Unified Arts team which meets regularly and is part of their daily schedule
  - The administration will meet with each team on a weekly basis
  - Meeting minutes will be kept and shared with the administration on a regular basis
- At the conclusion of the school year the teachers will gather and reflect on the school year, begin planning for the upcoming school year and enjoy one another's company at a staff retreat.

**Objective:** Teachers will be provided with professional development opportunities both in-house and outside of the WNESU community.

- **Strategies**

- Teachers and staff professional growth will be provided through continuing education courses.
- Teachers and staff will be provided with in-house professional trainings that will improve their craft.
- Teachers and staff will be provided with the opportunity to attend workshops and conference that will improve their instructional effectiveness

Goal 4: To increase family engagement in the Rockingham School District by building a strong partnership among the schools and families we serve.

**Objective:** BFMS will strive to create healthy partnerships with families to support the learning and social/emotional development of our students

- **Strategies**

- All parents and guardians will be viewed as welcome, honored and respected members of our school
  - Parents and families will be greeted upon entering the school whether it is during the school day or for other events.
- BFMS will take steps to ensure parents and students know what success looks like
- BFMS will maintain open and two-way communication between families and the school
  - Schoolwide Parent/Teacher conferences will be held at least one a year to inform parents of their child's progress
  - Teachers will meet with parents outside of the prescribed Parent/Teacher conference time whenever the parent or the school feels a meeting is necessary.
  - The Principal will send out a weekly email communication to all families
  - The media coordinator will keep the BFMS Facebook page up to date
  - The media coordinator will keep the BFMS Webpage updated
  - Phone Calls (including Robo calls) will be used to keep parents and families aware of immediate information
  - Hard copies of letters delivered home via mail and in students hands
  - Teachers will communicate with families concerning their child's success and or concerns through reports, notes, emails, phone calls, mid-term reports and report cards
    - Report cards will be sent home at the end of each 12 week trimester with a mid-term report sent at approximately the 6 week mark

- Parents will be provided with access information for the PowerSchool Parent portal at the beginning of the school year or upon request
- The Student-Parent Handbook will be updated and accessible on the BFMS school website. A hard copy will be kept in the office and reception area for families to view or receive a copy of when requested.
- A Back to School BBQ celebration will be held at the beginning of the school year in collaboration with BFMS Parent Teacher Organization.
- A Winter Showcase night will be held in January/February where families can interact with teachers and view student projects and accomplishments.
- The BFMS Parent Teacher Organization will hold monthly meetings to plan fundraisers and provide opportunities to increase family involvement in the school
- The Home-School Liaison will be used to help us reach out to families that may need some additional assistance
  - The Home-School Liaison will participate as a team member to assist in resolving issues through purposeful interaction with parents and other family members.
  - The Home-School Liaison will provide specialized services for its identified clientele including the school and the family.

***The Bellows Falls Middle School Continuous Improvement Plan received approval from the Rockingham School Board via a 5-0 unanimous vote on September 28, 2017 at their regularly scheduled meeting.***

***Board members: Rick Holloway, Margo Ghia, Kate Coburn, Sam Simonds, and Evan Moore.***

**Central Elementary School  
Continuous Improvement Plan  
2017 - 2018**

**Goal 1: The Rockingham Schools will explore and continue to implement best practices to meet the individual academic needs of our students by June 2018**  
[Education Quality Standard Component 1.1 Academic Proficiency]

**Reading Objective:** All students achieve proficiency or above or demonstrate 1.25 years of expected growth on the standards-based reading assessment.

**Strategies:**

- Use standardized reading assessment scores to inform instruction to improve reading fluency and comprehension. (e.g. Track My Progress, DIBELS, oral reading fluency, Lexia, etc.)
- Employ and develop an instructional approach strong in phonemic awareness and phonics skills.

**Mathematics Objective:** All students achieve proficiency or above or demonstrate 1.25 years of expected growth on the standards-based mathematics assessment.

**Strategies:**

- Assess and evaluate student knowledge and skills quarterly to inform instructional practices. (e.g., Track My Progress, program-based assessments, PNOA, etc.)
- Work with math coach to make instructional adjustments to Investigations 3 in math targeting identified needs.
- Observe and dialogue regularly with colleagues.

**Writing Objective:** All students achieve proficiency or above or demonstrate significant growth in writing.

**Strategies:**

- Provide teachers with opportunities to increase their knowledge in writing instruction.
- Literacy coach, in concert with teachers, make instructional adjustments to Units of Study in Writing, based upon assessment and evaluation results.

**Central Elementary School  
Continuous Improvement Plan  
2017 - 2018**

**Goal 2: The Rockingham Schools will increase the success of all students in the school setting by developing and utilizing a comprehensive approach to meeting and monitoring students' social/emotional and behavioral needs by June 2018. [Education Quality Standard Component 4.2, 4.4, 4.9 Safe Healthy Schools]**

**Strategies:**

- Emphasize consistent school wide expectations for behavior and social interactions to strengthen school community. (e.g., The Leader in Me)
- Teacher and staff will apply a whole-child approach to address individual student needs.

**Goal 3: The Rockingham Schools will identify and provide opportunities for staff to increase professional capacity in a supportive collaborative setting. [Education Quality Standard Component 3.1, 3.2, 3.5 High Quality Staffing]**

**Strategies:**

- Develop a professional climate where colleagues see each other as resources, hold bi-monthly faculty meetings and weekly grade level meetings to address and explore school-wide plans, systemic issues, and specific educational issues.
- Provide time in teachers' weekly schedule for grade-level team collaboration and informal observation.

**Goal 4: To increase family engagement in the Rockingham School District by building a strong partnership among the schools and families we serve. [Education Quality Standard Component 4.3, 4.4, 4.6 Safe Healthy Schools]**

**Strategies:**

- All parents and guardians are welcomed, honored and respected members of our school community.
- Parents will be a vital component throughout their child's elementary school experience by being invited to participate in parent activities and by becoming members of committees. (i.e., Open House, Title I Annual Meeting, Parent-Teacher Conferences, Math and Literacy Nights, etc...)
- Maintain informative school website and employ a variety of communication methods in order to provide open lines of dialogue.

**Saxtons River Elementary School  
CONTINUOUS IMPROVEMENT PLAN  
2017-2018**

**Meet the individual academic needs of our students**

**Education Quality Standard Component 1.1 Academic Proficiency**

**SRES will explore and continue to implement best practices to meet the individual academic needs of our students by June 2018**

<b>What is the current state of affairs?</b>	<i>On June 21, the faculty met to analyze needs based on the goals and tasks from the 16-17 CIP. Data teams meet regularly to analyze student results on multiple measures. Classroom teachers have shown commitment to developing best practices in reading, writing, mathematics, and science through work with a variety of consultants and use of some purchased kits and materials. Many students demonstrate learning at high levels.</i>
<b>What do we want to accomplish?</b>	<i>Students will continue to match the high achievement scores of the last several years with new staff being supported in learning and implementing best practices to meet individual academic needs of students.</i>
<b>What changes can we make that will result in improvement?</b>	<ul style="list-style-type: none"> <li>• <i>Teaching teams will be created that will focus on teacher strengths.</i></li> <li>• <i>Formal and informal mentoring will support teachers new to profession or to the school.</i></li> <li>• <i>Consultants / coaches will support teachers who will be using Investigations 3 (math), Units of Study in Reading and Writing, and our new WNESU NGSS units in science in order to maximize student learning.</i></li> <li>• <i>Teacher leaders will be encouraged to share their strategies for success.</i></li> <li>• <i>K-2 and 3-4 teaching teams will have common weekly meeting time in order to identify areas of concern and problem solve to best use resources.</i></li> </ul>
<b>How will we know our interventions and/or innovations resulted in improvements?</b>	<p><i>Review of data including:</i></p> <ul style="list-style-type: none"> <li>• <i>Track My Progress scores</i></li> <li>• <i>SBAC scores - grades 3 and 4</i></li> <li>• <i>Fountas and Pinnell text level scores</i></li> <li>• <i>PNOA - math K-2</i></li> <li>• <i>Writing scores pre-assessment / post-assessment using rubrics</i></li> </ul> <p><i>Discussions with reading teacher, Title 1 teacher, special educator</i></p>
<b>What are our funding source(s)</b>	<i>Local budget, CFG money, WNESU budget</i>

Do	Study	Act

<b>Sustainability</b>

### Meeting and monitoring student needs

#### Education Quality Standard Component: 4.2, 4.4, 4.9 Safe Healthy Schools

SRES will increase the success of all students in the school setting by developing and utilizing a comprehensive approach to meeting and monitoring students' social/emotional and behavioral needs by June 2018.

<b>What is the current state of affairs?</b>	<i>Team meetings serve as a way to brainstorm challenging students. Talented faculty is frustrated with personnel (special education paraprofessionals) to be hired through special education consolidation who lack skills to work with students, and when planned BIs to be hired do not exist at the start of the school year. Faculty members are very willing to write plans and try a variety of novel steps and activities to support students.</i>
<b>What do we want to accomplish?</b>	<i>Students with needs will be supported every school day in order that all students in classrooms are able to learn at high levels and faculty is able to work with all students most of the time.</i>
<b>What changes can we make that will result in improvement? (From Root Cause Analysis)</b>	<ul style="list-style-type: none"> <li>● <i>Reintroduce updated behavior forms to collect data on incidents of concern.</i></li> <li>● <i>Continue to identify students with support needs through team meetings and share out minutes electronically. Be sure all specialists are aware of any unique / specific plans to improve learning.</i></li> <li>● <i>Continue to provide professional development opportunities for staff to best support students with challenges.</i></li> <li>● <i>Look to provide a parent event related to a pd initiative</i></li> <li>● <i>Nurses will create and share Individual Health Plans for identified students.</i></li> <li>●</li> </ul>
<b>How will we know our interventions and/or innovations resulted in improvements?</b>	<i>Minutes from team meetings will show decreased focus on an individual student or students who is/are not meeting social / emotional / behavioral expectations. Every student will have the needed support to be successful in our school and those who truly need another program will get that service as promptly as possible. Faculty satisfaction will be measured through discussion / feedback at faculty meetings.</i>
<b>What are our funding source(s)</b>	<i>Local budget, CFG money, WNESU budget</i>

Do	Study	Act

<b>Sustainability</b>

## Professional Learning

### Education Quality Standard Component: 3.1, 3.2, 3.5 High Quality Staffing

SRES will identify and provide opportunities for staff to increase professional capacity in a supportive collaborative setting.

<b>What is the current state of affairs?</b>	<i>Several new teachers and those new to our school will need training to provide comfort and support high levels of student learning. Teachers participated in many PD opportunities the previous school year, taking them out of classrooms more than optimal. Teachers do enjoy the opportunity to work with grade level teachers throughout the WNESU with PD that is well planned and facilitated, and student benefits are shown.</i>
<b>What do we want to accomplish?</b>	<i>Faculty and staff members will be provided the opportunities they need to learn new strategies and techniques in order to improve student learning.</i>
<b>What changes can we make that will result in improvement?</b>	<ul style="list-style-type: none"> <li>• <i>Continue to support the work in mathematics, writing and science to strengthen core learning at our school and among all schools in the WNESU.</i></li> <li>• <i>Encourage full participation and buy in throughout the SU.</i></li> </ul>
<b>How will we know our interventions and/or innovations resulted in improvements?</b>	<i>Review student data related to specific trainings to see desired results. Survey staff to get feedback on satisfaction and specific needs and wants.</i>
<b>What are our funding source(s)</b>	<i>Local budget, CFG funds, SU budget</i>

Do	Study	Act

Sustainability

## Family Engagement

### Education Quality Standard Component 4.3, 4.4, 4.6

**SRES will increase family engagement by building a strong partnership among the Rockingham schools and families we serve.**

<b>What is the current state of affairs?</b>	<i>There is strong family attendance at Classroom Visitation, Parent Teacher conferences, Music Concert, Art Show and other activities. Few parents attend PTO meetings, but officers are long serving and very dedicated. We have wonderful parent and community support for the Okemo portion of Winter Sports.</i>
<b>What do we want to accomplish?</b>	<i>We want to continue to support learning at home by hosting math nights to support parents and give them the tools they need to encourage students to strengthen skills at home. We will also encourage out of school reading by continuing the PTO Reading Challenge Program that is supported by our library media specialist, reading teacher, and all classroom teachers.</i>
<b>What changes can we make that will result in improvement?</b>	<ul style="list-style-type: none"> <li>● <i>Continue to revise Family Handbook to encourage parent participation in all aspects of school.</i></li> <li>● <i>Staff will review and amend the school compact.</i></li> <li>● <i>Continue to host an Annual Title 1 Parent Meeting to inform parents.</i></li> <li>● <i>Continue to share annual school report card with most recent data from testing.</i></li> <li>● <i>Encourage parent use of school website and blackboard connect to get messages, check calendar items and be aware of all happenings.</i></li> <li>● <i>Use sign on school property.</i></li> <li>● <i>Encourage teachers to share electronic newsletters with parents.</i></li> <li>● <i>Administrative assistant will build professional yet friendly relationships with all parents.</i></li> <li>● <i>Teachers will plan and support a few events like Math Nights to strengthen family engagement.</i></li> </ul>
<b>How will we know our interventions and/or innovations resulted in improvements?</b>	<i>Track attendance at all events and solicit feedback from parents. Identify those families not participating and see if there are some changes that would encourage them to come to school events.</i>
<b>What are our funding source(s)</b>	<i>Local budget and CFG funds</i>

Do	Study	Act

<b>Sustainability</b>

## Westminster Community School Continuous Improvement Plan (CIP)

**School Name:** Westminster Community Schools    **Title I School? (Y/N):** Yes    **Supervisory Union or District:** WNESU

**Superintendent:** Christopher Kibbe    **SU/ District Phone:** 802-463-9958    **Superintendent Email:** Chris.Kibbe@WNESU.com

**School Principal:** Doug Kussius    **School Phone:** 802-722-3241    **Principal Email:** Doug.Kussius@wnesu.com

<b>Goal No.</b> (1,2,3, etc.): 1	<b>Statement of Goal:</b> <b>Improve student academic achievement in Mathematics and English Language Arts as measured by SBAC and TMP for all demographic categories through creation of a systematic and comprehensive approach to curricular and instructional improvement.</b>
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**Goal addresses what identified need? What data supported the identification of this need?:**  
 AYP data from the AOE and our local data chart in math, reading and writing show we still have cohorts of students who demonstrate lagging academic skills. We will continue to monitor through Track My Progress data and SBAC.  
*This is particularly obvious in students who come from economically disadvantaged families:*

**When will this goal be realized (date or "ongoing")?:**  
 Ongoing for majority; some by June 2018

<i>Ela Proficiency on SBAC</i>			
<i>Grade</i>	<i>Not on FRL</i>	<i>FRL</i>	<i>Gap</i>
<i>3rd</i>	75%	47%	-28%
<i>4th</i>	59%	46%	-13%
<i>5th</i>	56%	43%	-13%
<i>6th</i>	86%	54%	-32%
<i>Math Proficiency on SBAC</i>			
<i>3rd</i>	80%	23%	-57%
<i>4th</i>	50%	33%	-17%

5th	56%	14%	-42%				
6th	43%	36%	-7%				
<p><b>How does this goal translate into student outcomes? Identify your supporting data and performance indicators.</b></p> <ul style="list-style-type: none"> <li>● Evidence in Track My Progress Scores</li> <li>● Evidence from EST/504 Notes</li> <li>● Meeting minutes from team meetings</li> <li>● Meeting minutes and exemplars of student PLP's</li> </ul>					<p><b>Anticipated funding sources (Title I, Title IIA, etc.):</b> CFG and Local funds</p>		
<p><b>How does this goal reflect District/SU goals or priorities?</b></p> <p><i>EQS-2120.6, 2120.1,2121.3,2121.5,2122.2</i></p>					<p><b>Implementation lead (name and role):</b> Doug Kussius, Principal</p>		
<p><b>Objective A:</b> WCS will improve student achievement by providing instruction that meets the individual needs of our students.</p>							
<p><b>Task 1A:</b></p> <ul style="list-style-type: none"> <li>● MTSS committee will meet to revise system for triggering interventions and monitoring student growth. The new system which will include updated referral forms, data analysis protocol, EST process and procedures will be in place by June 2018.</li> </ul>							
<p><b>Task 2A:</b></p> <ul style="list-style-type: none"> <li>● Professional Development will be sought and implemented specific to reading and mathematics intervention and remediation.</li> </ul>							
<p><b>Task 3A:</b></p> <ul style="list-style-type: none"> <li>● Student intervention will be provided:             <ul style="list-style-type: none"> <li>○ After school homework support</li> <li>○ Title I Interventionist support</li> <li>○ Summer school service</li> </ul> </li> </ul>							

<p><b>Objective B:</b> WCS will continue to implement research-driven math instructional practices.</p>				
<p><b>Task B1:</b></p> <ul style="list-style-type: none"> <li>● Investigations/CMP math program will be implemented.</li> </ul>				
<p><b>Task B2:</b></p> <ul style="list-style-type: none"> <li>● Specific professional development in math program and best math practices to support implementation will be provided:             <ul style="list-style-type: none"> <li>○ Professional Development targeted to 6th grade and CMP.</li> <li>○ Professional Development in research-proven math practices across all grades.</li> </ul> </li> </ul>				
<p><b>Objective C:</b> WCS will teach students apply to various reading strategies to improve comprehension in grades 3-6 and teach foundation skills to K-2 students.</p>				
<p><b>Task C1:</b></p> <ul style="list-style-type: none"> <li>● K-2 teachers will develop vertical alignment of foundational skills including phonics and fluency.</li> </ul>				
<p><b>Task C2:</b></p> <ul style="list-style-type: none"> <li>● 3-6 teachers develop vertical alignment of comprehension strategies.</li> </ul>				
<p><b>Task C3:</b></p> <ul style="list-style-type: none"> <li>● Analysis of student reading data will be conducted on a trimester basis.             <ul style="list-style-type: none"> <li>○ Implementation of formative assessment running record data system.                 <ul style="list-style-type: none"> <li>■ Analysis of trends per student over time and implementation of strategic small group instruction based on skill need.</li> </ul> </li> <li>○ Assess on-going need for Professional Development in writing and reading practices.</li> </ul> </li> </ul>				
<p><b>Objective D:</b> Teachers and students and will have access to technology that enhances the educational experiences in both ELA and Mathematics.</p>				
<p><b>Task D1:</b></p> <ul style="list-style-type: none"> <li>● Speech to text will be used to help struggling writers express themselves and decrease anxiety, assist in developing core reading and writing abilities.</li> </ul>				

<p><b>Task D2:</b></p> <ul style="list-style-type: none"> <li>• All academic classrooms will have a Smartboard and teachers will receive training on its use at the Annual Tech Boot-up Day.</li> </ul>				
<p><b>Task D3:</b></p> <ul style="list-style-type: none"> <li>• ELA teachers will explore the benefits of Amazon Whispercass and Audible as additional instructional tools.</li> </ul>				
<p><b>Task D4:</b></p> <ul style="list-style-type: none"> <li>• Teachers will use Google Classroom, sites, and Drive to develop and create personalized learning plans.</li> </ul>				
<p><b>Objective E:</b> The WNESU Teacher Supervision and evaluation system will be used to provide meaningful feedback to teachers.</p>				
<p><b>Task E1:</b></p> <ul style="list-style-type: none"> <li>• Cycle 1 teachers will receive feedback that focuses on improving instructional practices by May 1, 2018.             <ul style="list-style-type: none"> <li>◦ All meeting with all Cycle 1 teacher will take place by September 10, 2017.</li> </ul> </li> </ul>				
<p><b>Task E2:</b></p> <ul style="list-style-type: none"> <li>• Cycle 2 &amp; 3 teachers will complete projects that focus on Instructional Practices, Staff Collaboration, or Assessment which will be submitted by June 8, 2018.             <ul style="list-style-type: none"> <li>◦ A meeting with all Cycle 2 &amp; 3 teachers will take place by October 15, 2017</li> <li>◦ Cycle 2 and 3 teachers will meet individually with an administrator at least 2x during the school year.</li> </ul> </li> </ul>				
<p><b>Task E3:</b></p> <ul style="list-style-type: none"> <li>• Informal classroom walkthroughs will be made by the administration.</li> </ul>				
<p><b>Task E4:</b></p> <ul style="list-style-type: none"> <li>• Formal classroom walkthroughs will be performed on a set schedule by the WNESU administration.</li> </ul>				

Goal No.  
(1,2,3,  
etc.):

Statement of Goal:

Goal 2- WCS will increase the success of all students in the school setting by developing and utilizing a comprehensive approach to meeting and monitoring students social/emotional and behavioral needs.

2

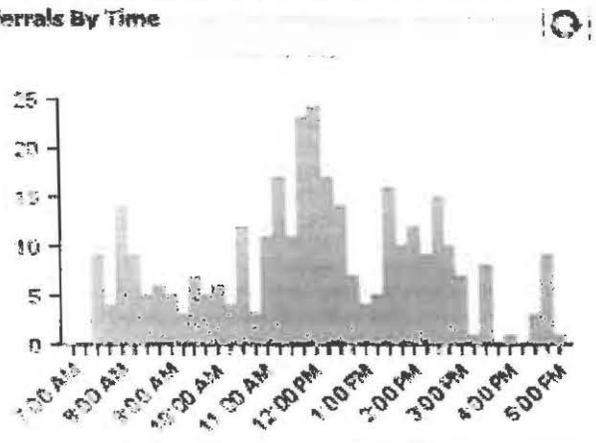
Goal addresses what identified need? What data supported the identification of this need?:

Office referral data shows a constant rate of behavioral incidents. Anecdotal information shows increases in student anxiety and socially non-adaptive behaviors that distract from the learning environment. Combined Incident Reporting System (CIRS) report and School Wide Information System (SWIS) data indicated significant numbers of office referrals and major behavioral challenges, yet we do not have data regarding other subcritical social-emotional skills. Referrals seem to be focused on a small

When will this goal be realized (date or "ongoing")?:

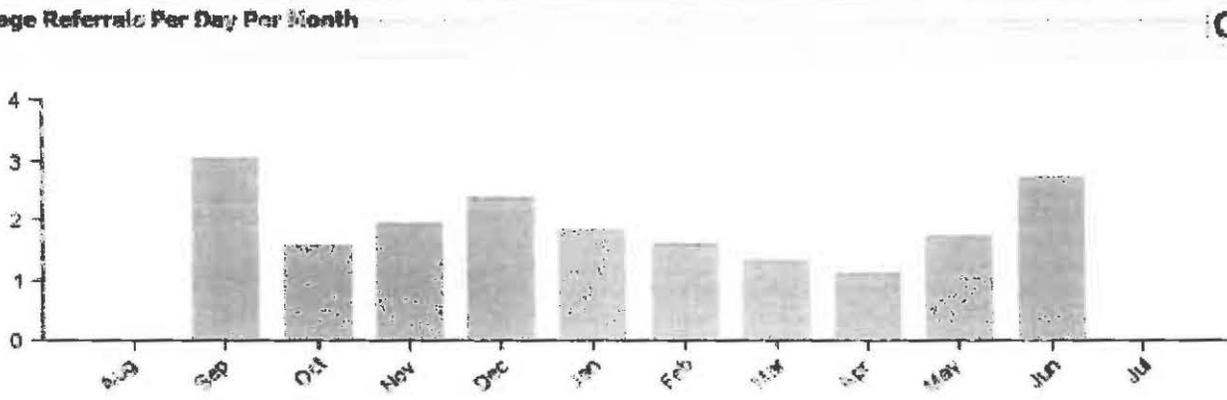
Ongoing for majority; some by June 2018.

Referrals By Time

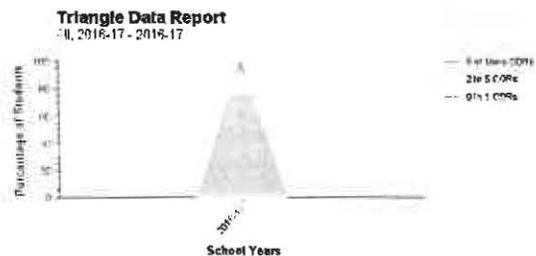
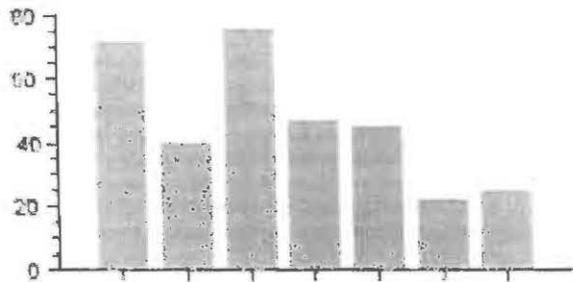


percentage of students who have lagging social-emotional skills.

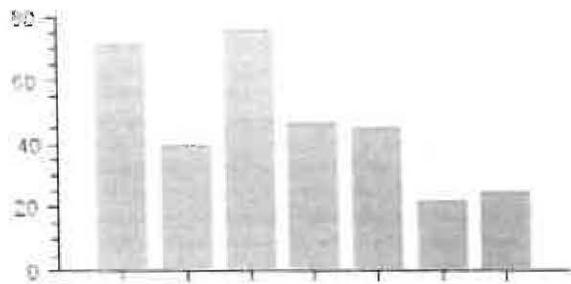
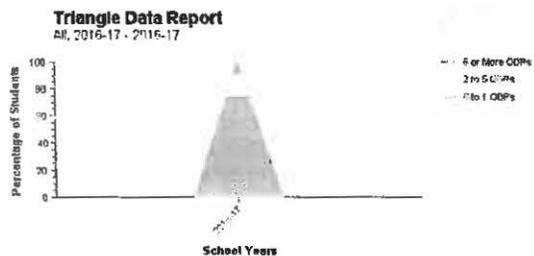
Average Referrals Per Day Per Month



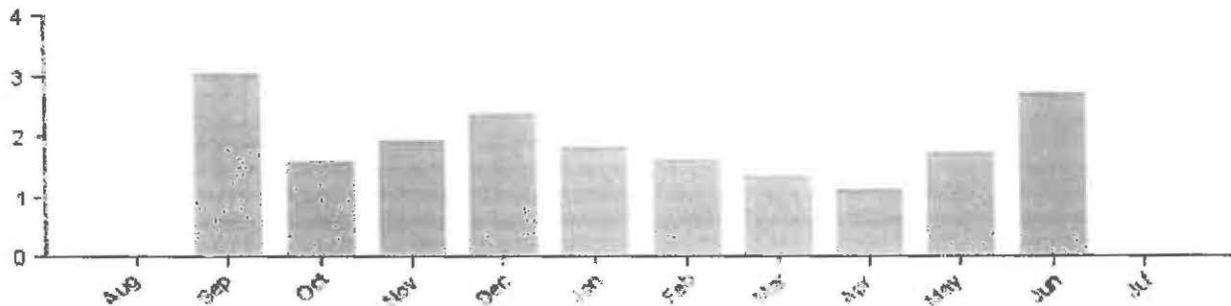
Referrals By Grade



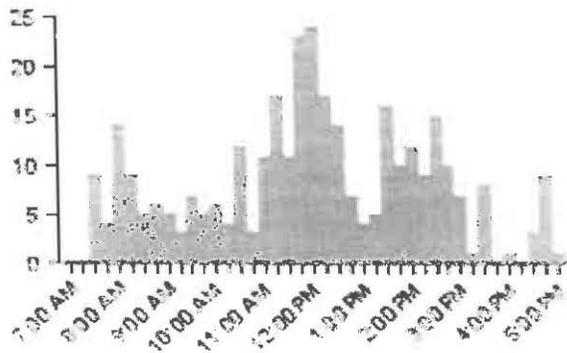
Referrals By Grade



Average Referrals Per Day Per Month



Referrals By Time



How does this goal translate into student outcomes? Identify your supporting data and performance indicators.

- Decrease the number of office referrals by 20% over the next year. Increase student's social competence and self-efficacy as learners as measured by PLPs and student surveys.
- Referrals per month drop from 35 per month on average to 27 or under. Students report growth in self-efficacy and other qualities of character. Observations and reports by stakeholders show improved positive engagement in learning.

Anticipated funding sources (Title I, Title II A, etc.):  
Title 1 and Local funds

How does this goal reflect District/SU goals or priorities?

EQS- 2120.4, 21221.1, 2121.5

Implementation lead (name and role):  
Doug Kussius, Principal

**Task 1:**

- Provide an After School Program that offers a safe, supportive and enriching environment for students after school hours.
  - Summer Program continues to support students' Social Emotional growth in school settings over break.

**Task 2:**

- Develop and expand social emotional programmatic offerings with 'Studio Y Goes West'.

<ul style="list-style-type: none"> <li>○ School wide common definition of habits of mind for all students to master.</li> <li>○ Targeted assignments/support for students failing to master a particular habit of mind.</li> </ul>				
<p><b>Task 3:</b></p> <ul style="list-style-type: none"> <li>● Continuous monitoring of student discipline data by the Behavioral Team will inform interventions for individual students, classes, and settings. Team will develop a system of small group social skills training.             <ul style="list-style-type: none"> <li>○ Team will develop common system of check-in behavior plans for Tier II developed June 2018.</li> <li>○ Team will develop common system of behavior plan and tracking developed by June 2018.</li> <li>○ WCS will begin “Reboot Room” to facilitate individual behavior plans and student learning of metacognitive strategies.</li> <li>○ Behavioral Team will develop professional learning community norms around “chart share” for analysis and modification of students on plans March 2018.</li> <li>○ WCS will institute Guidance classes school-wide by June 2018.</li> </ul> </li> </ul>				

<p><b>Goal No. (1,2,3, etc.):</b></p> <p><b>3</b></p>	<p><b>Statement of Goal:</b>  <b>To effectively engage parents and families in the Westminster Community Schools we will create two way streams of feedback and information sharing on students and programing.</b></p>	
<p><b>Goal addresses what identified need? What data supported the identification of this need?:</b></p>		<p><b>When will this goal be realized (date or “ongoing”)?:</b></p>

<p><i>Families have a direct impact on children's learning. Research has shown that when families are positively involved in the education of their children they achieve more and develop positive attitudes toward and learning.</i></p> <p><i>Westminster prides itself on our work to include parents and community in the educational process. We currently have parental / family/family and community volunteers, parent teacher conferences, student-led conferences, and community events.</i></p>	<p>Ongoing for majority; some by June 2018.</p>			
<p><b>How does this goal translate into student outcomes? Identify your supporting data and performance indicators.</b></p> <ul style="list-style-type: none"> <li>● Analysis of the number of students receiving 3's &amp; 4's on their final trimester report card.</li> <li>● <i>Increased rate of growth according to TMP and internal measures by 20% for each demographic area.</i></li> <li>● <i>Increased overall proficiency levels of SBAC and local assessments (PNOA, Core Phonics, F&amp;P B.A.S.)</i></li> </ul>	<p><b>Anticipated funding sources (Title I, Title IIA, etc.):</b> Title 1 and Local funds</p>			
<p><b>How does this goal reflect District/SU goals or priorities?</b></p> <p><b>This is a required goal</b></p>	<p><b>Implementation lead (name and role):</b> Doug Kussius, Principal</p>			
<p><b>Task 1:</b></p> <ul style="list-style-type: none"> <li>● WCS will improve parent to school engagement through use of Facebook to post daily events, updates, generate and respond to comments from parents; as well as Fri</li> </ul>				
<p><b>Task 2:</b></p> <ul style="list-style-type: none"> <li>● WCS will use yearly parental survey to inform and to prioritize needs of both families and school.</li> </ul>				
<p><b>Task 3:</b></p> <ul style="list-style-type: none"> <li>○ Each grade will send home School-Home enrichment bags created to further experience common understanding of academic language, expectations, and student strength within the domain.</li> </ul>				
<p><b>Task 4:</b></p> <ul style="list-style-type: none"> <li>○ WCS will strengthen PTO as a platform for engagement with parents through 2nd Cup Morning coffee prior to All School Morning Meetings, Monthly Book talks and webinars as part of PTO, use of PTO as means to discuss how funds reserved under the Parent &amp; Family engagement are allocated and spent.</li> </ul>				
<p><b>Task 5:</b></p>				

- WCS will work to create Personalized Learning Plans for students in conjunction with parents at Student Led Conference twice yearly by May 2019.

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