

**OFFICE OF THE SUPERINTENDENT OF SCHOOLS
106 Hancock Rd.
Peterborough, New Hampshire**

CONTOOCCOOK VALLEY SCHOOL BOARD

School Board Meeting

Tuesday, August 21, 2018

SAU Office

7:00 p.m.

Minutes

BOARD

Rich Cahoon, Richard Dunning,
Bernd Foecking, Janine Lesser,
Niki McGettigan, Linda Quintanilha,
Kristen Reilly, Pierce Rigrod,
Crista Salamy, Myron Steere,
Jerome Wilson

Asher MacLeod, CVEA

ADMINISTRATION

Kimberly Saunders, Supt.
Dr. Ann Forrest, Asst. Supt.
Tim Markley, H.R.
Cari Christian-Coates, Student Serv.
Ben Moenter, Special Education
Stephanie Syre-Hager, AES
Jim Elder, GBS
Nicole Pease, DCS
Kat Foecking, FES
Anne O'Bryant, SMS
Larry Pimental, PES
Kathie Morrocco, Pierce

Colleen Roy, GES
Amy Janoch, HES
Gib West, CVHS
Michelle Voto, CVHS
Jen Kiley, ATC
Kim Chandler, Coun.
Steve Bartsch, CVHS
John Reitnauer, CVHS
Michael Lucow, CVHS
Tim Conway, SMS
Fabi Woods, TES

1. Call to Order and Pledge of Allegiance

Myron Steere called the meeting to order at 7:00 p.m. The Pledge of Allegiance was recited.

2. Acceptance of School Board Meeting Minutes (Board Vote Required)

a. July 28, 2018

Dick Dunning moved to approve the minutes of July 28, 2018. Rich Cahoon second. Pierce Rigrod moved to amend the minutes of July 28th, page 4, second paragraph to reflect "conversation". Kristen Reilly second as amended. Niki McGettigan abstained. All others in favor. Motion carried.

b. August 7, 2018

Rich Cahoon moved to accept the minutes of August 7, 2018. Dick Dunning second. Janine Lesser, Bernd Foecking abstained. All others in favor. Unanimous.

3. Points of Pride

Kimberly Saunders reported that summer professional development opportunities are wrapping up including ALICE training. We are ramping up for the start of school for staff and students.

4. Public Comment

None.

5. Consent Agenda

a. Personnel

Four nominations:

Erik Anderson, CVES Physical Ed./Health Teacher- \$49,268

Scott Britton, CVES Physical Ed./Health Teacher - \$36,557

Tina Raczek, GBS Health Teacher - \$49,932

Lance Levesque, CVHS Photography Teacher - \$57,727

Rich Cahoon moved to approve the nominations as read. Dick Dunning second. Unanimous.

Co-Curricular Stipend notifications were shared as informational (see attached).

b. Job Description: Teacher of the Deaf and Hard of Hearing (2nd Read)

Passed over.

6. Superintendent's Report and Presentation of Business

a. Monthly Events Calendar

One meeting was added to the School Board/Subcommittee meeting calendar: Selectmen's Advisory Committee will meet on Thursday, September 27th at 7:00 p.m. at the SAU Office.

Kimberly Saunders referenced a letter from the SAC and School Board with regard to educational funding. She asked the board to read the letter and consider signing it (see attached).

b. Model Update

Kimberly Saunders reported that administration has brought a compromised model to the board for consideration.

They were tasked to develop a compromise between the two former models previously developed.

This proposal is in two phases.

Phase I - This model looks to establish pre-K to grade 2 campuses at BES, FES, DCS, and GES. TES and HES would be closed. 4th grade would remain at the middle schools. Grade 3-4 campuses at AES and PES would result. Continue grades 5-8 campuses at SMS and GBS. Continue grades 9-12 at CVHS.

Phase II – moves grade 5 back to elementary and closes GBS.

"Gets" for the students – more equity as a result of fewer moving parts and access to resources more readily available. Learning progressions (time becomes the variable), increased social opportunities, inclusion, stable class sizes, early childhood opportunities for all, and the extension of opportunities for all middle school students is proposed.

"Gets" for the Families/Community – moves toward "We Are ConVal", focus on developmental levels of students and accelerates movement toward learning progressions, early childhood opportunities for all, equity; particularly at the elementary/middle school level, supports inclusion, stabilizes class sizes, and provides opportunity for all middle school students to access high school resources.

"Gets" for the Faculty – focus on developmental levels of students and accelerates movement toward learning progressions. Increased opportunity for – Professional Learning Communities, co-planning and co-teaching, and planning across grade levels. In addition, stable class sizes and stable staffing assignments will be possible.

Discussion ensued. If we are going to talk about consolidation, the best model should be presented.

Before and after school care would be above and beyond what we could offer financially; cost would be the parent's responsibility.

How were the schools proposed for closure selected? Balancing what would be best for children and what would be politically expedient took place. The schools that were more geographically available remained.

School funding is a problem and declining enrollment is a problem. We have to think about what makes the most sense for our organization and what model provides the best education to our students.

Dick Dunning spoke about limiting the number of transitions for students. Is the new model politically correct and acceptable for students?

Kimberly Saunders said that we offered a consolidation model that was in the best interest for children. A compromise was asked. This is the result of that request. The Board has to make a decision about what they believe maintains what is in the best interest for students and could be passed. Kimberly said that what is best for kids is the consolidation of schools.

Linda Quintanilha asked what is best for kids; the way we are today or one of these models. Kimberly said that consolidating is in the best interest for kids.

Dick Dunning said that the Board needs to take a stand and say what is best for kids.

Gib West said that this conversation has been going on for a long time. We know that the better our teachers are, the more learning takes place in the classroom. If we keep moving teachers around, it leaves uncertainty. Asking questions at exit interviews about why we are losing staff is critical. Those answers will be informative.

Rich Cahoon said that the Board mandated the administration to develop models. Between Plan A and the current Model is being asked. If we put something that can't be passed on the table, we are essentially choosing the current model.

Why is the two stage model preferable? It didn't fit the description of being a compromise.

Bernd Foecking spoke about the need to put the best model for students forward.

Putting the consolidation model forward over the model shared tonight was suggested if it is the best model.

Dick Dunning moved forward with the consolidation model that recommends two (2) primary schools PK-3; with a north campus and south campus at GBS and PES. One (1) upper Elementary School grades 4-6, and One (1) secondary school grades 7-12 at CVHS.

Jerome Wilson second.

What is better about the three school model over the four school model? Bernd Foecking thought the model presented today was cleaner.

Instead of closing an elementary school in one town, more would be closed.

Buildings would need renovation.

Dick Dunning withdrew his motion. Jerry Wilson withdrew his second.

Kimberly Saunders said that she needs to know at the next School Board meeting which model is the preferred.

Dick Dunning moved for administration to come back to the board with a recommendation and consolidation for three schools; two primary and one secondary 7-12 at CVHS. Cost and locations to make that happen would need determination.

Linda Quintanilha asked if there was a rush to get this on this year's warrant. Myron Steere said that this would delay what was promised to the public. Pierce Rigrod said that the Board committed to a warrant publically on the 2019 vote. Pierce suggested taking the two weeks (between tonight's meeting and the next School Board meeting) to develop questions and consider the proposal.

Kimberly Saunders reiterated that she needs to know which model will be brought forward by the next board meeting.

Rich Cahoon said that the initial consolidation was presented as educationally optimal. The model presented tonight is new and requires renovations at some level and it's hard. It would have to be better and enough to justify the money.

Dick Dunning said that if we go to the three school model; there is a cost savings. Does it offset renovation cost? The sooner we decide the better. The fewer transitions for students the better.

Bernd Foecking said that the argument for renovation is only valid if we were talking about a new building. Once a model is selected, a phase approach or other approach would develop.

Kimberly said that 66% vote is needed for change. 60% vote is needed to bond.

Which is better the initial model or the model proposed today?

Dick Dunning said that the board needs to support one or the other. We cannot continue to kick this down the road. We need to let the community decide.

The dilemma was that renovation cost information is near impossible to obtain in two weeks.

Bernd Foecking said that it appears that the board can support one of the two consolidation models. Communication can get underway as the plan develops more about which model.

Dick Dunning withdrew his motion.

Rich Cahoon moved that the board move the original consolidation model forward to the ballot. Direct administration to develop an implementation plan for the four school consolidation plan. Bernd Foecking second. (Dick Dunning moved forward with the consolidation model that recommends two (2) primary schools PK-3; a north campus and south campus at GBS and PES. One (1) upper Elementary School grades 4-6, and One (1) secondary school grades 7-12 at CVHS.)

Rich Cahoon said that his motion is to advance it to the ballot and not necessarily support it. The board should continue to debate it.

Kristen Reilly asked about grades 7 and 8 at the high school.

Kimberly Saunders said that there are multiple models for this across NH. The philosophy is that 7 and 8 would have more opportunities. Some of the highest performing districts in the state have 7-12 together.

A 15 minute recess was called at 8:30 p.m.

The meeting reconvened at 8:45 p.m.

Kimberly Saunders reported that the administration recognizes that they work at the direction of the School Board. The hours and time that have been put into modeling needs to come to fruition. By September 4th, the Board needs to bring forward the model they would like to work on.

Kimberly Saunders said that an implementation plan will be developed. It will consume six (6) solid weeks of work. It will come to the board and the board may or may not support that work. Who would stand up to support that article? Rich said that he recognizes that this would be awkward but cited asking Niki going to Temple to support the closing of TES in her town.

Kimberly Saunders suggested putting off Goal 3 for one year.

Dick Dunning said that the board needs to make a decision. Either we support this direction or we don't.

It is a question of the ethical obligation of the board. Letting the voters decide is important but it might not be reasonable to expect board members to campaign on behalf of this if it negatively impacts their town.

Linda Quintanilha asked after the March vote that this be put in the back for a period of five years if voted down. Pierce Rigrod confirmed that a no vote would imply that voters are fine with the current model.

Bernd Foecking said that we can support moving it on the ballot. After the implementation is known, the board can vote to support or not support the article.

In favor: Bernd Foecking, Kristen Reilly, Jerome Wilson, Dick Dunning, Janine Lesser, Pierce Rigrod, Linda Quintanilha, and Rich Cahoon.

Opposed: Niki McGettigan and Crista Salamy

Motion carried.

Dick Dunning asked if the board will eventually vote to support or not support the article.

Rich said that we are currently voting to put it on the ballot. A vote will be taken later to identify which board members are in support or not of the article.

7. Reports

a. Teacher Representative – Asher MacLeod

Asher reported out on activity in the district. He invited board members to visit schools.

b. Strategic Plan Committee – Jim Fredrickson

Passed over.

c. ATC Committee – Stephan Morrissey

Passed over.

d. Education Committee – Crista Salamy

Crista Salamy reported that the year was mapped out going forward for Education Committee agenda items. Policy IIB – Class Size was discussed and will go back to Policy Committee.

8. Old Business

a. 2nd Read Policy (Board Vote Required)

- AFB: Evaluation of the Superintendent and Goal Setting
- IHAMA: Teaching About Alcohol, Drugs, and Tobacco
- IIB: Class Size

Rich Cahoon moved to accept all three policies. Dick Dunning second. Unanimous.

b. Food Service Deficit Update

Kimberly Saunders reported meeting with Café Services. There is a discrepancy – food service has to submit a budget to the district. In the budget, they must provide an estimated deficit. As part of the contract, they reduce their management fee to cover any loss that is in excess of the estimated deficit. In FY 17, the deficit was \$75,275.00. Actual was a difference of approximately \$300. For FY 18, there is a discrepancy with what the food service provider says the discrepancy is and our auditors. The difference is \$13K. Food Service will send all of their documentation for our Business Administrator to review to determine the differences in the numbers. The fact remains is that we have a deficit that we have to resolve.

Pierce Rigrod asked if we can withhold the management fee paid monthly.

Kimberly reported that we pay out each month. Our total expenses were \$981,787.00 last year. We make 10 monthly payments. When it comes to the last payment, we would short the payment the deficit amount. She will look more closely at the payments made.

Discussion took place about putting out an RFP for the next school year. Kimberly said that it might be difficult to get bids given the vote just taken about a consolidation model.

Kimberly said that she is not aware of districts who are running their food service at a profit; they are all at a loss. Discussion took place about potential obstacles and possible miscalculations. Another option is to look at self-funding free and reduced lunch for the high school and pulling the high school out of the national school lunch program. Different types of foods could be served. Kimberly will investigate with other districts.

9. New Business

a. Expenditure Report

Kimberly reported on the expenditure report

10. Public Comment

None.

11. Approval of Manifests (Board Vote Required)

Kimberly certified that manifests listed totaling \$237,286.10 and Payroll 4 totaling \$262,813.35 have been reviewed by her and found to be proper charges against the Contoocook Valley School District for goods and/or services received and have been properly processed prior to their submittal to the School Board.

Dick Dunning moved to approve the manifests. Rich Cahoon second. Unanimous.

12. Non-Public Session: RSA 91-A:3,II (If Required)

a. Personnel

13. Non-Public Session: RSA 91-A:3,II (If Required)

a. Negotiations

14. Non-Public Session: RSA 91-A:3,II (If Required)

a. Legal

Rich Cahoon moved to enter non-public session in accordance with RSA 91-A:3,II for both student and legal matters at 9:28 p.m.

Dick Dunning moved to exit non-public session at 9:31 p.m. Jerome Wilson second. Unanimous.

Rich Cahoon moved to seal the non-public minutes for legal for a period of two (2) years and to seal the minutes for student matter in perpetuity. Second. Unanimous.

Linda Quintanilha motioned to adjourn at 9:32 p.m. Second. Unanimous.

Respectfully submitted,

Brenda Marschok

NOTICE OF STIPEND POSITIONS

First	Last	DAC	Position	Stipend Amt	FTE
Athletic					
Tracey	Bean	CVHS	Unified Soccer	\$1,030.00	1
Shawn	Decost	CVHS	Football - Assistant	\$2,735.68	1
Richard	Ellingwood	CVHS	Unified Soccer	\$1,030.00	1
Leah	Fiasconaro-Conway	CVHS	Spirit Team - Football	\$2,735.68	1
Lance	Flamino	CVHS	Cross Country Varsity Coed	\$3,419.60	1
Chris	Frontiero	CVHS	Football - Assistant	\$2,735.68	1
Mary	Goldthwaite	CVHS	Cross Country Coed - Assistant	\$2,735.68	1
Joshua	Guion	CVHS	Soccer - Girls JV	\$3,419.60	1
Amanda	Hinton	CVHS	Volleyball Varsity	\$3,419.60	1
Cynthia	Hodgdon	CVHS	Hockey Field - JV	\$2,735.68	1
Robin	Kennedy	CVHS	Volleyball - JV	\$2,735.68	1
Curt	Martens	CVHS	Soccer - Girls Varsity	\$4,206.11	1
Phil	Mathewson	CVHS	Bass Fishing	\$2,735.68	1
Bradley	Miller	CVHS	Football - Assistant	\$2,735.68	1
Kevin	Morneault	CVHS	Soccer - Boys JV	\$3,419.60	1
Ray	Puglisi	CVHS	Football - Varsity	\$4,206.11	1
Joshua	Smith	CVHS	Soccer - Boys Varsity	\$4,206.11	1
John	Szep	CVHS	Soccer - Boys Assistant	\$2,735.68	1
Emeric	Szep	CVHS	Soccer - Girls Assistant	\$2,735.68	1
Scott	Tracy	CVHS	Hockey Ice - Boys Varsity	\$4,206.11	1
Chris	Turner	CVHS	Hockey Ice - Boys Assistant	\$2,735.68	1
Carrie	Whittemore	CVHS	Hockey Field - Varsity	\$3,419.60	1
Brian	Whittemore	CVHS	Hockey Field - Assistant	\$2,735.68	1
Michael	Young	CVHS	Golf - Varsity	\$3,419.60	1
Phil	Juneau	CVHS	Football - Assistant	\$2,735.68	1
Sara	Norby	SMS	Hockey Field	\$1,025.88	0.5
Taylor	Koban	SMS	Hockey Field	\$1,025.88	0.5
Michael	Lazzaro	SMS	Soccer - Girls	\$2,051.76	1
Chris	Brown	CVHS	Golf - JV	\$2,735.68	1
Supplemental					
Keith	Lee	SAU	Department Stipend	\$3,500.00	1
Denise	McLenon	SAU	Treasurer	\$2,500.00	1
Richard	Tracy	CVHS	Department Stipend	\$3,000.00	1
Mary	Goldthwaite-Gagne	CVHS	Department Head - Art/Music	\$3,000.00	1
Liz	Moore	CVHS	Department Head - English	\$4,500.00	1
Judy	Heddy	CVHS	Department Head - Health/P.E.	\$4,500.00	1
Greg	Morris	CVHS	Department Head - Math	\$4,500.00	1
Carol	Young	CVHS	Department Head - Science	\$4,500.00	1
Nancy	Gagnon	CVHS	Department Head - Social Studies	\$4,500.00	1
Sara	Kraphol	CVHS	Department Head - World Language	\$4,500.00	1
Tod	Silegy	SMS	Director - Athletic	\$4,860.00	1

NOTICE OF STIPEND POSITIONS

Non-Athletic

Taylor	Koban	SMS	Drama	\$1,053.24	1
Taylor	Koban	SMS	Drama Tech	\$518.09	1
Ed	Lowy	SMS	Music - All State Band	\$499.26	1
Elizabeth	Fortin	SMS	Music - All State Chorus	\$499.26	1
Ed	Lowy	SMS	Music - Jazz Band	\$1,275.51	1
Ed	Lowy	SMS	Music - Memorial Day Parade	\$499.26	1
Elizabeth	Fortin	SMS	Music - Select Chorus	\$1,966.27	1
Becca	Stapleton	SMS	New Hampshire Dance Institute	\$1,025.88	1
Michele	Brezovec	SMS	Newspaper	\$1,275.51	1
Michele	Brezovec	SMS	Peer Mediation	\$1,624.31	1
Michele	Brezovec	SMS	Robotics	\$2,790.92	1
Dorene	Decibus	SMS	Science Club	\$1,370.98	1
Dorene	Decibus	SMS	Student Council 5/6	\$860.03	0.5
Mary	Hopgood	SMS	Student Council 7/8	\$860.03	0.5
Sandra	Murray	SMS	Yearbook	\$1,275.51	1
Victoria	Burnham	GBS	Art Club	\$666.82	1
Barb	Ellis	GBS	Recycling Club	\$666.82	1
Maryanne	Cullinan	GBS	Drama	\$526.62	0.5
Katie	Doherty	GBS	Drama	\$526.62	0.5
Brenda	Schaefer	GBS	Garden Club	\$666.82	1
Cari	Gillespie	GBS	Gymnastics	\$819.88	1
Jahna	Moncreif	GBS	Music - All State Band	\$499.26	1
Patrick	Cogan	GBS	Music - All State Chorus	\$499.26	1
Jahna	Moncreif	GBS	Music - All State Orchestra	\$499.26	1
Jahna	Moncreif	GBS	Music - Memorial Day Parade	\$499.26	1
Patrick	Cogan	GBS	Music - Select Chorus	\$1,966.27	1
Sarah	Hale	GBS	New Hampshire Dance Institute	\$1,025.88	1
Catrina	Young	GBS	Student Council	\$286.68	0.167
Ellen	Kidd	GBS	Student Council	\$286.68	0.167
Maryanne	Cullinan	GBS	Student Council	\$286.68	0.167
Siobhan	Leclerc	GBS	Student Council	\$286.68	0.167
Jeannette	Regis	GBS	Student Council	\$286.68	0.167
Cassie	Anderson	GBS	Student Council	\$286.68	0.167
Eve	Pierce	CVHS	Drama - Musical Choreographer	\$1,053.24	1

To: NH State Representatives, NH State Senators, Governor Sununu, and all candidates running for office in November 2018.

We, the members of the ConVal School Board and the Select Board members of the nine towns that make up the ConVal School District, respectfully request that you make “public education funding fairness” a front-burner issue in the upcoming election season.

There are many compelling reasons to support public education.

92% of all NH children are educated in our public schools. An adequate education, as defined by ED 306, is fundamental and foundational to the success of individuals and society. Article 83 of the NH Constitution asserts that “knowledge and learning are essential to the preservation of a free government”. As community leaders, working adults and business owners, we understand the essential role of public education in our ability to compete in the global economy, where an educated workforce is critical to our local and state economic vitality and future prosperity. Strong, supported, well-funded, public school systems can attract businesses, skilled workers, and families who choose to move to New Hampshire from other areas of the country. Additionally, well-funded and equitable public school settings consistently create communities that are vibrant and contribute to the greater economy of our towns, state and country.

What is the problem with NH’s education funding system?

New Hampshire is in an education funding crisis, with the state having cut support to local school districts on average 50% during the last five years, despite increased administrative and legal requirements from the state and federal government. Article 83, 28-a expressly states that “the state shall not mandate or assign any new, expanded, or modified programs or responsibilities... in such a way as to necessitate additional local expenditures... unless such programs or responsibilities are fully funded by the state...” yet, this is exactly what has happened. Additionally, the state has continued to down shift costs to local communities without any increase in adequacy funding and consistent decreases in other types of educational funding. Add to this the ever-increasing costs of healthcare, contracts, and facilities, and the funding gap has widened to crisis proportions across New Hampshire, with local property taxpayers unfairly bearing the burden and screaming for relief.

But taxpayers aren't the only ones affected. Increased costs and decreasing enrollment has forced local school districts to make budget and program cuts. As a result, a growing number of NH children no longer have access to the basic education required for college admission. Workforce readiness is impacted negatively when high schools cut back programs that would prepare students to enter the job market with the required skills, which further impacts a NH business' ability to successfully hire and retain local employees. Without well-funded strong public schools, and the resulting potential workforce, businesses are being forced to leave NH no matter how favorable the business tax picture.

The average cost of educating a child in New Hampshire is \$15,000 per year. The state provides funding for most students at \$3,636 per year. Approximately \$1,750 is added for special education students, and \$750 is provided for students who qualify for free/reduced lunch. Adequacy aid is a complicated calculation further confused by the towns sending the state a "tax" that is then redistributed to the districts. And while the state does not currently provide funding for private schools or home schooled students, proponents of SB193 are committed to resurrecting this issue in the upcoming legislative session, draining additional funds from the public schools that are already underfunded. The passage of a similar bill could create a situation where parents are provided an incentive to move their children from public to private education, thus creating more stress on the public school system. We are in a spiral that will only get worse, unless we act.

Who is responsible to solve this problem? We all are, together.

Our School Board and District leadership are addressing what we can: repurposing buildings, creating public-private partnerships for educational opportunities, renegotiating contracts and re-evaluating staffing levels and program offerings. Our town leaders are working in partnership with our school boards to find ways to reduce the tax burden.

The New Hampshire constitution Article 83 clearly outlines the state's role in providing public education:

"Knowledge and learning, generally diffused through a community, being essential to the preservation of a free government; and spreading the opportunities and advantages of education through the various parts of the country, being highly conducive to promote this end; it shall be the duty of the legislators and

magistrates, in all future periods of this government, to cherish the interest of literature and the sciences, and all seminaries and public schools...”

The constitution also provides for the State’s responsibility to allocate sufficient funds to do so, by establishing that the NH State lottery system would provide state aid for education. (Article 83, 6-b)

We need our state leaders and candidates for office in November to move this issue to the front burner now.

We are asking the State to be a full partner and pay its fair and legal share. We are asking our state leaders to address this inequity and to bring fairness to the funding model as provides for a rebalance of investment in public education in two ways:

- a. Provide for a fair sharing of costs between the state and local school districts, reinstating cuts made over the last five years.
 - b. Provide for a substantially increased investment per student in our public schools and revisit the disparity between funding for private and public school students.
- Article 83: “...no money raised by taxation shall ever be granted or applied for the use of the schools or institutions of any religious sect or denomination.”

New Hampshire succeeds when our children succeed. We must act now and act together to strengthen our public education system and bring fairness to New Hampshire’s education funding structure. We thank you in advance for your consideration and partnership.

Respectfully,

Introduction

Guided by the Strategic Plan, which was developed with input from the larger community, the Administrative Council of the ConVal School District has been charged with exploring a wide variety of school and grade-level organizational structures. The goal of this work is to present to the broader ConVal Community an educationally sound, fiscally responsible model that differs from our current organizational structure. The urgency behind this focus was further heightened when the School Board established the following as one of their goals for the 2018-2019 school year:

Develop and communicate a warrant article that proposes a long-term sustainable organizational structure for the ConVal School District.

Historical Review

Exploring alternative organizational structures is not a new focus or topic for the ConVal community. During the 2011-2012 school year, the Model Study Committee was established. This committee was made up of School Board, staff, parent, and community representatives, and the committee was charged with developing "a comparative model of our current educational structure, options for the board and for public discussion, on different financial and infrastructure models for grade configurations and their impact on educational decisions."

After reviewing the (a) history and organization of the school district, (b) structures, enrollment trends, and budgets, (c) programmatic improvements with budgetary implications, and (d) infrastructure improvements with budgetary implications, the Model Study Committee identified the central problem as "general demographics vs. school enrollments." At that time the school district was experiencing a decline in student enrollment and NESDEC's five-year projection for student enrollment forecasted further declines. The Model Study Committee presented information on the then current and projected enrollment numbers by school, as well as the then current and projected percent of each school building's capacity:

Building Capacity Reported by the Model Study Committee during the 2011-2012 School Year

School	Maximum Capacity	Current Enrollment	Current % Capacity	NESDEC 5-Year Projection	Projected % Capacity	Change
AES	180	130	72%	120	67%	-5%
BES	120	57	48%	53	44%	-4%
DCS	120	55	46%	51	42%	-4%
FES	120	43	36%	40	33%	-3%
GES	120	84	70%	78	65%	-5%
HES	120	77	64%	71	59%	-5%
PES	420	280	67%	259	62%	-5%
TES	120	65	54%	60	50%	-4%
GBS	500	289	58%	231	46%	-12%
SMS	625	476	76%	380	61%	-15%

Based on their analysis, the Model Study Committee developed and presented five models to the community for feedback (see table below). The ultimate outcome of the Model Study Committee was to maintain the status quo.

Models Presented by the Model Study Committee during the 2010-2011 School Year

Model	Pros	Cons
Status Quo	<ul style="list-style-type: none"> • New opportunity efficiencies, e.g., nurses, more library media, art, music 	<ul style="list-style-type: none"> • Does not address the need for multi-age classrooms • Does not address current inefficiencies • Does not address current cost impact
Grade 5 Remains at the Elementary Schools	<ul style="list-style-type: none"> • Increases enrollment in elementary schools, local towns keep elementary schools • Requires no change to the Articles of Agreement • Keeps current middle school configuration 	<ul style="list-style-type: none"> • Reduces enrollment at both middle schools • Potential negative comparison between grade 5 programs • Splitting grade 5 teaching teams, impact on team collaboration • Current efficiency conditions remain
Grade 5 Remains at the Elementary Schools and One Middle School	<ul style="list-style-type: none"> • Increases enrollment in elementary schools, local towns keep elementary schools • Significant savings through consolidation; reduction in staffing and operational costs • Redistribution opportunities, e.g., specials, special education, technology • Middle/High collaboration creates course opportunities • Consistency of single middle school program • Eliminates present competitive comparison culture 	<ul style="list-style-type: none"> • Negative feelings about closing regional middle school • Potential negative comparison between grade 5 programs • Splitting grade 5 teaching teams, impact on team collaboration • Requires change to the Articles of Agreement
Select School Closings	<ul style="list-style-type: none"> • Increases enrollment in remaining elementary schools • Significant savings through consolidation; reduction in staffing and operational costs • Reuse for alternative, municipal use 	<ul style="list-style-type: none"> • Requires change to the Articles of Agreement • Loss to local community has a political impact
Consolidation Model - 2 Elementary, 1 Middle, and 1 High	<ul style="list-style-type: none"> • Builds viable numbers and grade-level sections • Increased equity in program offerings • Greater consistency in range of class size across the district • Eliminates multi-grade as a planning strategy • Nearly eliminates the need for itinerant/traveling staff 	<ul style="list-style-type: none"> • Costs associated with building renovations • Completely regionalized model • Closing community schools is a VERY emotional issue • Requires change to the Articles of Agreement • Requires new transportation plan/schedule

Recent Efforts

During the 2017-2018 school year, district administrators were divided into two groups. One of the groups was tasked with exploring school consolidation and developing a model that resulted in fewer schools than our current structure. The second group was tasked with exploring the notion of reconfiguration and developing a model that maintained the eleven schools that currently make up the ConVal School District. The two conceptual models were presented to the School Board at a School Board meeting during the 2017-2018 school year. The key characteristics of the two models are shared in the below table.

Models Presented to the School Board during the 2017-2018 School Year

Model	Key Characteristics
Consolidation Model	<ul style="list-style-type: none">● 2 Primary Elementary Schools (Pre-K to Grade 3)<ul style="list-style-type: none">○ North Campus @ GBS○ South Campus @ PES● 1 Upper Elementary School (Grade 4 to Grade 6)<ul style="list-style-type: none">○ Campus @ SMS● 1 Middle/High School<ul style="list-style-type: none">○ Campus @ CVHS
Reconfiguration Model	<ul style="list-style-type: none">● Reconfigures the design and delivery of curriculum and instruction.● Reconfigures the school week.● Reconfigures the school year.● Reconfigures how we group students in order to provide them with a more flexible and personalized school experience. Implement multi-age rather than more traditional graded structure.● Universal Pre-School

Consolidation August 2018

Current Efforts:

After the consolidation and reconfiguration models were presented, members of the Strategic Plan Committee, a subgroup of the larger School Board, held a discussion which focused on the communities wanting a better educational model and communities wanting a reduced budget (Strategic Plan Committee Notes). As a result, district administrators were tasked with furthering additional conceptual models that focuses on consolidation as a way to strengthen and improve the educational opportunities available to students.

The School Board asked for one model that would present a compromise between the previously presented models. The following outlines 2 models, one that provides the compromise as requested, and one that leverages consolidation in a way that the administration believes will maximize student opportunities. While the Board asked for one compromise model, the administration felt it was incumbent upon them to provide the most consolidated option that they believed possible for comparisons of opportunities.

Additional Models for Consideration

Model	
Consolidate to 3 Schools	<ul style="list-style-type: none"> • 2 Primary Schools PK-6 (soft borders based on proximity to school building) <ul style="list-style-type: none"> ◦ North Campus @ GBS ◦ South Campus @ SMS ◦ Each with a PK-3 wing and a 4-6 wing • 1 Secondary School 7 -12 <ul style="list-style-type: none"> ◦ Campus @ CVHS • Instead of maintaining 11 buildings, renovate and maintain 3 state of the art school buildings
4 Pre-K - Grade 2 Campuses 2 Grade 3 - Grade 5 Campuses 1 Grade 6 - Grade 8 Campus at SMS 1 Grade 9 - Grade 12 Campus	Stage 1: *keep grade 5 at GBS, SMS Close TES (south), HES (north). Create pre-K-2 Campuses at BES, FES, DCS, GES Create 3-4 Campuses at AES, PES Continue 5-8 Campuses at SMS, GBS Continue 9-12 Campus at CVHS Stage 2: *move grade 5 back to elementary *close GBS Continue pre-K-2 Campuses at BES, FES, DCS, GES Continue 3-5 Campuses at AES, PES Continue 6-8 Campuses at SMS Continue 9-12 Campus at CVHS

Three Schools:

The three school consolidation model was developed with the goal of fully leveraging the idea of consolidation as a way to strengthen and expand the opportunities available to students that enhance students' academic, social, and emotional growth, which aligns with the district's mission:

To provide opportunities and inspire our learners to explore interests, pursue new knowledge and skills, learn about self and others, and give of oneself to the greater community

Benefits for Students

- Opportunity to put into place a powerful multi-tiered system of support (1.07 ES)
 - Increases access to support services
 - Increases access to specialized instruction (academic, social, behavior)
 - Increases access to comprehensive interventions for students with disabilities (0.77 ES)
 - Increases opportunities to offer accelerated programming to students who have mastered grade-level expectations (0.68 ES)

- Supports inclusion
 - Increases opportunities for co-planning and co-teaching
- Stable class sizes that fall within the recommended guidelines
 - Supports opportunities for rich classroom discussions (0.82 ES)
 - Peer influences (0.53 ES)
 - Peer Tutoring (0.55 ES)
 - Eliminates the need to plan for and implement multi-grade classes
- Larger student body
 - Opportunities each year to form new relationships with students and staff
 - Multiple classes at each grade level
 - Increases social pool
 - Teacher-student relationships (0.72 ES)
- Fewer school transitions
- Consistent educational experience for students
 - Increases likelihood of offering a guaranteed and viable curriculum
- Increased exposure to resources because of efficiency
- Access to before and after-school programs

Benefits for Staff

- Solves current multigrade /UA/related service issues
- Strengthens opportunities for professional development--both stand alone and embedded
- Increased Opportunities to collaborate with peers
- Opportunities to develop robust co-teaching model
- Supports the implementation of PLCs
- Fully staffed MTSS to deliver timely intervention
- Creates the structure for consistency in instruction both vertically and horizontally
- Supports inclusion
- Provides opportunity for a strong mentor/mentee program
- Centralized location for efficient planning and curriculum development

Benefits for Family & Community

- Equity and services for students and families
- Increased alignments and supports for students PK - 12
- Brings communities together earlier
- Increased co-curricular and extracurricular opportunities
- Shared recreational department opportunities
- Greater efficiencies (financial, administrative, support services, maintenance, etc).
- Leverage community resources (Grapevine, Rivercenter, rec departments, etc).
- Potential increase Antrim business opportunities/ community
- Making future renovation and innovation of school facilities possible

Gets

- Supporting new students
- Solves current multigrade/UA/Related Services issues

- Supports the implementation of PLCs
- Opportunities for before and after school programming
- Doesn't "pit" one town or school against another
- Consistent student experience
- More academic and social opportunities for students
- Fully staffed MTSS
- Supports Inclusion
- Leverage Community Resources
- Staff to support co-teaching, collaboration, intervention

Considerations

- Related services Equity
- Unified Arts Equity
- Transportation
- Before/After School
- Transitions from to school to school, level to level
- Learning Progressions/Competencies
- Class Size Stability
- Developmental needs of Students
- SPED Services (caseload? ESP? Least Restrictive Environment)
- Interventions Service Equity
- Money
- Stronger Professional Learning Community

Eight Schools:

Why is this work important/significant, what problem are we trying to solve

Our proposal is driven by our desire to create learning environments and experiences that ensure success for *all* students—learning environments and experiences that ameliorate the impact of factors that are all too frequently correlated with lower levels of achievement in our district (i. e., economic status and having a disability) as well as environments and experiences that enrich and extend the learning of our high achieving students. In our current model, time is the constant and learning is the variable. In our proposed model, learning is the constant and time is the variable. We achieve this by harnessing the power of student curiosity and motivation; thus providing choice. The criteria that we identified that framed our decisions were that the model be fiscally responsible, sustainable, equitable, provides opportunities to expand early intervention , consistency in class sizes, and gives students what they need.

What process did you use to design the model?

We looked at the mission, vision, and core beliefs that drive our work K - 12. As we reviewed our core beliefs, we realized that our current configuration does not enable provision of a guaranteed, viable curriculum that is equitable across the district in terms of learning opportunities and services such as;

- Library
- Nursing
- School Counseling
- Related Services
- Title One?
- Art/ PE
- Wellness
- Administrative Oversight
- Consistent intervention for Tier 2

We understand the district is looking at the potential budgetary savings that result in the consolidation of schools. This does not imply we are looking to reduce staffing unless we can be ensured that we are meeting the learning needs of all students. The savings in operating cost will include the physical plant structure, custodial services, administrators, admin assistants, and time driving to and from community schools. Our team discussed and reviewed prior models that were presented in years past. We looked at a staged approach to the limited consolidation that is a part of this model.

What model are you putting forward and why?

The model being proposed creates developmental campuses across the district. Pre-K - 2 campuses would be housed at 4 locations. Grades 3 - 5 would attend an upper elementary school 2 locations. All students in grade 6 through 8 would attend 1 middle school and the high school would remain 9 - 12 at its current location.

ConVal is committed to the pursuit of learning progressions and multiage instruction as a philosophy rather than a budgetary decision. The group believes that in order for all students to learn and grow it is essential to create rich learning environments that have personnel and curriculum at each child's fingertips. Creating schools at each developmental level allows staff to work on collaborative teams and develop instructional and curricular expertise at a given developmental level.

Why should the community be willing to move to this model?

This model responds to the need to find viable means of creating budgetary and service delivery efficiencies. In so doing, this model has students and their success at

the core of our practice. The model proposes closing three schools and can be implemented in two gradual stages. The model facilitates more effective distribution of personnel and physical resources based on the developmental needs of students. Single grade classes will be available at the elementary and middle school level where there will be a focus on learning progressions for students, additionally the opportunity to further develop the concept and implementation of multiage classrooms as outlined in the earlier reconfiguration model can be pursued. Significantly there will be one 6-8 middle school providing greater opportunity for an equitable learning environment for all middle school students and access to high school resources. This model also provides the opportunity for more cohesive athletics and co-curricular programs at the middle school level. By creating 4 centrally located pre-K-2 schools, the model enhances our early childhood programming and meets the need for intensive early intervention. This model also creates the opportunity for before and after school programming across the district.

What questions remain?

While this model has many positive aspects that will increase student progress, there are some factors that have yet to be determined. Typically, when there is a significant change in instructional design, there is a corresponding implementation slump. The impact of this slump upon students performance is unknown, and it is unknown when the positive effects of the implementation will be evident upon student progress. Within this model the closing of two Community Schools may have an impact on those towns. There could be a potential increase in the transportation costs due to the increase in routes. This would include possibly working with outside consultants to look at the impact on property values in towns that no longer have a school.

Conclusion

This proposal is a transformative shift that will dramatically change student's experience in school. This model captures student's natural curiosity, and will help them become the drivers of their own lifelong education. This is a sea change in the focus of our work for the staff which will demand a great deal of professional development for our teachers and a high level of trust from our communities. All opportunities that are made under the auspices of the District will promote inclusion and equity for all students. The savings in budgetary items would allow for improvements in all areas such as staffing, resources and services for students.

Additionally, the implementation of this model would also address the follow areas of the Strategic Plan.

- 1.4 The School District will prepare students to participate fully in their career and workplace experiences.

- 2.3 The School District will provide enhanced curricular opportunities through community partnerships.
- 3.2 Pursue the notion of a "ConVal Culture."
- 3.3 Provide students, families, and community members with different, educationally sound, organizational structure options to determine which one(s) may be most acceptable to our students and the broader ConVal community.
- 3.4 Develop a framework for considering new school configuration options. School configuration options would explore how to best group students in different grades across schools.
- 3.7 Explore financial impacts and conduct an analysis of cross subsidies.

As requested the 8 school model provides a compromise between the initial two models proposed by administration. It provides a more efficient model of educating the students in the 9 towns and continues to allow us to look to opportunities, such as multi age to maximize learning for all students.

Eight School Model

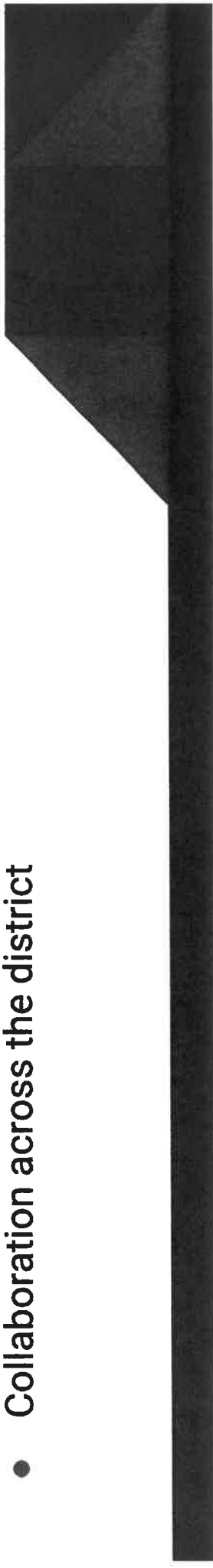
Consolation Compromise

Why?

Toward Excellence and Strategic Plan

To provide opportunities and inspire our learners to explore interests, pursue new knowledge and skills, learn about self and others, and give of oneself to the greater community.

- Success for All
- Access for All
- Leverage our resources
- Stability of staffing and budgeting
- Collaboration across the district



Structure and Implementation

<p>4 Pre-K - Grade 2 Campuses</p> <p>2 Grade 3 - Grade 5 Campuses</p> <p>1 Grade 6 - Grade 8 Campus at SMS</p> <p>1 Grade 9 - Grade 12 Campus</p>	<p>Stage 1:</p> <p>*keep grade 5 at GBS, SMS Close TES (south), HES (north). Create pre-K-2 Campuses at BES, FES, DCS, GES Create 3-4 Campuses at AES, PES Continue 5-8 Campuses at SMS, GBS Continue 9-12 Campus at CVHS</p> <p>Stage 2:</p> <p>*move grade 5 back to elementary *close GBS Continue pre-K-2 Campuses at BES, FES, DCS, GES Continue 3-5 Campuses at AES, PES Continue 6-8 Campuses at SMS Continue 9-12 Campus at CVHS</p>
---	--

“Gets” for the Students

Equity of all resources

Learning progressions - Time becomes the variable

Increased social opportunities

Supports inclusion

Stable class sizes

Early childhood opportunities for all

Extension opportunities for all middle school students



“Gets” for the Families/Community

Moves toward We Are ConVal

Focus on developmental levels of students and accelerates movement toward learning progressions

Early childhood opportunities for all

Equity particularly at the elementary/middle school level

• Supports inclusion

Stable class sizes

Opportunity for all middle school students to access high school resources

Gets for the Faculty

Focus on developmental levels of students and accelerates movement toward learning progressions

Increased opportunity for

- Professional Learning Communities
- co-planning and co-teaching
- planning across grades levels

Stable class sizes

Stable staffing assignments