



Contoocook Valley School District

Reconfiguration Project Final Report

December 4, 2023





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Executive Summary

The overarching goal of this project was to provide the ConVal community with an answer to the question posed in the district's Request for Proposals (RFP), "**What is best for ConVal students and taxpayers?**" The RFP also specified these requirements:

- ◆ evaluate the consolidation of district schools
- ◆ consider educational, safety, financial, social, organizational control, community impacts
- ◆ provide neutrality
- ◆ offer community Involvement
- ◆ develop specific recommendations

Prismatic believes it has met all of these requirements in the accompanying report.

It is important to note that the ConVal School Board voluntarily undertook this work and that the question of reconfiguration has been discussed in the community for many years. It is also important to note that this project could not have been completed without the willingness of many community constituents, including ConVal staff, to provide data, time, and thoughts.

Considerations and Community Involvement

Project activities occurred from July through October 2023. Data analysis, the data party, and presentation of results occurred July through December 2023. Prismatic provided a team of 7 consultants and 5 analysts for this project.



In this project, Prismatic:

- ◆ collected extensive data from the district
- ◆ visited every ConVal school several times
- ◆ interviewed school board members and district staff
- ◆ completed focus groups with students and district staff
- ◆ administered surveys of students, parents, staff, and community members
- ◆ hosted a meeting in each town
- ◆ hosted an online forum
- ◆ spent a total of 60 days onsite



Based on its analysis of data, the consulting team developed a number of findings prior to developing its reconfiguration recommendation. The background information and community input used to develop them are summarized in Chapters 2 and 3, respectively. Prismatic's findings were:

- ◆ Within each ConVal town there is some support for changing the status quo. On the September community survey, a majority in 6 towns expressed support for looking at options for reducing the number of schools if ConVal enrollment continues to decline. A majority in 4 towns expressed support for considering the closure of elementary schools with less than 50 students. In only 1 town did a majority of residents indicate that ConVal should never close an elementary school.

Once a ConVal elementary school has less than ____ students, we should consider closing it.									
	Antrim	Bennington	Dublin	Francestown	Greenfield	Hancock	Peterborough	Sharon	Temple
25	69%	76%	55%	52%	79%	71%	88%	91%	44%
50	48%	52%	33%	33%	59%	48%	75%	61%	20%
75	17%	19%	9%	14%	23%	17%	40%	33%	10%
100	4%	10%	5%	6%	10%	8%	20%	19%	6%
Never close	31%	24%	45%	48%	21%	29%	12%	9%	56%

On the October follow-up survey, **63% of respondents felt that ConVal should take action on the reconfiguration question in 2024**. Then, given only limited background information, half stated they would support a plan to reduce the number of ES from 8 to 5 or 6. Only 23% outright opposed this option. One-third stated they would support a plan to reduce the number of ES from 8 to 3 or 4; less than half outright opposed this option.

Move to 5 or 6 Elementary Schools



Move to 3 or 4 Elementary Schools



- ◆ ConVal has higher local education tax assessments than most of the peers used in this project.¹ ConVal's local education tax rate is 21% above the peer average and 36% above the state average. On the September community survey, 55% of ConVal residents overall and 50% of current parents of ConVal students indicated that they felt the district's current property tax

¹ Prismatic selected 7 NH districts based on enrollment and US Census geography designation.

rates likely deter families from moving here. A majority in every town would prefer reduced taxpayer costs for the same academic rigor.

- ◆ The choice to keep 8 ES in operations has an impact on ConVal's secondary schooling. There are less secondary course options in ConVal HS compared to some peers. Students and district staff pointed out opportunities they would like secondary students to have, including additional world languages and more advanced STEM coursework.
- ◆ Attracting good teachers to the district is a growing issue. When compared to peer districts, the salary for beginning teachers in ConVal is below average. The same is true for teachers with 5, 10, and 15 years of experience. Below average salaries make the recruitment and retention of teachers much more difficult.
- ◆ As detailed in Chapter 2, there are substantial variations in class size across the 8 ConVal ES. The district also has generally lower class sizes than the peer districts, but this has not translated into routinely higher rates of success on state assessments. Student access to specials (art, music, PE/health, and library/media) is not equal across the ES. Student access to support services (reading interventionists, counselors, and nurses) is not equal across the ES. As detailed in Chapter 3, ConVal teachers feel they do not have sufficient time for collaboration, which would serve to improve horizontal and vertical instructional alignment.
- ◆ The district's spending on special education students varies among the 8 ES. The district spends slightly more than \$4.5M per year educating its elementary special education students, with a range of \$20,722 at HES to \$36,935 at TES. A number of factors play into per student special education costs, but 1 of them is the number of students needing services at each facility.

The caseloads of ConVal's elementary special education teachers are low, compared to standards set forth by New Hampshire. The caseloads of related services providers (such as speech pathologists) are also generally low. Moreover, there is a high reliance on 1:1 paraprofessional services in ConVal, that at least in part, could be attributed to the current number of school sites.

- ◆ All 8 ConVal ES are in good repair. The district has been diligent in maintaining and repairing its facilities. It annually spends within the best practice range on building maintenance. In addition, at the end of 2023-24, all bonded indebtedness at ConVal will have been retired.
- ◆ The ConVal food service program is not financially self-sustaining. In 2022-23, the program lost \$203,498, which had to be covered by the district's general funds. The consulting team found several likely reasons for the losses, including bad debt, insufficient contractor oversight, and low meal participation. The program is challenged by the ES sites, where small enrollments make it difficult to serve them at anything other than a financial loss.
- ◆ Meal options are not equitable across the ES. AES and PES students are offered meals that are like those offered in the middle and high schools, while students in the remaining ES are offered meals in white plastic bags.
- ◆ Technology resources have been provided equitably across the 8 ES. Moreover, the consulting team observed good and generally equitable use of technology across ConVal elementary classrooms.

- ◆ At 4% of total expenditures, the district's current transportation expenses are generally below most of its peers. The 4% figure also compares favorably to the 5% threshold noted as a best practice in the industry.

Conclusions and Reconfiguration Recommendation

As detailed in Chapter 5, Prismatic reached a number of major conclusions that bore upon its ultimate reconfiguration recommendation:

- ◆ The ConVal situation is unusual. The 1967 Articles of Agreement essentially handcuffed the school board in regard to elementary schools. In any other district, the disposition of school facilities is subject to school board vote, not popular vote. This has created a situation where a ConVal ES can decline in enrollment to just a handful of students (or even no students) and the district has no recourse.
- ◆ The district has a surplus of elementary student space across its 8 ES. Prismatic estimates the capacity of the 8 buildings to be 1,540 elementary students. By 2031-32, NESDEC is projecting K-4 enrollment of 798, or roughly half the number of potential seats.
- ◆ Extremely small class size has not been shown to result in outsized performance on state assessments. Research supports the benefits of smaller class sizes (15-20), not extremely small class sizes.
- ◆ Current middle and high school students had mixed opinions regarding their experiences in smaller ConVal ES. They did not evince strong support for maintaining the smaller elementary schools they just left.
- ◆ The ConVal community has some appetite for change; however, it has not historically embraced change. The community and the district have been debating the reconfiguration question for at least a decade, but have not taken action. As any change in ES configuration will require a public vote, this would argue for a smaller reconfiguration recommendation than might be considered ideal by some.

The consulting team considered a wide variety of reconfiguration options, starting from the premise that the status quo might be the best possible arrangement. The consulting team then considered the models explored since 2012 as well as some variations. **Ultimately, the consulting team determined this to be the best option for ConVal now:**

- ◆ **Leave the current MS and HS configuration as is.**
- ◆ **Request that the ConVal community approve a warrant article to keep 4 ES in operation (AES, GES, HES, and PES) and to close the 4 other ES (BES/Pierce, DCS, FES, and TES).**

In order to generate the necessary popular vote for this change and to ease the implementation of this change, the consulting team recommends:

- ◆ **Provide families with options.** Families at each of the closing schools would be able to select 1 of 2 new schools to attend:
 - Former FES and BES/Pierce students can choose AES or GES.
 - Former DCS students can choose HES or PES.
 - Former TES students can choose GES or PES.

The district would provide transportation for these students to these schools.

- ◆ **Commit to before and afterschool programming in at least AES and PES.** This should be available to all students who attend each of these schools, ideally free for low-income families. Transportation to before school programming and from afterschool programming would be the responsibility of the parent.
- ◆ **Provide world language options beginning in MS and expand world language options in HS.** Doing so would begin to address current shortcomings in secondary course offerings. Once this is complete, the district should assess opportunities for further secondary course offerings.

Chapter 5 includes Prismatic's suggestions for how the district implement its reconfiguration recommendation, including:

- ◆ **Do not reduce staff in the initial rollout.** Instead of making staffing reductions when the 4 ES are closed, Prismatic recommends instead that the district commit to no layoffs or reductions in force. The district should rightsize its staffing through attrition.
- ◆ **Plan for a 3-year implementation timeline.** In Prismatic's experience, hasty proposed or actual changes in a school district frequently fail. The public often underestimates the thought, planning, and coordination required in making a large change in a multi-site, multi-million-dollar school district. A 3-year implementation timeline would mean that the district and taxpayers would not see immediate cost savings, but it would make it more likely that the change (and resulting annual cost savings) will be successful.

Year 1 (2024-25) would be comprised of planning activities; no schools would be closed.

Year 2 (2025-26) would be comprised of the school closures, initiation of before/after school programming, and initiation of expanded secondary options.

Year 3 (2026-27) would be comprised of assessment of success and consideration of further improvements.

In estimating the cost savings in closing 4 elementary schools, the consulting team considered potential impacts in a number of areas, using conservative figures. These are summarized in the table below, but the community should not expect to see any savings until Year 2 of implementation. Full savings will not be achieved until normal staffing attrition enables the district to reach desired staffing levels.

Estimated Savings of Reconfiguring to 4 Elementary Schools

Area	Specifics	Estimated Annual Savings
Regular Education	The consulting team estimates that a minimum of 16.4 teaching positions could be eliminated.	\$1,198,133
Regular Education	School administrator positions would be reduced by 4.	\$615,604
Special Education	The consulting team estimates that a minimum of 2.5 special education positions could be eliminated.	\$195,405
Facilities	Annual maintenance, repair, and cleaning costs would be eliminated for 4 facilities.	\$645,162
Facilities	Capital improvement costs would be avoided for 4 facilities. These vary from year to year for each facility. They totaled \$428,000 for 2024-25 through 2026-27 for the 4 ES to be closed, an average of \$107,000 per year.	\$107,000
Food Services	Eliminating 4 facilities would both reduce costs (\$56,364) and likely increase meal participation among ES students who move to new facilities (\$7,938).	\$64,302 ²
Technology	Eliminating 4 facilities would reduce building-level Internet access costs and reduce the need for some classroom-level devices.	Not quantified
Transportation	The ConVal cost per bus run is ~\$66,000 per year. The consulting team estimates that an additional 3 bus runs will be needed with the elimination of 4 facilities. Chapter 5 outlines some steps the district could take to reduce this need, including adjusting school start times, but the consulting team has not assumed that the district will do any of them.	-\$198,000
Total		\$2,627,606

The estimated \$2.6M in annual savings is Prismatic's conservative estimate of the annual cost savings, once reconfiguration is fully complete. It does not include costs of the other components Prismatic recommends be done at the same time -- adding before/after school programming and expanding world language into middle schools. Before/after school programming could potentially be provided at a cost-neutral level. Expanding world languages will require a minimum of 2 teachers, 1 at each middle school. Conversely, with reconfiguration, the district could save even more than the \$2.6M estimated. The district could find additional cost savings by:

- ◆ further analyzing regular education staffing needs for additional efficiencies
- ◆ further analyzing special education staffing needs for additional efficiencies
- ◆ taking steps to reduce transportation needs

² At PES, additional wire shelving and a double convection oven will be needed to accommodate higher student enrollment, at an estimated cost of \$15,300.

Taking into account likely new expenses and the potential for additional cost savings, **Prismatic estimates the actual annual cost savings to be a range from \$2.4M to \$4.0M.**

Of course, the answer to the question, “What is best for ConVal students and taxpayers?” should prioritize a response to the first part. **Prismatic asserts that what is best for ConVal students is a smaller number of elementary schools, combined with increased options for secondary students.** The savings to taxpayers are therefore a beneficial, but secondary consideration.

Chapter 1

Introduction

In June 2023, the ConVal School Board contracted with Prismatic Services to undertake a reconfiguration project. As noted in the district's request for proposals (RFP), the goals of this project were to:

- ◆ *Evaluate the impact that the closing/not closing has on the educational, safety, financial, social, organizational control, community, and the future of the district.*
- ◆ *Provide an analysis that will detail the needs, development, and implementation of the best possible, educationally rich, safe, socially responsive, community sensitive, financially responsible, and organizationally sound physical model to support the ConVal community and students.*
- ◆ *Detail the approach(es) that the ConVal School District will take to migrate to the most strategically advantageous physical organizational model.*
- ◆ *Bring a viable conclusion to the question, "What is Best for the ConVal Students and Taxpayers?"*

This report is provided in fulfillment of Prismatic's contract. It is important to note that the ConVal School Board voluntarily undertook this work. Moreover, recognizing that the question of reconfiguration has been discussed in ConVal for many years, the school board wanted an outside company to complete the work, "in order to be as neutral in this evaluation as can be accomplished."



Project Approach

Prismatic proposed and followed a 7-task work plan to meet the district's requirements:

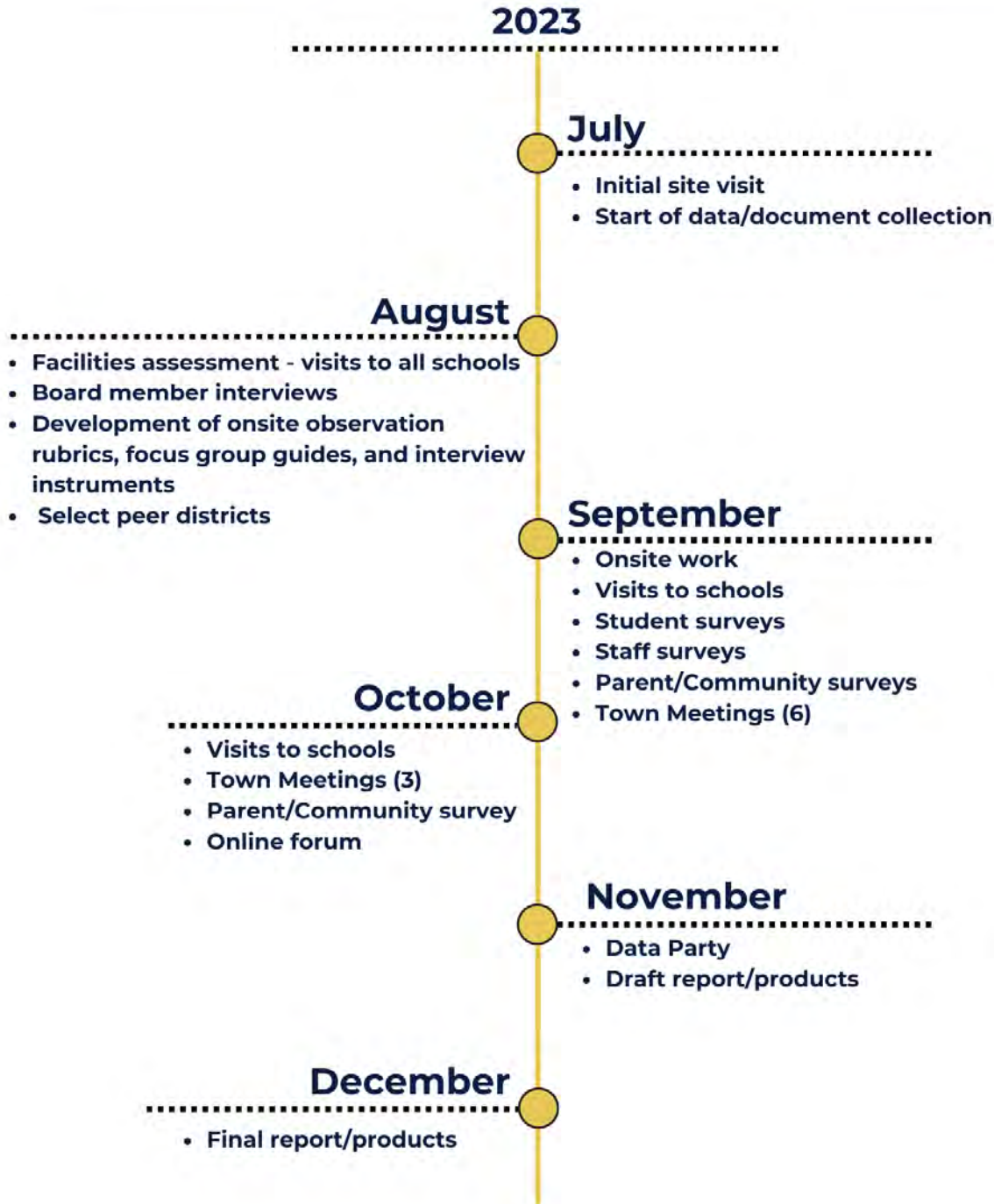
1. Initiate Project
2. Field Constituent Surveys and Launch Online Forum
3. Conduct Onsite Work – Tour Facilities, Hold Community Meetings, Hold Focus Groups
4. Develop Preliminary Issues
5. Develop Draft Report
6. Develop Final Products
7. Submit Work Papers

Throughout the project, Prismatic coordinated with the chairman of the Strategic Organization Committee (SOC), district leadership, and district staff on a regular basis. Weekly updates and monthly check-in meetings occurred throughout the project to discuss activities completed, review challenges or changes in project progress, review activities scheduled, and review upcoming project products and deadlines.

During project initiation, the order of subtasks within Tasks 2 and 3 was determined. Project activities occurred from July through October 2023. Data analysis, the data party, and presentation of results occurred July through December 2023.



PROJECT TIMELINE



As part of this project Prismatic:

- ◆ interviewed all school board members
- ◆ collected data from the district in response to an initial data request of 96 items, then additional data items as the study progressed
- ◆ completed 20 interviews with district staff (some staff were interviewed multiple times)
- ◆ visited the schools 58 separate times (not including the visits for town meetings), covering all schools and typically including short, informal interviews with principals/other staff
- ◆ completed 6 focus groups with students, which included 19 Great Brook students, 17 South Meadow students, and 15 ConVal high school students
- ◆ completed 9 focus groups with district staff, with a total of 54 participants
- ◆ administered a student survey that received 201 responses (40 Great Brook, 97 South Meadow, 4 Dublin 5th grade, and 60 ConVal high school students)
- ◆ administered a September staff/parent/community survey that received 1,555 responses, including 483 parent responses, 138 staff responses, and sufficient responses from each of the 9 towns for analysis
- ◆ administered an October parent/community survey that received 405 responses, including sufficient responses from some of the 9 towns for analysis
- ◆ hosted 9 town meetings, with a total of 472 participants
- ◆ hosted an online forum that received 69 individual comments/questions, plus numerous emojis indicating agreement/disagreement
- ◆ spent a total of 60 days onsite across all Prismatic staff, conducting interviews/focus groups, completing classroom observations, evaluating facilities, assessing technology usage, assessing food service/technology operations, gathering data, hosting the town meetings, and presenting results
- ◆ conducted a data party with school board members, school principals, and district leadership
- ◆ developed draft and final reports, then presented the report to the school board for action



Project Limitations

All projects of this nature have time and resource constraints. Beyond those typical constraints, this project had these limitations:

- ◆ Student survey participation was lower than desirable. New Hampshire requires parents to consent for students to participate in surveys. Not all parents noticed the request for consent and some potentially chose not to allow their children to participate.
- ◆ Prismatic was only able to hear from staff/parent/community constituents who were willing to participate in project activities. Staff participation was lower than desirable (~34% of all staff). Community participation in both the surveys and town meetings trended older than the district's overall demographics. Data from the US Census indicate that ~27% of the ConVal community was age 62+ in 2021. On the Prismatic surveys, 39% of September and 44% of October respondents were 61+ years old.

- ◆ As a smaller district, not all data requested were available. District and state data sometimes differed, depending on the dates the data were reported. District data sometimes conflicted with other district data, depending on the sources. These issues occurred slightly more frequently than is typical in Prismatic’s work with smaller districts.
- ◆ Peer district data were often limited to what was available on state and district websites. Not all peer districts responded to emailed requests.

Peer Selection

Using data from the National Center for Education Statistics (NCES), Prismatic selected peer districts for this project based on student enrollment and locale type. The most recent enrollment figures in NCES are from 2021-22. All of the peers were designated as “Rural-Fringe,”¹ the same as ConVal, with 1 exception. The data shown for the percentage of economically disadvantaged students were sourced from the New Hampshire Department of Education.

Peer District	Enrollment 2021-22	Locale Type	% Economically Disadvantaged 2022-23
Berlin	1,063	Rural-Fringe	55%
Fall Mountain Regional	1,448	Rural-Fringe	38%
Gilford	1,127	Rural-Fringe	16%
Kearsarge	1,730	Rural-Distant	15%
Litchfield	1,230	Rural-Fringe	11%
Monadnock Regional	1,615	Rural-Fringe	33%
Windham	3,032	Rural-Fringe	<10%
ConVal	2,066	Rural-Fringe	24%

Report Organization

The remainder of this report is organized as follows:

- ◆ Chapter 2 – District Background
- ◆ Chapter 3 – Constituent Input
- ◆ Chapter 4 – Relevant Research and Findings
- ◆ Chapter 5 – Conclusions and Recommendations
- ◆ Appendices

Throughout the report, Prismatic has used several abbreviations to reduce page length and improve readability. These include “ES” for “elementary school,” “MS” for “middle school,” and “HS” for “high school.”

¹ A US Census designation.

Acknowledgements

A successful project requires the willingness of many people to provide data, time, and thoughts. Prismatic acknowledges and appreciates the assistance of the following individuals in the development and completion of this project:

- ◆ Mr. Alan Edelkind, Chairman of the ConVal SOC
- ◆ ConVal School Board Members: Mr. William Bryk, Ms. Erin Pils-Martin, Mr. Michael Hoyt, Mr. Thomas Kirlin, Ms. Katherine Heck, Mr. Dan Harper, Mr. Richard Dunning, Ms. Janine Lesser, Dr. Greg Kriebel, Mr. Tom Burgess, Mr. James Fredrickson, Ms. Elizabeth Swan, and past member Ms. Crista Salamay
- ◆ Dr. Kimberly Rizzo Saunders, Superintendent
- ◆ Ann Forrest, Assistant Superintendent
- ◆ Ben Moenter, Director of Special Education
- ◆ Cari Christian-Coates, Director of Student Services
- ◆ Tim Grossi, Facilities Director
- ◆ Brian Cisneros, Business Administrator
- ◆ Amy Wing, Terminal Manager
- ◆ Katelyn Moore, Fresh Picks Café
- ◆ All the ConVal principals and staff members

Prismatic also thanks the many students, parents, and community members who provided their thoughts and opinions.

Chapter 2

This chapter begins with the general background and history of the ConVal school district. Relevant background in the areas of academics, facilities, technology, food services, and transportation follow.

District Geography

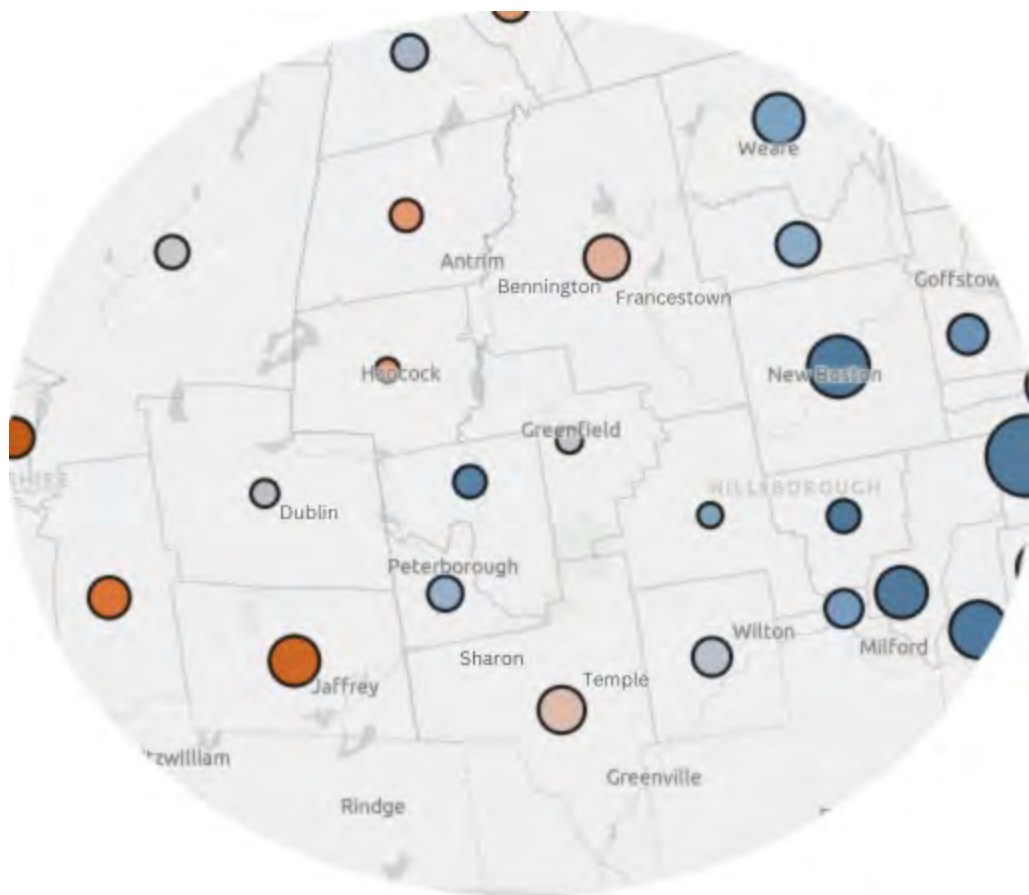
The ConVal School District is in the southwestern area of the state and includes 250 square miles. Per the 1967 Articles of Agreement, the district was formed by combining the school systems of 9 towns, which resulted in a somewhat unusual overall district border. One of the towns, Dublin, lies in Cheshire County, while the rest lie in Hillsborough County.

Composition of the ConVal School District



Looking at population density and household income, ConVal is considered by the US Census Bureau to be a “rural-fringe” community. Its population density is more similar to areas to its west. Household income varies in the district, with higher incomes in the southern part of the district and lower incomes in the northern part.

ConVal and Area Population Density and Household Income



This map can be explored interactively at <https://tinyurl.com/yetk6xam>.



District Enrollment Trends

Like all school districts, the ConVal school district's enrollment depends on larger population trends. None of the available data indicate that those population trends will result in substantial increases in ConVal student numbers in the next 10 years.

Rather than a never-ending spiral of growth, there are signs that the overall human population is approaching a peak. At the global level, outside of Africa, the world's population is likely to peak in the 2050s. The largest countries by gross domestic product (GDP) all have fertility rates below 2.1 births per woman, which is needed to maintain a steady population (absent in-migrations). As noted in *The Economist*, "The result is that in much of the world the patter of tiny feet is being drowned out by the clatter of walking sticks."¹ This trend has a direct impact on the number of children who will be enrolled in schools 5, 10, 15 years from now.

The US Congressional Budget Office (CBO) is projecting a US population of 373M by 2052, up from 336M in 2023. The projected growth rate of 0.3% per year is only 1/3rd the growth rate the US experienced from 1983 to 2022. Moreover, about 3/4th of the overall growth over the next 10 years will be due to net immigration. New births, the ultimate source of school enrollments, will account for only a small fraction of the growth. Through 2052, the CBO is projecting fertility rates of 1.75 or less. That rate is below the replacement rate.²

The 2020-2050 projections of the New Hampshire Department of Business and Economic Affairs indicate that none of the towns in the ConVal community will be immune to the overall population trends. The 2020 fertility rate for Hillsborough County was 1.4 and is not expected to exceed 1.7 prior to 2050.³ Most of the ConVal towns are not expected to gain more than 100 residents overall through 2035 and most are projected to gain less than 200 residents by 2050. As children are just a fraction of the overall population, the outlook for potential ConVal students within the district borders is generally flat.

¹ <https://www.economist.com/leaders/2023/06/01/global-fertility-has-collapsed-with-profound-economic-consequences>

² <https://www.cbo.gov/publication/57975>

³ The 2020 rate for Cheshire County was 1.3. It is not expected to exceed 1.5 through 2050. Source: <https://www.nheconomy.com/getmedia/0205c62d-9c30-4b00-9c9e-d81d8f17b8b3/NH-Population-Projections-2020-2050-Final-Report-092022.pdf>

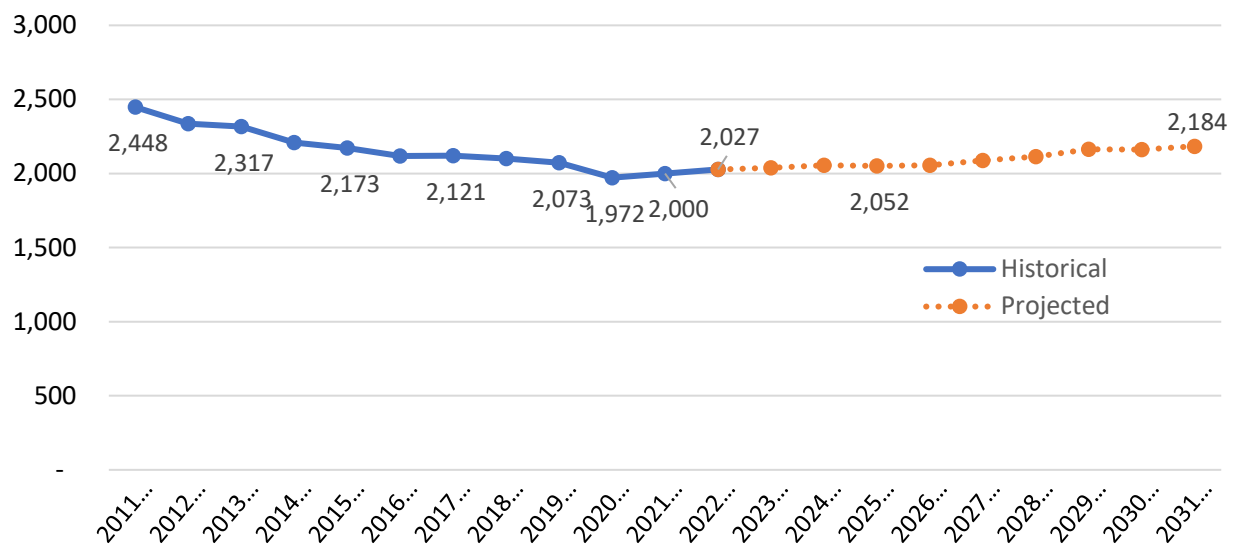
ConVal Town Population Projections

Town	2020 Census	Population Gain 2025-2035	Population Gain 2025-2050
Antrim	2,651	151	192
Bennington	1,501	85	108
Dublin	1,532	8	-78
Fracestown	1,610	92	116
Greenfield	1,716	97	124
Hancock	1,731	87	110
Peterborough	6,418	365	463
Sharon	359	21	26
Temple	1,382	78	99
Total	18,900	984	1,160

Source: New Hampshire Department of Business and Economic Affairs

The New England School Development Council (NESDEC) provides enrollment projections to affiliated school districts, including ConVal. In November 2021, NESDEC provided the district with historical trend analysis and projections through 2031-32. Between 2011-12 and 2021-22, NESDEC noted an overall loss of 448 K-12 students in ConVal (-18.3%). Between 2021-22 and 2026-27, NESDEC predicts growth of 56 K-12 students (+2.8%). Between 2026-27 and 2031-32, NESDEC predicts growth of 128 students (6.2%). This means that the projected 2031-32 enrollment in ConVal is likely to be close to that of 2015-16 (2,173).

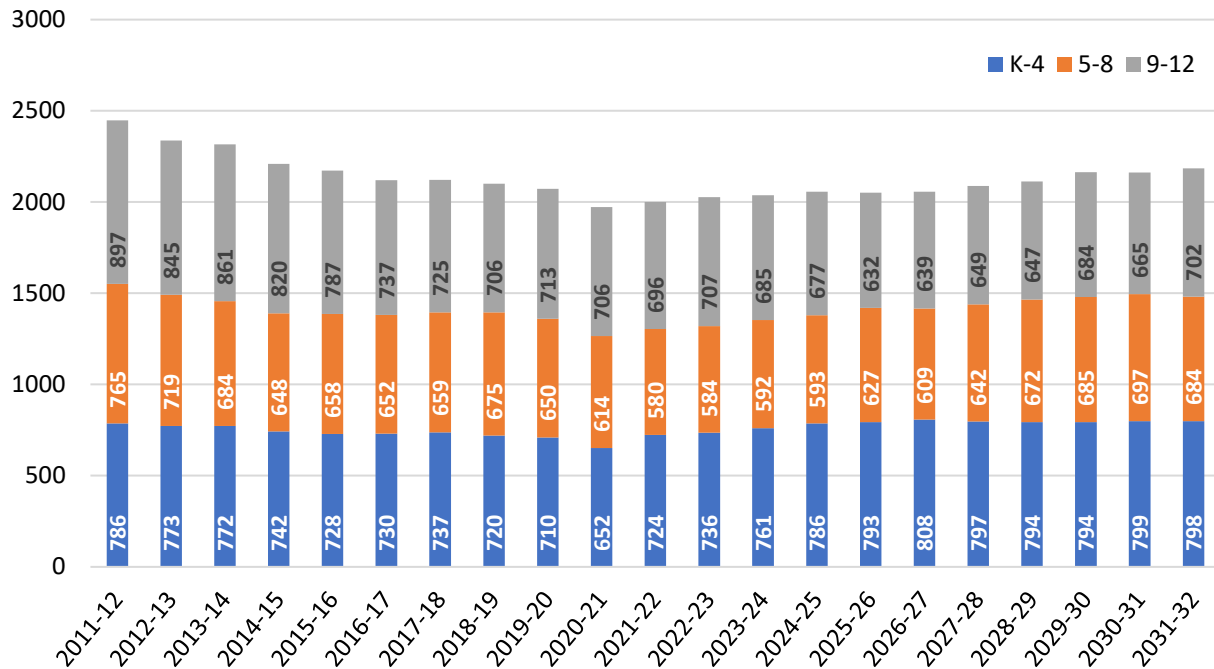
NESDEC ConVal Enrollment Projections



Source: NESDEC

Looking at the same data grouped by grades K-4, 5-8, and 9-12, NESDEC is not predicting large increases in a particular grade grouping at the expense of another over the next 10 years. Between 2021-22 and 2031-32, NESDEC estimates a total addition of 74 K-4, 104 grade 5-8, and 6 grade 9-12 students.

NESDEC ConVal Historical Enrollment and Projections by Grade Grouping



Source: NESDEC

Relevant District History

ConVal the school district was created by the 1967 Articles of Agreement. The Articles came about as the result of 2 years of self-study, during which the members of the Contoocook Valley School Study Committee sought to create “the most efficient and economical means to raise [the] quality [of local schools] to the highest standard possible.” One of the driving factors for the 1967 agreement was the committee’s recognition that, “More and more, towns like ours are finding co-operation [sic], pooling of resources, the only answer to the problem of giving their children the schools they need without placing intolerable burdens on their taxpayers.”

In making their final recommendations, the committee noted, “The time is right for us to come together to form a modern, comprehensive school system. The benefits of acting now are numerous; the dangers of delay are real.”

Well-known among ConVal residents are the tangible outcomes of the 1967 agreement: the creation of ConVal HS and the continued operation of the 8 elementary schools. The only method by which the agreement can be modified is by approval of 2/3rd of the voters on a warrant article. Left unstated in the agreement is a specific definition of an elementary school. A minimum enrollment is not stated, nor are grades to be served explicitly stated. The district’s legal counsel has provided opinions on several matters related to the reconfiguration question:

- ◆ If enrollment in a ConVal elementary school drops to 0, the 1967 agreement does not provide a path for closing a school. The district would still be liable to maintain the building with an approved plan to reopen the building within 2 years if it became needed. This would avoid the building being deemed an unused facility under state law.

- ◆ State law defines an “elementary school” as having grades K-3, while any grouping of grades 4-8 defines a middle school.

A brief recap of the history relevant to this project is provided in the table below.

Year	Relevant History
1967	◆ Articles of Agreement drafted, establishing Contoocook Valley school district by merging 9 towns, creating 8 elementary schools.
1985	◆ The district contracts with a consulting firm to complete a “comprehensive system study” that includes a look at demographic trends and the possible impacts from beginning to provide Kindergarten. With 762 ⁴ ConVal R1-4 students in 1984-85, the authors projected 936 R1-4 students by 1990-91. The study noted that some of the smaller ES will be overcapacity if Kindergarten is added and enrollment trends continue.
1987	◆ With a 16% budget increase looming, a local realtor proposed school consolidation. A warrant article was proposed to sell existing smaller schools to build a larger regional elementary school in the northern part of the district. With only half of the expected voter turnout, the proposal failed - In favor: 119 (18%), Against: 549 (82%)
2006	◆ Article 5 of the Articles of Agreement was amended to allow MS students to be reassigned to elementary schools as the district population changes. This amendment passed - In favor: 3,180 (72%), Against: 1,210 (28%)
2012	<ul style="list-style-type: none"> ◆ Declining enrollment led to resurfaced discussions about school reorganization. ◆ Model Study Committee formed to create educational and financial reorganization models. As part of this work, ConVal mailed a survey to 9,000 eligible households. ◆ The survey presented four restructuring options and asked respondents to rank them in order of preference: <ul style="list-style-type: none"> ○ Model #2/3 – Combination (move 5th grade to ES, close GBS): Received support of 32% of respondents ○ Model #4 - Small School(s) Closing (close up to 5 ES): 25% support ○ Model #5 - Large-Scale Consolidation (create 2 ES, 1 MS, and keep the existing HS): 24% support ○ Model #1 - Status Quo, with enhancements to programming: 24% support Collectively, 81% favored some form of change that included closing 1+ schools. ◆ The survey asked respondents to rank their primary education priorities from a list of 18 options. Of the 18, the top 2 vote getters were: <ul style="list-style-type: none"> ○ “Preparing students to be knowledgeable and involved citizens”: 576 votes ○ “Prepare students for college and career success”: 575 votes The lowest 2 vote getters were: <ul style="list-style-type: none"> ○ “Full-time principals in all schools”: 62 votes ○ “K-4 elementary school configuration”: 57 votes ◆ Model Study Committee opted to not proceed with the proposed models, instead recommending an alternative amendment to allow school closures when operating below capacity, based on a 2/3rd majority vote of the 13-member school board. ◆ Under the proposed change, considering a school for closure would also require a 10-step closing study conducted by the school board.

⁴ Table 2 of the report.

Year	Relevant History
2013	<ul style="list-style-type: none"> ◆ Public vote on two amendments related to school reorganization: <ul style="list-style-type: none"> ○ Warrant Article - Amend Article 5 to grant authorization for school closure when a school is operating below its capacity (based on 2012 recommendation of the Model Study Committee). In favor: 58%, Against: 42% ○ Petition Article - Consolidate district into one central middle school, amend Article 5 for grades 5-8 and leave the rest of the articles unchanged. In favor: 1,622 (37%), Against: 2,819 (63%) ◆ Requiring a 2/3rd approval vote, both proposals failed.
2014	<ul style="list-style-type: none"> ◆ New district study committee appointed.
2016-17	<ul style="list-style-type: none"> ◆ At the School Board's request, the Administrative Council formed 2 groups, 1 to study consolidation options, and 1 to study reconfiguration options. The consolidation group studied options to reduce the number of schools while the reconfiguration studied options for possible new educational models that retained the current 11 schools. After analyzing 5 potential models, the consolidation group recommended moving to a 4-school district: 2 primary ES (PreK-3), 1 upper ES (4-6), and 1 combined MS/HS. The group estimated annual savings of \$3.0M, which included a reduction of 43.8 positions (\$2.5M) and reduced facilities expenditures (\$0.5M). The study assumed that the district would retain the 7 mothballed buildings and spend \$338k annually for the dormant buildings. The group did not estimate potential costs or savings from food services or transportation adjustments.
2018	<ul style="list-style-type: none"> ◆ Warrant article that proposed the authorization for the school board to close schools with fewer than 50 students enrolled for 2 consecutive years failed. In favor: 1,345 votes (46%), Against: 1,586 votes (54%)
2018-19	<ul style="list-style-type: none"> ◆ ConVal revisited reconfiguration options and analyzed 5 potential models. That team recommended 2 options: 4 schools (same as was recommended in 2016-17) and 8 schools (4 town ES with PreK-2, 2 upper ES with 3-5, 1 MS with 6-8, and 1 HS).
2019	<ul style="list-style-type: none"> ◆ Two cost-saving proposals on the ballot: <ul style="list-style-type: none"> ○ One warrant article aimed to reduce the number of district schools from 11 to 5. In favor 1,444 votes (36%), Against 2,519 votes (64%) ○ The other warrant article proposed a change to the funding formula, incurring a surcharge on towns whose school enrollment falls below 65. In favor: 1,720 (44%), Against: 2,212 (56%). ○ Both measures failed. ◆ Instead, a petition article requiring the school board to complete an analysis of the potential impacts of school closure prior to proposing any further school-closure plans on the warrant passed. In favor: 3,111 (78%), Against: 883 (22%)

Academics

Regular Education

New Hampshire allows a maximum of 25 students per class in grades K-2 but encourages districts to strive for class sizes of 20 or fewer. The state allows for a maximum of 30 students per class in grades 3-5, provided that each school strives to achieve a class size of 25 students or fewer. ConVal was well below that guidance in 2022-23. Average class size in elementary schools ranged from 9.3 to 16.2. The state guidance for middle and high school classes is 30 or fewer as well. GBS averaged 11.2 and SMS averaged 16.4. It's important to mention that the NHDOE reported a number of 24.2 for SMS, but district staff believes that to be an error. Therefore, Prismatic used a district-provided figure instead.

ConVal Average Elementary Class Sizes, 2022-23

School	Grades 1-2 Avg Class Size	Grades 3-4 Avg Class Size	Grades 5-8 Avg Class Size
AES	13.0	11.5	--
BES/Pierce	15.0	13.0	--
DCS	13.5	10.5	--
FES	10.0	8.0	--
GES	14.5	14.5	--
HES	10.5	13.5	--
PES	14.3	14.2	--
TES	5.0	7.0	--
GBS	--	--	11.2
SMS	--	--	16.4

Source: <https://my.doe.nh.gov/iPlatform/Report>

When compared to peers, ConVal elementary schools average smaller class sizes. When class sizes are small, students often miss the opportunity to work in groups and benefit from the diversity of classmates, which comes with larger classes. Students benefit from hearing thoughts and opinions different from their own, which is limited in small classes. Small classes also limit the opportunity for students to develop friendships. Student absences can drastically impact the instructional plan for the day if a class is extremely small.

Class size research typically refers to classes with 20 or fewer students as “small” in size. In elementary classes with 20 or fewer students, achievement, engagement, and long-term success were better overall, than classes with more than 20 students.⁵ Of influences which impact student achievement, reducing class size ranked 186 out of 252, with an effect size of 0.21. Collective teacher efficacy, teacher quality, curriculum, and instructional strategies have a greater impact than reducing class size.⁶ There is scant research available on the differences in academic achievement between the elementary class sizes that ConVal has and those of what is traditionally considered “small.”

Compared to peer districts, ConVal had the second-lowest class sizes in grades 1-2 and the lowest class sizes in grades 3-4 in 2022-23. In grades 1-2, ConVal was 4.5 students below the peer average of 17.0; in

⁵ <https://ncte.org/statement/why-class-size-matters/>

⁶ <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

grades 3-4, ConVal was 5.8 students below the peer average of 17.8. The transition from extremely small elementary schools to larger middle schools and high school settings can be difficult because students have not experienced group classroom learning or the larger numbers in ancillary spaces such as cafeteria.

2022-23 Peer Class Size Comparisons

School	Grades 1-2 Avg Class Size	Grades 3-4 Avg Class Size
Berlin	17.5	17.3
Fall Mountain Regional	11.3	12.4
Gilford	17.1	17.6
Kearsarge	15.4	16.3
Litchfield	18.0	20.8
Monadnock Regional	17.8	17.7
Windham	21.9	22.8
Peer Average	17.0	17.8
ConVal	12.5	12.0

Source: <https://my.doe.nh.gov/iPlatform/Report>

Academic performance in ConVal ES was inconsistent across the district. Proficiency percentages varied between schools. The difference in percent proficient between schools in 2022-23 was 58% in math and 28% in reading. PES was the only elementary school above the state average on state assessments in both reading and math for 2020-23.

Reading and Math Proficiency for Grades 3 & 4

School	2020-21		2021-22		2022-23	
	Reading	Math	Reading	Math	Reading	Math
AES	29%	26%	29%	34%	40%	43%
BES/Pierce	29%	<10%	35%	15%	68%	32%
DCS	53%	40%	47%	58%	57%	40%
FES	60%	33%	72%	83%	67%	87%
GES	35%	58%	33%	77%	56%	54%
HES	67%	67%	60%	45%	48%	56%
PES	60%	52%	58%	62%	63%	65%
TES	41%	41%	44%	61%	43%	57%
State	47%	43%	47%	50%	48%	51%

Source: <https://my.doe.nh.gov/iPlatform/Report>

Though most peer districts reported average class sizes larger than those in ConVal, elementary reading and math achievement data were below that of most peers and the state.

Peer Comparison Reading and Math Proficiency Grades 3 & 4

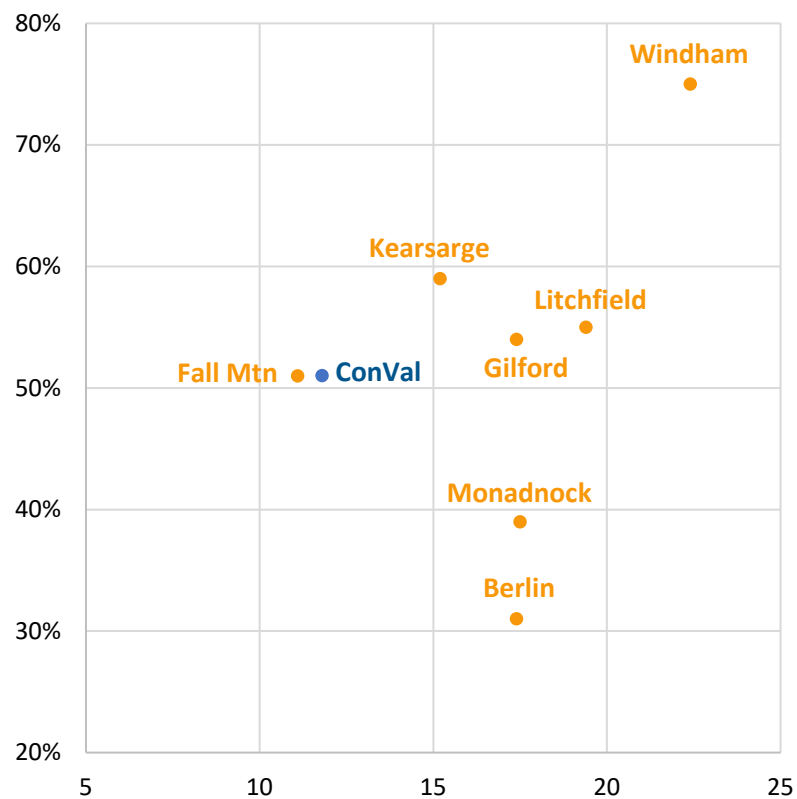
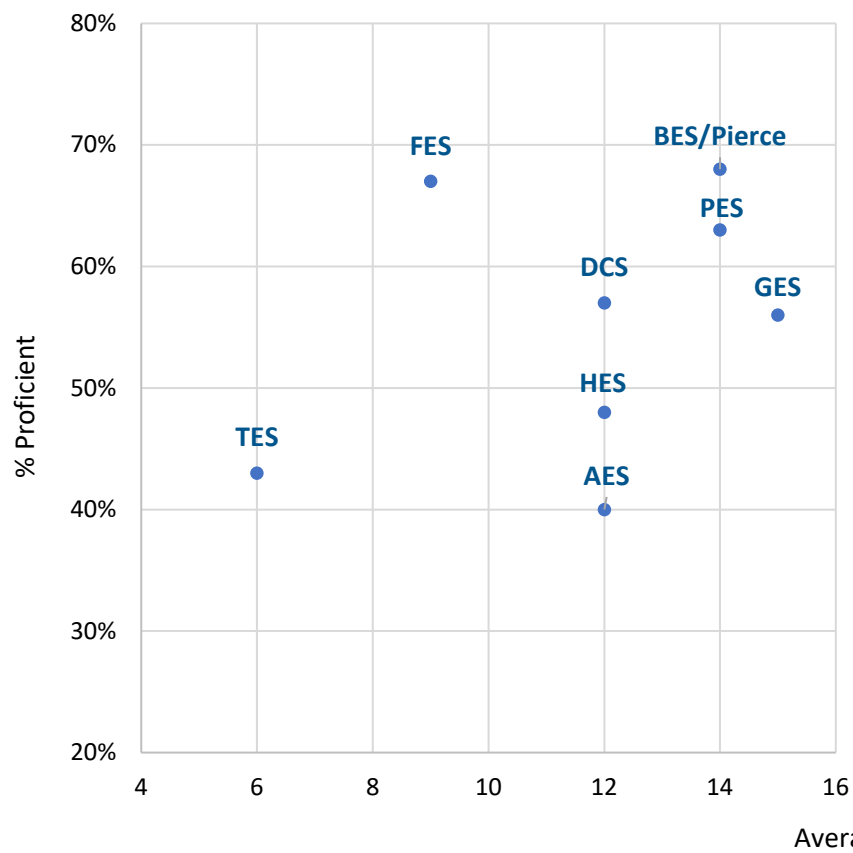
District	2020-21		2021-22		2022-23	
	Reading	Math	Reading	Math	Reading	Math
ConVal	47%	32%	48%	37%	51%	40%
Berlin	31%	25%	35%	34%	31%	29%
Fall Mountain Regional	48%	33%	50%	36%	51%	36%
Gilford	53%	53%	57%	50%	54%	49%
Kearsarge	60%	44%	56%	44%	59%	41%
Litchfield	56%	39%	52%	37%	55%	38%
Monadnock Regional	37%	25%	38%	29%	39%	31%
Windham	74%	64%	73%	68%	75%	70%
State	52%	38%	51%	40%	52%	42%

Source: <https://my.doe.nh.gov/iPlatform/Report>

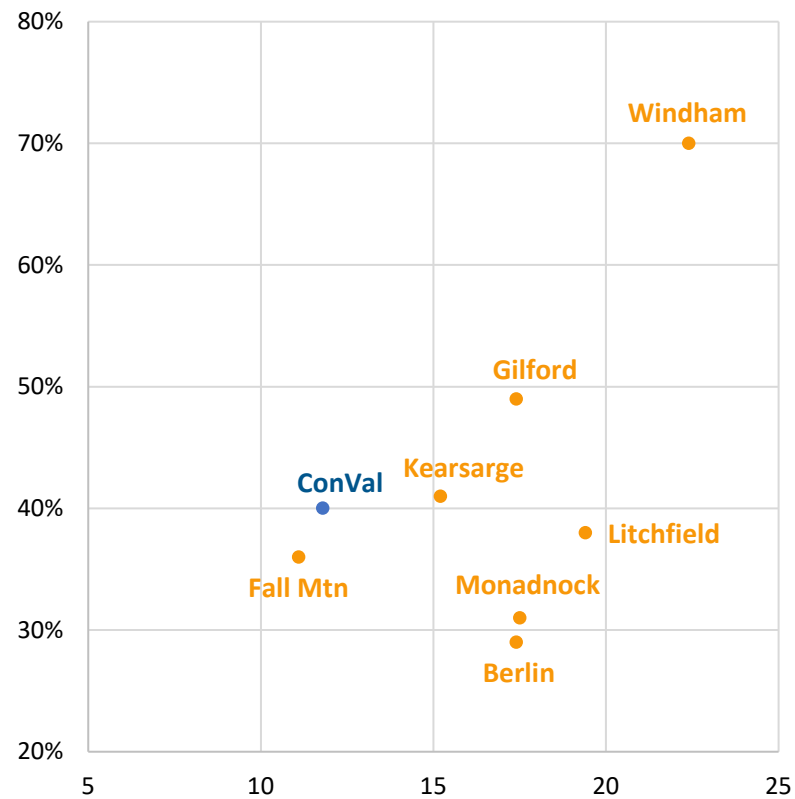
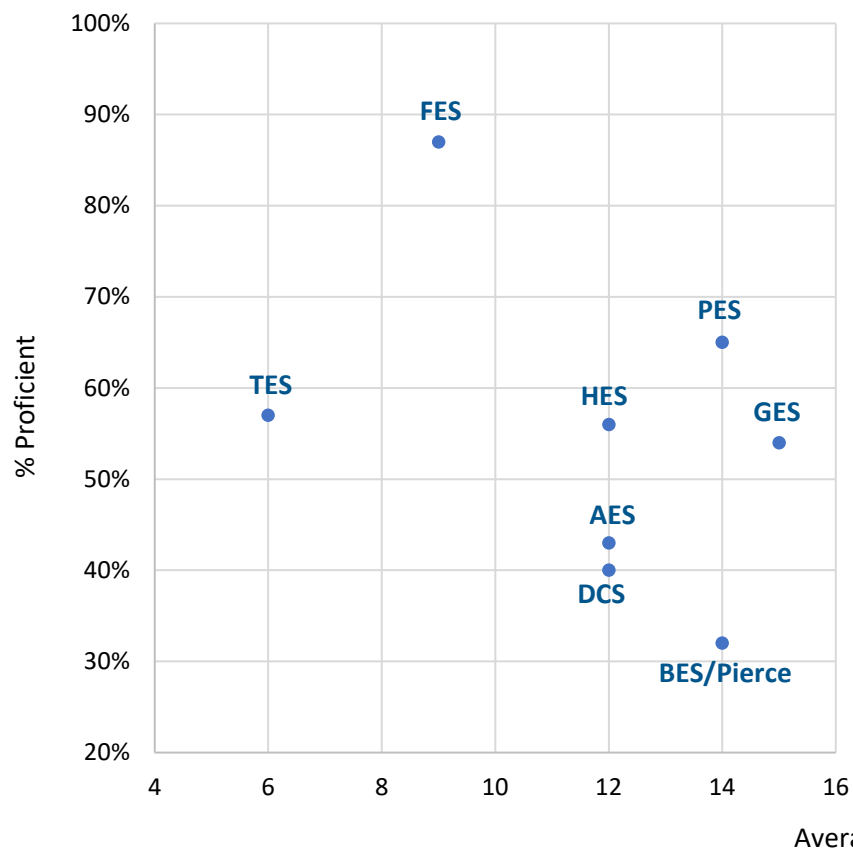
As shown in the graphs on the following pages, student achievement data available from NHDOE show:

- ◆ In elementary schools, there was some variance in both average class size (all grades) and academic performance. The largest average class sizes were reported at GES (15), BES/Pierce (14), and PES (14). The schools with the smallest average class sizes were TES (6) and FES (9). The schools with the highest proficiency on state test scores in reading (grades 3-4) in 2022-23 were BES/Pierce (68%), FES (67%), and PES (63%). The schools with the lowest proficiency in reading were AES (40%), and TES (43%). When compared to peer districts, ConVal was below average in both class size and proficiency.
- ◆ FES and PES followed a similar trend in proficiency on state test scores in math (grades 3-4) in 2022-23. FES had the highest proficiency (87%), followed by PES (65%). The schools with the lowest proficiency in math were BES/Pierce (32%), DCS (40%), and AES (43%). When compared to peer districts, ConVal was below average in both class size and math proficiency.
- ◆ In middle schools (grades 5-8), there was also variance in both average class size and academic performance. The largest average class size was reported at SMS (16.4) and was larger than that of GBS (11.2). Overall, 52% of students at SMS were proficient on 2022-23 state assessments in reading, compared to 42% at GBS. When compared to peer districts, ConVal was below average in both class size and proficiency.
- ◆ Overall, 38% of students at GBS were proficient on 2022-23 state assessments in math (grades 5-8), compared to 36% at SMS. When compared to peer districts, ConVal was below average in class size and above average in proficiency.
- ◆ Overall, 40% of students at SMS were proficient on 2022-23 state assessments in science (grades 5 and 8), compared to 31% at GBS. When compared to peer districts, ConVal was below average in class size and above average in proficiency.

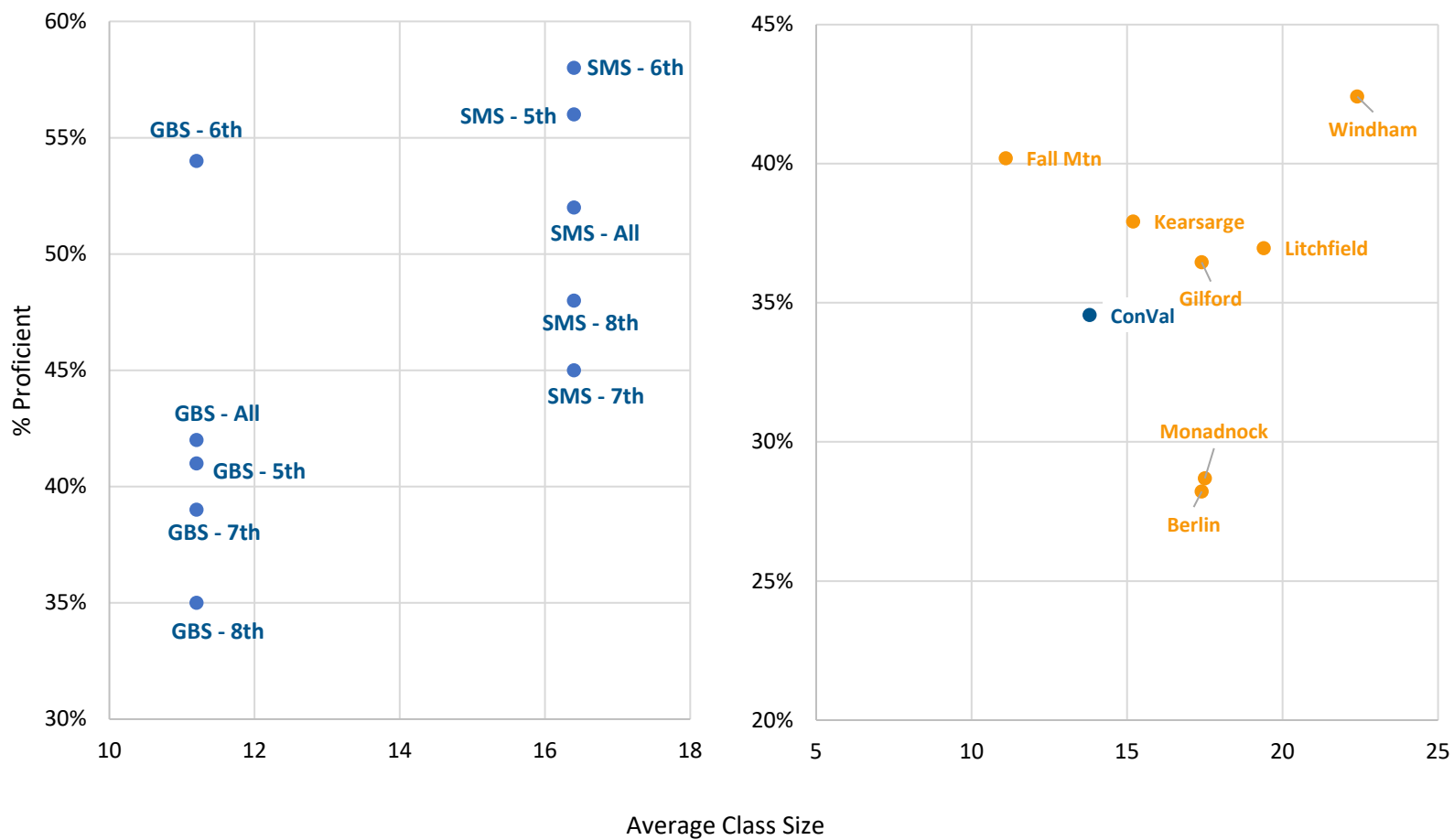
Class Size and ELA Proficiency, Grades 3-4, 2022-23

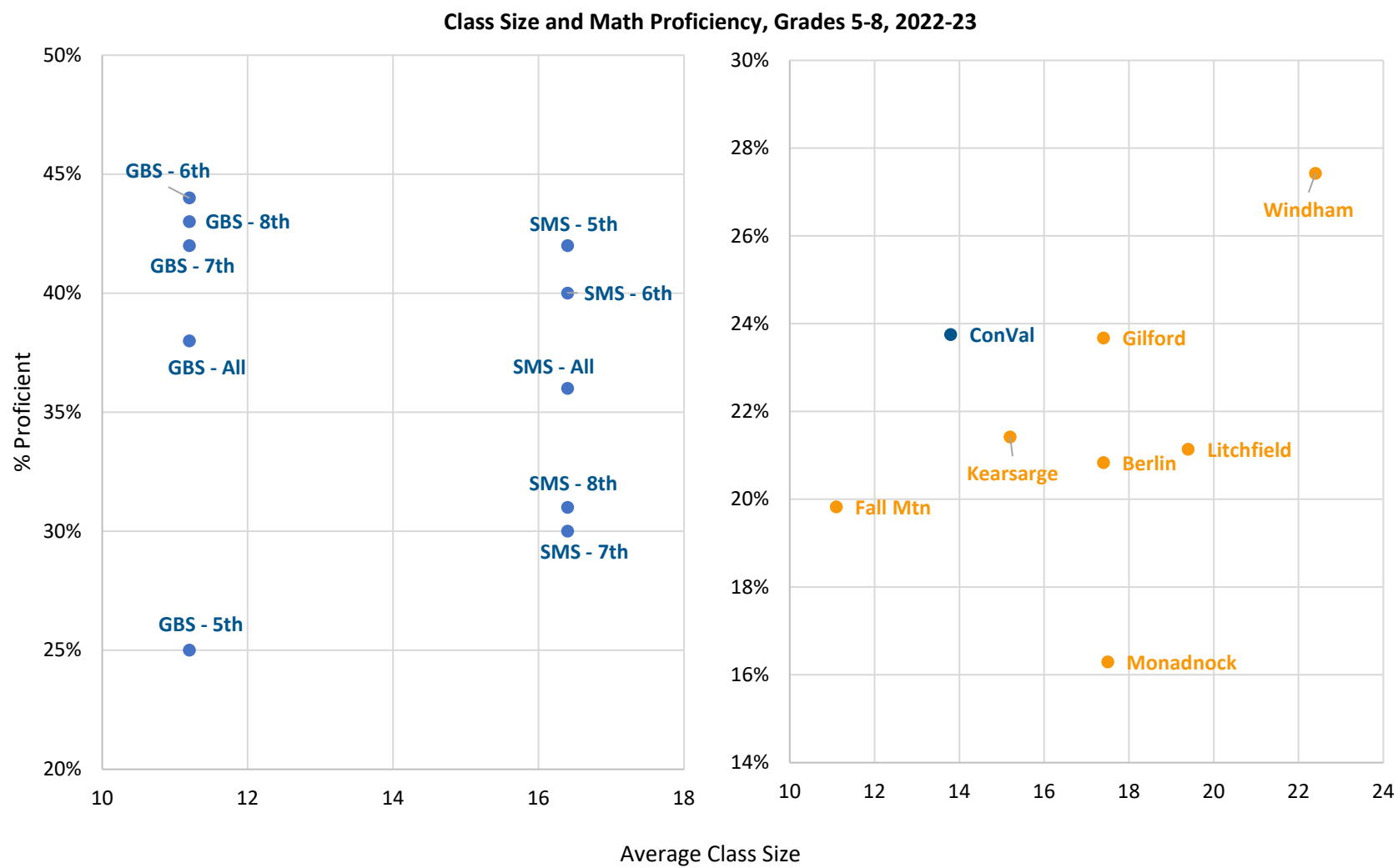


Class Size and Math Proficiency, Grades 3-4, 2022-23

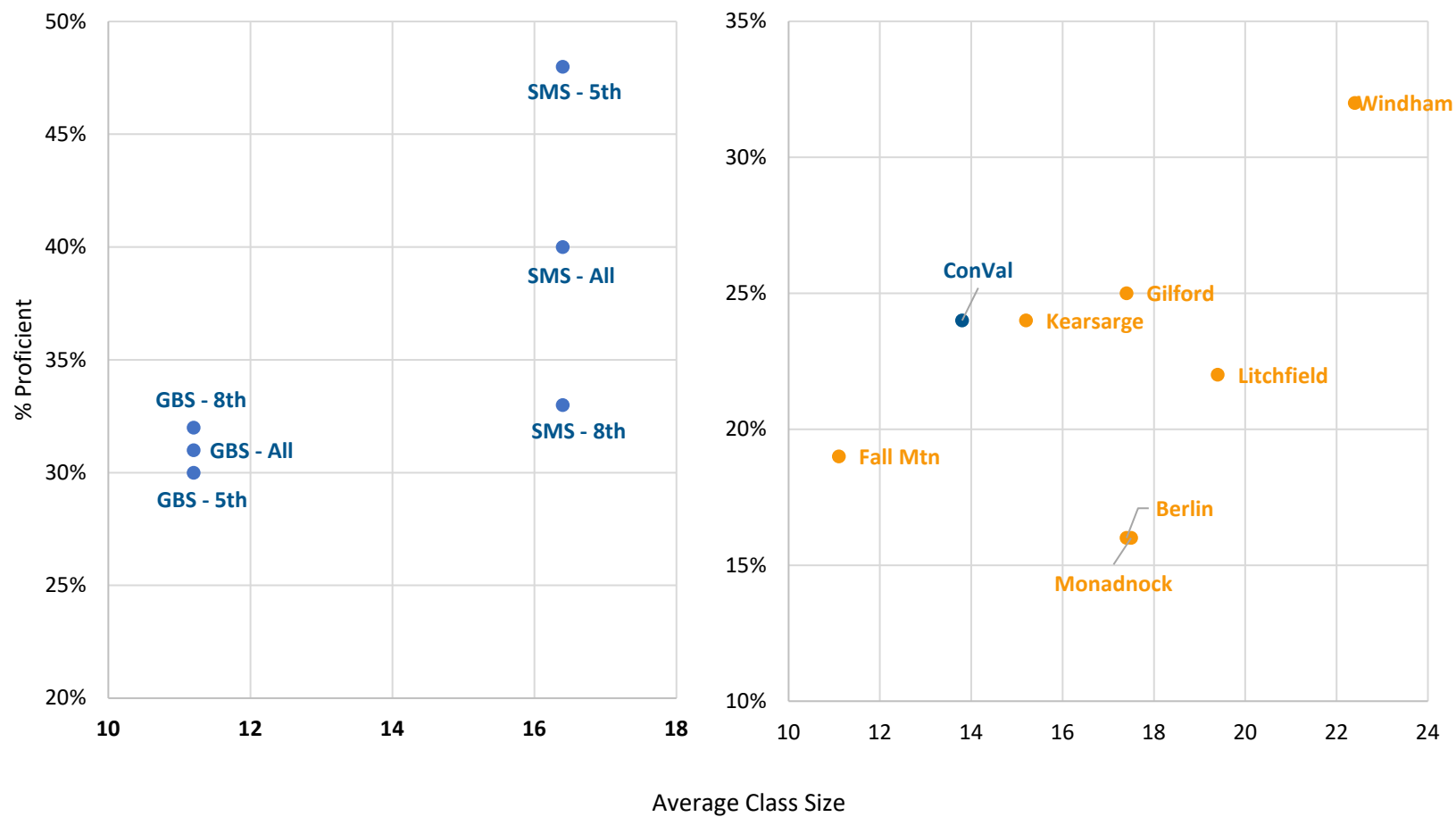


Class Size and ELA Proficiency, Grades 5-8, 2022-23

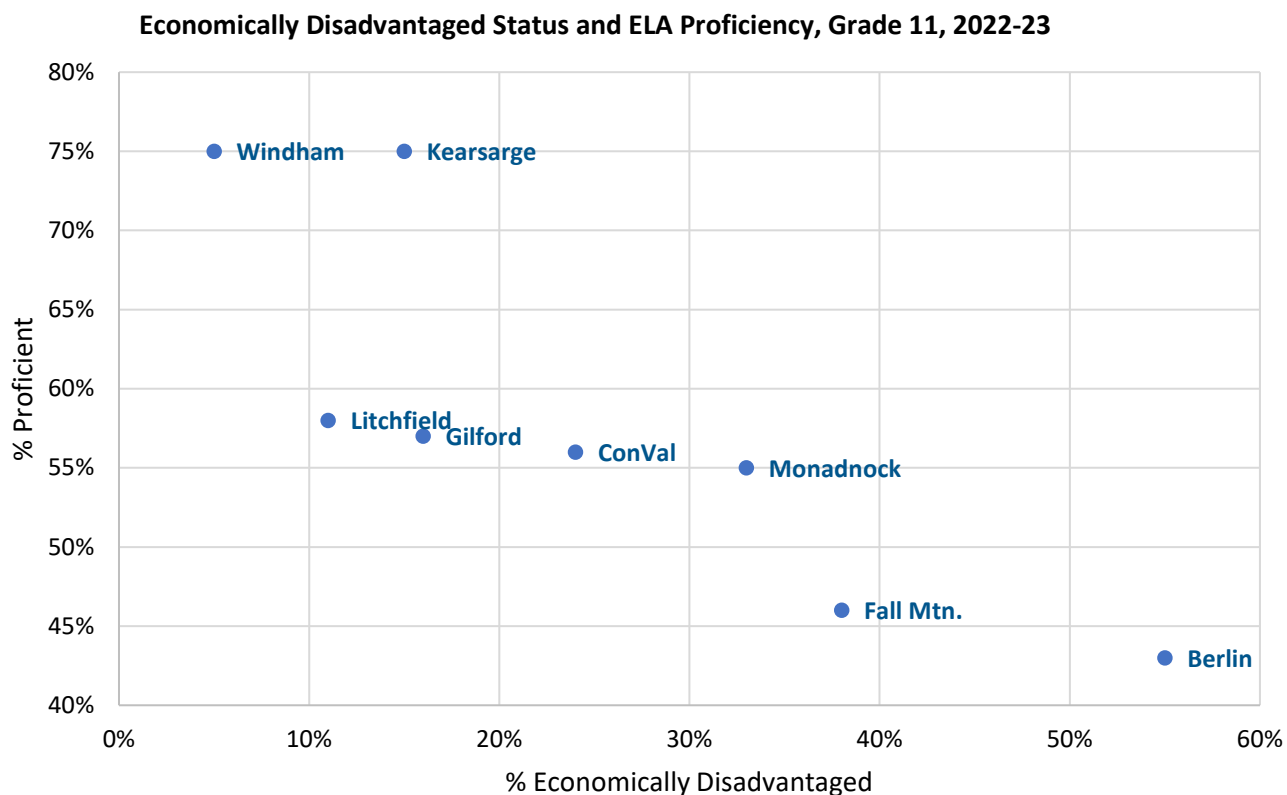




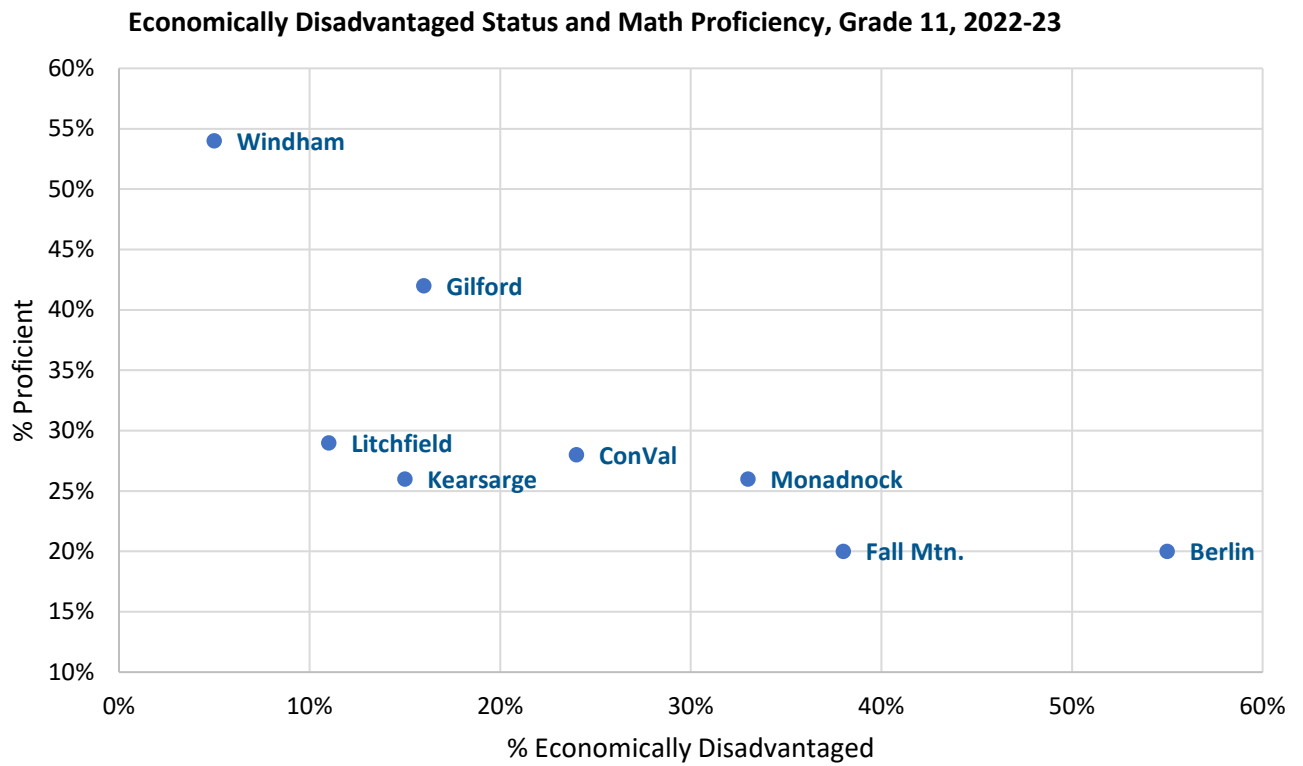
Class Size and Science Proficiency, Grades 5 & 8, 2022-23



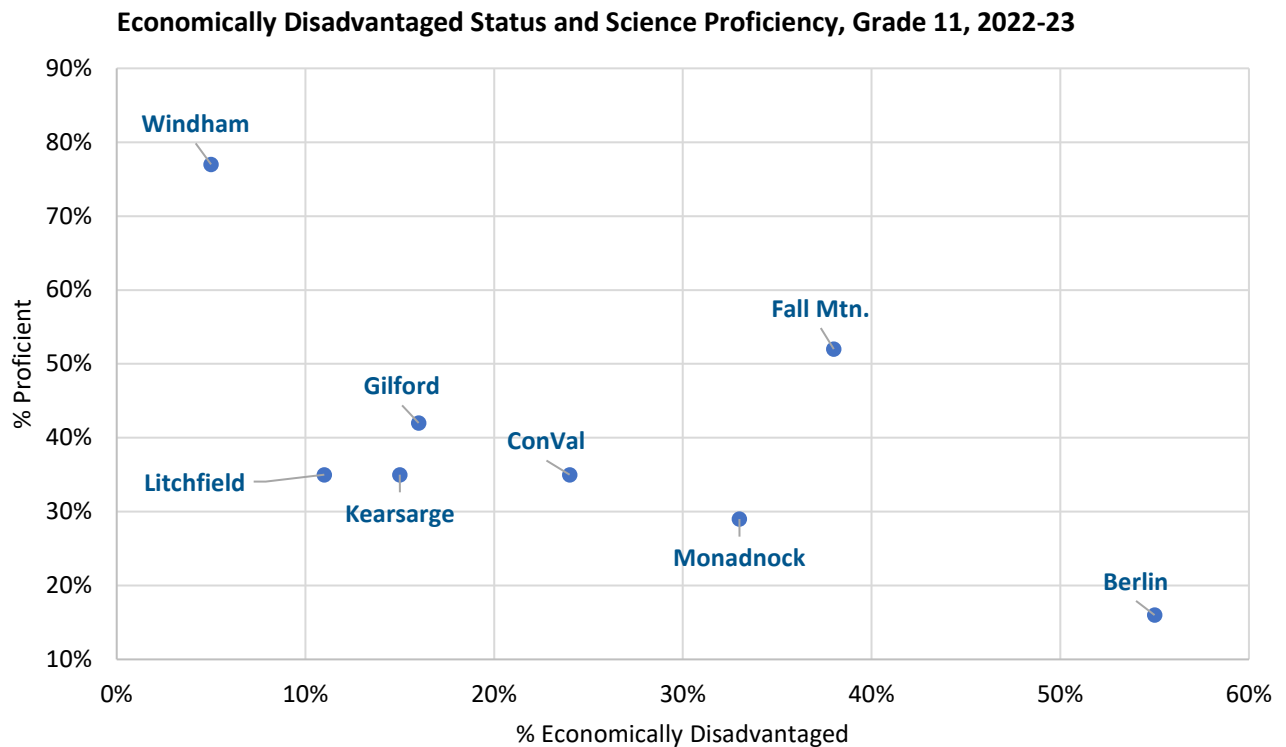
In 2022-23, 24% of ConVal students were identified as economically disadvantaged (ED). This rate was below the average ED rate of peers. Of ConVal HS students tested, 56% were proficient on the grade 11 state reading assessment. This proficiency rate was below average of peer districts.



Of ConVal HS students tested on the grade 11 state math assessment, 28% of students were proficient. This proficiency rate was below average of peer districts.



Of ConVal HS students tested on the grade 11 state science assessment, 35% of students were proficient. This proficiency rate was below average of peer districts.



Course Offerings

During the 2023-24 school year, schedules for special classes (art, music, physical education and wellness, and library/media) in ConVal ES did not provide equitable instructional minutes and days for all elementary students. Students in PES received more minutes in art and music than all the other ES. Students in BES/Pierce, DCS, and TES received the most minutes of PE/Health; however, Prismatic observed in some of the smaller ES that PE classes were combined across grades. Without careful planning, multigrade PE classes could result in less than optimal instruction. Students in BES/Pierce and GES received the most minutes of library/media.

Minutes Per School Year Per Special Class

School	Art	Music	PE/Health	Library/Media
AES	1,620	2,430	4,050	Position Unfilled
BES/Pierce	1,260	1,215	4,140	2,880
DCS	1,215	1,440	4,140	2,700
FES	1,440	1,395	3,960	2,610
GES	1,395	1,305	3,960	2,880
HES	1,305	1,440	3,960	2,610
PES	2,700	2,700	2,700	1,620 + sessions for projects
TES	1,440	1,260	4,140	2,520

Source: ConVal School District, 2023

The frequency of special classes varies by school. Some ES offer physical education for 5 days in a row

every other week. AES offers it every 10 days for 10 days, and PES offers it every 3 days. Frequency of special classes are shown below. Some students in the MS focus groups expressed dissatisfaction with the frequency of the special classes. As a former student at BES/Pierce stated, “you learn something for 5 days and then you don’t do it again for 2 months.”

Frequency of Special Classes

School	Art	Music	PE/Health	Library/Media
AES	Combined 10 days Every 10 days		10 days/Every 10 days	Position Unfilled
BES/Pierce	5 days/6 wks	5 days/6 wks	5 days/Every other wk	5 days/6 wks
DCS	5 days/6 wks	5 days/6 wks	5 days/2 wks per mo	5 days/6 wks
FES	5 days/6 wks	5 days/6 wks	5 days/Every other wk	5 days/6 wks
GES	5 days/6 wks	5 days/6 wks	5 days/Every other wk	5 days/6 wks
HES	5 days/6 wks	5 days/6 wks	5 days/Every other wk	5 days/6 wks
PES	Every 3 days	Every 3 days	Every 3 days	1 Day/wk
TES	5 days/6 wks	5 days/6 wks	5 days/Every other wk	5 days/6 wks

Source: ConVal School District, 2023

Some peer districts were found to offer courses not currently offered in ConVal in middle and high schools. For instance, neither GBS nor SMS currently offer World Language courses and ConVal HS only offers Spanish and German classes. Students in MS and HS focus groups expressed an interest in more course opportunities across a variety of areas, including world languages. ConVal staff expressed in focus groups and interviews that there must be more effort to show the benefits of reconfiguration in terms of resources and programs for all students.

Some of the courses offered by peer districts at the HS that do not appear to have a comparable course in ConVal HS include:

- ◆ French I, II, III, IV, and Latin I, II, III, IV, and additional Advanced Placement courses
- ◆ Literature and the 21st Century, Social Issues Research, and Publications for English Language Arts and
- ◆ STEM Math, Business Math, Math for Life, and Mathematics for the Trades.

Special Education

In interviews, district staff noted that historically ConVal managed special education services through the student services department. As the size of the program increased, the district developed a separate department for special education in 2017. The student services department continues to work closely with the special education program but also has a specific population of special needs students for which they acquire or provide services (social workers, nurses, and school counselors). Together, these two departments provide services for students with special needs.

As of October 1, 2023, the ConVal special education program served 449 students with 45 special education teaching positions and 95 para-professionals. Approximately 22 employed or contracted staff provide special education related services. Based on a student’s individual educational needs, related services can include speech and language therapy (SLT), occupational therapy (OT), physical therapy (PT), behavioral interventions, and psychological and social work services.

There has been inconsistent growth in the special education student count since 2017-18. The counts fell below 400 three years before rebounding to 400+ students. From 2022-23 to 2023-24, the special education student count grew by 34 students (+8%). This is not a large growth and is too little data to determine a trend. However, given the historical decline in overall district enrollment since 2011-12, even slight growth takes on meaning. In an interview, the director of special education stated that families were moving to ConVal for its special education programming.

Number of Special Education Students - Child Count History

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Child Count	420	399	N/A	382	393	415	449

Source: ConVal School District, October 2023

The smaller class sizes generally in the ConVal ES can present a challenge with special education students: Smaller class sizes reduce opportunities for inclusion of special education students among a greater number of regular teachers. Related services therapies for special education students can lend themselves easily to small group work, but only if there is a sufficient number of students to do a group.

ConVal has a variety of special educational needs across all schools. As it typical in school districts, children with mild special educational needs generally spend more time in regular classes and generally need fewer specialized services and supports than children with moderate or severe special educational needs. The more services are needed, the more complex it becomes to serve the child in a regular education setting, and the less time is spent in regular education services. This promotes more blending of regular classroom and special education classroom learning. New Hampshire utilizes time-based resource and self-contained models of service delivery and the caseload rather than workload methods of caseload determination.

District data reflects there is a larger number of children with milder forms of disability such as learning disabilities than any other circumstance in ConVal schools.⁷ The next largest group is children with moderate disabilities. It is likely that students with both mild and moderate disabilities can function well in regular classrooms with supports but may need specific time in special education settings daily for specific subjects or related services. The smallest group is students with severe disabilities. Students in this group likely spend most of their day in specific special education programming but still go into regular classes as appropriate with support. AES, GES, HES, and PES have the highest number of students with mild special educational needs.

Of the elementary schools, AES, BES, GES, and PES have the highest moderate special educational needs, while AES, DES, PES, and TES have the most students with more severely impacted learning. Given the smaller school size, students with higher special education needs are given services first at their home school. They can also receive services at PES in the Intensive Learning Supports (ILS) program.

The preschool programs are regular education classrooms with special education students in the programs that are located at AES, GES, HES, and PES. The complexity of special educational needs of students across all ConVal schools can be seen below.

⁷ The terms “mild”, “moderate”, and “severe” are used here in order to simplify the special education discussion for a lay audience.

District Disability Data by School

School	SPED Students	% Moderate & Severe
AES	35	54%
BES/Pierce	14	57%
DCS	13	54%
FES	<10	50%
GES	22	45%
HES	21	19%
PES	52	54%
TES	<10	75%
ES Totals	171	50%
GBS	51	22%
SMS	76	46%
MS Totals	127	43%
CVRHS	142	35%

Source: ConVal School District, Compiled by Prismatic, October 2023

During focus groups, elementary special education teachers described their classrooms as resource programs with pull-out services as the needs of students dictate. Co-teaching with regular teachers is not used at the elementary level. Consultation services are available to help teachers implement supports in the regular classroom. The elementary level has an intensive learning program (ILS) for students who need more time with special education teachers or more intense support, such as para-professional services, while in regular or special classes. The ILS program is housed at PES.

In focus groups, MS teachers described the MS program as a resource model with successful co-teaching in the regular classroom setting. Each MS grade level has a special education teacher assigned to it. There is an intervention block in the MS schedule for student time with the special education teacher. The MS also has an ILS program and an Emotional Support Program (ESP). Both programs are set up at SMS and designed to work with students who need more support for learning or behavioral issues.

Focus group input suggested that the HS program is set up to do all the services mentioned at elementary and middle schools, but also has an executive functions class offered to students with special needs. The HS also has a special education teacher assigned to each major subject area to work with students and assist regular teachers. In addition, the HS has both the ILS and ESP programs.

The NH State Approval of Program documents required annually lists the large majority of special education programs (except ILS and ESP) as resource model programs; however, the numbers in all ConVal programs are quite low and do not generally match the caseload numbers typically found in resource programs. The ConVal director of special education indicated that even the students with the most complex needs spend a large portion of their time in regular classes.⁸ This is being accomplished with an apparently large monetary investment in paraprofessionals, 41 of which are assigned to individual students to offer 1:1 service in regular classrooms. Other paraprofessionals are assigned to specific special education classrooms (ILS, ESP) as well as supporting elementary students via the Behavioral Support (BEST) program.

⁸ As required by law.

The consulting team observed special education spaces at each of the ConVal ES. The smaller ES have a difficult time finding suitable locations for special education related services staff to work and office. Shared spaces at smaller and larger schools are not private for conferencing. They are also frequently noisy and distracting for students and staff.

Facilities

When the ConVal district was created in 1967, there were 8 elementary schools (1 in each of the towns except Sharon) and 2 high schools (1 in Antrim and 1 in Peterborough). The new school district constructed a new high school, opening the current ConVal HS in 1970-71. The previous high schools were converted into grade 1-8 facilities (Kindergarten was not mandatory at that time).

In 1985, the district commissioned a system study to help it determine future directions. That study included these conclusions:

- ◆ The ConVal area would experience somewhat more rapid growth than forecast by the New Hampshire State Planning Office, reaching a population of 17,352 by 1995.
- ◆ Among school-age residents, there would be “substantial increases” between 1985 and 1995.
- ◆ As a result, 4 elementary schools (Bennington, Dublin, Greenfield, and Temple) and the high school were projected to exceed their student capacities or had already exceeded them.⁹

Perhaps as a result of that study, the district began improving its ES facilities starting in 1987:

- ◆ AES and PES received upgrades in technology, furnishings, fixtures, and equipment.
- ◆ BES/Pierce and DCS received classroom additions to their original, historic brick schoolhouses.
- ◆ The 4 original schoolhouses of Francestown, Greenfield, Hancock, and Temple, were replaced with new, contemporary prototype buildings in nearby locations.

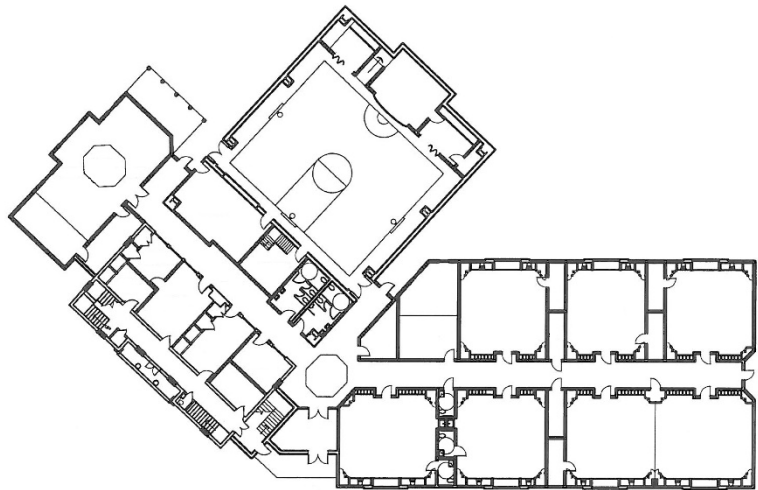
In 2006-07, the district opened SMS for grades 5-8. Located ~1,000 feet from ConVal HS, it included space for district administration. Consequently, PES shifted from serving K-8 to only serving K-4.

⁹ Schooling in the ConVal District: A Comprehensive System Study. Harvard Study Group, Cambridge, Massachusetts, October 1985.

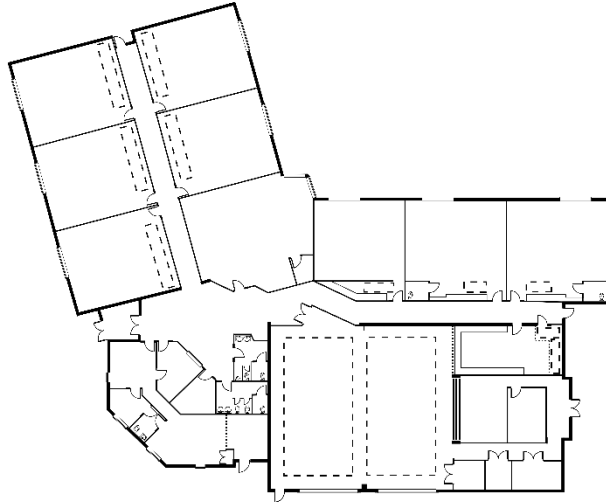
Layout of AES, with 14 spaces that could serve as classrooms



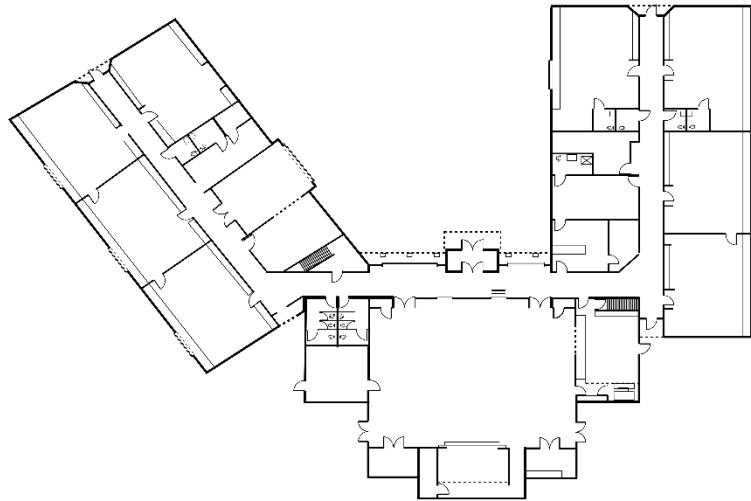
Layout of BES/Pierce, with 7 spaces that could serve as classrooms



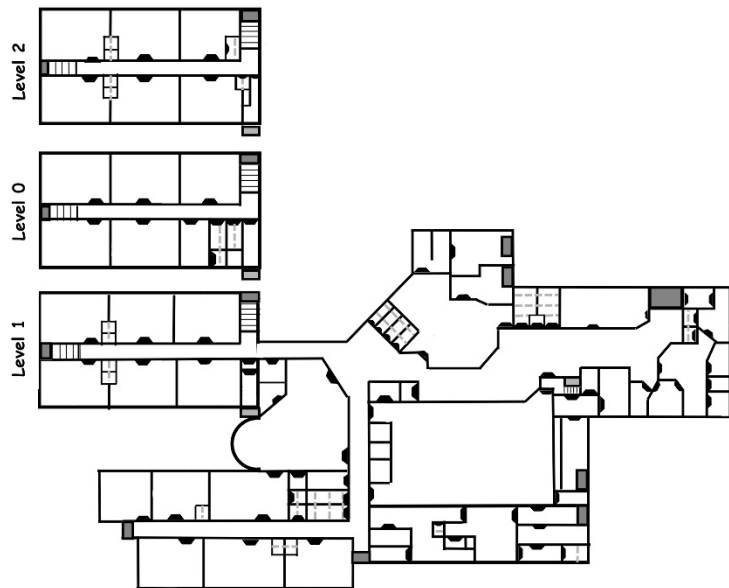
Layout of DCS, with 8 spaces designed to be classrooms



Layout of the 4 Prototype Schools - FES, GES, HES, and TES each have this design, with 8 spaces designed to be classrooms



Layout of PES, with 24 spaces that could serve as classrooms



In the elementary schools, the number of spaces that could serve as classrooms varies, from 7 in DCS to 24 in PES. Of course, not all of the classroom spaces can be used exclusively for regular education students, because ConVal must also serve special education students who may need a self-contained classroom and/or the district may need to provide a space for PreK instruction. However, the number of classrooms potentially available for regular education classes provides an upper limit for planning purposes. Actual school capacities for regular education students would be adjusted downward as class spaces are pulled from the inventory to provide space for those self-contained spaces.

In New Hampshire, two methods are available for calculating a school's student capacity:

- ◆ A calculation based on floor area per pupil as prescribed by the New Hampshire Department of Education:

Ed 321.06 Maximum Sizes for School Buildings. School building aid for new school buildings or additions to existing school buildings shall be limited to the following under RSA 198:15-b,IV, (b) (1) for: (a) Elementary schools, 120 square feet/pupil; (b) Middle schools, 140 square feet/pupil; (c) High schools, not including space in regional vocational centers, 160 square feet/pupil.

- ◆ A calculation based on maximum class size values, also prescribed by the New Hampshire Department of Education:

Ed 306.17 Class Size. (a) Class size for instructional purposes, in each school shall be: (1) Kindergarten-grade 2, 25 students or fewer per educator, provided that each school shall strive to achieve the class size of 20 students or fewer per educator; (2) Grades 3- 5, 30 students or fewer per educator, provided that each school shall strive to achieve the class size of 25 students or fewer per educator; and (3) Middle and senior high school, 30 students or fewer per educator. (b) These class size requirements may be exceeded for study halls, band and chorus, and other types of large group instruction, including but not limited to, lectures, combined group instruction, and showing of educational television and films. (c) In the interest of safety, the maximum number of students in laboratory classes in such areas as science and career and technical education shall be determined by the number of work stations and the size and design of the area. In no case shall the number of students in laboratory classes exceed 24.

In responding to the initial data request, ConVal provided conflicting capacity figures for its schools. One possible explanation for the conflicts may be the age of the facilities – some may have been built when different NHDOE rules governed the determination of student capacity. Prismatic therefore calculated the upper-limit student capacities of ConVal facilities using the current NHDOE guidance. For the elementary schools, Prismatic assumed that 3/5th of the classrooms would be used by grades K-2 and 2/5th would be used by grades 3-4. For the middle schools, Prismatic assumed that 4 GBS and 6 SMS classrooms would be used by 5th grade students. The same calculations for the secondary schools and the figures provided in the district's RFP are provided for comparison. Adjusting each elementary school down by 1 classroom to account for potential self-contained or PreK space needs, the consulting team estimates that ConVal currently has the space to accommodate 1,623 elementary students. Prismatic recognizes that nearly all elementary schools in New Hampshire tend to maintain class sizes of less than 20 students; in a review of 2021-22 class size data statewide, the average size for grade 1-2 classrooms was 16.5 and for grade 3-4 it was 17.6. Using an artificial maximum of 20 ES per classroom and subtracting 1 classroom from each facility for special education or other use, the consulting team estimates that ConVal currently has the space to accommodate 1,540 elementary students.

Regular Education Student Capacities of Each ConVal Facility

School	Floor Area (s.f.)	# of Classrooms	Capacity by Floor Area ¹⁰	Capacity at NHDOE Maximum	Capacity at NHDOE Recommended	Maximum Potential Capacity per NHDOE	ConVal RFP Figures
AES	33,326	14	278	378	308	278	300
BES/Pierce	21,500	7	179	189	154	154	120
DCS	18,500	8	154	216	178	154	120
FES	18,500	8	154	216	178	154	120
GES	18,500	8	154	216	178	154	120
HES	18,500	8	154	216	178	154	120
PES	53,200	24	443	540	440	443	440
TES	18,500	8	154	216	178	154	140
GBS	59,500	15	425	450	430	425	450
SMS	114,000	25	814	750	720	720	600
CVHS ¹¹	149,213	30	933	900	900	900	1,000
Total	523,239	155	3,842	4,385	3,920	3,690	3,530

Source: ConVal School District, NHDOE, and Prismatic calculations, October 2023

The consulting team completed walk-throughs of every ConVal facility in August 2023. The team found no evidence of substantial deferred maintenance or any form of neglect. The team's observations were confirmed by district records showing a clear preventive maintenance protocol and a capital improvement plan that has been funded and followed. The consulting team verified evidence of scheduled maintenance and repair projects underway or recently completed. Reactive maintenance needs have been minimal and have been addressed without delay when necessary.

¹⁰ 120 s.f. per elementary student, 140 s.f. per middle school student, and 160 s.f. per high school student

¹¹ Excludes 34,700 square feet that are allocated to vocational-technical programs. By NHDOE rules, the Vo-Tech area may not be counted in computing the facility's instructional capacity.

Example Elementary School Classrooms

AES Classroom



BES/Pierce Classroom



DCS Classroom



GES Classroom



Source: Photos by Prismatic, 2023.

ConVal Facilities Operating Expenses as Budgeted for 2023-24

Obj	Description	AES	BES	DCS	FES	GES	HES	PES	TES	GBS	SMS	CVHS
330	Purchased Services	\$119,331	\$64,605	\$77,018	\$70,840	\$70,521	\$64,560	\$183,333	\$72,456	\$70,521	\$182,108	\$309,404
411	Water/Sewer	\$5,077	\$1,557	\$0	\$0	\$0	\$1,420	\$7,062	\$1,260	\$9,875	\$13,640	\$30,165
421	Disposal	\$3,432	\$1,797	\$1,797	\$1,797	\$1,797	\$1,797	\$6,182	\$1,797	\$6,842	\$7,222	\$18,568
422	Snow Plowing	\$8,101	\$5,505	\$7,947	\$11,197	\$8,472	\$8,258	\$16,780	\$16,303	\$13,301	\$19,550	\$23,306
430	Repair/Maintenance	\$7,745	\$2,028	\$13,384	\$4,601	\$3,761	\$4,674	\$13,732	\$21,692	\$22,235	\$18,938	\$111,341
431	Structural Repair/Maint	\$8,000	\$5,300	\$32,000	\$5,500	\$5,500	\$5,500	\$6,100	\$5,700	\$13,190	\$12,240	\$13,600
432	Electrical Repair/Maint	\$500	\$300	\$300	\$400	\$400	\$400	\$870	\$400	\$3,900	\$6,010	\$9,899
433	Mechanical Repair/Maint	\$1,750	\$4,800	\$1,100	\$6,000	\$5,370	\$5,600	\$2,670	\$5,900	\$2,800	\$192,400	\$3,500
434	HVAC Repair/Maint	\$3,168	\$2,112	\$1,980	\$1,980	\$1,980	\$1,980	\$5,940	\$1,980	\$4,968	\$5,940	\$0
435	Safety Repair/Maint	\$3,370	\$1,940	\$1,640			\$960	\$10,020	\$960	\$10,862	\$7,893	\$15,599
610	General Supplies	\$8,855	\$3,381	\$2,480	\$2,470	\$3,864	\$3,381	\$14,007	\$2,470	\$3,864	\$19,805	\$34,535
622	Electrical	\$44,668	\$24,946	\$26,474	\$20,240	\$26,263	\$18,985	\$80,502	\$20,828	\$59,781	\$120,155	\$270,802
623	Bottled Gas	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$750	\$1,760	\$21,200
624	Heating Oil	\$40,400	\$26,800	\$22,000	\$19,600	\$16,800	\$18,000	\$79,200	\$15,600	\$60,800	\$95,200	\$172,800
	Total	\$254,397	\$145,071	\$188,120	\$144,625	\$144,728	\$135,515	\$426,398	\$167,346	\$283,689	\$702,861	\$1,034,719

Source: ConVal School District, October 2023

The district has a capital improvement plan that covers all of its facilities. For the next 3 years (2024-25 through 2026-27, ConVal plans to spend \$7.8M on its facilities, the bulk of which is for HS classroom restorations. Of that total, \$893,00 is planned to be spent on the 8 elementary schools.

ConVal Capital Improvement Plan – Previous and Planned Expenditures

	2022-23	2023-24	2024-25	2025-26	2026-27	Total
By School						
AES	\$27,000				\$133,000	\$160,000
BES/Pierce		\$37,000	\$19,000		\$133,000	\$189,000
DCS		\$83,000		\$30,000		\$113,000
FES		\$98,000	\$123,000			\$221,000
GES		\$67,000		\$128,000		\$195,000
HES		\$58,000	\$172,000			\$230,000
PES	\$345,000	\$192,000	\$32,000			\$569,000
TES		\$109,000	123,000			\$232,000
GBS	\$27,000	\$120,000				\$147,000
SMS	\$42,000	\$339,000				\$381,000
CVHS	\$647,000	\$1,413,000	\$6,702,500	\$97,200	\$96,700	\$8,956,400
District	\$48,000	\$106,000	\$50,000			\$204,000
Total	\$1,136,000	\$2,622,000	\$7,221,500	\$255,200	\$362,700	\$11,597,400
By Trade						
AHU/Ventilation	\$27,000					\$27,000
Building Controls/HVAC		\$22,000				\$22,000
Classroom Renovations	\$36,000	\$38,000	\$5,600,000			\$5,674,000
Engineering Study	\$75,000					\$75,000
Fields	\$29,000	\$75,000				\$104,000
Flooring	\$27,000	\$80,000	\$72,000			\$179,000
Hallway Renovations	\$205,000					\$205,000
Infrastructure (Erate)			\$28,000			\$28,000
Infrastructure/LHT Reno			\$1,102,500			\$1,102,500
Mechanical	\$196,000	\$189,000	\$369,000	\$128,000	\$266,000	\$1,148,000
Parking Lots		2,112,000				\$2,112,000
Roofing	\$316,000			\$97,200	\$96,700	\$509,900
Vehicles	\$48,000	\$106,000	\$50,000			\$204,000
Windows/Doors	\$177,000			\$30,000		\$207,000
Total	\$1,136,000	\$2,622,000	\$7,221,500	\$255,200	\$362,700	\$11,597,400

Source: ConVal School District, October 2023

In comparison with peer districts, recent spending on maintenance and plant operations in ConVal has been comparable. However, what is lost in that basic comparison is that the peers are spending roughly an equal percentage of their budgets on less than half the number of schools that ConVal is. In other

words, if the peer districts and ConVal each had \$1,000 budgets overall, the peer districts spent 9.6%, or \$96, on their maintenance and plant operations in 2021-22, while ConVal spent 8.3% or \$83. In the peer districts, with an average of 5 schools, that resulted in \$19.20 per school. In ConVal, with 11 schools, that resulted in \$7.82 per school.

District	Enrollment 2021-22	Percent of Spending on Plant Operations				# of Schools
		2018-19	2019-20	2020-21	2021-22	2023-24
Berlin	1,063	8.8%	7.2%	8.7%	12.2%	2
Fall Mountain Regional	1,448	9.4%	8.9%	9.8%	9.3%	9
Gilford	1,127	11.7%	10.8%	12.0%	11.1%	3
Kearsarge	1,730	11.1%	10.6%	10.9%	9.6%	7
Litchfield	1,230	9.6%	9.2%	8.7%	9.1%	3
Monadnock Regional	1,615	7.5%	7.7%	7.8%	7.5%	6
Windham	3,032	6.0%	9.0%	7.1%	8.2%	4
Peer Average	1,606	9.2%	9.1%	9.3%	9.6%	5
ConVal	2,062	9.5%	9.8%	8.3%	8.3%	11

Source: ConVal School District, October 2023

Operational Services

Food Services

The ConVal food services program is currently provided by a food services management company (FSMC). The change from an internally operated program to an externally operated one occurred in 2015-16, because, as noted in committee and board meeting minutes, the district was seeking to save ~\$250k from no longer having to pay benefits for food service workers. Once outsourced, salaries and benefits would become the responsibility of the FSMC and FSMCs frequently minimize their operating costs by not offering their employees benefits.

The contract with the FSMC includes these items:

- ◆ ConVal pays an administrative and management fee of \$7,500 monthly for 10 months each year.
- ◆ ConVal pays all direct operating costs.
- ◆ ConVal receives all food service program revenues which includes federal/state reimbursement, meal payments, a la carte monies, and funds from grants such as the Fresh Fruit and Vegetable program.
- ◆ If expenses exceed revenue, ConVal pays a subsidy to the FSMC.

In January 2016, committee reports showed that the FSMC reported a decline in revenues due to a loss in catering and lower student enrollment. In May 2016, the district noted that it would have to dip into its general funds to cover losses in the food service program. With the exception of 2021-22, the food service program does not earn enough revenue to cover expenses and requires district subsidies from the general fund. COVID impacted the revenues from 2020 through 2022, with the easing some USDA restrictions and federal subsidies.

ConVal Food Service Program Revenues and Expenses

	2018-19	2019-20	2020-21	2021-22	2022-23
Total Revenues	\$926,310	\$951,717	\$615,008	\$1,435,691	\$1,033,512
Total Expenses	\$1,104,187	\$1,052,713	\$809,954	\$1,375,135	\$1,237,010
Revenues - Expenses	(\$177,877)	(\$100,996)	(\$194,019)	\$60,556	(\$203,498)

Source: ConVal School District, Compiled by Prismatic, October 2023

The consulting team observed kitchens and meal service in all schools. As currently configured, only 1 of the 8 ES kitchens has onsite cooking: PES. GBS prepares meals for AES, while SMS prepares meals for all the other ES, which are then transported to the schools.

PES has a full production kitchen and larger enrollment, so meals are prepared on site. It is the only ES with a full production kitchen, added in a construction project 10 years ago. Breakfast is put in brown paper bags that students take back to their classrooms to eat, a practice that started during COVID. Lunch is prepared and served in bulk from a steam table. There are 3 entrée choices – two cold and one hot. Students eat in the lunchroom.

For AES, staff at GBS portions unitized meals into milk crates and heated bags organized by teacher then delivers them just before breakfast serving time and just before each of the 2 lunch serving times. The meals are put on tables in the lunchroom. Each teacher distributes to their students and completes the roster. AES students get a choice of one hot entrée and two cold entrees. Because AES and GBS are co-located, staff wheels over the carts of food. No delivery van is needed.

The remaining 6 ES receive their food from SMS via a van driven by food service staff. The district provides the vans and pays for the maintenance and operating expenses. Staff puts individual breakfast meals into white plastic bags (similar to grocery store bags) and delivers them with the lunch delivery for distribution the next morning. For lunch, students have a choice of 1 hot entrée and 1 cold entrée. Cold lunch meal items are put in white plastic bags; hot items are put in individual containers, heat sealed, then put into white bags. School staff distribute meals because the FSMC has stated it cannot find sufficient staffing for the task.

Prior to COVID, FSMC staff brought food to the ES in steam table pans then served students from a heated steam table. Food was served on plastic trays. Using white plastic bags for meal distribution started during COVID and, to date, the previous method of meal service has not been resumed. The FSMC stated their intent is to return to this bulk method of serving once they are able to find staff.

The 2 middle schools and the high school prepare food on site and offer a wide variety of food choices at both breakfast and lunch as well as numerous ala carte items. They each have an attractive fresh fruit and vegetable self-serve bar that contains numerous choices for students.

Secondary Salad Bar



Elementary Plastic Bag Lunches



Source: Photos by Prismatic, 2023

With the exception of 2020-21 which was influenced by COVID, breakfast and lunch participation in the ES has been fairly low over the years. Overall, breakfast participation has not exceeded 22% and lunch participation has not exceeded 48%. In 2022-23, AES and FES had the highest breakfast participation rates (>30%), while BES/Pierce, FES, PES, and TES had the highest lunch participation rates (>50%).

Average Daily Breakfast Participation Over Time

School	11/2016	11/2017	11/2018	11/2019	11/2020	11/2021	9/2022	6/2023
AES	10%	6%	7%	8%	15%	56%	24%	34%
BES/Pierce	15%	25%	14%	21%	18%	24%	14%	17%
DCS	25%	22%	27%	24%	20%	30%	6%	16%
FES	13%	10%	14%	11%	10%	30%	20%	36%
GES	15%	13%	15%	15%	13%	28%	14%	23%
HES	15%	23%	6%	12%	6%	45%	9%	13%
PES	18%	18%	13%	28%	34%	60%	20%	15%
TES	16%	7%	9%	17%	24%	43%	18%	35%
Total	16%	15%	12%	19%	22%	46%	18%	22%

Source: Participation data from claims submitted to NHDOE

Average Daily Lunch Participation Over Time

School	11/2016	11/2017	11/2018	11/2019	11/2020	11/2021	9/2022	6/2023
AES	43%	41%	30%	38%	30%	70%	29%	41%
BES/Pierce	50%	52%	34%	45%	40%	59%	27%	54%
DCS	47%	30%	51%	41%	53%	51%	45%	42%
FES	47%	48%	29%	43%	34%	53%	24%	55%
GES	42%	38%	33%	45%	38%	50%	30%	37%
HES	44%	43%	31%	47%	31%	59%	32%	38%
PES	52%	50%	36%	46%	34%	65%	34%	58%
TES	44%	47%	45%	54%	51%	59%	36%	52%
Total	47%	42%	35%	44%	36%	61%	32%	48%

Source: Participation data from claims submitted to NHDOE

Technology

The learning environment of today must make effective use of technology because the students of today will be the digital citizens of tomorrow. There are few careers that do not require the use of some kind of technology. At the collegiate level, even traditional institutions routinely require some online learning. In 2021, ~60% of postsecondary students took at least some courses online, a figure that was a healthy 36% in 2019 prior to COVID.¹² Even Dartmouth requires some online coursework before freshmen begin classes.

ConVal employs a number of commendable practices in its embrace of technology:

- ◆ District staff are issued laptops (or in a few cases desktops) on a 5-year replacement cycle, a practice begun in 2019. Both the existence of a replacement plan and the 5-year cycle are best practices. The district's tendency to purchase laptops is also a best practice.
- ◆ The district has minimum specifications for staff and student equipment that are reasonably high and likely sufficient for most work activities.
- ◆ The district began a 1:1 blended learning program prior to COVID that started by issuing Chromebooks to incoming 5th and 9th graders each year. When COVID hit, ConVal purchased Chromebooks for elementary students.
- ◆ Devices for students in grades 1-12 are no more than 4 years old, also a best practice. To continue at this level, ConVal has purchased ~500 Chromebooks each year since 2020-21.
- ◆ The district provides Internet access at good speeds. Both SMS and the HS have 3Gb bandwidth while both Antrim schools have 1Gb bandwidth. Dublin and Peterborough schools have 100MB access, while the rest have 50MB access.

In observations of technology usage in ConVal ES, the consulting team found generally equitable deployment of technology and generally equitable classroom usage of technology. Prismatic observed various ES students routinely using Chromebooks for learning tasks. In observations of 57 occupied ES classrooms, Prismatic found that 86% were actively using some form of technology at the time of

¹² <https://www.forbes.com/advisor/education/online-learning-stats/>

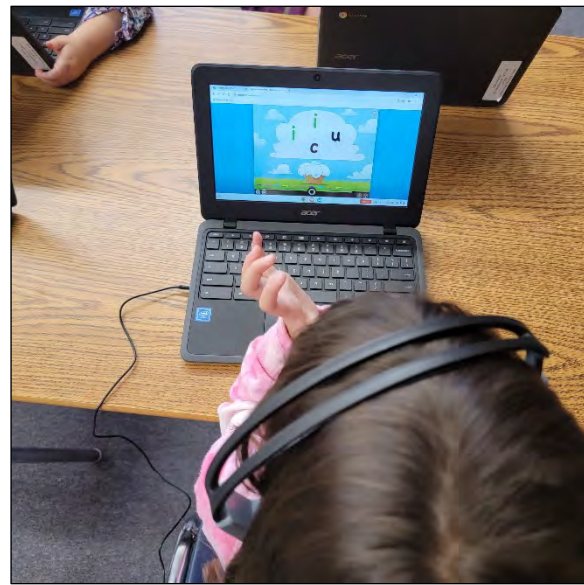
observation. All had technology readily available and the consulting team verified that it appeared to have been in recent use.

Observed Classroom Technology Use

School	# of Occupied Classrooms	# of OC where Students Observed Using Technology	# of OC where Teachers Observed Using Technology
AES	10	4	5
DCS	9	6	9
FES	7	1	7
GES	7	3	5
HES	9	1	8
PES	15	8	12
Total	57	23	46

Source: Prismatic observations, 2023.

Example Elementary School Technology Use



Source: Photos by Prismatic, 2023

Transportation

ConVal provides student transportation via a contracted vendor. The current contractor, STA (Student Transportation of American), has been the district's transportation provider since 2007. In 2021, they won a new 6-year contract to provide transportation services including:

- ◆ 77-passenger buses and some 82-passenger buses for regular routes
- ◆ 20- and 29-passenger vans for special education transport and other special needs
- ◆ 6-passenger mini-vans

- ◆ career center/vo-tech busing
- ◆ summer school busing
- ◆ field trip and athletic trip busing
- ◆ late bus service from the high school and middle schools.

The current contract provides for 77 passenger buses and 20 and 29 passenger vans, all at the same price, \$65,270.51 in 2023-24. Bus and van prices increase by ~3% for each year of the contract. The number of “live hours” transporting students and daily mileage limits are not specified in the contract, but it can be assumed that the cost per bus is based upon the customary working day for ConVal buses used for years, 6:00-9:00 am and 1:30-4:30 pm, or 6 operational hours per day. In 2022-23 regular education transportation expenditures were \$1,076,407. There were 1,135 assigned riders on these routes from a student population of about 2,000. On a per pupil basis, regular education busing costs were \$948.38. On a per mile basis, assuming each route travelled 100 miles per day (a likely conservative estimate), 180 days of busing and 21 regular routes, costs were \$2.85 per mile.

When the current contract began, it was expected that there would be 38 routes (in-district and out-of-district) and more than 50 bus drivers, including daily drivers, spare drivers, and trips only drivers. Today, there are 23 routes and STA reports it is down 22 drivers from expected driver levels. Nationally, the school bus driver pool is down everywhere for a number of reasons – the challenges and stresses of transporting school children, the difficulties in getting a CDL to drive a school bus, the availability of other driving jobs that do not have the same stresses as school bus driving, and the generally tight labor market and low unemployment rate that provides many other, non-driving job opportunities.

In response to the bus driver shortage, STA was able to reduce the number of ConVal in-district, regular education bus routes from 21 in 2022-23 to 19 for 2023-24. This resulted in some routes becoming longer and carrying more students. Due to the size of ConVal, about 250 square miles (roughly 10 miles wide x 25 miles long), many of its bus routes are long, especially those servicing the outlying towns of Dublin, Francestown, Hancock, and Temple. ConVal route buses typically travel ~110 miles per day. Some, such as the 5 routes that have late runs at 4:30 pm, travel farther. This results in route mileage of nearly 20,000 miles per year, not counting summer work. The national average for annual school bus mileage is about 12,000 miles per year.¹³ ConVal bus mileage would be even higher if not for the central location of the STA bus yard, just a quarter mile north of CVHS on Rt 202. STA’s lease of this property affords reduced “deadhead mileage” (no students on board), quicker response to district needs than if the bus yard was located outside the district, and reduced labor time and total mileage.

Busing is currently provided for students living more than 1 mile from school, unless there are safety concerns along the potential walking route, in which case they also are eligible for busing. ConVal has used a 2-tier busing system for as far back as people remember. This entails having the 1st tier of buses deliver MS/HS students to school around 7:15 am. The 2nd tier of buses carries ES students, with morning pick-ups starting around 7:45 am and students are dropped off by 8:30 am. Similarly, in the afternoon, the 1st tier of busing is for MS/HS students at about 2:15 pm. Elementary students are picked up between 3:15 and 3:30 pm, and the last drop off is made by about 4:30 pm. STA runs 5 late buses at 4:30 pm for those MS/HS students who stay after school for sports or activities.

¹³ American School Bus Council

HS Afternoon Bus and Car Rider Lines**Good Separation of Bus and Car Rider Traffic at PES**

Source: Photos by Prismatic, 2023

Although there is no NHDOE regulation regarding length of bus run nor a written district policy that restricts bus ride time, the expectation has grown that in-district bus runs will be less than 1 hour. Currently, among the 19 2023-24 MS/HS bus runs, only 4 are scheduled to last longer than 60 minutes from the first morning pick-up to the last school drop-off. Six MS/HS runs are shorter than 50 minutes. Among the 19 ES bus runs, none are longer than 60 minutes in the morning; 15 are shorter than 50 minutes.

The bus contractor has an experienced terminal manager, bus driver trainer, and crew that know the ConVal area well, but they do not use routing software. Nevertheless, their local knowledge will serve the district well if it chooses to analyze new options for how transportation services can be provided.

In the area of special education transportation, ConVal has several bus routes that travel 30-40 miles outside the district. These routes carry just a few students to out-of-district placements, but the number of students has nearly doubled between 2022-23 and 2023-24. The district has not explored options for using parent contracts (reimbursing the parents for providing their own transportation) or combining special education routes with neighboring districts in order to save funds and, more importantly, free a credentialed bus driver for other duties. In addition, ConVal has not fully explored options for transporting special education students on regular bus routes, although it does transport some in this manner. Typically, those situations need to be assessed on a student-by-student basis, but each placement onto a regular education bus route can result in substantial resource and time savings.

The consulting team observed bus operations at most district schools and visited each school to assess traffic routing around the campuses. In those observations and the analysis of transportation data, the consulting team found no equity issues among the schools. Ride times were not excessive in some schools compared to others. The number of students assigned to each bus did not vary substantially among the schools.

Chapter 3

On this project, Prismatic sought the input of a variety of constituents, using a variety of methods. The overall objectives of the constituent input activities were to:

- ◆ gather information on impacts from the current configuration of ConVal schools
- ◆ identify major and minor preferences for various potential reconfigurations
- ◆ identify potential opportunities and barriers to implementing any recommended reconfiguration of schools
- ◆ assess equity of ConVal schools (perceived and actual)
- ◆ assess the general background knowledge of constituents in the areas of best practices in education, the current status of the ConVal district, and previous district considerations of reconfiguration
- ◆ assess the general appetite for and tolerance of change among constituents

This chapter provides summaries of the constituent input, organized by constituent group and input activity.



Student Input

Student Surveys

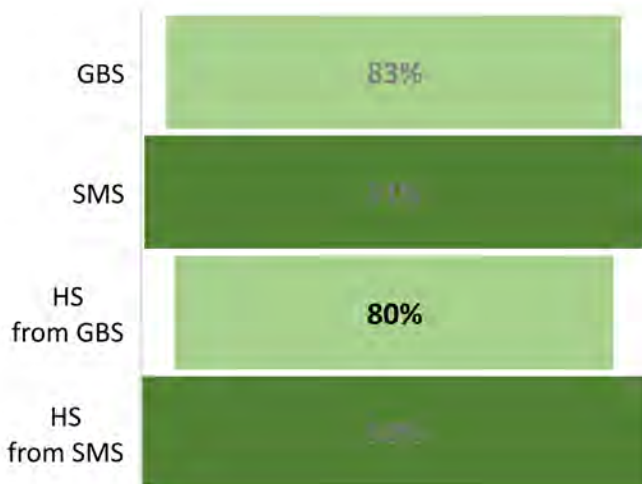
Prismatic offered online, anonymous surveys to middle and high school students and conducted student focus groups from September 18 through October 10, 2023. The survey instruments were slightly different between middle and high school students, with some questions in common. To participate, students had to have parental permission, as required by NH state law, which led to lower participation rates. A total of 201 students provided valid survey responses:

- ◆ 40 Great Brook
- ◆ 97 South Meadow
- ◆ 4 Dublin 5th grade
- ◆ 60 ConVal high school students

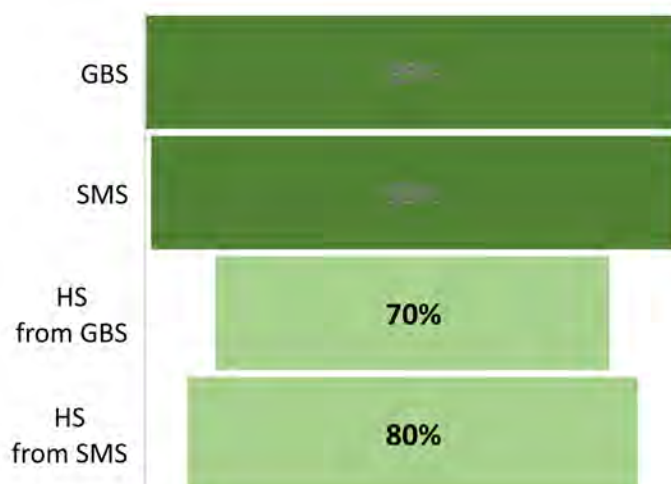
Complete results are provided in Appendix A. There were not enough surveys completed to do analyses by elementary school, but there were responses from students who attended each elementary school. Among the middle school respondents, there were enough responses to analyze results from GBS compared to SMS.

Regarding their ConVal elementary school experiences, a majority of the middle and high school students indicated positives experiences.¹ Those from GBS feeder schools were somewhat less positive than those from SMS feeder schools, but within the margin of error.

I had a great experience in my elementary school.



I had at least 2 really good friends in elementary school.

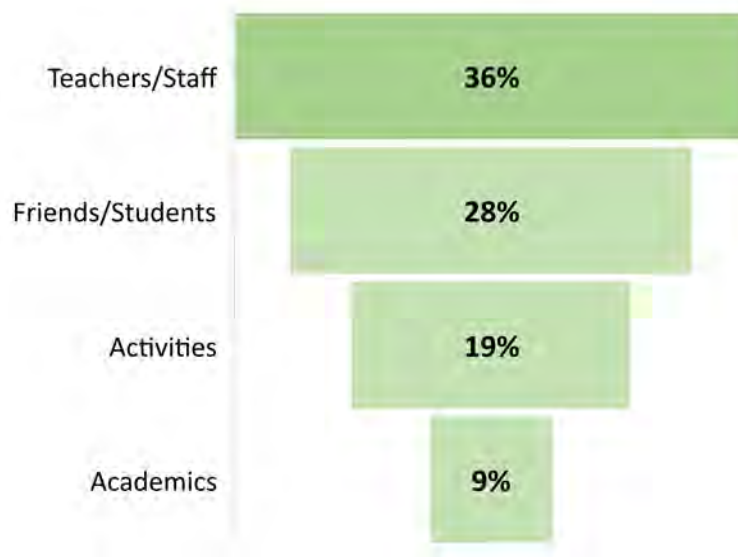


¹ In reporting survey results in this chapter, “agreed” includes all who responded “strongly agree”, “agree”, and “slightly agree” except where noted. Breakdowns by these categories are available in the appendix.

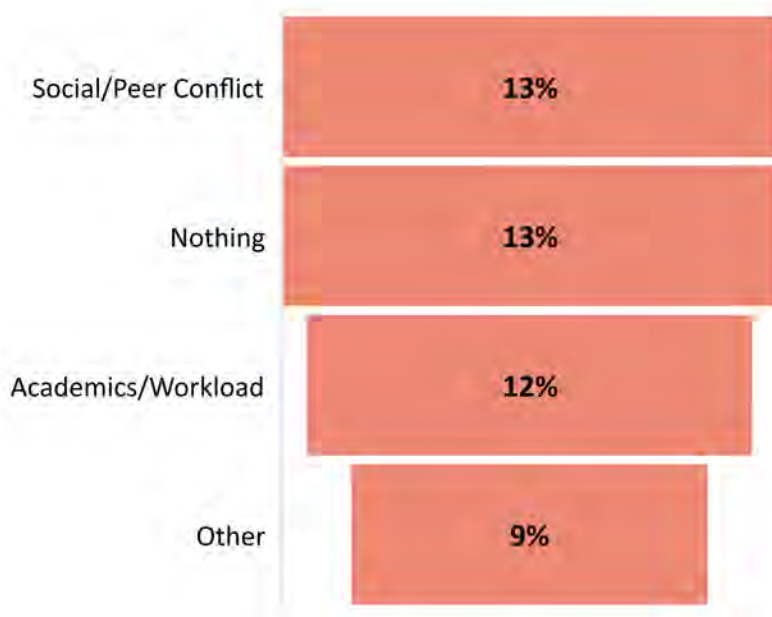
I am still really good friends with my friends from elementary school.



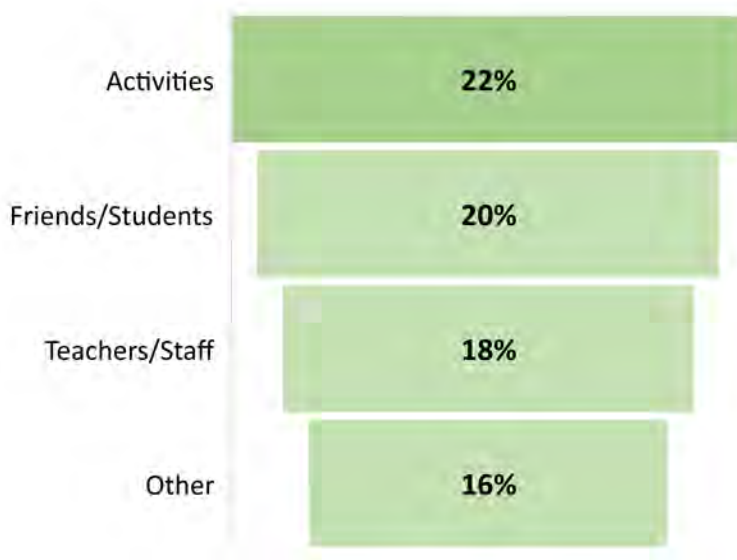
When asked to name the “best part” of their elementary school experience, middle school students most frequently pointed to teachers and staff, specifically highlighting influential teachers and positive student-staff relations. This was followed by responses highlighting the importance of friendships and student dynamics, then by responses around specific activities and opportunities for learning and academics.



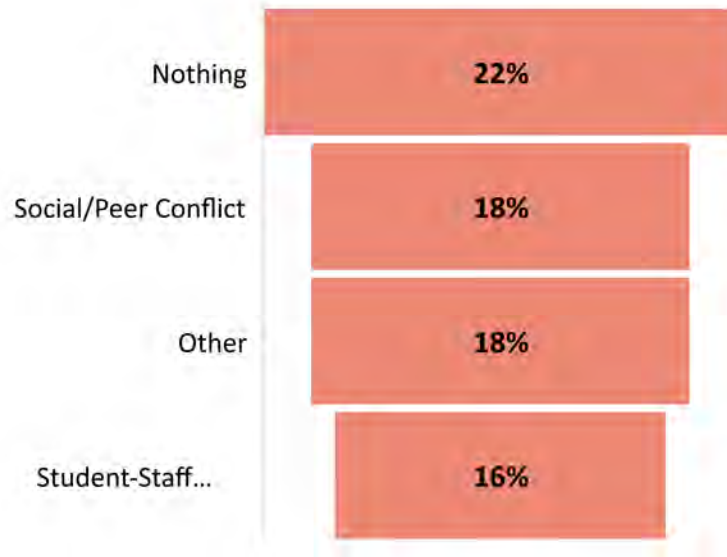
When asked to identify the “worst part” of their elementary school experience, middle schoolers identified social/peer conflicts (such as bullying and difficulties forming friendships) at the same rate as “nothing”. Another 12% mentioned issues related to academics, including concerns about the curriculum and workload, and 9% shared issues in other areas.



High school students were also surveyed on the “best” and “worst” parts of their elementary school experiences. When asked to name the “best part” of their elementary school experience, high school students most frequently highlighted the activities offered, followed by friendships and social interactions, then appreciation for the teachers and staff.



When asked to identify the “worst part” of their elementary school experience, high school students most frequently indicated they could not pinpoint any negative aspects. This was followed by difficulties in forming and maintaining friendships, dissatisfaction in other areas, and issues with teachers and staff.

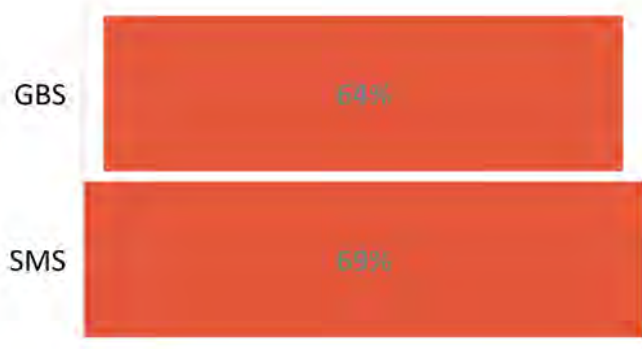


Current students at both middle schools had similar positive perceptions. Similar majorities of current GBS and SMS students agreed that:

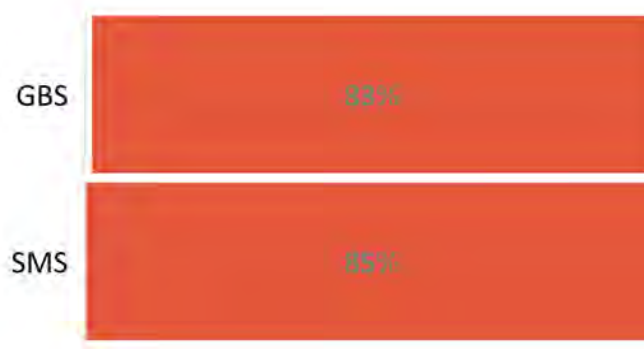
- ◆ Their school can be described as a good place to learn (83% GBS / 89% SMS).
- ◆ Their current classes are interesting (80% / 83%).
- ◆ They feel happy at their school (85% / 84%).
- ◆ They feel welcome and accepted at their school (95% / 81%).
- ◆ There are plenty of clubs at their school (90% / 80%).
- ◆ There are plenty of sports options at their school (80% / 84%).

However, in most cases, a majority of the current middle school students wanted more opportunities. Both groups would like more STEM courses and the opportunity to learn a world language. GBS students were satisfied with their arts elective options, but SMS students were not.

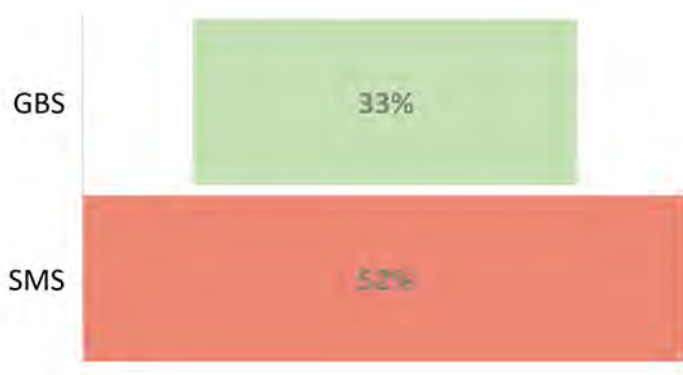
I would like more options for STEM courses.



I think middle school students should be able to learn a world language such as Spanish or French.



There are not enough electives in arts at this school.



Finally, a proportion of middle school students were open to the idea of increasing the size of their middle school. Nearly half of each group (46% GBS and 43% SMS) agreed with the statement, “I think it would be great if there were more students at this school.”

Student Focus Groups

Prismatic conducted student focus groups September 26-28, 2023. All participants had parental permission. A total of 51 students participated in 6 focus groups:

- ◆ 2 Great Brook groups – 1 with 5th/6th graders and 1 with 7th/8th graders, 19 in total
- ◆ 2 South Meadow groups – 1 with 5th/6th graders and 1 with 7th/8th graders, 17 in total
- ◆ 2 high school groups – 1 with students from Great Brook and 1 with students from South Meadow, all 9th/10th graders, 15 in total

The middle schoolers previously attended all the ConVal elementary schools. Thinking about the best and worst parts of their elementary school, they offered these comments:

- ◆ Those who attended AES characterized their teachers as “memorable and kind to everyone.” They also described AES as a “small school” where they got to know each other.
- ◆ Those who attended PES characterized their teachers as “really nice” and noted that “some were really good” teachers.
- ◆ Those who attended the smaller schools noted:
 - “Awesome teachers” but also that class sizes were “kinda small” which was viewed as a good thing sometimes and sometimes “You wished you had more people. When you are stuck with the same kids for 4 years it gets boring.” – BES/Pierce
 - They liked that it was small, “everyone got to know each other.” – FES
 - The best part of GES was the starting time - GES
 - There were not too many students – DCS and TES
 - Classes were “insanely small,” this was a good and bad thing - HES

When asked what they would have changed about their elementary school, they offered these comments:

- ◆ The specials schedule, such as doing art for 5 days and then no more art for 2 months, made it “hard to remember what you learned.” – BES/Pierce
- ◆ Change some of the teachers – DCS, GES, and PES
- ◆ Putting older students with younger students for specials was “annoying.” – GES
- ◆ They need more rooms. The school was a “multipurpose room and 2 hallways.” They wouldn’t leave the classroom except for specials and recess. – HES
- ◆ Make the schedule for specials “more even” instead of “random” – TES

Compiled responses to other focus group questions are provided in the table below.

Question	Middle School Student Responses
Going to a smaller school can sometimes make it tough to make friends. Did you see that challenge in your elementary school? Were some kids sometimes left out of friend groups?	<ul style="list-style-type: none"> There were mixed opinions, with some saying “yes” and some saying “no.” One said it was easier to make friends because of how few kids there were. One said there were “definitely kids no one wanted to be friends with” at their elementary.
Coming into middle school, did you feel prepared for middle school academics? Were there subject areas that you wish you had spent more time on in elementary school so that you would have been more prepared for middle school?	<ul style="list-style-type: none"> There were mixed opinions, with some saying “yes” and some saying “no.” Some characterized the challenges as being mostly due to COVID. A few noted that their ES did not focus on science or social studies, so they were behind in those subjects. Several said they felt “totally ready” for MS math.
In your classes now, do you notice differences in academic preparation across students from different elementary schools?	<ul style="list-style-type: none"> There were mixed opinions. Several noted specific observations such as their ES prepared them better for math. Others noted lower skills in science and social studies. One former GES student said that former PES students knew more than GES students in “pretty much everything.” Among 8th grade focus group participants, some students said they did not learn in ES some things that come up in their 8th grade classes. One student suggested, “4th grade teachers should talk and compare what they are teaching” so that “everyone is on the same page about things.” In 1 of the 4 focus groups, the general consensus was “not really.”
Does this middle school have all the academic opportunities you’d like to have? If not, what is missing?	<ul style="list-style-type: none"> Several expressed a desire for world languages, including Spanish, Chinese, Japanese, French, Latin, and Arabic. Several expressed a desire for a “life skills” class that would teach things such as how taxes work. Individuals expressed a desire for higher math classes, computer programming, auto shop, and open enrollment into Algebra I.
Does this middle school have all the clubs, sports, and extracurricular opportunities you’d like to have? If not, what is missing?	<ul style="list-style-type: none"> There was no consensus around any 1 item. Requests included: tennis, bass fishing, lacrosse, dance, motocross, paintball, ultimate frisbee, rock climbing wall (for GBS), disc golf, badminton, and ski club.
How do you feel about the size of this middle school? There are a lot more kids here than most of you had in elementary school. How do you feel about that?	<ul style="list-style-type: none"> Several said that the size of their MS was “just right.” A few said there was just enough students. “Everyone has their own group.”
The adults in ConVal have been talking about reconfiguring the district. That could mean that some	<ul style="list-style-type: none"> Among the 5th and 6th graders, the consensus was that merging ES would be negative. They worried about the lack of

Question	Middle School Student Responses
<p>elementary schools would be merged together. Do you have any thoughts about that possibility? Does that sound like it could be a positive or negative change? Why?</p>	<p>space in a consolidated school. They worried that teachers would lose their jobs.</p> <ul style="list-style-type: none"> ◆ Among the 7th and 8th graders, there was no consensus in 1 of the groups, while the other group consensus was that it would be okay to merge. One said the district should keep a school in each town. A few noted that merging some would be okay. Some had concerns about the length of bus rides. One stated that having a separate school with 8 kids in a class “doesn’t make any sense.” A former DCS student said that it might be good for DCS specifically because of the extremely low number of students there.
<p>What do you think of the idea of one ConVal middle school? Does that sound like it could be a positive or negative change? Why?</p>	<ul style="list-style-type: none"> ◆ There was no consensus opinion among the 5th and 6th graders. Some worried that a combined MS would be overfull and that class sizes would be too large. Some worried about the impact on sports competitions. Some worried about the length of bus rides. ◆ There was some support for merging MS among the 7th and 8th graders. “It would be cool to see new people.” But they also worried whether all the MS students could fit into 1 building and about the length of bus rides.
<p>What do you think of the idea of putting all ConVal students in grades 7 through 12 in the current high school? Does that sound like it could be a positive or negative change? Why?</p>	<ul style="list-style-type: none"> ◆ The 5th and 6th graders were generally indifferent about the idea, but stated they like having grade 5-8 together. ◆ The 7th and 8th graders were highly negative about this idea. They expressed concerns about younger students being bullied.

The high schoolers previously attended AES, BES/Pierce, FES, GES, and PES. Thinking about their elementary school, they offered these comments:

- ◆ Those who attended AES and PES liked the larger size of those schools. There were “more chances to make friends” and they “had more friends.” They noted that not all of their teachers were great.
- ◆ Those who attended the smaller schools noted that having fewer teachers meant stronger connections with them. However, they “didn’t learn a whole lot” and “teachers ran out of stuff to do with us.”

Compiled responses to other focus group questions are provided in the table below.

Question	High School Student Responses
<p>Going to a smaller school can sometimes make it tough to make friends. Did you see that challenge in your elementary school? Were some kids sometimes left out of friend groups?</p>	<ul style="list-style-type: none"> ◆ “Yes” was the general consensus. ◆ “There were already some AES kids who were left out and they were still left out when HES kids came in 4th grade.” ◆ At BES/Pierce, it was “all just pairs, not a big group.” ◆ At FES, all the students in the graduating class were friends. ◆ At GES, “no matter how hard you try, there would still be kids left out.” ◆ “Even at PES it was hard sometimes” but 2 noted that PES promoted “inclusion” of all students and saw it as a good thing. Students got in trouble with teachers if they were perceived as “leaving people out.”
<p>Coming into middle school, did you feel prepared for middle school academics? Were there subject areas that you wish you had spent more time on in elementary school so that you would have been more prepared for middle school?</p>	<ul style="list-style-type: none"> ◆ Some felt prepared, some did not. ◆ Some felt less prepared for the social aspects of MS. ◆ Some wished there had been more math and science in ES. ◆ Some wished that classes were better “defined” in ES. ES didn’t keep the same topics at the same time each day. It was more “whatever” in ES.
<p>In your high school classes now, do you notice differences in academic preparation across students from the different middle schools?</p>	<ul style="list-style-type: none"> ◆ GBS offered an extended learning program (ELP) that was not offered at SMS. ◆ SMS offered a year of Spanish for some 7th graders that was not offered at GBS. ◆ Former GBS students felt: <ul style="list-style-type: none"> ○ they were generally prepared for 9th grade. A lot of the classes are “really easy.” ○ those who took Algebra I at GBS are less prepared for Algebra II than their SMS counterparts. ○ SMS had “more opportunities to chunk kids into different abilities” and that “GBS didn’t have advanced classes.” ◆ Former SMS students felt: <ul style="list-style-type: none"> ○ they were better prepared for Algebra II than GBS students, that GBS students “learned it a different way.” ○ GBS students were less prepared for an honors math class.
<p>Does this high school have all the academic opportunities you’d like to have? If not, what is missing?</p>	<ul style="list-style-type: none"> ◆ Some regular and honors classes are taught in the same classroom. They would prefer separate classes. ◆ There is no honors option for physical science for 9th graders. ◆ They are hesitant to try online French class because it is online. Also, they cannot earn an A+ in online classes so it negatively impacts GPA. ◆ They noted the loss of classes such as honors Biology, precalculus, and AP physiology because of low enrollment and the loss of teachers.

Question	High School Student Responses
Does this high school have all the clubs, sports, and extracurricular opportunities you'd like to have? If not, what is missing?	<ul style="list-style-type: none"> ◆ One noted the availability of "great CTE programs." ◆ One wanted the option to learn French. ◆ Multiple comments about the good variety of sports. ◆ "Everyone has an opportunity to do something." However, all clubs are after school, which means some may not be able to participate. ◆ "You can create your own club – just need 3 people and 1 adult."
How do you feel about the size of this high school? There are a lot more kids here than most of you had in elementary or middle school. How do you feel about that? Is this school too large, too small, just right? Why?	<ul style="list-style-type: none"> ◆ "Everyone overplayed how big this school is. Everyone said we were going to get lost but it only took 2 days to figure it out." ◆ There are "enough kids that if you don't want to see someone you don't have to." ◆ "It could be bigger and it would be okay." ◆ They did not find it difficult to mix with students from the other MS. Good friends from last year are now "irrelevant." There are "whole new friend sets."
The adults in ConVal have been talking about reconfiguring the district. That could mean that some elementary schools would be merged together. Do you have any thoughts about that possibility? Does that sound like it could be a positive or negative change? Why?	<ul style="list-style-type: none"> ◆ "It depends on the kid's personality as to whether the small schools are too small." ◆ In merged ES, "academics would be better." They "wouldn't have to learn with kids that aren't at your level." ◆ Three previously attended schools outside of ConVal with much higher enrollments. One of those found the larger school "stressful." The other 2 had no criticisms of the larger schools. ◆ Two held negative views of multi-grade elementary classes. Both noted that the teachers of them repeated the earlier-grade curriculum in the 2nd year. ◆ Participants felt that "smaller class sizes are better" and several expressed that 20 should be the maximum size. One shared that their ES class size of 15 was "nice" and that having multiple classes of the same grade level allowed students to "get a break from some kids" and that teachers "could switch kids between classes." Several noted concerns with how the busing would work. ◆ One said, "Combining schools would definitely not be a bad idea."
What do you think of the idea of one ConVal middle school? Does that sound like it could be a positive or negative change? Why?	<ul style="list-style-type: none"> ◆ "No" was the initial general reaction in both groups. ◆ The current 2 MS are "not alike at all." SMS students are "the favorite children." ◆ Several spoke positively of the chance to get to know new people in 9th grade.
If the middle schools were combined, what would be the biggest challenge?	<ul style="list-style-type: none"> ◆ Differences in current sporting programs/options. "SMS takes sports more seriously than GBS." "GBS is not a 'sports school.' It's more a band and choir school."

Question	High School Student Responses
<p>What do you think of the idea of putting all ConVal students in grades 7 through 12 in the current high school? Does that sound like it could be a positive or negative change? Why?</p>	<ul style="list-style-type: none"> ◆ “No” was the initial general reaction in both groups. ◆ If they had to choose between merging ES and merging MS, they would merge the ES. Making the ES classes bigger from the start would be better. There was general consensus around this idea in 1 group and some support for it in the other group. ◆ There were concerns about the wide variations in maturity levels between 7th and 12th graders.

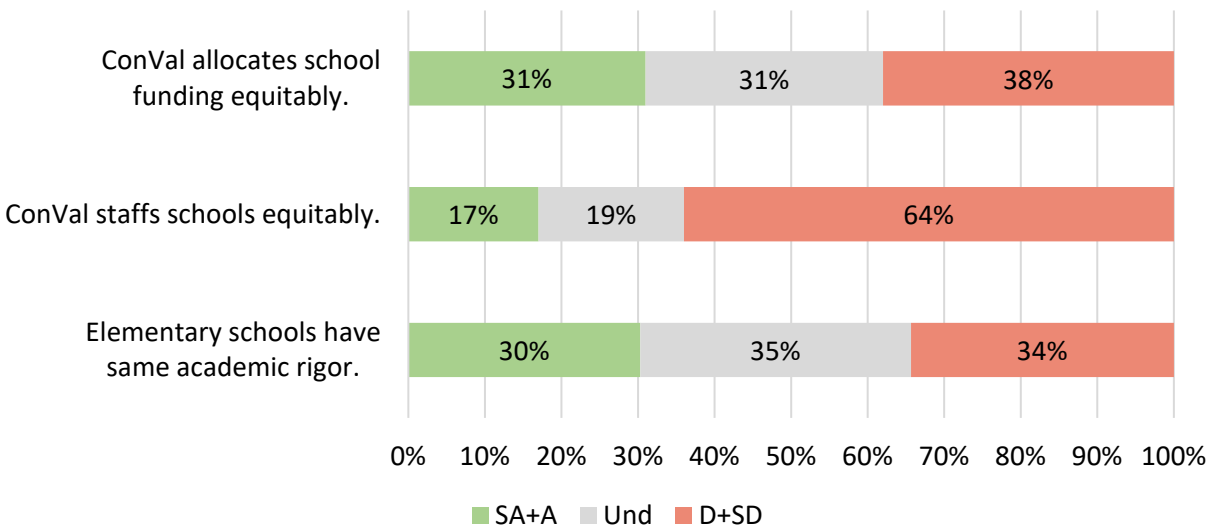
Staff Input

Staff Surveys

Staff who responded to the September community survey had the opportunity to complete a section of questions focused specifically on their experiences and perceptions. A total of 138 staff members completed the survey, approximately 34% of all staff. Complete staff survey results are provided in Appendix B.

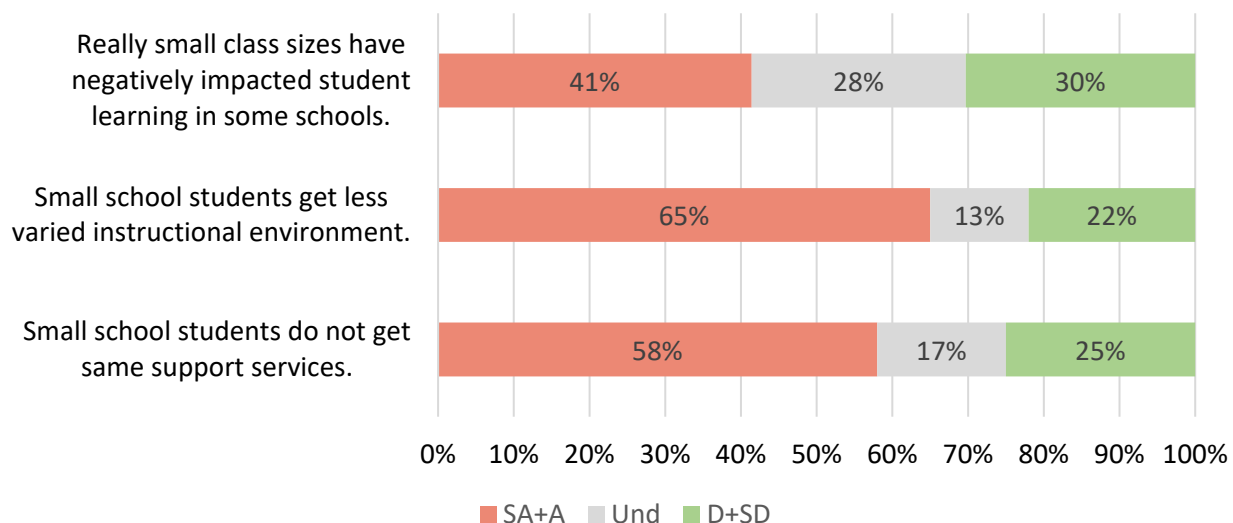
Staff respondents came from all ConVal towns except Sharon, as well as from outside the district. Slightly less than half (42%) have children currently enrolled in the district. Most respondents (67%) were school administrators, classroom teachers, or other certified staff.

Among staff, there were mixed opinions regarding equity of funding across schools. There were also mixed opinions regarding equality of academic rigor across the elementary schools. However, a majority of staff did not feel that the district staffs its schools equitably.



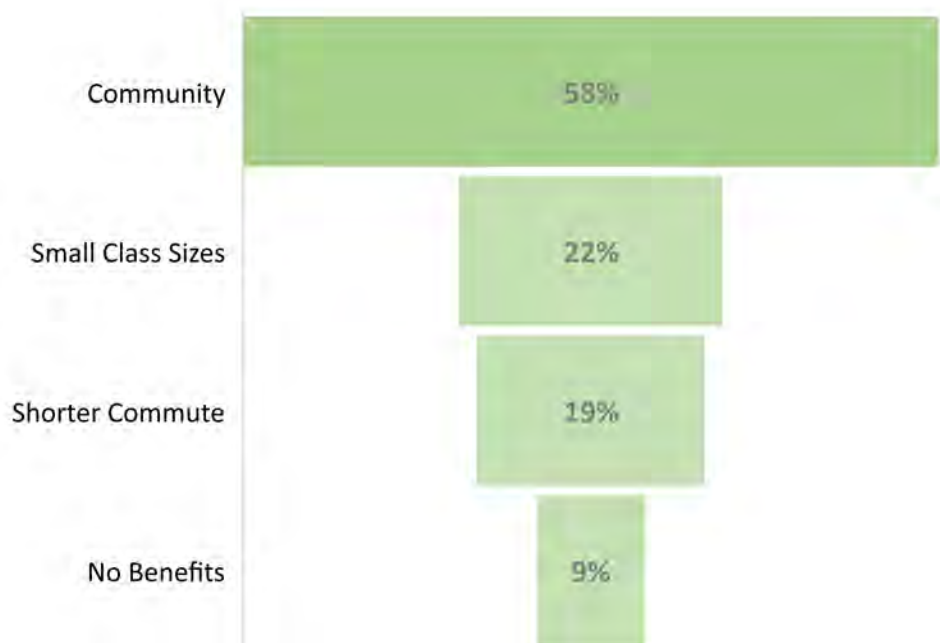
Among staff, there were mixed opinions as to whether really small class sizes has negatively impacted student learning in some schools, but a slightly higher percentage of staff felt that it did have a negative than did not. There was a bit more consensus regarding perceptions of two other negative effects of smaller elementary schools. A majority of staff felt that students in smaller elementary schools get less

opportunities for a variety of instructional environments, such as varied small groupings and also that they do not get the same level of support services as those in larger elementary schools.



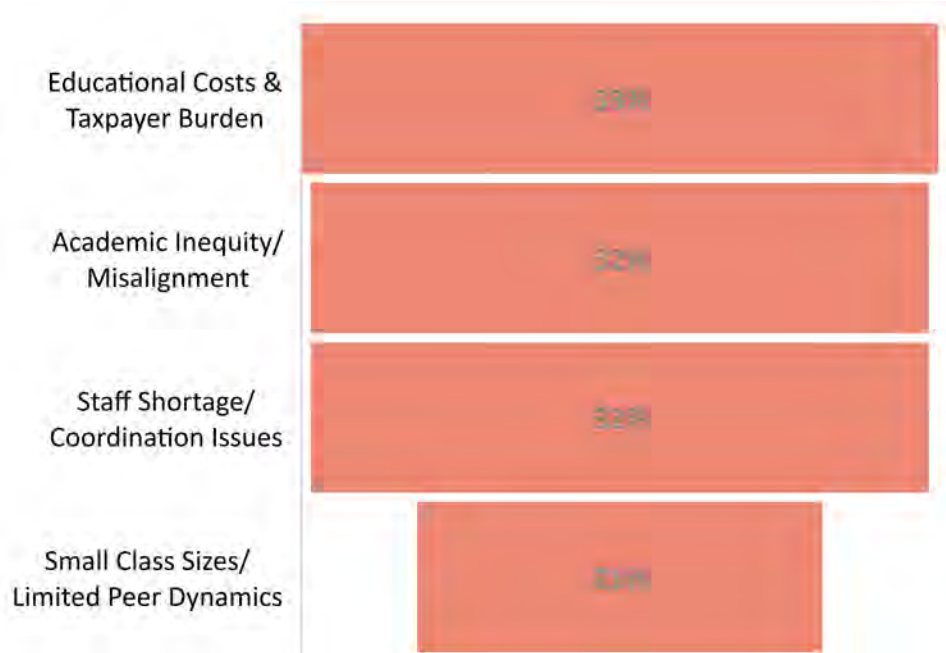
When asked to name the best elementary school in ConVal, nearly half (47%) stated they did not know. The only school with more than 10% of the staff votes was PES, which was named by 26% of staff as the best. When asked to identify the “best part” of having 8 elementary schools, only 22% of staff identified small class sizes. A majority instead identified some type of community, such as “sense of community”, “our youngsters have a connection to the town they live in” and “community ownership of schools.” The 3rd and 4th most frequent responses were shorter commutes and no perceived benefits.

Staff Perceptions of the “Best Part” of Having 8 Elementary Schools



When asked to name the “worst part” of having 8 elementary schools, staff most frequently mentioned educational costs and burdens on taxpayers as well as academic inequity/misalignment. The 3rd and 4th most frequent responses were related to staffing problems and small class sizes.

Staff Perceptions of the “Worst Part” of Having 8 Elementary Schools



Staff Focus Groups

Prismatic conducted staff focus groups September 26-28, 2023. A total of 54 staff participated in 9 focus groups:

- ◆ 2 Principal groups – 1 with elementary, 1 with middle school
- ◆ 4 Teacher groups – 1 with elementary, 1 with middle, 1 with high school, 1 with elective teachers
- ◆ 3 Special Education groups – 1 with teachers, 1 with coordinators, 1 with service providers

Principals from all ConVal elementary and middle schools participated in focus groups. When asked if the town will “die” if the elementary school goes away, they offered these comments:

- ◆ All but 1 said the town would not die if the elementary school went away.
- ◆ Some small schools feel the school is part of the culture of the town. It does present challenges to maintain the community feeling if the town school is closed.
- ◆ Some noted a fear that houses will not sell as well if there is no elementary school in the town.
- ◆ Others did not feel that closing the school would impact whether families moved to the town. They felt that kind of talk was a scare tactic to force into the district into stagnation.

Thinking about what their school is lacking, principals offered these comments:

- ◆ Some need special education teachers, math teachers, and/or CTE teachers.
- ◆ Some currently share nurses, counselors, psychologists, behavior support, specialists, art, and music.
- ◆ As cohorts change, some special education resources are limited. For special education caseloads – if there is only 1 person at a school, they have the whole caseload.
- ◆ There is no consistent staffing beyond a teacher in a classroom.
- ◆ Personnel is needed – no matter the number of students, each school often has the same number of resources – 30 students or 90 students – same staff. Each year, schools are squeezed to cut personnel. There is a smaller cohort of adults to do all the duties. Some functional things have to be done no matter the size of the school.
- ◆ Smaller schools lack the resources to cover, especially if anyone is out or if there are vacancies.
- ◆ Safety has become an issue. There is an uptick in behaviors. There are only so many people for crisis teams. There is limited support staff, even beyond resourcing and equity, that you can offer students.
- ◆ Some towns have disproportionate resources. There are trust funds in some towns which allow students (who already have resources) to go to museums, field trips, etc. If there is no trust, it is

up to PTOs to try to provide similar opportunities. This is hard when a school's families are not well off.

- ◆ Some of the smallest schools noted a need for access to a school psychologist and counselor but that they are using existing staff to meet their needs (even though those staff members are not psychologists/counselors).
- ◆ Building upgrades are needed (asbestos, missing ceiling tiles, dated).

When asked how they would rate the quality of education provided in their school and how it compares to schools in surrounding districts, principals offered these comments:

- ◆ There is a beauty to small schools, to know each student. When you look at culture and climate, they have a more positive climate than surrounding districts. When you look at assessment data, they have questions about why there are differences.
- ◆ They noted that ConVal has had lots of staff turnover and some teachers have alternate certifications. They do not believe that other districts have as much turnover.
- ◆ In ConVal, student support resources are shared across schools. The result is that ConVal is not able to equitably offer support to students.
- ◆ ConVal is “weird” compared to other districts. They are not sure if other districts have single class schools and mixed grade level classes. Nevertheless, ConVal students do “fine” academically.
- ◆ Some noted the large discrepancy within the district as far as student performance on state assessments. They noted they have not done a deep dive to determine why there are differences and better understand the differences. They feel ConVal is good at aligning but there is room for improvement to find out how to counteract if students come in with less vocabulary, skills, etc.
- ◆ The HS is more aligned with Milford and Emerson than the schools are at the elementary level. ConVal has different resources than other districts with over 1,000 students. It is often easier to handle multiple schools with over 1,000 students than the schools in ConVal with 110 kids because of the lack of resources.
- ◆ ConVal provides a strong education. The neighboring towns possibly are not of the same caliber. There is a greater socioeconomic challenge for some of those towns. ConVal is better than neighboring towns.
- ◆ ConVal needs to expand world language, CTE course offerings, and afterschool opportunities.
- ◆ ConVal has limited course offerings for HS students once they complete the required 26 credits to graduate.

Compiled responses to other focus group questions are provided in the table below.

Question	Principal Responses
How does the size of your school impact the quality of education?	<ul style="list-style-type: none"> ◆ Several expressed that teachers are unable to collaborate with common grade levels, unable to share materials, and work in strange silos. ◆ Consensus was that the current monthly virtual district check-in is not sufficient and the lack of collaboration negatively impacts students. ◆ “We do not have opportunities for collective efficacy.” ◆ One said it was harder to find staff for a small school, because of the location of the school. ◆ Principals agreed that there is an impact on students when they must have multi-grade classes due to student numbers. This also causes more of an impact on staff, requiring more preparation time. ◆ “If a student and staff member do not have a good relationship, it could present a challenge” since there are few options to move a student at each grade level. ◆ A principal from a smaller school stated that smaller schools allow for more porous classes, students are not stuck in a grade level. They gain a month or so by looping up and having them for another year.
How are your teachers working to become better teachers? Are they engaging in PLCs? Something else?	<ul style="list-style-type: none"> ◆ PES has common planning once per week when they meet as a PLC with principal or other teachers. They also meet every other week with their math coach/admin. ◆ Other schools reported they do not officially follow a PLC process. “There are district virtual meetings once per month for teachers to connect with teachers at other schools, but it has not been strongly maintained.” ◆ There has been some cross pollination for some professional development (OGAP training, LETRS training). There are opportunities for broader PD to allow natural connections to occur.
Is the community engaged in your school? If so, how?	<ul style="list-style-type: none"> ◆ Most noted they have highly involved and engaged community members, parents, and organizations.
What does your school do best? What are the opportunities for improvement?	<ul style="list-style-type: none"> ◆ Several agreed that every student belongs to everyone in the ES buildings in ConVal. Staff automatically take care of all children and are true team members. If there is a gap, they turn to a neighbor to try to fill it. ◆ They shared several strengths for ConVal - social emotional supports, outdoor learning, play space education, and strong community support. ◆ Most agreed that there needs to be more of a focus on identifying why there is a difference in proficiency levels between schools. ◆ Principals shared additional opportunities for improvement

Question	Principal Responses
<p>Overall, the district is below state average in math and reading. How could reconfiguration help to improve things in these areas</p>	<p>which included a need to make the curriculum performance-based and grounded in skills, additional Tier 2 support, more resources, teacher collaboration, and more academic opportunities.</p> <ul style="list-style-type: none"> ◆ Most principals agreed that the level of expertise of teachers is vastly different in every school. The key is equitable resources, collective efficacy, and maintaining the sense of community. ◆ Some principals shared that people have much expertise, but they are unable to leverage resources because they are trying to keep the boat afloat - above and beyond what the education challenges are. ◆ Principals agreed that the more teachers collaborate, the better the opportunities for kids. "If state testing is the benchmark, bringing teachers together to look at curriculum, really do PLCs would make a difference. If you are in the same building, you can work together." ◆ One principal suggested that reconfiguration would help with the alignment of core values and progress measures. ◆ Some principals believe reconfiguration can help with the availability of staff and support. "There would be more opportunities to mix up groups across the building for both literacy and math. Coaches could help as well." ◆ One shared that there would be less teachers to hire with reconfiguration, which is helpful with the current shortage. ◆ Several expressed that students go into middle school at different levels. With more resources available with consolidation, planning and coordination could address the current gaps.
<p>Have you thought about what options might be best for district students? What are they?</p>	<ul style="list-style-type: none"> ◆ Several options were suggested: <ul style="list-style-type: none"> ○ Consolidate some ES and keep 4-6 open ○ Offer vouchers for students who live far from schools ○ If schools remain open, have towns fund their own school ○ Consolidate MS and move 5th graders back to ES ○ Have one K-2 school and one 3-4 school ○ Make some ES schools K-2 or 3-5 and consolidate MS ○ Offer school choice when consolidating
<p>What do you think of the idea of one ConVal MS? Does that sound like it could be a positive or negative change? Why?</p>	<ul style="list-style-type: none"> ◆ Most agreed this would be a good option if enough space is available.
<p>What do you think of the idea of putting all ConVal students in grades 7 through 12 in the current HS? Does that sound like it could be a positive or negative change? Why?</p>	<ul style="list-style-type: none"> ◆ Most agreed that this would not be a good option for students because of the vast difference in ages and maturity of middle and high school students.

Question	Principal Responses
What kinds of evidence to support a given recommendation will be most compelling to the families in your school?	<ul style="list-style-type: none"> ◆ They expressed that some families will want smaller class sizes. ◆ One expressed that small towns adore their small schools but some do not like how much they cost. ◆ Others felt that communities need to know how the schools and towns can benefit from the reconfiguration options and better understand the potential long-term impacts of larger schools.

Teachers from all elementary, middle, and high schools were represented in the focus groups. Thinking about the quality of education provided in ConVal and how it compares to schools in surrounding districts, they offered these comments:

- ◆ It is not equitable within the district. Smaller schools do not get the same resources. AES and PES get art more often, small schools get it every 6 weeks.
- ◆ ConVal is way ahead of everyone else with curriculum. ConVal is behind in science. Resources are spread thin. One counselor may have to cover 3 buildings. Schools need behavioral support and a counselor each day.
- ◆ ConVal has more resources, serving more towns and a much larger population. There are lots of offerings at all levels that were not available in other districts. The quality is good because of resources. ConVal is more rigorous and is more supportive of staff, students, and families. SAU leaders do not wear as many hats and are more supportive.
- ◆ ConVal is lucky to have towns that continue to support the school budget and families that value education. Students get a better education. Some do slip through and do not get as much. Those who are motivated can get more (example is the German club at HS).
- ◆ ConVal has lots of dedicated and talented teachers in the district who care about the students and their lives.
- ◆ Allocations are currently made by numbers and not the needs (trauma, student need, experience of educator).
- ◆ ConVal has gone downhill. It was incredible; now it does not feel as good. It is not as dynamic as it was.
- ◆ Some surrounding towns have more money and resources.
- ◆ Education, PD, and opportunities are top notch.
- ◆ As far as progressiveness of curriculum, it feels that other areas are about 2 years behind ConVal.
- ◆ Combination classes are everywhere. There is such a staff shortage and staff are stretched so thin that you are unable to plan on having a para.

- ◆ Some are shocked by the schema of kids in district. Even those who struggle always shock me with the depth of things they can do. Students work together and understand things at a different level.
- ◆ One librarian must travel between 3 schools. Because things are done by numbers, one can only take it so far.
- ◆ ConVal is due for something new for language arts. Right now, the district is back to “do what you can do and pull from what you have.” There is not much consistency across elementary schools. Some teachers are not using the parts of the curriculum they do not like.
- ◆ There are big differences between schools. Math Coach = higher scores; Math with Fidelity = higher scores.
- ◆ All schools have the same access to curriculum; it is just not implemented the same.
- ◆ Some need Responsiveness to Intervention (RTI) and Title I for Reading and Math.
- ◆ There are still some places where there are different ways of doing things and some kids come to school more advanced.
- ◆ ConVal students are not just taking tests - they are encouraged to problem solve and think critically. Academic, co-curricular, and athletic opportunities are excellent.

Thinking about what their school is lacking, elementary teachers offered these comments:

- ◆ PES and AES have more staff so they get behavioral students (PES) but lack the trained, quality staff needed.
- ◆ Scores are down because they are evacuating classrooms or waiting on interrupting behaviors to be supported/addressed because they are waiting on staff. There is a limited number of trained staff. The whole district needs a service to support social emotional needs. They need to bring behavioral supports to elementary schools.
- ◆ Social emotional needs are so much greater, separate from behavior. Guidance counselors are needed in every building. Trying to get someone to do threat assessment is tough (waiting on support). Kids are missing vital access to much needed social emotional/behavioral supports.
- ◆ Some schools need increased access in general – social emotional, art, music, library. Some have access every day. Smaller schools do not have technology integrators in the building each day, so there is no Chromebook support or library access when they are not there.
- ◆ There is a need for space for students with mental health challenges. They need a place where they can be respected, to preserve integrity. Teachers do not want students to experience trauma from other students while they are in school. ConVal needs people who are trained and know how to do this. Getting that support is not easy to access.
- ◆ There are not enough resources nor enough trained people.
- ◆ Some vacancies are unfilled and there are no applicants.

- ◆ Teacher salaries used to be okay. Now ConVal needs to pay higher salaries above what is offered in neighboring districts to fill vacancies. There is little to no housing or childcare around ConVal. ConVal is no longer one of the higher-paying districts for teachers, nurses, paras, etc.

Thinking about what their school is lacking, middle and high school teachers offered these comments:

- ◆ School facilities need work. It is very run down, with cracks in the floor covered with duct tape. The bathroom needs to be remodeled. It has not changed in 35 years. The AC died a couple of weeks ago. The zones are not consistent. Teachers try to make it a pleasant space for the kids but the holes in the carpet, stains, carpets that cover asbestos, carpets being over 30 years and taped down, water and sewage issues make it tough. The water from faucets often looks like tea. One cannot drink out of most of spigots in the building. All teachers have buckets to catch drips when it storms.
- ◆ They feel a need for more playing fields, a cafeteria, a conference room, a performing arts space(s) that can be used as a public facility. They could also use an outdoor amphitheater (like Keene – spotlight booths, sound, sound walls, lighting, etc.).
- ◆ There are several facility issues: the direction doors open, overall safety and security, doors do not close or lock because of warped door frames, no standardization for structures and procedures, lack of handicapped buttons to open doors.
- ◆ Consolidation may help with food service options.
- ◆ Many science teachers do not have clean water for experiments.
- ◆ Teachers need space for storage and supplies.
- ◆ The high school programs get cut often. Students expect the buildings to be the pinnacle. The high school building is not an adequate representation of the amazing things staff do and what students get. Nothing has been updated in over 10 years in the front office.
- ◆ “Carpet in the music area is so rank.”
- ◆ They lack sufficient substitutes and paras. They are understaffed.
- ◆ Some high school students come in early/late because they have open blocks in their schedule. ConVal does not have enough teachers or classes to offer high school students.
- ◆ Some rooms are oddly shaped, too small, too large. Space is not utilized appropriately.
- ◆ Improvements are sporadic. One secondary school needed 6 science labs, but only received 4. Parts of the school are “very oppressive.”

Compiled responses to other focus group questions are provided in the table below.

Question	Teacher Responses
What do you like or dislike about current service levels in special education, itinerant staff (SLP, OT, PT, para availability, psych services)?	<ul style="list-style-type: none"> ◆ The consensus was that there is not enough OT, SLP, psychologists, or paras to cover the need because resources have to be shared among schools. They felt those in support roles are literally running from place to place to serve students. When services are missed, they are unable to be made up. ◆ MS often must “make do” with what they can get. More students are in crisis and need more support than in years previous. IEPs are written conservatively because of this. ◆ Charter schools are getting funds. Special education services are provided to charter schools from ConVal as well. Sharing those services really pulls from ConVal. They must travel between ConVal schools and support the charters. ◆ Teachers agreed that OT, PT, and paras do a terrific job. ◆ Recently special education teachers and paras have had to handle arranging transportation for students with IEPs. Paras are missing classes to handle transportation. Some students even leave school early because of transportation issues.
What do you like or dislike about inclusion services? Is there enough support for inclusion, behavioral assessment, and management strategies?	<ul style="list-style-type: none"> ◆ Teachers shared that the lack of time and resources are huge issues. Without co-planning time, they are unable to effectively co-teach. “We have to be careful not to do push in unless appropriate (shows peers that the student can’t read).” ◆ Teachers agreed that the Life Skills and Emotional Support programs are successful. ◆ “ConVal made inclusion a very important part in the past, then they stopped caring as much...same with co-teaching. Some students get the services but then it just goes away. We are not using it system-wide. Students in low level math classes are supported, but they are no longer supported when they move up to higher levels of math. We are lacking systematic supports to keep the execution of services.”
How does the size of your school impact the quality of education?	<ul style="list-style-type: none"> ◆ Several expressed that in small schools, everyone pitches in to support students in ways they would not have time to support if in larger schools (for example, an office admin may help a child read). ◆ Those from smaller schools felt all teachers know all students. They see benefits to everyone knowing all students. ◆ A downside to smaller schools recognized by several teachers is the lack of access to support personnel (nurses, reading specialist, counselors, etc.). ◆ Some teachers felt that students receive more one-on-one instruction in smaller classes. ◆ Teachers also explained the challenge of combination classes that small schools face. “Combination classes require more

Question	Teacher Responses
Overall, the district is below state average in math and reading. How could reconfiguration help to improve things in these areas?	<p>preparation, planning, thinking ahead in the curriculum to give kids what they need on academic level.”</p> <ul style="list-style-type: none"> ◆ Teachers agreed that access to tutoring, reading/math coaches, Rtl, and Title I support would improve student achievement and may be possible with reconfiguration and combining resources. ◆ Curriculum alignment and shared instructional resources were mentioned as positive steps that could be taken if schools merged. ◆ Teachers shared that some students can be left out when the schools/classes are “too small,” especially when the student is not like other students or has different needs.
Have you thought about what options might be best for district students? What are they?	<ul style="list-style-type: none"> ◆ Some options were shared, including: <ul style="list-style-type: none"> ○ Creating K-2/3-5 elementary buildings ○ Creating 1 MS. “Merging MS would shrink the gaps and inequities between 2 MS. It would create the same opportunities for academics and coaching.” ○ Add PK in all ES ○ Keep 2 ES open as PK hubs – one in the north and another in the south end.
One of the potential options for reconfiguration would involve the merging of some ES. Assuming that no teachers or principals would lose their jobs, what are your thoughts about that possibility? Does that sound like it could be a positive or negative change? Why?	<ul style="list-style-type: none"> ◆ Several teachers expressed concern about the amount of time students spend on the bus. It was not believed that increased bus times would be beneficial for students. ◆ Other concerns included increased class sizes, and lack of available space in ES remaining open. ◆ One suggestion was to utilize vacant school buildings for professional development for staff since a PD facility does not currently exist in the district. ◆ Teachers were hopeful that if merger occurs, all students could have access to the same support.
What do you think of the idea of 1 ConVal MS? Does that sound like it could be a positive or negative change? Why?	<ul style="list-style-type: none"> ◆ Most teachers did not feel that merging MS would be beneficial because of the difference in cultures, and how large the school would become if merged. ◆ One teacher suggested that the current model allows students to start off in a small school then go to a larger school in MS before transitioning to an even larger school in HS.
What do you think of the idea of putting all ConVal students in grades 7 through 12 in the current HS? Does that sound like it could be a positive or negative change? Why?	<ul style="list-style-type: none"> ◆ Teachers agreed that students in grades 7-8 should be kept separate from students in grades 9-12 for safety reasons.
Thinking about the district as a whole, are there any education areas in which the district is currently considered lacking by	<ul style="list-style-type: none"> ◆ Teachers suggested the addition of world languages at the MS and more languages at the HS, additional health courses, additional elective courses, advanced science courses, visual/performing arts classes, and additional CTE courses.

Question	Teacher Responses
the community? Could these potentially be addressed through reconfiguration or funds freed from reconfiguration?	<ul style="list-style-type: none"> ◆ Transportation for afterschool activities is an issue teachers felt could be provided more easily if there were fewer schools. ◆ Teachers agreed that mental health services would be more accessible with fewer schools. ◆ Some believe a reduction in the tax rate may be beneficial to community members.

Special education teachers, coordinators, and service providers were represented in 3 focus groups. Questions and responses are captured below.

Question	Special Education Staff Responses
Describe how paraprofessionals are utilized across the district.	<ul style="list-style-type: none"> ◆ There is some lack of understanding by regular teachers of the role played by paraprofessionals. ◆ Paraprofessionals are assigned 1:1 to students and follow them all day, others are assigned directly to special education classrooms and work in that setting all day. ◆ There are specially trained paras working with autistic and other emotionally involved students. The related services staff (SLP, PT, OT) have specially trained paras that work directly with students under the guidance of the therapists. ◆ There is some concern about the lack of enough training and supportive guidance for many paras. ◆ There is also concern that overuse of paras might inhibit students from developing and adapting as much as they might without the extra adult.
Describe the complexity of children's needs that you serve and how services are delivered.	<ul style="list-style-type: none"> ◆ Groups shared that resource serves all disabilities in a push-in/pull-out inclusion model. All students spend time in regular classes with support. ◆ One challenge is that there is little or ineffective training for push-in inclusion for regular education teachers. The same was said to be true of paras. ◆ Participants shared that there is inconsistent communication and support for the push/pull model up in the chain of command above teachers. "It feels at times that there is not a continuum of services, only inclusion." ◆ The effort and support of the coordinators was reported as a strength.
How do you see the various ideas regarding district reconfiguration affecting the students you serve?	<ul style="list-style-type: none"> ◆ Overall, 1 group felt that some changes are needed but they are not in favor of any plan that would send 5th grade back to the ES. The feeling was that the groups and friendships available in small schools are too limited for years on end, which makes adjustment to next levels difficult for many students and particularly so for special education students. ◆ 1 group explained that it is an overwhelming transition for all students coming from the small ES to the larger MS. They reported that socially they do not know how to relate and are

Question	Special Education Staff Responses
	<p>not accustomed to the group settings typical of larger schools. This concern is more pronounced with special education students. From that standpoint, participants believe reconfiguring ES would be helpful.</p> <ul style="list-style-type: none"> ◆ Participants explained that budgets are being reviewed and worked on across the district and it is common knowledge that excess costs of maintaining the small schools and transportation costs impact all budgets. They expressed that the district needs to be able to focus on the essential resources that all students need.
If you were up to you to make a reconfiguration decision what would it be?	<ul style="list-style-type: none"> ◆ The consensus of the group was to move to 4 ES, including possibly 1 building housing all PreK students. ◆ The consensus of another group was that 2 or 3 ES should be sufficient. They also felt that a PreK-3 school configuration might work. Plans should include before/after school programming at remaining schools.
What do you hear from around the community regarding reconfiguration planning?	<ul style="list-style-type: none"> ◆ Staff expressed that there seems to be a difference this time with people realizing change needs to occur. ◆ They shared that there are some issues to resolve in people's minds regarding increased taxes and declining property values. ◆ "We often hear that small schools are an investment in kids but so are the larger schools. People need to remember that and get to what is best for all kids!" ◆ It was shared that for communities, there must be a shift from thinking about town schools to district schools and what is best for all students. In that shift, ConVal must convince voters by showing the benefits in terms of more resources and programs for all students.
What is your maximum caseload of students that you serve?	<ul style="list-style-type: none"> ◆ Speech depends on who is in the assigned school but 40 is typical with less if there are autistic and other severely disabled students. Groups usually have 3 students. ◆ Groups are not done in the small schools because there are not enough students needing the service to do a group. ◆ Caseloads for psychologists are usually 25, with 12-15 typical at a time. ◆ Psychologists are generalists in the district, not just doing testing. They provide individual therapy mostly but some do groups as needed and appropriate. ◆ For OT, 12 at a time is high but caseloads can range up to 40 or 50. They serve groups when they can and when there are enough at a site to do so but they also provide individual therapy. ◆ PT is an individual therapy.
Describe the annual student re-evaluation and new evaluation and its impact on caseload.	<ul style="list-style-type: none"> ◆ Evaluation caseloads change annually. Most therapists work evaluations in around the therapy schedules.

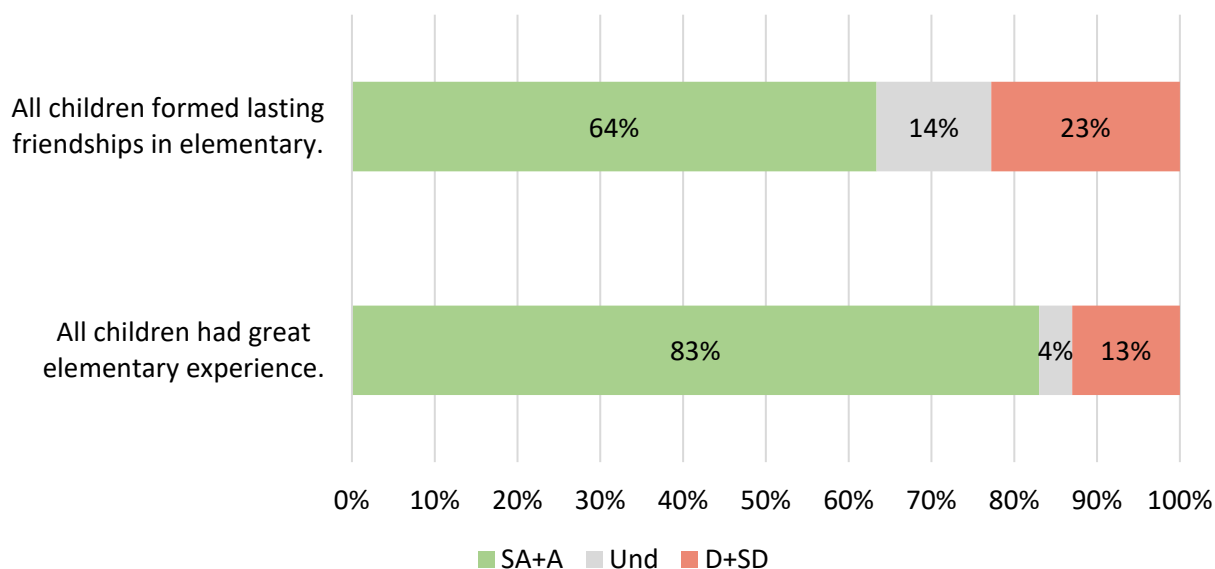
Question	Special Education Staff Responses
	<ul style="list-style-type: none"> ◆ SLPs must do an evaluation before discharging a student from service. ◆ Case management and time for IEP meetings was reported as an issue. Providers also must complete paperwork for Medicaid billing.
Do you receive mileage reimbursements?	<ul style="list-style-type: none"> ◆ The consensus was that if they go to more than 1 school in a day, they can receive mileage reimbursement from the district.
What are your thoughts about the spaces you occupy for therapy, testing and case management work? Are they adequate, too small, large??	<ul style="list-style-type: none"> ◆ At most schools, providers share spaces that are not adequate. ◆ At PES, 3 SLPs share one space for therapy, testing, and case management work. OT/PT also share a space at PES. Problems with noise, lack of privacy for conferences with parents, or even just making a phone call were reported. ◆ Other schools were also reported to have space issues. AES has OT/PT and SLP sharing space. ◆ Providers reported worse problems in the smaller schools. DCS lacks adequate space for OT work, no privacy, and no phone. HES has a therapist and special education sharing space with the same sorts of problems. BES/Pierce lacks adequate space for therapies. This is an area of need that should be looked at in the reconfiguration planning.

Parent Input

September Survey

On the September community survey, a total of 482 respondents indicated they have children currently enrolled in ConVal schools. They had the opportunity to complete a section of questions focused specifically on their experiences and perceptions. Parent respondents came from all ConVal towns and had children enrolled in all ConVal schools. Complete results are provided in Appendix B.

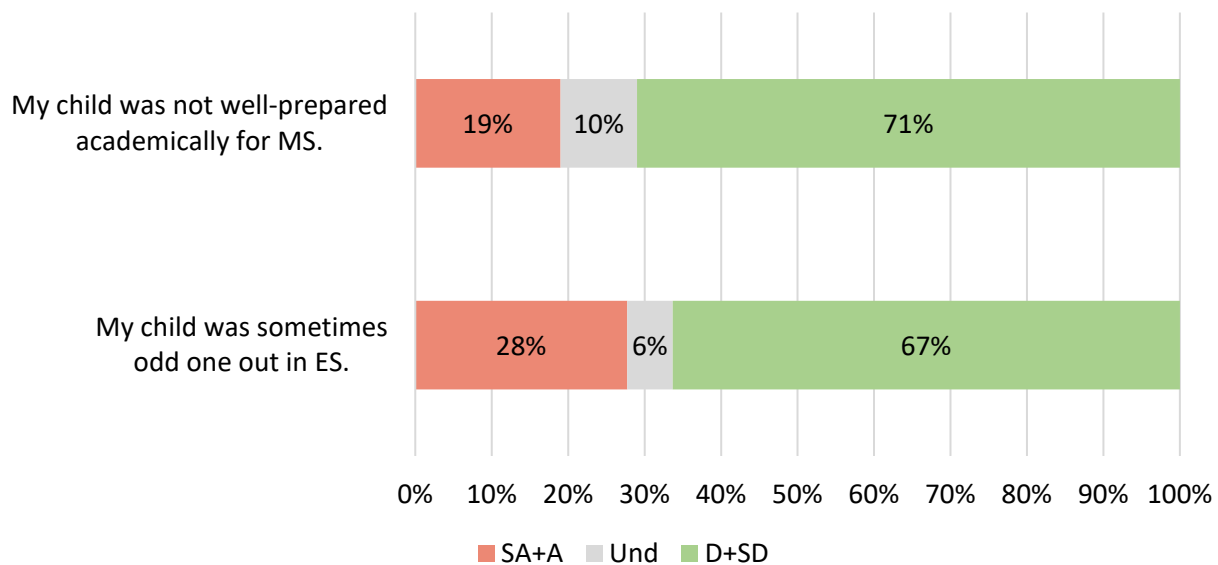
A majority of ConVal parents felt that their children formed friendships in elementary school that lasted through high school. A larger majority felt that all their children had a “great” experience in their elementary school.



At the town level, there were variations for these questions. Cell shading indicates towns where the percentage is more than 5 points above or below the average.

Town of Residence	% of Parents Who Felt All Children Formed Lasting Friendships in ES	% of Parents Who Felt All Children Had a Great Experience in ES
Antrim	Insufficient # of Responses ²	67%
Bennington	57%	86%
Dublin	Insufficient # of Responses	90%
Francestown	77%	85%
Greenfield	Insufficient # of Responses	92%
Hancock	77%	80%
Peterborough	51%	81%
Sharon	Insufficient # of Responses	Insufficient # of Responses
Temple	Insufficient # of Responses	Insufficient # of Responses

Among parents of children who graduated from a ConVal elementary school, 19% did not feel they were academically well-prepared for middle school. A higher percentage of parents felt that 1 or more of their children was at least sometimes the “odd one out” in elementary school.

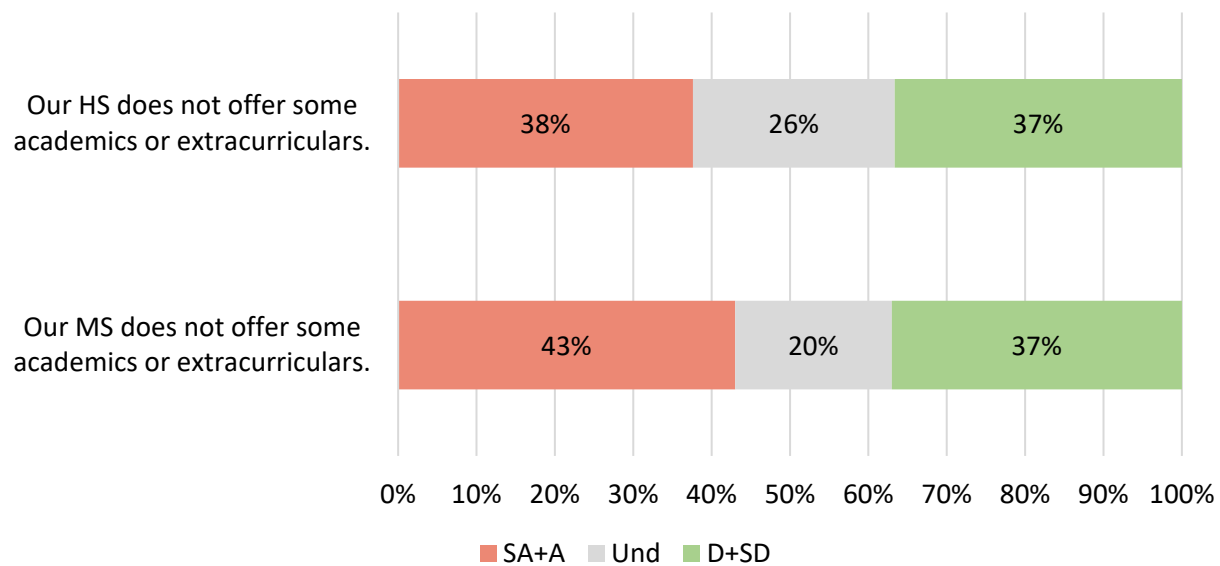


² Towns needed to have at least 30 responses to the question (not including “NA” responses) to be considered to have sufficient data for analysis.

At the town level, there was some variance for these questions. Antrim, Greenfield, and Peterborough parents had more negative than average opinions on both questions, while Hancock parents had more positive than average opinions on both. Cell shading indicates towns where the percentage is more than 5 points above or below the average.

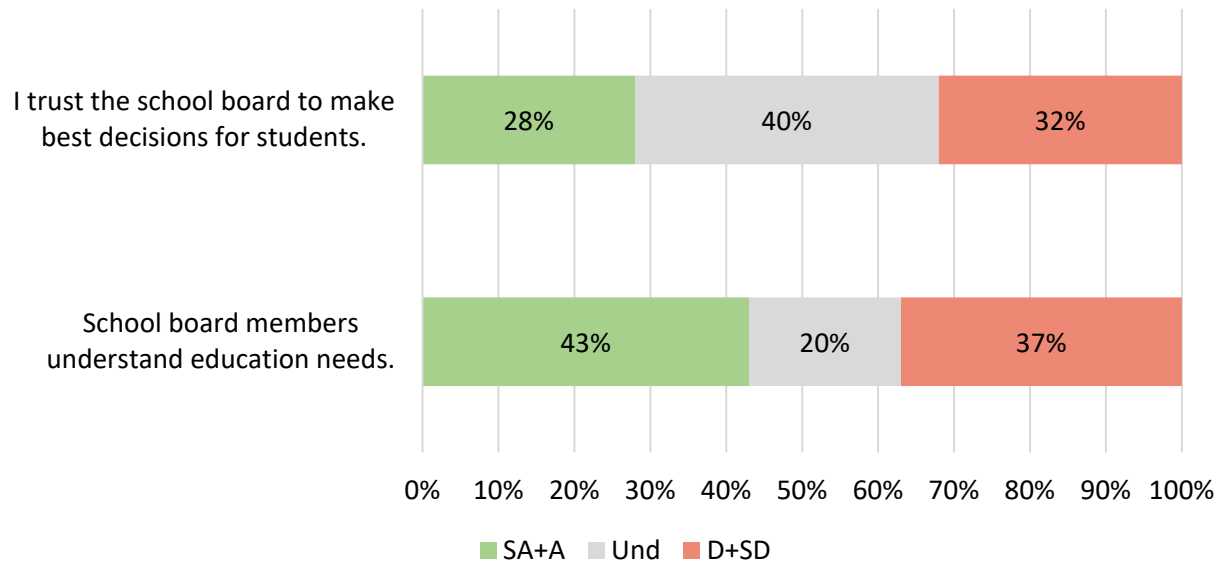
Town of Residence	% of Parents Who Felt 1+ Children Were Not Well-Prepared for MS	% of Parents Who Felt 1+ Children Was “Odd One Out” Sometimes in ES
Antrim	27%	39%
Bennington	22%	27%
Dublin	Insufficient # of Responses ³	23%
Fracestown	20%	28%
Greenfield	22%	29%
Hancock	9%	27%
Peterborough	22%	30%
Sharon	Insufficient # of Responses	Insufficient # of Responses
Temple	19%	Insufficient # of Responses

Thinking about academic or extracurricular opportunities they would like their children to have, larger proportions of parents felt that both the middle schools and the high school lacked some than the percentage that was satisfied with opportunities. They were slightly less satisfied with middle school opportunities than high school opportunities.



³ Towns needed to have at least 30 responses to the question (not including any “NA” responses) to be considered to have sufficient data for analysis.

Thinking about their trust in the ConVal school board to make the best decisions for students, the largest percentage of parents was undecided. However, the largest proportion of parents felt that school board members understand the educational needs of students.



General Community Input

September Community Survey

The September community survey received a total of 1,555 responses, with input gathered from all 9 towns in the ConVal district. Participants were invited to share their perspectives on statements concerning finance, school size, and academics, using a scale from “strongly agree” to “strongly disagree.” The reported percentages in this analysis reflect combined agreement, which includes both “strongly agree” and “agree” responses of each statement. Complete results are provided in Appendix B.

Finance

Respondents from each town were asked to share their opinion on statements related to various fiscal considerations. Such considerations included school consolidation, fair budget allocation, tax relief, effective use of financial resources, and their understanding of financial matters in the district.

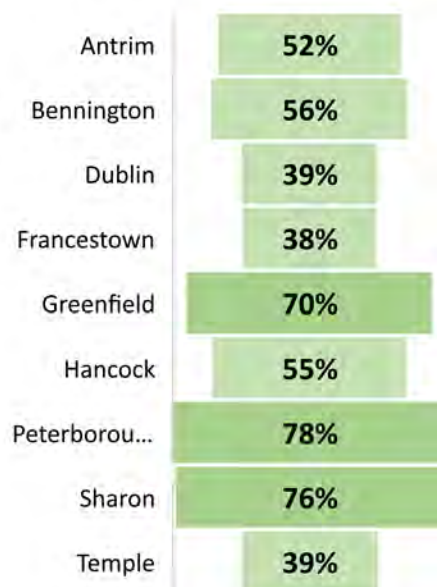
When asked whether ConVal should consider reducing the number of district schools if student enrollment continues to decline, a majority (56%) agreed it should be on the table. However, there were wide variations among the towns, with Greenfield, Peterborough, and Sharon residents being the most willing to look at reconfiguration options, while Dublin, Fracestown, and Temple residents were the least willing.

A large majority of residents thought it was important to spend about the same amount of money per student across the ES (71%). Each town exceeded 60% agreement on this. Antrim residents felt the most strongly about this (81%). Temple residents felt the least strongly (64%), but it was still a majority.

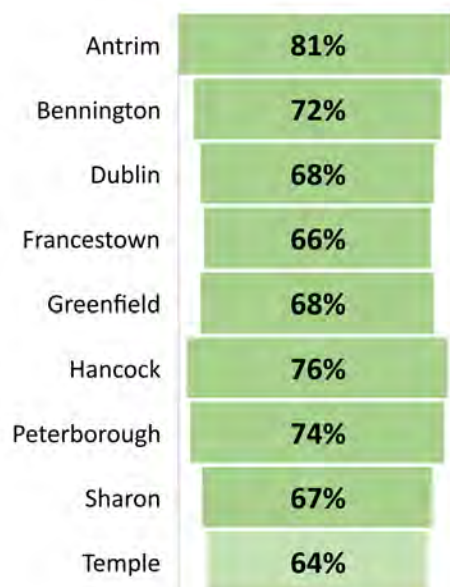
When considering a preference for reduced costs with the same academic rigor, most respondents overall (65%) indicated a shared desire for cost savings while upholding academic standards. This was most popular in Greenfield and Peterborough (each 78%), and least popular in Fracestown (51%), but it was still a majority.

A majority of respondents overall believed that the current school configuration is not the best use of financial resources (54%), including a majority of residents in 6 of the 9 towns. Peterborough residents felt most strongly about this (78%). Less than a majority of Dublin, Fracestown, and Temple residents agreed that the current configuration was not the best use of financial resources.

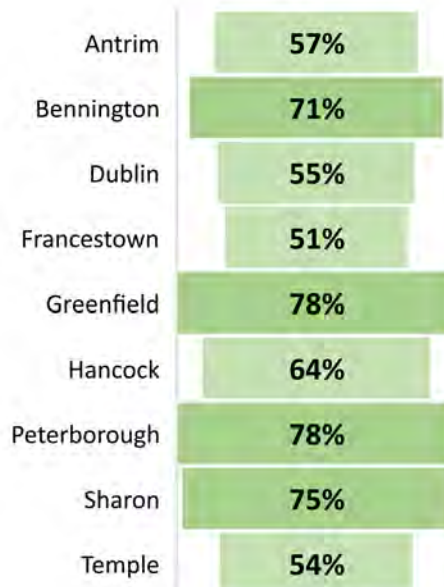
If ConVal student enrollment continues to decline, we should look at options for reducing the number of schools.



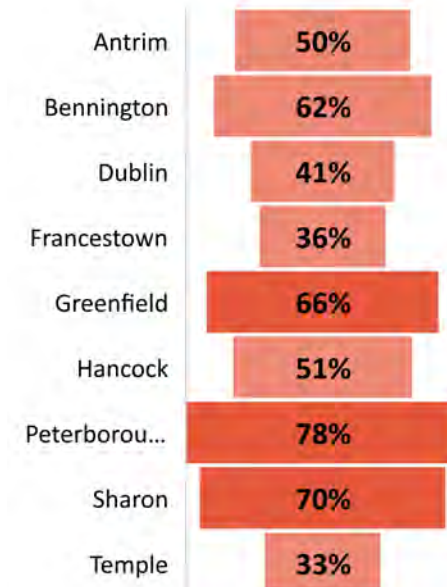
I think it is important that ConVal spend about the same amount of money per student across the elementary schools.



If ConVal can deliver the same academic rigor, I would prefer the district do that at a reduced cost to taxpayers.

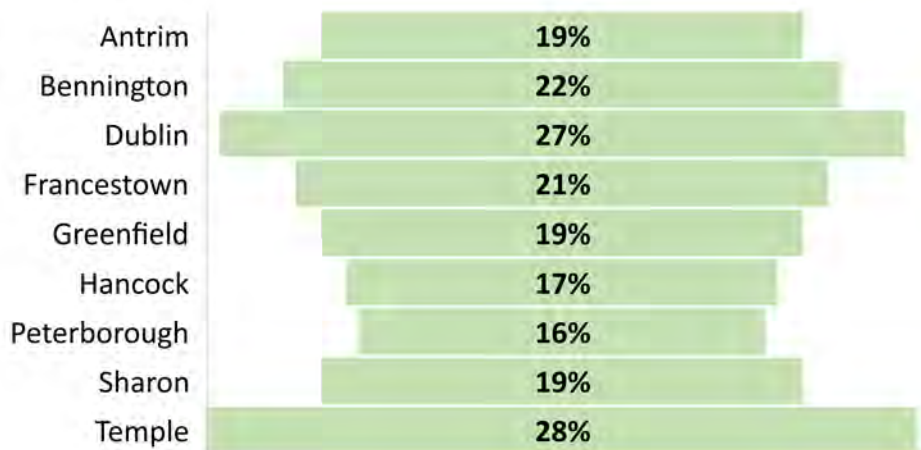


The district's current school configuration, with low-enrollment elementary schools, is not the best use of financial resources.



Overall, only 21% of respondents agreed that the community understands the finances of the school district. Among the towns, only Dublin, Peterborough, and Temple residents differed substantially from this average.

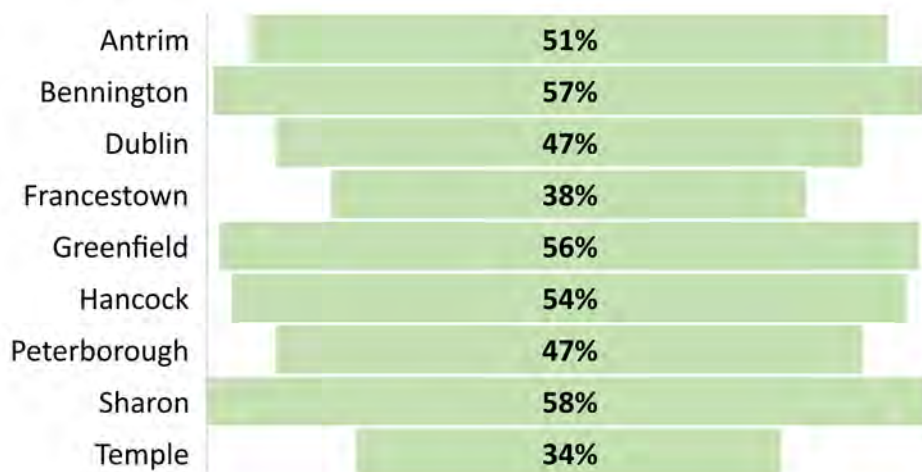
The community understands the finances of the ConVal school district.



School Size

When asked to consider at what level of student enrollment ConVal should consider closing a school, nearly half of respondents indicated that it should be when enrollment is less than 50 students (49%). A majority of residents in Antrim, Bennington, Greenfield, Hancock, and Sharon agreed with a 50-student line. Less than a majority of residents in Dublin, Francestown, Peterborough, and Temple agreed with a 50-student line. Residents of Temple were the only ones where a majority said that ConVal should “never” consider closing an elementary school (56%).

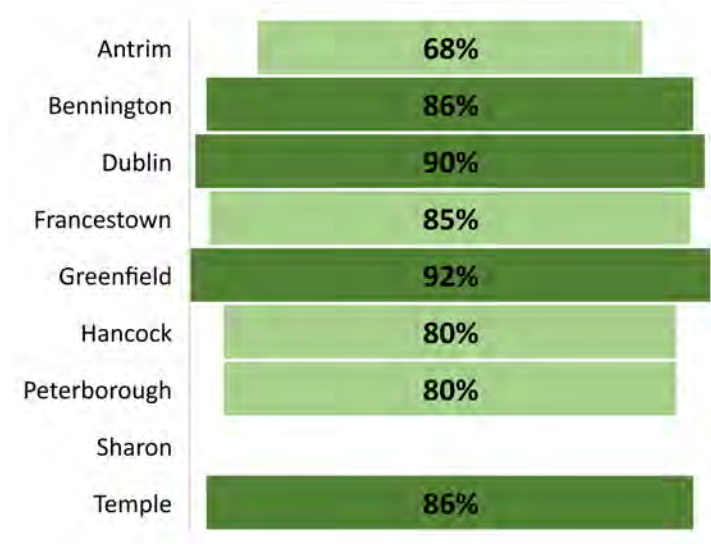
Once a ConVal elementary school has less than 50 students, we should consider closing it.



Academics

A majority of current district parents indicated that all of their children had a “great” experience in elementary schools (83%). A majority of parents within each town said the same.⁴ A majority of parents overall (67%) and within each town also reported that their children formed long-lasting friendships during their elementary school years.

All of my children had a great experience in their elementary school.



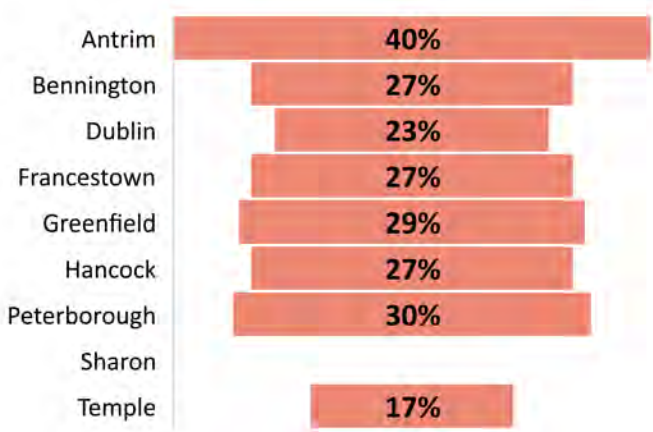
All of my children formed friendships in their elementary school that lasted through high school.



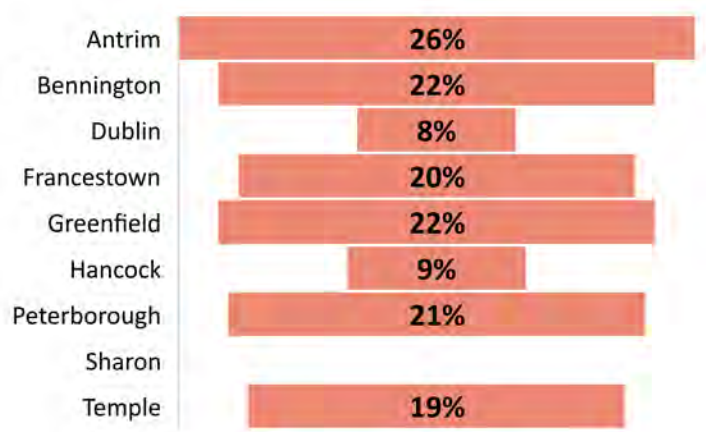
Districtwide, 28% of parents noted that 1 or more of their children was sometimes the “odd one out” in elementary school. Antrim parents were most likely to say this (40%) and Temple parents were least likely (17%). Additionally, 18% of parents felt that 1 or more of their children was not well-prepared for middle school academics. Antrim parents were most likely to say this (26%) and Dublin parents were least likely (8%).

⁴ Due to a low response rate for these questions in Sharon, its percentages were omitted from this analysis.

One or more of my children was sometimes the "odd one out" in elementary school.

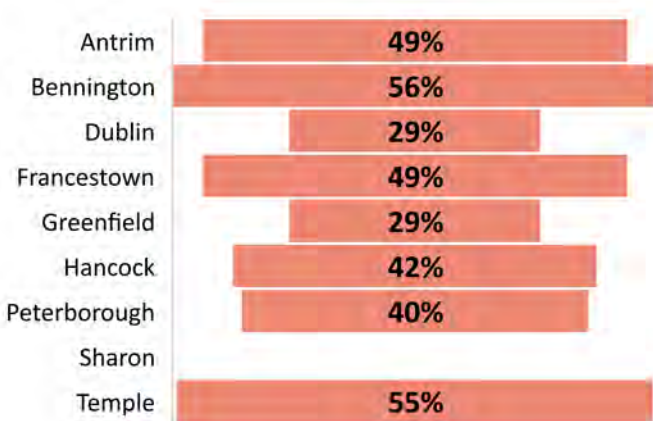


Academically, one or more of my children was not well-prepared for middle school.

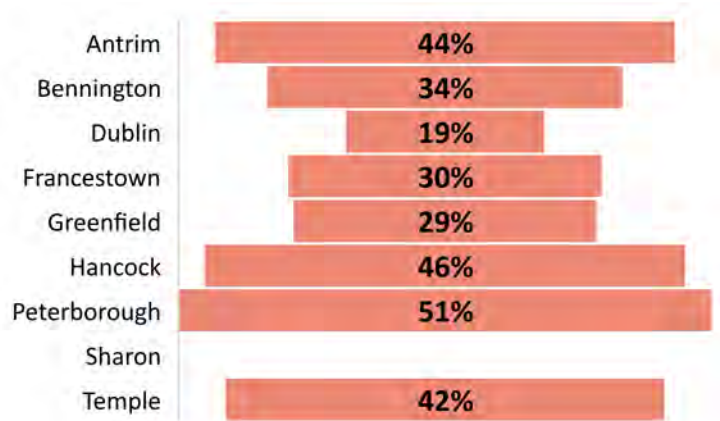


As for opportunities at the middle and high schools, a portion of parents expressed a desire for more options for their children. Regarding middle school, 44% of parents indicated that some academic or extracurricular opportunities were lacking. A majority of Bennington and Temple parents were not satisfied with middle school options. Regarding high school, 37% of parents indicated that some academic or extracurricular opportunities were lacking. A majority of Peterborough parents were not satisfied with high school options.

Our middle school does not offer some academic or extracurricular opportunities I would like my children to have.

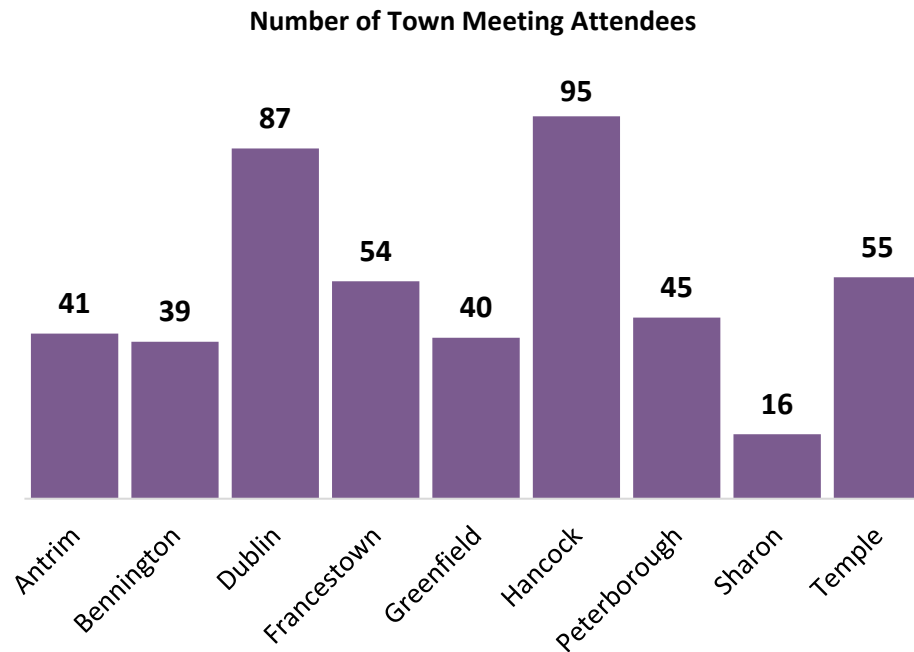


Our high school does not offer some academic or extracurricular opportunities I would like my children to have.



Town Meetings

Prismatic hosted a town meeting in each of the 9 towns. The 1st was held in Sharon on September 19, 2023; the last was held in Hancock on October 5, 2023. A total of 472 residents signed into a town meeting. Attendees were not required to sign in and Prismatic noted that some chose not to do so. Town/district officials did not typically sign in, so were additional to the 472.



Prismatic offered town meeting attendees several different methods by which to provide input:

- ◆ **Online Survey** – Prismatic provided 4 laptops for residents to complete the September community survey.⁵
- ◆ **Token Polling** – Prismatic gave attendees 4 tokens labelled 1-4 and asked them to place the #1 token into their first choice of the offered options, #2 token into their second choice, etc. Participants were not required to use all tokens and some chose not to.

Two of the 4 options were voted #1. Dublin, Frankestown, Hancock, and Temple selected keeping all elementary schools and moving grades 5 and 6 to them. Antrim, Bennington, Greenfield, Peterborough, and Sharon selected combining only some of the elementary schools.

⁵ Two other stations, Video Input and Chat with the Consultant, were available, but largely not of interest to attendees.

Option	Antrim	Bennington	Dublin	Francetown	Greenfield	Hancock	Peterborough	Sharon	Temple
"Keep ConVal just like it is now, even if it is more expensive than other options and likely means reduced options for middle school and high school students."	#4	#4	#2	#1	#4	#3	#4	#4	#2
"Keep all the elementary schools, but move grades 5 and 6 back to them to help fill them up. This could save money, but would likely reduce academic and enrichment options for students in grades 5 and 6."	#2	#3	#1	#2	#3	#1	#3	#3	#1
"Combine only some of the elementary schools in order to provide students with better academic/enrichment options and save some money."	#1	#1	#3	#3	#1	#2	#2	#1	#3
"Combine as many schools as possible (including perhaps the middle schools) in order to provide students with better academic/enrichment options and save money."	#3	#2	#4	#4	#2	#4	#1	#2	#4

- ◆ **Be a Board Member** - Prismatic gave attendees a single \$1 million bill and asked them to decide which of the offered options they would choose to fund if they were a school board member.

Three of the 5 options received the highest funding. Antrim, Dublin, Francetown, Hancock, and Temple most frequently chose to fund retaining their small-town elementary school. Bennington, Peterborough, and Sharon most frequently chose to fund expanding academic options. Greenfield most frequently chose to fund lowering property taxes by not spending the \$1M.

Option	Antrim	Bennington	Dublin	Fracestown	Greenfield	Hancock	Peterborough	Sharon	Temple
"Retain our small-town elementary school."	17	7	48	41	0	36	3	0	36
"Improve our town, such as purchasing a new fire truck, improving roads, etc."	2	1	0	0	7	1	1	0	0
"Expand student academic options at the middle or high schools, such as starting a World Languages Program, enhancing advanced coursework options, etc."	11	10	1	1	1	14	19	9	5
"Improve student options at the middle or high schools, such as adding more sports, expanding music/theater activities, etc."	6	9	0	1	3	1	6	1	1
"Lower property taxes by not spending those funds."	1	6	7	3	13	8	13	6	6
Total Votes	37	33	56	45	24	60	42	16	48

- ◆ **Respond to Questions** – Prismatic provided 3 thought questions and asked residents to provide their responses on sticky notes.

Thought Question	Town	Areas of Frequent Response
What does a great school have?	Antrim	Great teachers Community involvement/connection
	Bennington	Qualified staff Non-academic programming (before/after school, enrichment)
	Dublin	Great/caring teachers Small class sizes
	Fracestown	Great teachers/strong leadership Community connection/engagement
	Greenfield	Happy/good/great teachers
	Hancock	Great/dedicated teachers Small class sizes
	Peterborough	Great/engaged teachers Academic rigor, challenging curriculum
	Sharon	No items
	Temple	Great teachers Small class sizes Community involvement/connection

Thought Question	Town	Areas of Frequent Response
What is the best part about having a school located in this town?	Antrim	<i>Low travel time/proximity Sense of community</i>
	Bennington	<i>Close to home Community pride/activities</i>
	Dublin	<i>Small class size Sense of community</i>
	Fracestown	<i>Close to home Sense of community</i>
	Greenfield	<i>Sense of community Convenient location</i>
	Hancock	<i>Community connection Nearby location</i>
	Peterborough	<i>Proximity/shorter bus ride/close to community</i>
	Sharon	N/A
	Temple	<i>Close to home Community connection/sense of community</i>
What town service of facility is currently lacking in this town?	Antrim	<i>Community center</i>
	Bennington	<i>Road/sidewalk maintenance Senior/adult/multi-generational activities or center</i>
	Dublin	<i>Outdoor recreational items (community garden, lake access) Housing/affordable housing</i>
	Fracestown	<i>Daycare, childcare, PreK, 5th grade Elder services/care</i>
	Greenfield	<i>Recreational facilities/programming</i>
	Hancock	<i>Affordable housing/housing/elder housing Internet/cell service</i>
	Peterborough	<i>Housing/affordable housing Recreational opportunities Day care/childcare</i>
	Sharon	No items
	Temple	<i>Childcare</i>

As this town meeting format was unfamiliar to ConVal residents, several voiced frustrations that there would be no official presentation from Prismatic or chance for residents to speak to each other in a larger audience format. However, several expressed support for this format, understanding the intent to allow everyone to be heard.

Online Community Forum

The Online Community Forum was available to ConVal residents October 23-27, 2023. Complete results are provided in Appendix D. Participants could:

- ◆ submit a question for Prismatic to answer
- ◆ respond to the prompt “The 2022-23 student assessment data do not seem to indicate a relationship between smaller schools and better student achievement. What are your thoughts?”
- ◆ respond to the prompt, “The 2022-23 financial data show a wide variation in the cost per student at the school level. What are your thoughts?”
- ◆ react to and/or respond to comments left by other residents

The online system used does not provide a count of the number of unique forum participants but Prismatic noted that at times more than 20 residents were active on the forum at the same time. Results of the forum include:

- ◆ Q&A – residents submitted a variety of questions. Prismatic was able to group some similar questions together and in total provided 40 responses. Several asked about the purpose of the project, the project timeline, Prismatic’s background, and what data are being collected. No one question area predominated.
- ◆ Regarding the question of the apparent lack of relationship between smaller schools and better student achievement shown in the data for ConVal elementary schools, residents made 13 comments. There was no strong pattern in the responses. Sample responses included:
 - *I agree that there is no clear relationship between smaller schools and better student achievement. It would be helpful, also, to see average class sizes. I know that in Peterborough, the town with the largest elementary school, class sizes still remain relatively small...There is a sweet spot in which a school is small enough for a student to feel known and not lost in the shuffle, but large enough to provide a vibrant school community with many opportunities. I think that PES, even as the largest elementary school, falls into that sweet spot.*
 - *If we were to look at the education field in general we would find that ConVal elementary schools have tiny class sizes in the grand scheme of things.*
 - *How is that possible, when one of the smaller schools, Francetown, has the best score. Seems there is a direct relationship between size and results.*
 - *You can’t say that because one of the small schools has relatively high test scores that there is a clear relationship between smaller schools and better student achievement. Consider the low scores at some of the other small schools, and, importantly, consider the fact that Francetown tested 16 children and Peterborough tested 91. Such a small number is easily affected by a small number of high- or low-performers.*

- ◆ Regarding the question of variations in costs per student across the ConVal elementary schools, residents made 24 comments. There was no strong pattern in the responses. Sample responses included:
 - *I think that as a whole people don't like change. I also think that it's pretty eye-opening to see how much more per student it costs for several of the smaller schools.*
 - *How much of those costs are fixed and how much is related to student costs?*
 - *Fixed costs are the problem. Plus, the geographic distribution makes it costly to provide support to younger or temporary teachers, deliver special ed services and resource teachers. I suspect this lies at the heart of the performance issues in the smaller schools and that would mean those students are cheated.*

October Community Survey

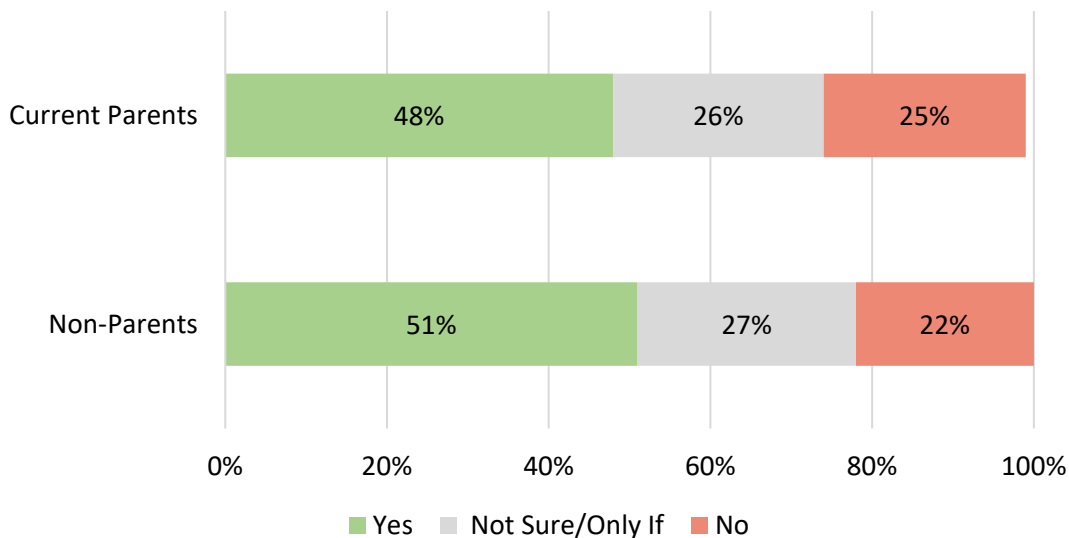
The October community survey received a total of 405 responses, with input gathered from all 9 towns in the ConVal district. However, not enough survey responses were received from Antrim, Bennington, Greenfield, or Sharon to be able to complete analyses at the town level. Of the 405 responses, 31% indicated they are the parents of current ConVal students. Parent respondents came from all ConVal towns. Complete results are provided in Appendix B.

The October survey focused on asking residents whether they would support various reconfiguration options. In general, there was little difference in the level of support for various options between current parents and non-parents. All options presented had some level of support. Four options had nearly the same levels of support – close to half of respondents supported these options:

- ◆ reduce the number of elementary schools to 5 or 6
- ◆ more likely to support closing some elementary schools if it means the district could offer PreK at remaining elementary sites
- ◆ more likely to support closing some elementary schools if it means the district could offer afterschool care at remaining elementary sites
- ◆ more likely to support close some elementary schools if it means the district could offer more academic opportunities at the high school

A substantial 48% of current ConVal parents voiced their support for a reconfiguration option that would decrease the number of elementary schools to either 5 or 6 schools. This approval extends beyond the parent demographic, as non-parents within the district also signaled their support for this option (51%).

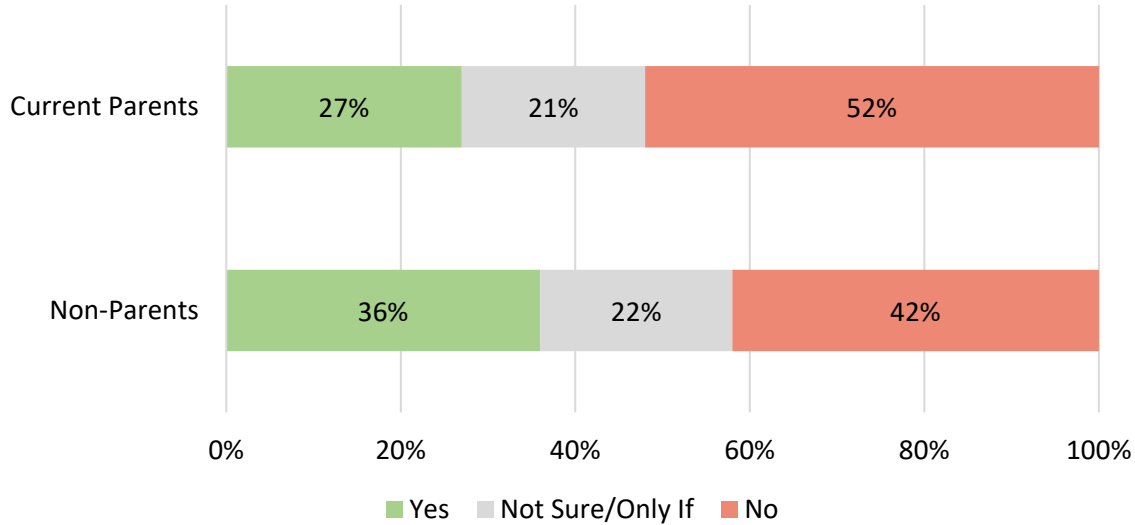
Would you be supportive of a plan that reduced the number of elementary schools from 8 to 5 or 6 schools?



However, when considering a reconfiguration that would reduce the number of elementary schools to 3 or 4, support diminished. A majority of current ConVal parents (52%) disagreed with such an option,

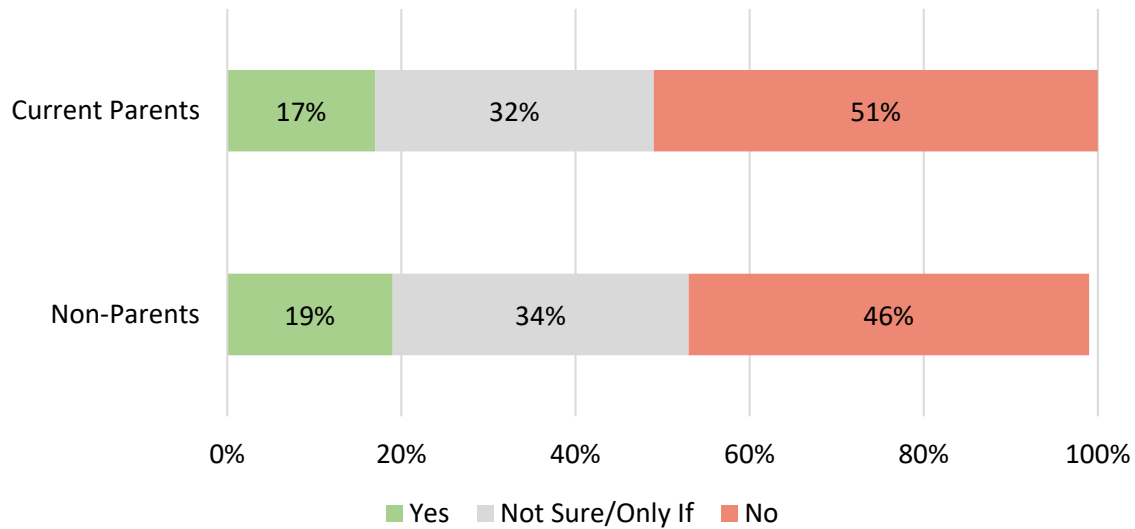
with only 27% expressing support. Similarly, non-parents were mainly against this option (42%), with only 36% in favor.

Would you be supportive of a plan that reduced the number of elementary schools from 8 to 3 or 4 schools?



Respondents were also asked if they would support a plan that allocated an equal amount of money per student across all elementary schools, even if resources were unevenly distributed. Both parents and non-parents largely opposed such a plan. Current parents primarily disapproved, with 51% against. Non-parents shared similar sentiments, with 46% expressing disapproval.

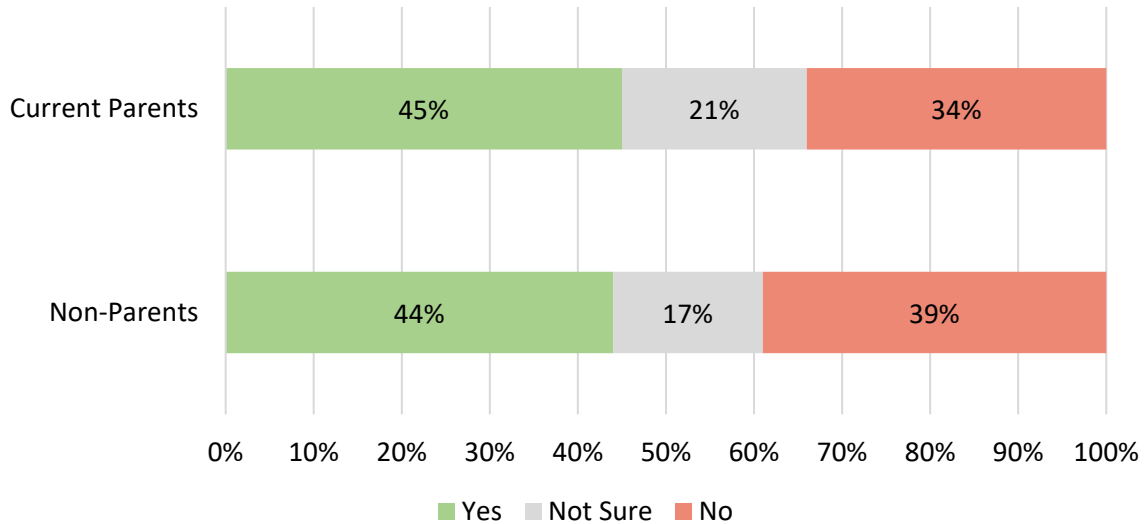
Would you be supportive of a plan that spent the same amount of money per student across elementary schools even if that meant some elementary schools would not get the same resources as others?



When asked if they would be more inclined to support the closure of some elementary schools if it resulted in the district being able to provide PreK at all remaining elementary sites, both parents and

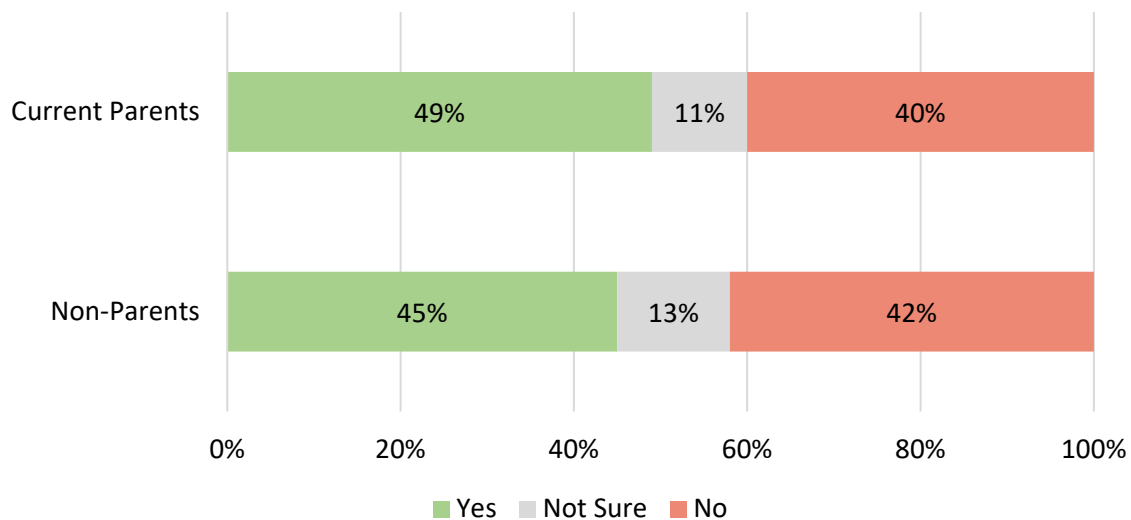
non-parents indicated agreement. A substantial 45% of current parents expressed approval, while non-parents echoed this sentiment closely (44%).

Would you be more likely to support the closing of some elementary schools if it meant the district could offer PreK in all remaining elementary sites?



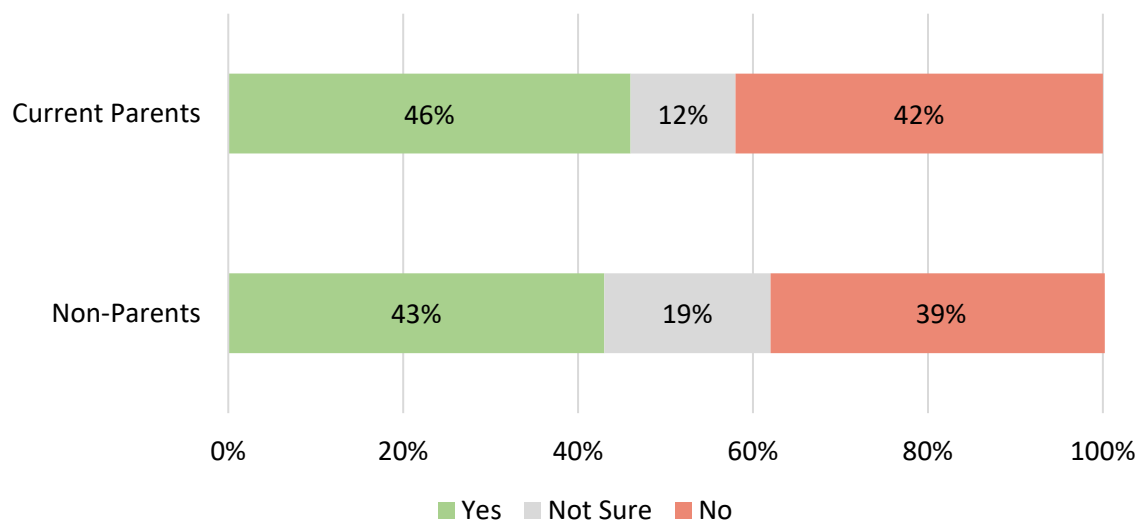
Respondents were posed a similar question regarding afterschool care. Nearly half of current parents (49%) expressed approval, indicating their support for elementary school closures if afterschool care could be provided at the remaining elementary sites. Likewise, 45% of non-parents showed agreement with this approach.

Would you be more likely to support the closing of some elementary schools if it meant the district could offer afterschool care in all remaining elementary sites?



When presented with the possibility that ES closures could potentially lead to increased HS academic opportunities, both parents and non-parents were more supportive of ES closures. Current parents supported this option at 46%, while non-parents were in favor at 43%.

Would you be more likely to support the closing of some elementary schools if it meant the district could offer more academic opportunities at the high school?



Chapter 4

In the course of this project, Prismatic encountered a number of beliefs around class sizes, school sizes, and academics. Some of these were expressed in responses to various community survey items; others were expressed verbally during town meetings, focus groups, and interviews. As the district may ask its community for reconfiguration support via a public vote in March 2024, it is important to examine the research around these beliefs. For that reason, this chapter reviews research relevant to the research question. It then provides the consulting team's findings relevant to reconfiguration options.

Class Sizes

Of the beliefs encountered in this project, perhaps the most discussed among constituents was the ideal class size for optimal student learning. On the September community survey, a majority of respondents in every town and every age group agreed with the statement, "Students in really small classes (less than 10 students) are more likely to learn than students in classes with 20-25 students." Multiple residents in town meetings made statements pointing to research that they felt proved "smaller is better." However, a close reading of research on the topic does not lend support for the belief that class sizes of less than 10 students result in better learning.

When class sizes are small, students often miss the opportunity to work in groups and benefit from the diversity of classmates, which comes with larger classes. Students benefit from hearing thoughts and opinions different from their own, which is limited in small classes. Small classes also limit the opportunity for students to develop friendships. Student absences can drastically impact the instructional plan for the day if a class is extremely small.



Class size research typically refers to classes with 20 or fewer students as “small” in size. Given the ConVal context, it should be noted that in the research “class size” is defined as the number of students in the physical classroom, regardless of what grades might be represented. In elementary classes with 20 or fewer students, achievement, engagement, and long-term success were better overall, than classes with more than 20 students.¹ However, most of the research on the subject was not looking at class sizes of 8 or 9 students. The largest early study on the subject, Project STAR in Tennessee, looked at variations in class sizes that were categorized as “small” and “regular” – “small” was ~15 students, while “regular” was 25 students. In the study, the actual class sizes for “small” included classes with 13-17 students, while the “regular” ones included 22-25 students. Completed in the 1980s, Project STAR did find positive impacts on the academics of the students in the smaller class sizes, but they were modest and later researchers have questioned whether those gains could be solely attributable to class size changes.² More recent research has also pointed out the positive impacts on reading and math achievement when class sizes are smaller, but they are usually talking about a “smaller” that begins at more than 10 students in a class. For example, Blatchford, P. et al (2002) found that reading and math achievement declined for younger students as class sizes increased, but their starting point was classes of 14 students, not single digits, and continued through to classes of 34 students.³ Slavin (1989) completed a meta-analysis of 8 studies focused on elementary students and concluded that smaller class sizes do have a positive effect on student achievement, but that the effect is not large.⁴

Finally, class size is not a magic bullet. It is not even the most effective known tool for positively impacting student achievement. Of influences which impact student achievement, reducing class size has recently been ranked 186 out of 252, with an effect size of 0.21 (generally considered to be small). Collective teacher efficacy, teacher quality, curriculum, and instructional strategies have a greater impact than reducing class size.⁵

Other Relevant Research

Small Schools

ConVal residents also indicated belief in the idea that “small schools” are better for student learning than larger schools. As with the class size research, the overlooked fact is that the research where small schools are noted to have better student academic outcomes is using a much larger definition of “small” than most ConVal residents likely would find comfortable. Holding onto this belief also requires ignoring research that has found no relationship between school size and student achievement.

In a work that has been endorsed by the National Council of Professors of Education Administration, authors Zoda, Combs, and Slate (2011)⁶ provide an overview of the research on the relationship between elementary school size and student achievement. Looking at the previous 20 years of research on the topic, they found several studies where “small” school size correlated with student achievement. The studies they examined are shown below. Based on this work, the conclusion one can draw is not “the smaller the better” but that the research definition of “small” ranges from 1 to 300 students.

¹ <https://ncte.org/statement/why-class-size-matters/>

² Mosteller, F. (1995). *The Tennessee study of class size in the early school grades*.

³ Blatchford, P., Goldstien, H., Martin, C. & Browne, W. (2002). *A study of class size effect in English school reception year classes*.

⁴ Slavin, R.E. (1989). *Class size and student achievement: Small effects of small classes*.

⁵ <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

⁶ Zoda, P., Combs, J. P. & Slate, J.R. (2011). *Elementary school size and student performance: A conceptual analysis*.

Moreover, 3 of the studies they examined did not find a favorable relationship between smaller schools and student achievement; 2 found no relationship and 1 found a positive relationship between larger schools and student achievement.

Author	# of Schools, Location	School Size and Relationship to Student Achievement	School Size Groupings
Howley, 1996	628 West Virginia	Not statistically significant	Did not use size groupings. Analyzed performance along a size continuum.
Lamdin, 1995	107 Maryland	Not statistically significant	Did not use size groupings. Analyzed performance along a size continuum. Schools ranged from 180 to 1,422, with an average of 469 students
Abbott, Joireman, & Stroh, 2002	1,035 Washington	Favors small schools	Did not use size groupings. Analyzed performance along a size continuum for grades 4 and 7, with average grade span size of 70 for grade 4 and 178 for grade 7.
Alspaugh & Gao, 2003	39 Missouri	Favors small schools	<200 was the smallest size grouping
Johnson, Howley & Howley, 2002	Not specified Arkansas	Favors small schools	Did not use size groupings. Analyzed performance along a size continuum.
Office of Policy, Planning and Research, 1999	1,529 Texas	Favors small schools	<300 was the smallest size grouping
Plecki, 1991	4,337 California	Favors small schools	1-200 was the smallest size grouping
Roeder, 2002	34 Kentucky	Favors large schools	Did not use size groupings. Analyzed performance along a size continuum. Schools ranged from 203 to 693, with an average of 466 students

The same authors also examined the existing research regarding what might be the optimal elementary school size. Five separate studies did reach conclusions regarding an optimal size. Of these, 3 recommended 300 or fewer students as optimal; the other 2 recommended 350 or fewer as optimal.

Property Values

On the September community survey, 39% of respondents indicated agreement with the statement, “Property values in this town are higher because there is an elementary school located in it.” Another 31% were undecided about the statement.

Prismatic researched this issue and undertook a literature review. However, the consulting team could find no studies that explicitly researched the mere presence of a school building and an impact on property values. Several studies provide evidence for a positive relationship between good schools and property values:

- ◆ “Parents do pay more to live in areas with better schools.” – Wulsin, J. (2009)
- ◆ “...school quality variables...do have a positive relationship with respect to housing prices.” – Youngme, S. and Simons, R.A. (2009)

- ◆ “There is a general perception that, all else equal, houses in better school districts will cost more.” – Aliyu, A. A., et al (2016)

Prismatic also contacted two local realtors for their perceptions, each with multiple decades of local real estate experience. They asserted that they have seen no evidence that New Hampshire communities with schools located in them have consistently higher property values than similar communities without schools located in them.

Multigrade Classrooms

On the September community survey, 22% of respondents indicated concerns with multigrade classrooms, while another 15% were undecided about them. A majority, 64%, indicated they would be okay with ConVal implementing them if the research showed they could be good for student learning.

Schools that face substantial enrollment decline usually also face a decline in funding. Schools unable to maintain one teacher per grade level are forced to consider multigrade classrooms. Multigrade classrooms contain students from more than one grade level taught by one teacher.

The placement of students must be carefully considered when implementing multigrade classrooms. Multigrade classes function at a higher level when students are “more independent” and “more motivated.”⁷ Students who need more direction and more one-on-one support may not be best suited for multi-grade classrooms because of the instructional demands on the teacher. Students may often need to work independently or in small groups while the teacher provides instruction to students in the other grade level. The same is true for students who are less mature than peers or who struggle with behavior.

Although multigrade classrooms are not typically considered ideal, one study found that “there is no empirical evidence for the assumption that student learning may suffer in multigrade classrooms.”⁸ In order to ensure all students in multigrade classrooms receive an education equitable to that of single-grade classrooms, teachers must be intentional about building relationships with each student and understanding their needs. Teachers also must be granted sufficient planning time to adequately prepare to teach both grade levels simultaneously, ensuring all students master the curriculum of their assigned grade level, and adapting the curriculum of both grade levels to challenge or remediate students accordingly.

In conducting research, interviews, focus groups, and observations for this project, Prismatic found that the implementation of multigrade classrooms in ConVal has been less than ideal. Teachers are not typically given long lead times when ConVal makes the decision to create a multigrade class, nor are they given explicit support in successfully leading a multigrade classroom.

Later School Start Times

On the September community survey, 74% of residents agreed with the statement, “If the research shows that a later start time for ConVal high school would benefit those students, then it would be good for ConVal to do that.” In this case the majority opinion is in step with the latest research on the subject.

⁷<https://repository.ubn.ru.nl/bitstream/handle/2066/28716/1/28716.pdf>

⁸<https://www.jstor.org/stable/1170701#:~:text=Multigrade%20and%20multi%20Dage%20classrooms,phenomenon%20in%20our%20schools.>

The adequacy of school bell schedules, especially as it relates to sufficient sleep for youth, has been a national concern for decades. Contemporary research, consistent with dozens of older studies, consistently shows that U.S. adolescents not only are deprived of the sleep they need but also are in need of more sleep than their younger and older counterparts. Schools and school districts have spent recent years struggling with balancing the sleep health of their students with their myriad other responsibilities to stakeholders.

One of the first sizeable metropolitan school districts to take on this challenge was the Minneapolis Public School District (MPSD) in Minnesota, which shifted its high schools start times from 7:15 a.m. to 8:40 a.m. beginning in 1997-98. MPSD evaluated the impact and success of the adjusted bell schedules, and found numerous benefits, including:

- ◆ improved rates of continuous enrollment at individual schools over four years;
- ◆ moderately improved attendance, particularly among Black, Hispanic, and Native American students;
- ◆ a slight (but statistically insignificant) improvement in grades;
- ◆ an increase of approximately one hour in the average student's sleep time;
- ◆ decreases in sleep-related tardiness, falling asleep in class, depressed moods, and illness-related absences; and
- ◆ increased student attention spans, according to teacher observations.

Since 2014, the American Academy of Pediatrics has recommended that middle and high schools not start before 8:30 a.m. As noted in their policy statement, “**the evidence strongly implicates earlier school start times**...as a key modifiable contributor to insufficient sleep.”⁹ In this area, the word of the experts is clear.

In 2022-23, the State of California began requiring that middle schools begin no earlier than 8:00 a.m. and high schools no earlier than 8:30 a.m.¹⁰ While perhaps the tipping point in the movement, California is not the first place where secondary schools start later. Indeed, it used to be the norm. In the 1950s and 1960s, most American schools started between 8:30 a.m. and 9:00 a.m.¹¹

⁹ <https://pediatrics.aappublications.org/content/pediatrics/early/2014/08/19/peds.2014-1697.full.pdf>

¹⁰ <https://calmatters.org/education/k-12-education/2019/10/how-school-start-time-law-will-work-in-california/>

¹¹ <http://www.center4research.org/early-morning-classes-sleepy-students-risky-behaviors/>

Prismatic Findings

Based on the extensive data collected and analyzed for this project, Prismatic developed multiple findings that bear on the reconfiguration question, “What is best for ConVal students and taxpayers?” These findings are presented in this section.

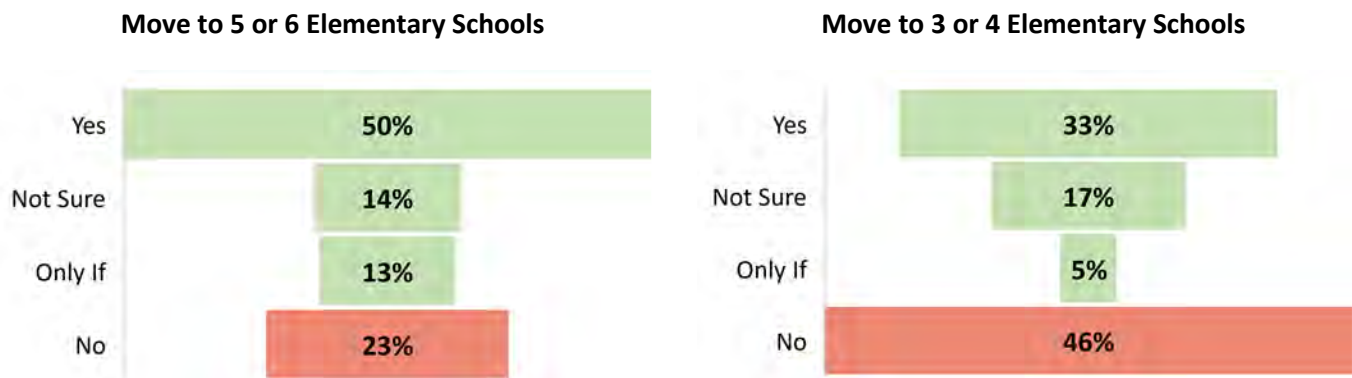
COMMUNITY INPUT

Finding 1 – Support for Alternatives to Status Quo

Within each town there is at least some support for changing the status quo. On the September community survey, a majority in 6 towns expressed support for looking at options for reducing the number of schools if ConVal enrollment continues to decline. A majority in every town expressed openness to multigrade classrooms.

ConVal community members also expressed an openness to education options that are not directly related to school reconfiguration. Nearly 3/4th of September survey respondents could be in favor of adjusting school start times.

On the October follow-up survey, **63% of respondents felt that ConVal should take action on the reconfiguration question in 2024**. Given only limited background information, half stated they would support a plan to reduce the number of ES from 8 to 5 or 6. Only 23% outright opposed this option. One-third stated they would support a plan to reduce the number of ES from 8 to 3 or 4; less than half outright opposed this option.



Overall, community sentiment on the various issues around possible reconfiguration options was not monolithic. In each town meeting, there were at least a few extremely outspoken opponents of making any changes. Some felt that costs should not matter at all in considering options. Others felt that the opportunity for their children and grandchildren to learn within the same walls that they, their parents, and grandparents had should outweigh all other considerations. On the September community survey, a percentage of residents in each town felt that a ConVal ES should never be closed, no matter how small its student population.

Once a ConVal elementary school has less than ____ students, we should consider closing it.									
	Antrim	Bennington	Dublin	Francestown	Greenfield	Hancock	Peterborough	Sharon	Temple
25	69%	76%	55%	52%	79%	71%	88%	91%	44%
50	48%	52%	33%	33%	59%	48%	75%	61%	20%
75	17%	19%	9%	14%	23%	17%	40%	33%	10%
100	4%	10%	5%	6%	10%	8%	20%	19%	6%
Never close	31%	24%	45%	48%	21%	29%	12%	9%	56%

CONVAL SCHOOL DISTRICT OVERALL

Finding 2 – ConVal Tax Rates

ConVal has higher local education tax assessments than most of its peers. ConVal's local education tax rate is 21% above the peer average and 36% higher than the state average. On the September community survey, 55% of ConVal residents overall and 50% of current parents of ConVal students indicated that they felt the district's current property tax rates likely deter families from moving here. A majority in every town would prefer reduced taxpayer costs for the same academic rigor.

Comparison of District Tax Rates, 2022

District	Equalized Valuation for Local Taxes	Local Education Tax Assessment	Tax Rate \$ per \$1,000 of Equalized Valuation Local Education
Berlin	\$799,172,880	\$8,147,399	10.19
Fall Mountain Regional	\$1,779,562,517	\$19,474,867	10.94
Gilford	\$3,717,053,285	\$15,724,125	4.23
Kearsarge	\$5,660,238,201	\$32,565,642	5.75
Litchfield	\$1,667,723,488	\$15,481,269	9.28
Monadnock Regional	\$2,023,236,506	\$17,734,809	8.77
Windham	\$4,673,961,892	\$44,631,565	9.55
Peer Average	\$2,902,992,681	\$21,965,668	8.39
ConVal	\$3,668,303,415	\$37,319,602	10.17
State Average			7.5

Source: NHDOE Office of School Finance

REGULAR EDUCATION

Finding 3 – Elementary Spending Impacts Secondary Spending

The choice to keep 8 ES in operations does have an impact on ConVal's secondary school operations. There are less coursework options in ConVal HS compared to some peers. Students and district staff pointed out opportunities they would like secondary students to have but that are currently not available.

Perhaps the easiest way to see the lost secondary opportunity is through district spending. In 2021-22, ConVal had the highest per student cost of all the peers, but it also had one of the lowest differences

between overall and high school student spending. Most of the peers spent more per high school student than they did overall per student. On average the peers spend an additional \$1,509 per high school student beyond the overall student average. In comparison, ConVal spent only an additional \$91 per high school student.

Comparison of Costs Per Student, 2021-22

District	Enrollment	# of Schools	Cost Per Student Overall	Cost Per Student HS Only	Difference Between Overall and HS Cost Per Student	Total Exp
Berlin	1,063	2	\$20,083	\$24,298	\$4,215	\$22,764,232
Fall Mountain Regional	1,448	9	\$21,840	\$21,933	\$93	\$33,951,026
Gilford	1,127	3	\$20,598	\$20,400	-\$198	\$24,205,455
Kearsarge	1,730	7	\$22,497	\$24,833	\$2,336	\$42,890,108
Litchfield	1,230	3	\$17,836	\$18,882	\$1,046	\$26,371,528
Monadnock Regional	1,615	6	\$20,046	\$21,176	\$1,130	\$36,233,255
Windham	3,032	4	\$16,058	\$18,001	\$1,943	\$54,338,508
Peer Average	1,606	5	\$19,851	\$21,360	\$1,509	\$34,393,445
ConVal	2,062	11	\$24,030	\$24,121	\$91	\$51,365,385

Source: <https://my.doe.nh.gov/iPlatform/Report>

The NHDOE Office of School Finance provides slightly different figures than the NHDOE iPlatform tool. However, the overall trend is similar. Among the peers, 4 of the 7 spend somewhat more per HS student than their overall spend per student. On average, the peers spend \$59 more per high school student. In contrast, ConVal spends \$1,201 less per HS student than it does overall per student. Looking at the difference in spending between ES and HS students, 5 of the 7 peers spend more per HS student, but on average, the peers spend \$266 less per HS student. In contrast, ConVal spends \$2,759 less per HS student than it does per ES student.

Comparison of Costs Per Student by School Level, 2021-22

District	Elementary	Middle	High School	Overall Cost Per Student (PreK-12)	Difference Between Overall and HS Cost Per Student	Difference Between ES and HS Cost Per Student
Berlin	\$20,245	\$16,527	\$22,341	\$20,083	\$2,258	\$2,096
Fall Mountain Regional	\$22,802	\$0	\$19,991	\$21,840	-\$1,849	-\$2,811
Gilford	\$22,609	\$20,060	\$19,607	\$20,598	-\$991	-\$3,002
Kearsarge	\$22,381	\$22,335	\$22,818	\$22,497	\$321	\$437
Litchfield	\$17,107	\$18,995	\$17,594	\$17,836	-\$242	\$487
Monadnock Regional	\$20,704	\$16,643	\$20,712	\$20,046	\$666	\$8
Windham	\$15,382	\$17,713	\$16,307	\$16,058	\$249	\$925
Peer Average	\$20,176	\$16,039	\$19,910	\$19,851	\$59	-\$266
ConVal	\$25,588	\$23,355	\$22,829	\$24,030	-\$1,201	-\$2,759

Source: NHDOE Office of School Finance

Finding 3 – Teacher Salaries

Attracting good teachers to the district is a growing issue. Teachers have pointed out that pay levels in the ConVal district are not competitive with surrounding school districts by as much as \$10,000. The same was mentioned for administrative salaries. Supporting new teachers (first year teachers) is an issue, as well as on-boarding experienced teachers who move to ConVal District.

The peer average teacher salary was lower than that of ConVal, but at the same time 4 of the 7 peers had a higher average than ConVal. Moreover, the average salary includes a measure of longevity, since more senior teachers earn a higher salary.

Comparison of Teacher Data, 2022-23

District	Enrollment	# of Teachers	# of Students per Teachers	Average Teacher Salary
Berlin	1,010	94.0	10.8	\$66,422
Fall Mountain Regional	1,418	135.3	10.1	\$57,286
Gilford	1,126	102.0	11.0	\$64,527
Kearsarge	1,717	163.7	9.9	\$67,426
Litchfield	1,204	96.3	12.5	\$63,790
Monadnock Regional	1,618	125.0	11.7	\$53,573
Windham	3,005	195.4	13.8	\$66,825
Peer Average	1,441	130.2	11.4	\$62,836
ConVal	1,969	200.0	10.0	\$61,456

Source: <https://my.doe.nh.gov/iPlatform/Report>

When compared to peer districts, the salary for beginning teachers in ConVal is below average. The same is true for teachers with 5, 10, and 15 years of experience. Below average salaries make the recruitment and retention of teachers much more difficult.

Teachers who are new to teaching may be willing to accept a lower salary if the salary scale catches up to that of peer districts within the first few years. The salary discrepancy between ConVal and the highest paying peer district for beginning teachers is \$2,563. The discrepancy grows with each year of experience, creating a difference of \$12,942 for teachers with 15 years of experience. Salary discrepancies after teachers are experienced may cause teachers to gain the needed experience to assist them in obtaining teaching positions in higher paying districts.

Comparison of Teacher Salaries, 2022-23

District	Year 1	Year 5	Year 10	Year 15
Berlin	\$40,673	\$48,320	\$57,678	\$67,436
Fall Mountain Regional	\$43,663	\$49,402	\$55,894	-
Gilford	\$42,773	\$49,116	\$55,457	\$61,801
Kearsarge	\$40,852	\$49,021	-	-
Litchfield	\$41,612	\$47,955	\$56,022	\$64,274
Monadnock Regional	\$40,750	\$43,250	\$47,150	-
Windham	\$40,852	\$47,208	\$56,650	\$68,402
Peer Average	\$41,596	\$47,753	\$54,809	\$65,478
ConVal	\$41,100	\$45,100	\$50,100	\$55,100

Source: Various district websites

REGULAR EDUCATION

As detailed in Chapter 2, the ConVal regular education program suffers from substantial variations in class size across its ES, ranging from an average of 5.0 students per grade (1/2) in a combined class of 10.0 at TES to an average of 15.0 in grades 1-2 at BES/Pierce. The district also has generally lower class sizes than the peer districts, but this has not translated into routinely higher rates of success on state assessments. Student access to specials (art, music, PE/health, and library/media) is not equal across the ES. As detailed in Chapter 3, ConVal teachers feel they do not have sufficient time for collaboration, which would serve to improve horizontal and vertical instructional alignment. These findings have been documented in those chapters. The findings presented here are in addition to those.

Finding 4 – School Administrative Expenses

Making the decision to have a school has baked into it assumptions about additional costs. This includes the state requirement to have a principal at each school. The impact of this can be seen in the percentage of its budget that ConVal spends on school administration compared to its peers. From 2018-19 through 2021-22, ConVal spent an average of 2% more of its budget on school administration than its peers did. In each of the 4 years, ConVal spent a higher percentage of its budget on school administration than all of the peers, with the exception of Gilford in 2021-22. The 1.6% difference between ConVal's spending and the peer average in 2021-22 equates to \$822k in ConVal expenditures.

Comparison of Spending on School Administration

District	Percent of Spending on School Administration				# of Schools
	2018-19	2019-20	2020-21	2021-22	2023-24
Berlin	3.7%	5.0%	4.1%	4.1%	2
Fall Mountain Regional	5.5%	5.2%	5.5%	4.9%	9
Gilford	6.9%	7.3%	7.1%	7.4%	3
Kearsarge	5.7%	5.8%	5.7%	6.0%	7
Litchfield	5.9%	6.0%	6.1%	6.0%	3
Monadnock Regional	6.1%	6.0%	5.9%	6.0%	6
Windham	3.9%	4.4%	4.7%	5.4%	4
Peer Average	5.4%	5.7%	5.6%	5.7%	5
ConVal	7.6%	7.5%	8.0%	7.3%	11

Source: <https://my.doe.nh.gov/iPlatform/Report>

Finding 5 – Field Trip Equity

Equity of instructional quality and learning opportunities across schools in a district is a typical concern and one that Prismatic specifically assessed on this project. One area of inequity found was field trips. Field trips can be a valuable learning opportunity, particularly with lower income students.

In 2022-23, ConVal did not allocate field trip monies on an equitable basis across the ES or the MS. District staff stated that field trip monies are allocated on a per student basis, considering Kindergarteners and up. Even so, some small ESs received more field trip funds per student than larger ESs. Funding for the 2 MS had the same problem. Also according to district staff, how much a school receives for field trips depends largely on the school's priorities and how much of that budget is spent depends largely on the initiative of school staff and availability of field trip drivers. This resulted in students in the larger schools, AES and PES, receiving the benefit of far fewer field trip dollars than students in all of the smaller ES. Likewise, SMS students received fewer field trip dollars than GBS students on a per student basis.

ConVal Field Trip Budgets and Expenses, 2022-23

School	Budget	Expenses	Budgeted per K+ Student	Expenses per Student
AES	\$6,875	\$2,369	\$67.40	\$23.23
BES/Pierce	\$4,180	\$3,830	\$64.31	\$58.92
DCS	\$3,460	\$2,810	\$59.66	\$48.45
FES	\$2,530	\$1,268	\$60.24	\$30.19
GES	\$3,905	\$3,790	\$52.77	\$51.21
HES	\$2,800	\$2,711	\$50.00	\$48.41
PES	\$13,200	\$2,903	\$57.64	\$12.68
TES	\$2,420	\$2,137	\$73.33	\$64.75
ES Average			\$60.67	\$42.23
GBS	\$9,960	\$6,099	\$43.88	\$26.87
SMS	\$10,650	\$6,033	\$31.32	\$17.74
MS Average			\$36.35	\$21.40

Source: ConVal School District, 2023

Finding 6 - Student Support Services

In addition to class size discrepancies, access to resources and supports has not been equitable across ES. In 2023-24, AES is the only ES with a full-time reading interventionist on staff. Only PES has a full-time school counselor. The remaining 7 ES share 2 school counselors. Four elementary schools have full-time school nurses, while the remaining 4 ES share 1 school nurse.

SPECIAL EDUCATION

Finding 7 - Special Education Costs

The district spends slightly more than \$4.5M per year educating its 171 elementary special education students, an average of \$26,867 per special education student. The per student cost ranges from \$20,722 at HES to \$36,935 at TES.

The allocation of funds for special education students is based on weighted child counts on a per student basis from both state and Federal sources. State and Federal funding of special education falls short of ConVal's current average per student, which is not unusual – districts frequently face that situation. The lack of funding pushes the burden of the remaining funding on local sources of revenue. There is no legal option for school districts or communities to not fund these services, so it is incumbent on every decisionmaker involved with schools to seek service delivery efficiency.

To assess the district's special education costs, the consulting team analyzed the data in this way:

- ◆ Special education costs for elementary schools were calculated from the 2022-23 financial reports with updates of actual costs for 2023-24 where available. The average salary for a category of employees was utilized when some positions were not yet filled or the computations were not readily available. These costs also account for split assignments by using the percentage of time and corresponding portion of salary for each school where personnel are assigned. The school-based administrative costs for the special education coordinator positions

for each level of the district are apportioned out to each school based on the number of special education students served in the school.

- ◆ The same process was utilized for district special education administrative costs. Administrative costs were totaled and apportioned to each school in the district based on the number of special education students attending and receiving services at each school. The district special education administrative costs include salaries of the relevant central office staff, tuition costs for out of district placements, contractual services for service providers needed but unavailable to hire into the district, transportation costs for special education and transportation costs for out of district placements, plus, specialized equipment costs, mileage reimbursements for all staff being required to travel to two or more job sites, and program costs that enhance the delivery of service to special education students.
- ◆ The item that is not included is the cost of educating special education students for a portion of their day in regular education classrooms. Public schools are required by state and federal laws to maintain the effort and expenditures in regular classrooms for special education students. The funding received from state and Federal sources then must be spent on the excess cost above that maintenance of effort.

The resulting per-student special education costs vary widely across the district. One factor driving the comparatively higher per-student costs at PES is the ILS program housed there. The ILS program serves students in need from all elementary schools district-wide, but costs are apportioned to PES. The same approach is true of special education PreK programs. Although the PreK programs serve children from all elementary schools, the costs are apportioned out to their locations (AES, GES, HES, and PES).

The smaller schools, in terms of the number of special education students served, frequently have substantially larger per student costs than the larger schools. While it is difficult to separate out the financial impact of the ILS program at PES, the per-student costs at AES, which does not have a similarly intensive program, but does have a PreK program, offers insight into what the district's more typical special education costs could be.

ConVal Elementary School Special Education Cost Analysis, 2022-23

School	SPED Teacher Costs ¹²	Related Services Costs	Para Costs	SPED Admin Costs PK-4	District SPED Admin Costs	Total SPED Cost per Site	SPED Cost per Student
AES	\$292,242	\$153,385	\$216,515	\$18,319	\$135,054	\$815,515	\$23,300
BES/Pierce	\$145,573	\$53,975	\$73,730	\$7,523	\$107,286	\$388,087	\$27,721
DCS	\$65,576	\$93,312	\$60,535	\$6,804	\$109,504	\$335,731	\$25,825
FES	\$16,513	\$40,299	--	\$3,140	\$167,918	\$227,870	\$37,978
GES	\$199,575	\$171,214	\$178,944	\$11,515	\$109,474	\$670,722	\$30,487
HES	\$112,200	\$101,441	\$102,223	\$10,991	\$108,306	\$435,161	\$20,722
PES	\$575,722	\$352,278	\$290,682	\$27,216	\$179,869	\$1,425,767	\$27,419
TES	\$77,032	\$77,375	--	\$4,187	\$136,886	\$295,480	\$36,935
Totals	\$1,484,43	\$1,043,28	\$922,629	\$89,695	\$1,054,298	\$4,594,333	\$26,867

Source: ConVal School District, Compiled by Prismatic, October 2023

Finding 8 - Elementary Special Education Teacher Caseloads

The caseloads of ConVal's elementary special education teachers are low, compared to standards set forth by the State of New Hampshire.¹³ Caseload data demonstrate that ConVal teacher resource caseloads at the elementary level are at 40% to 50% of their maximums under the NH guidelines. PreK and ILS programs are running at 50% to 60% of the NH maximums. As is typical in the provision of special education services, the district makes programming decisions at the level of each special education student, via the development of an Individualized Educational Plan (IEP), and the district cannot control the types or levels of service its special education students may need. Nonetheless, the caseload data suggest there would be opportunities to consolidate programs at fewer sites without any loss of service to students needing special educational services.

There are 171 students placed in elementary special education programs. Based on the NH caseload model, the consulting team calculates that there is room for another 122 special education students. At the elementary level there is one teacher for every 8 special education students and 1 paraprofessional for every 3 students. Both could be adjusted through attrition to improve program efficiency. Future staffing could be based on a combination of caseload and workload models of staffing.

Finding 9 - Related Services by School and Category of Service

Generally, students who have multiple services show more difficulty with at least some portions of their learning experience. Early intervention can have a big impact, but it also adds to the pull-out nature of service delivery. These students have a regular teacher, a special education teacher, and then may have one or more related services, such as a speech pathologist (SLP), occupational therapist (OT), physical therapist (PT), psychologist, or behavioral specialist. The complexity of managing a program for these students goes without saying. New Hampshire gives no guidance on caseloads for related services staff and instead leaves it up to the school district to set the standard. In some of the professions, like SLP and OT/PT, the professional organization provides guidance, usually based on workload models. The

¹² Includes PreK costs.

¹³Guide to the NH Standards for the Education of Children with Disabilities pages 118-119

states who have set guidelines all use caseload models to do so. The most common is a caseload of 50 for SLPs and OTs with slightly lower caseloads for PTs and even lower for psychological and behavioral specialists.

At the ConVal ES, the SLP and OT caseloads are generally between 13 and 30 students, with one OT carrying 50. In the MS, the district has several SLPs and OTs with mixed caseloads of elementary and middle school students to achieve caseloads ranging from 20 to 56. Several more have picked up HS and MS students to get caseloads of 20 through the 60s. One PT serves all 3 levels of the district and has a caseload of 31, while a contracted, part-time PT has a caseload of 11.

The analysis of ConVal data is provided in the following table. The district had data for 853 students listed on various related services caseloads files. With 449 identified special education students in the district, the data reflect more than 1 service being provided to a large percentage of special education students. The analysis suggests that collectively:

- ◆ SLPs have a caseload cushion of 96 students.
- ◆ OTs have a caseload cushion of 44.
- ◆ PTs have a caseload cushion of 10, perhaps more.
- ◆ The 3 psychologists have a cushion of ~16.

Caseload data on 2 psych/ social workers, the contracted behavioral therapists, and 1 contracted psychologist at the HS were not available. The extent to which the caseload cushions were driven by the number of school locations could not be determined definitively.

ConVal Related Services Provider Caseloads

School	SLP +SLPA	Pre-K SLP	OT-1	PKOT	PT-1	Tch of Deaf+	Psych-1	BCBA/ABA	SLP-1	Psych-2	OT-2	SLP-2	SLPA	OT-3	SLP-3	Psych-3	PT-2	Pre-K SLP	SLP-4	OT-4	COTA	SLP +SLPA	SLPA	BCBA	Psych-4	OT-5 + COTA	Students Served	Total Related Services
AES	20	13	25	8	5	3	9	5																			88	
BES/Pierce					2			2		5	14	7	X														30	
DCS					2	1		1	6	3	8																21	
FES						1				2		2	X	1													6	
GES					2							7	X	7	11	8	6										41	
HES				2	1			4		5	7	8	X					5									32	
PES					8	4		15	7						12	14	5		18	50	X						133	
TES					1				6					5													12	
Total ES	20	16¹	25	10	21	9	9	27	30²	15	29	24		13	23	22	11	5	18	50							377	363
GBS	25		25		2	3	13																	2			70	
SMS					1	3													26			20	X	20	16	20	106	
Total ES/MS	45		56³				22												44			20		22	16	20	245	239
HS Caseload					7	7																47		29		40	130	
ConVal Total					31	22																67		51		60	231	231

*Grand Total Students PK-12 Receiving SPED Related Services (reflects multiple services for many students)

¹3 out of district

²11 out of district

³6 out of district

Source: ConVal School District, Compiled by Prismatic, October 2023

The caseloads of related services staff currently range from 5 students (preschool therapist) to 67 (HS tele-therapist). The caseload maximums are based on no more than 50 for SLP, OT, and PT, and 25 for Psych Staff. The only lower caseload is for educators for hearing impaired, which has a resource maximum of 20 students. The analysis simply indicates how many students could potentially be added to staff caseloads. There is space available to make reconfiguration adjustments without affecting the quality of student programming. How much space is available for caseload adjustments depends on travel between schools, the needs of the students for therapy and the workloads for teachers necessary to assure quality services.

Opportunities for Related Services Caseload Adjustments, District-Wide

Related Service	SPED Students	Caseload	Caseload Space
Teacher 1 +SLPA	45	50	+5
Teacher 2 Pre-K SLP	16	50	+34
Teacher 3 SLP	30	50	+20
Teacher 4 SLP+ SLPA	24	50	+26
Teacher 5 SLP	23	50	+27
Teacher 6 Pre-K SLP	5	50	+45
Teacher SLP	18	50	+32
Teacher SLP +SLPA	67	50	-17
Teacher OT	56	50	-6
Teacher PKOT	10	50	+40
Teacher OT	29	50	+21
Teacher OT	13	50	+37
Teacher OT + COTA	50	50	0
Teacher OT + COTA	60	50	-10
Teacher PT	31	50	+19
Teacher PT	11	50	+39
Teacher Deaf + Interpreter	22	20	-2
DD StCyr Psych	22	25	+3
Psych Contractor	15	25	+10
M Mans Psych	22	25	+3
B Foecking Psych	16	25	+9
BCBA/ABA	27	Behavioral Services Contract	
BCBA	51	Behavioral Services Contract	
Total		920	370

Source: ConVal School District, Compiled by Prismatic, October 2023

Finding 10 – Special Education Paraprofessionals

There is a high reliance on 1:1 paraprofessional services in ConVal, that at least in part, could be attributed to the current number of school sites. The disadvantage of 1:1 paraprofessional assignment is that some special education students become dependent on adults and fail to develop the more independent and adaptive behavior prescribed for in their IEP. There are cost savings opportunities if students are assigned and served in small groups (up to 3 students).

The New Hampshire state contribution to special education funding is the lowest in the nation. ConVal is a primary plaintiff in a lawsuit against the state that seeks to increase the state funding for special

education services. While that lawsuit is progressing, the lack of adequate funding means schools must fund and meet the needs of special education students with available funding. In ConVal, special education students comprise close to 1/4th of all students. In previous district studies of reconfiguration/consolidation, the impact of having 8 ES on special education costs was not specifically addressed.

Reviewing the Individualized Education Plans (IEPs) of all ConVal special education students was beyond the scope of this project. Nevertheless, having a greater number of special education students in 1 ES versus smaller numbers of students spread across multiple schools could provide opportunities to meet students' paraprofessional needs with fewer staff positions.

FACILITIES FINDINGS

Finding 11 – Bonded Indebtedness

At the end of 2023-24, all bonded indebtedness at ConVal will have been retired. Approximately \$180,000 will be paid this year. Without doubt, having and not necessarily needing the full bonding capacity is better than needing and not having it. This is an excellent position for the district to be in at the current time. Should the district adopt a reconfiguration plan, it will have a potential source of funding to address any renovations deemed necessary.

Finding 12 – Facilities Deferred Maintenance

Prismatic found the building condition of all facilities to be high. The district's deferred maintenance is convincingly 5% or less of building replacement value, which indicates facilities maintenance spending at a best practices level. A common metric in facilities maintenance used as an indicator of sufficient effort to maintain facilities is the percentage of an organization's budget spent on maintenance and repair. The generally accepted best practice, as recommended by the Building Research Board of the National Research Council,¹⁴ is that a district spend 2-4% of the current replacement value of its building on maintenance and repair. Prismatic estimates that the current replacement value of ConVal facilities is ~\$220M, meaning that the district would need approximately that amount to completely replace its current building stock. ConVal's current annual operations and maintenance expenditures are within the 2-4% range and have generally been within that range for a number of years.

For reconfiguration considerations, this means that all 8 ConVal schools are in good repair and there is no need to consider closing a particular school because it is in relatively poor repair. Likewise, this means that any schools that could be closed would be received by their towns in good repair.

Finding 13 – Elementary Facilities Capacity

Depending on the measurement method, ConVal has between 1,540 and 1,623 available seats across its 8 elementary schools. NESDEC projects that K-4 enrollment in ConVal as of 2031-32 will be 798. This means that ConVal has roughly twice as many elementary seats as it will have students in the near future. Continuing to offer PreK would fill some of the empty seats, but it will not fill all.

¹⁴ <https://www.nap.edu/read/9807/chapter/1>

Regular Education Student Capacities of Each ConVal Elementary Facility

School	# of Classrooms	Maximum Capacity per NHDOE	Capacity at 20 Students Per Class ¹⁵
AES	14	278	260
BES/Pierce	7	154	120
DCS	8	154	140
FES	8	154	140
GES	8	154	140
HES	8	154	140
PES	24	443	460
TES	8	154	140
Total	155	1,623	1,540

Source: Compiled by Prismatic, 2023

OPERATIONS FINDINGS

Finding 14 – Food Service Program Finances

The food service program is not financially self-sustaining, despite the switch to contractor operations. In 2022-23, the overall loss was \$203,498. Those losses had to be covered by the district's general funds.

Committee meeting minutes indicate that the district has known for the last several years that the satellite operations in the smaller ES cost more to operate than the revenue they generate. Also contributing to the financial difficulties:

- ◆ Bad debt – these debts are created when parents do not keep their students' meal accounts paid up. At the end of 2022-23, bad debts totaled \$86,804.
- ◆ Insufficient contractor oversight – The contractor has control over all the direct costs of the program, while ConVal is required to pay them. It does not appear that the district has historically monitored cost breakdowns of all cost categories to help ensure that the contractor's expenses do not become excessive.
- ◆ Low breakfast participation - The June 2023 claim showed a district average daily participation rate of 16% of enrollment for breakfast. This rate was well below industry standard best practices. Among the ConVal ES, June 2023 breakfast participation averaged just 22%, ranging from a low of 13% at HES to a high of 36% at FES. Moreover, the data indicate that at BES/Pierce, HES, and PES the breakfast participation rates are lower than the percentage of students eligible for free/reduced-price meals. This means that some portion of lower-income students at those schools are not obtaining valuable nutrition.

¹⁵ This column includes the subtraction of 1 classroom per facility for non-regular education use.

Best Practice Breakfast Participation Rates

School Level	Best Practice ¹⁶
Elementary	35%
Middle	35%
High	25%

- ◆ Low lunch participation - The June 2023 claim showed a district average daily participation rate of 39% of enrollment for lunch. This rate was well below industry standard best practices. Among the ConVal ES, June 2023 lunch participation averaged just 48%, ranging from a low of 37% at GES to a high of 58% at PES.

Best Practice Lunch Participation Rates

School Level	Best Practice HUSC ¹⁷	Best Practice Pannell-Martin ¹⁸
Elementary	75%	70%
Middle	75%	60%
High	65%	50%

Finding 15 – Food Service Equity

Meal options are not equitable across the ES. AES and PES students are offered meals that are similar to those offered in the middle and high schools, while students in the remaining ES are offered meals in white plastic bags. AES and PES students are given more meal options; having options has been shown to increase student participation in school meal programs.

Finding 16 – Transportation Expenses

Although a frequent concern members of the community offered when discussing potential reconfiguration options was a likely increase in transportation costs, the district's current transportation expenses are generally below most of its peers and below industry practice.

According to 2021-22 expenditures data from NHDOE, ConVal's transportation expenditures as a percentage of their total expenditures were lower than most peer districts, at 4% of total expenditures. Berlin had busing expenses of just 2% and Gilford of 2.8 %. The other 5 peers though, had higher transportation expenditures relative to total expenditures. It should be kept in mind while considering these busing cost comparisons that ConVal is the largest of these school districts, approximately 250 square miles, and that distances travelled by school buses are a primary driver of costs. For anyone concerned that ConVal's favorable standing among its peer districts may stem from an "apples to oranges" comparison of dissimilar busing programs, 4 of the 7 peer districts for which the consulting team obtained bus schedules and contractor identification indicated they have busing programs similar

¹⁶ *Healthier US School Challenge Criteria, 2014*

¹⁷ *Healthier US School Challenge Criteria, 2014*

¹⁸ Pannell-Martin, D. (2000). *School food and nutrition management for the 21st century* (4th ed.). School Nutrition Association.

to ConVal's: a 2-tier system with MS/HS students being dropped off by ~7:30 am and ES students being dropped off by 8:30 am and with busing provided by a large, national bus contractor.

District	Enrollment 2021-22	Percent of Spending on Transportation				# of Schools
		2018-19	2019-20	2020-21	2021-22	2023-24
Berlin	1,063	2.1%	1.7%	1.4%	2.0%	2
Fall Mountain Regional	1,448	4.8%	4.2%	4.2%	4.9%	9
Gilford	1,127	3.3%	3.0%	2.3%	2.8%	3
Kearsarge	1,730	5.8%	5.5%	4.8%	5.2%	7
Litchfield	1,230	5.2%	4.3%	4.0%	4.6%	3
Monadnock Regional	1,615	6.0%	5.3%	4.8%	5.7%	6
Windham	3,032	5.2%	5.2%	4.2%	4.6%	4
Peer Average	1,606	4.6%	4.2%	3.7%	4.3%	5
ConVal	2,062	5.4%	5.2%	4.6%	4.0%	11

Source: <https://my.doe.nh.gov/iPlatform/Report>

ConVal's transportation expenditures also compare favorably to a desired threshold of 5% or less, set in Best Practices in Student Transportation by Dan Roberts (p. 143, 2013).

ConVal could spend ~\$500,000 more annually on transportation and still be under the 5% threshold. It should be noted though, that ConVal's transportation expenditures do not include fuel that the district buys for STA. In 2022-23 ConVal spent \$165,372 on fuel. Fuel costs vary from year to year, and ConVal operations have varied in recent years as it moved in and out of COVID restrictions. In the past 6 years, fuel costs have ranged from a low of \$98,000 in 2019-20 to a high of \$202,000 in 2021-22.

ConVal's transportation expenditures do not include special education bus monitors either. The costs for bus monitors are included in personnel budget lines. In 2022-23, 6 in-district routes were identified as special education routes; if each of them had a monitor assigned and monitors worked a 5-hour day for 180 days, then bus monitor expenses would have totaled about \$121,000. Even after adding fuel and bus monitor costs though, ConVal's transportation expenses would remain below the 5% threshold, and remain near to or below several of its NH peer districts' spending levels.

Chapter 5

This chapter provides Prismatic's response to the RFP question, "What is best for ConVal students and taxpayers?" It includes these sections:

- ◆ Conclusions
- ◆ Reconfiguration Recommendation
- ◆ Implementation Notes

Conclusions

In the course of this study, Prismatic reached a number of conclusions that bore upon its ultimate reconfiguration recommendation:

- ◆ The ConVal situation is unusual. The 1967 Articles of Agreement essentially handcuffed the school board in regard to elementary schools. In any other district, the disposition of school facilities is subject to school board vote, not popular vote. While this concession may have been necessary to secure the agreement of all the towns in 1967, it has created a situation where a ConVal ES can decline in enrollment to just a handful of students (or even no students) and the district has no recourse. In highly rural areas, extremely small schools are sometimes the only option. ConVal is not so highly rural and should have other options.
- ◆ Not only does the district have a surplus of student spaces at the elementary level, there is no evidence to suggest that ConVal enrollment will grow substantially over the next decade. Quite the contrary, the evidence suggests that ConVal is facing generally flat to declining enrollment over the next decade.
- ◆ Continuing to maintain facilities it is unlikely to need has a cost for the district. There are real costs in terms of facilities maintenance and various types of staffing. There are opportunity costs in terms of what is not provided to secondary students. There are opportunity costs in terms of what the district can offer for teacher salaries.
- ◆ While the district's current per student spending is larger than peers, it does not have a bloated central office or areas of obvious financial waste/inefficiency. Closing the entire central office would only yield an annual cost savings of \$2.1M and the consulting team questions this figure to some extent because the district has not historically apportioned to schools the costs of some staff positions that are solely focused on providing services to multiple schools, such as some of the related services positions (such as psychologists). Looking for areas of waste/inefficiency is a core strength of the consulting team; Prismatic did not find any in the ConVal central office. There are opportunities to reduce costs in staffing, facilities, food services and technology with fewer school buildings in service.
- ◆ Although moving additional grades to the existing 8 ES was palatable to a portion of ConVal residents (such as creating PreK-6 schools), as evidenced by survey and town meeting input, they are not the best option educationally. Extremely small class sizes by grade would be the result and research does not support that as a best practice to support student learning. Moreover, based on the capacities of the 8 ES and the projected enrollments, most of the ES would still have empty seats.

- ◆ The current 8 ES are not equitable in a number of areas.
- ◆ Extremely small class size has not been shown to result in outsized performance on state assessments. Research supports the benefits of smaller class sizes (15-20), not extremely small class sizes.
- ◆ Of the district's current budget, 83% is allocated to salaries and benefits. Benefits in 2023-24 were equal to 50% of salaries (49% at the elementary level). Given that this does not include salaries/benefits for outsourced transportation, food service, or custodial workers, ConVal is approaching a budgeting danger zone, where so much is spent on staffing that there is little funding left for supplies, resources, repairs, new initiatives, etc.
- ◆ Current middle and high school students had mixed opinions regarding their experiences in smaller ConVal ES. They did not evince strong support for maintaining the smaller elementary schools they just left.
- ◆ Although the district and community members indicated to the consulting team that one of its points of pride is a commitment to arts and music education, the main theater facility in the HS is substantially subpar. This could be an area the district has been unable to address because of the cost of supporting 8 ES.
- ◆ The ConVal community has some appetite for change; however, it has not historically embraced change. The community and district have been debating reconfiguration for at least a decade, but have not taken action. As any change in ES configuration will require a public vote, this would argue for a smaller reconfiguration recommendation than some would consider ideal.

Reconfiguration Recommendation

The consulting team considered a wide variety of reconfiguration options, starting from the premise that the status quo might be the best possible arrangement. The consulting team then considered the models explored in the 2012, 2016-17, and 2018-19 studies as well as some variations:

- ◆ 11 schools – 8 ES (PreK-5 or PreK-6), 2 MS, 1 HS
- ◆ 11 schools – 8 ES (PreK-4), 1 upper ES (5-6), 1 MS (7-8), 1 HS
- ◆ 10 schools – 8 ES (PreK-4), 1 MS (5-8), 1 HS
- ◆ 9 schools – 8 ES (PreK-6), 1 MS/HS (7-12)
- ◆ 8-9 schools - 5 or 6 ES (PreK-4), 2 MS (5-8), 1 HS
- ◆ 8 schools – 4 primary ES (PreK-2), 2 upper ES (3-5), 1 MS (6-8), and 1 HS
- ◆ 6-7 schools - 3 or 4 ES (PreK-4), 2 MS (5-8), 1 HS
- ◆ 4 schools – 2 primary ES (PreK-3), 1 upper ES (4-6), and 1 combined MS/HS
- ◆ 4 schools – 2 ES (PreK-4), 1 MS (5-8), 1 HS

With the exception of the status quo and the 11-school model that moved grades 5/6 to the ES, each of these options offered ConVal some improvements in the learning environment as well as cost savings.

Ultimately, given the previously noted findings and the overall aforementioned conclusions, the consulting team determined this to be the best option for ConVal at this point in time:

- ◆ **Leave the current MS and HS configuration as is.**
- ◆ **Request that the ConVal community approve a warrant article to keep 4 ES in operation (AES, GES, HES, and PES) and to close the 4 other ES (BES/Pierce, DCS, FES, and TES).**

In order to generate the necessary popular vote for this change and to ease the implementation of this change, the consulting team recommends:

- ◆ **Provide families with options.** Families at each of the closing schools would be able to select 1 of 2 new schools to attend:
 - Former FES and BES/Pierce students can choose AES or GES.
 - Former DCS students can choose HES or PES.
 - Former TES students can choose GES or PES.

The district would provide transportation for these students to these schools.

- ◆ **Commit to before and afterschool programming in at least AES and PES.** This should be available to all students who attend each of these schools. This should be offered for free to families that qualify for free/reduced-price meals and at reasonable cost for other families. Transportation to before school programming and from afterschool programming would be the responsibility of the parent.
- ◆ **Provide world language options beginning in MS and expand world language options in HS.** Doing so would begin to address current shortcomings in secondary course offerings. Once this is complete, the district should assess opportunities for further secondary course offerings.

Implementation Notes

Prismatic recommends that the district adopt these key components in implementing the reconfiguration recommendation:

- ◆ **Do not reduce staff in the initial rollout.** Instead of making staffing reductions when the 4 ES are closed, Prismatic recommends instead that the district commit to no layoffs or reductions in force. The district should rightsize its staffing through attrition.
- ◆ **Plan for a 3-year implementation timeline.** In Prismatic's experience, hasty proposed or actual changes in a school district frequently fail. The public often underestimates the thought, planning, and coordination required in making a large change in a multi-site, multi-million-dollar school district. A 3-year implementation timeline would mean that the district and taxpayers would not see immediate cost savings, but it would probably make it more likely that the change

(and resulting annual cost savings) will be successful. A recommended timeline of activities is provided below.

Implementation Plan Recommended by Prismatic

Year 1 2024-25	Year 2 2025-26	Year 3 2026-27
<ul style="list-style-type: none"> ◆ Do not reduce any staffing, but potentially begin to move some staffing to new sites. ◆ Meet with town officials of Bennington, Dublin, Frankestown, and Temple to determine the best future use of their facilities. ◆ Hold planning meetings between the staffs of the schools to be combined to determine potential schedule changes, new class configurations, and ideal staffing. ◆ Have the facilities director lead planning of space reconfiguration at the schools to remain in operation. This should include regular education and special education teachers. ◆ Determine adjustments in the ConVal CIP. ◆ Request that the PTAs of the schools to be combined work together to identify and address areas of school culture that need to be blended, such as school colors, mascots, and special ceremonies. ◆ Assess opportunities for adjustments in special education staffing, beginning with those that can be implemented through 	<ul style="list-style-type: none"> ◆ Do not reduce any staffing, but move some staffing to new sites as needed. ◆ Move 4 ES principal positions to the central office to assist in reconfiguration implementation and other projects. ◆ Close BES/Pierce, DCS, FES, and TES as schools and implement town-specific plans for facility reuse. ◆ Open before and afterschool programming at AES and PES. ◆ Begin offering world language options in MS. ◆ Begin offering expanded world language options in HS. ◆ Establish a planning committee to develop a new performing arts facility. ◆ Assess opportunities to redesign typical assignment of special education paraprofessionals from a 1:1 to 1:3 basis. 	<ul style="list-style-type: none"> ◆ Consider revising school start times, so the secondary students can start school later, in keeping with research on adolescent development, if this has not been accomplished as part of school reconfiguration. ◆ Assess opportunities for transportation cost savings for special education students. ◆ Assess the potential for before and afterschool programming at GES and HES. ◆ Assess the potential for expanding world language programming into ES, beginning with AES and PES. ◆ Evaluate the actual cost savings in Year 2 with those estimated in Year 1.

Year 1 2024-25	Year 2 2025-26	Year 3 2026-27
<p>reductions in contracted staffing in Year 2.</p> <ul style="list-style-type: none">◆ Develop world language course sequences, then determine teacher staffing needed.◆ Work with the transportation provider to develop revised transportation routes, which may include additional routes to keep ride times at <60 minutes as much as possible. Consider whether new school start times can be accommodated in Year 2, as part of the reconfiguration.◆ Negotiate with the food service provider regarding the upcoming school changes.◆ Negotiate with the custodial services provider regarding the upcoming school changes.◆ Finalize planned cost savings over the next 3 years as a guide for staff implementing the changes and to guard against “implementation creep.”		

The remaining sections of this chapter provide further specifics and considerations by area.

Regular Education

Over time, the staffing in the 4 ES that remain could achieve student to teacher ratios that are more in line with those of peers, the state, and research on small class sizes. Eliminating 4 facilities would also reduce school administrative costs. While the details of school-level staffing plans could vary, the consulting team estimates that a minimum of 16.4 teaching positions could be eliminated. This means that starting in Year 3, ConVal could expect to begin realizing annual savings of:

- ◆ \$615,604 in salaries and benefits for 4 school principal positions
- ◆ \$1,198,133 in salaries and benefits for 16.4 teacher positions

Special Education

With the switch to just 4 ES, there are a number of adjustments possible in all special education and related services caseloads and in the use of paraprofessionals. That flexibility suggests that reconfiguration efforts can be successfully implemented in ConVal without negatives regarding quality of special education services.

When planning for reconfiguration, it is always more than a numbers game for any group of students; this is particularly and uniquely true for special education students. Caseload models such as employed by New Hampshire look at potential. Caseload models must be adjusted to the needs of the special education students and the workloads those adjustments mean for teaching staff. Workload models take into account what teachers must do to assure the delivery of quality services to students. A combination of caseload and workload seems best.

State caseload models acknowledge the flexibility that paraprofessionals provide in special education classrooms by permitting services to an increased number of students in self-contained settings. These settings are found in preschool special education programs and when students' needs are such that more than 60% of student time is spent in a special education self-contained setting. New Hampshire is silent on the use of paraprofessionals in any other setting. Therefore, it is up to ConVal to decide how to use and employ paraprofessionals. The district may want to consider moving away from 1:1 assignments of paraprofessionals to students. The consulting team recommends a 1:3 model for assigning paraprofessionals whenever possible.

There is potential to manage ConVal's caseload/workload more efficiency when reconfiguration brings slightly larger groups together in fewer locations. The amount of that potential depends on the needs of students.

When looking at financial implications, the consulting team gathered current costs and analyzed what savings could be found with reconfiguration. For example, savings or increased cost based on several levels of staff changes should be reviewed. A specific example might be changing related services caseloads of existing staff to increased numbers that reflect future savings at caseloads between 15 and 20 for resource teachers, while related services caseloads can be examined at levels of 25-30, 40, and 50. That approach can provide a continuum of savings based on further analysis of workload issues compared to district and school goals.

Potential Financial Implications of Adjusting Caseloads

Potential	Student	Teachers per Caseload	Average Salary + Benefits	Annual Savings
Resource Caseload Adjustment	100		\$78,165	
12	X	8.5	\$664,403	
15	X	6.5	\$508,073	\$156,330
20	X	5	\$390,825	\$273,578
PreK SPED Self-Contained	50			
8	X	8.3	\$648,770	
10	X	5	\$390,825	\$257,945
12	X	4.2	\$328,825	\$320,477
Paraprofessionals	10		\$28,352	
1 to 1 model	10		\$283,520	
1 to 3 model	3.3		\$93,562	\$189,958
Speech and Language	100		\$78,165	
25		4	\$312,660	
40		2.5	\$195,413	\$117,247
50		2	\$156,330	\$156,330
Occupational Therapy	100		\$78,165	
40		2.5	\$195,413	
50		2	\$156,330	\$39,083
Physical Therapists	100			
30		3.3	\$234,495	
40		2.5	\$195,413	\$39,082
50		2	\$156,330	\$78,165
Psychologists	100		\$78,165	
20		5	\$390,825	
25		4	\$312,660	\$78,165
30		3.3	\$257,945	\$132,880

Source: ConVal School District, Compiled by Prismatic Services, October 2023

For simplicity and in an effort to be conservative, the consulting team estimates a minimum of 2.5 special education positions can be reduced via reconfiguration. This savings would begin in Year 3, for an annual total savings of \$195,405 in salaries and benefits.

Facilities

The savings from removing 4 ES from service has 2 parts:

- ◆ annual maintenance, repair, and cleaning costs the district will not need to pay for each facility
- ◆ capital improvements that are avoided for each facility

These will need to be offset by any new renovation expenses that are needed in the remaining 4 ES and any costs for mothballing facilities that are no longer needed.

Estimated Annual Maintenance and Cleaning Expenses That Will Be Avoided

Obj	Description	BES	DCS	FES	TES	Total
330	Purchased Services	\$64,605	\$77,018	\$70,840	\$72,456	\$278,639
411	Water/Sewer	\$1,557	\$0	\$0	\$1,260	\$4,237
421	Disposal	\$1,797	\$1,797	\$1,797	\$1,797	\$7,188
422	Snow Plowing	\$5,505	\$7,947	\$11,197	\$16,303	\$38,013
430	Repair/Maintenance	\$2,028	\$13,384	\$4,601	\$21,692	\$41,778
431	Structural Repair/Maint	\$5,300	\$32,000	\$5,500	\$5,700	\$48,500
432	Electrical Repair/Maint	\$300	\$300	\$400	\$400	\$1,400
433	Mechanical Repair/Maint	\$4,800	\$1,100	\$6,000	\$5,900	\$17,400
434	HVAC Repair/Maint	\$2,112	\$1,980	\$1,980	\$1,980	\$8,052
435	Safety Repair/Maint	\$1,940	\$1,640		\$960	\$5,500
610	General Supplies	\$3,381	\$2,480	\$2,470	\$2,470	\$11,712
622	Electrical	\$24,946	\$26,474	\$20,240	\$20,828	\$91,233
623	Bottled Gas	\$0	\$0	\$0	\$0	\$0
624	Heating Oil	\$26,800	\$22,000	\$19,600	\$15,600	\$82,400
	Total	\$145,071	\$188,120	\$144,625	\$167,346	\$645,162

Source: ConVal School District, October 2023

Estimated Near-Term Capital Improvement Expenses That Will Be Avoided

	2023-24	2024-25	2025-26	2026-27	Total 2024-25 to 2026-27
BES/Pierce	\$37,000	\$19,000		\$133,000	\$152,000
DCS	\$83,000		\$30,000		\$30,000
FES	\$98,000	\$123,000			\$123,000
TES	\$109,000	123,000			\$123,000
Total	\$271,000	\$265,000	\$30,000	\$133,000	\$428,000

Source: ConVal School District, October 2023

If a school is closed for service and not placed into some type of alternate service, the district will incur “mothballing” costs. The consulting team estimates that mothballing each of the 4 ES would cost approximately 0.5% of each building’s replacement value each year. At a total of 77k square feet of facilities and a current replacement cost of \$349/square foot, this would mean annual mothballing costs of \$134,365 across the 4 facilities. However, the consulting team does not recommend that the facilities be mothballed. The district should instead work with town officials to determine a new use for each facility.

Food Services

The reconfiguration to 4 ES from the current 8 offers opportunities to reduce the financial losses in the food service program and perhaps achieve financial breakeven. The potential for increased participation in breakfast and lunch meals would result in increased revenues. Combined with operational savings from no longer transporting food to 4 ES, the food service program could thus achieve financial self-sufficiency.

PES is the only ES that prepares and serves meals at their school. Its kitchen, serving area, and dining area are sufficient to accommodate the preparation of additional meals resulting from increased enrollment. Former DCS and TES students would benefit from increased meal options. The move to 4 ES could reduce the current annual gap between revenues and expenses by 1/4th.

Using June 2023 data and assuming a simple scenario where all former BES/Pierce students would choose to attend AES, all former FES students would choose to attend GES, and all former DCS/TES students would choose to attend PES:

- ◆ Enrollment would increase by 68 at AES. Average daily breakfasts served in June was 44 at AES and 11 at BES/Pierce. Serving an additional 11 meals will be feasible with no changes or negative impact. Average daily lunches will increase by 35. The additional lunches served will not result in a negative impact.

Currently, the meals for Antrim are prepared at GBS. The GBS cafeteria manager indicated the dry storage area could hold more inventory but felt the refrigeration and freezer areas could not. The refrigerator at BES/Pierce could be moved to AES or GBS to accommodate the increased purchases of refrigerated and frozen food items. No additional kitchen equipment would be needed. Meals are wheeled across the parking lot to AES by GBS kitchen staff. No district van is used. Transporting 11 more breakfasts and 35 more lunches should be feasible with the current equipment. Since the meal service would be identical to what is currently served at BES/Pierce, there probably will not be any increase in participation.

The FSMC staffing guide allocates 1 food service worker for 5 hours per day for each elementary school. There will not be a need for additional staff at AES. Staffing can be reduced by 1 with the closure of BES/Pierce, resulting in savings of \$14,091.

The serving equipment at AES is sufficient to serve additional meals. The kitchen space can hold an additional refrigerator and holding cart which can be moved from BES/Pierce.

- ◆ GES had 94 students and FES had 44 in June 2023. Average daily breakfasts served in June were 21 at GES and 15 at FES. The average daily lunches served were 34 at GES and 23 at FES. The kitchen and serving equipment at GES can accommodate serving these additional meals. Meals for both schools are prepared at SMS, so there would be no change or impact with this combining of schools. There would be 1 less van stop for the delivery of meals. Staffing can be reduced by 1 with the closure of FES, resulting in savings of \$14,091.
- ◆ PES had an enrollment in June of 264, DCS had 61, and TES had 32 for a total of 357. The average daily breakfasts served was 36 at PES, 6 at DCS, and 11 at TES. Average daily lunches served were 137 at PES, 24 at DCS, and 16 at TES.

PES prepares their own meals while SMS prepares meals for DCS and TES. The PES cafeteria manager indicated the refrigeration and freezer areas could hold more inventory. However, there currently is no storeroom for supplies and dry goods; these items are stored on shelving in the kitchen. This setup is not ideal and adding food and disposable items for additional meals will require a storage space outside the kitchen. There is a custodial room off the lunchroom, and nearby the kitchen, that could be repurposed into a storeroom for the kitchen. Basic cleaning and painting costs would be absorbed by the maintenance department. Additional wire shelving will be needed for an approximate cost of \$1,500. The manager also indicated the

single convection oven would not be large enough for the preparation of additional meals. A double convection oven would cost approximately \$13,800.

The 2 staff positions allocated to DCS and TES could be eliminated for a cost savings of \$28,182. The current 2 employees assigned to PES at 7.5 hours each should be sufficient for increases in participation as the meals per labor hour (MPLH) would still be in the acceptable range as per industry standards.

Meals at PES are prepared and served as bulk meals from a steam table as compared to meals served unitized from a plastic bag at DCS and TES. This type of meal service presents the possibility for increases in participation since PES's average daily lunch participation to enrollment is ~10% higher than DCS and 3% higher than TES. A conservative estimate would be to serve 10 more lunches per day. Using the free rate of reimbursement over 180 serving days there would be an additional \$7,938 revenue received per year.

In summary, there would be additional startup costs of \$15,300. Labor savings for the FSMC would be \$56,364 annually. Additional revenue would be \$7,938 annually and would yield a net gain of \$64,302. This gain should reduce the subsidy amount the district pays the FSMC, which is based on the difference between revenue and expenditures.

Technology

The primary technology savings from a reduced number of facilities will be in reduced Internet access costs and the need for fewer classroom-level devices, such as Smartboards. The district may also reduce some future replacement costs, if it determines that recouping existing devices in schools that will be taken out of service can be redeployed into remaining schools.

Transportation

With the move to 4 ES, some of the runs for some elementary students will likely take an hour or more to complete, unless additional service is added. This is because a few, current elementary bus runs are already at or near the 1-hour threshold:

- ◆ The current BES/Pierce ES AM run 20 already takes 60 minutes from first pick up until school drop off.
- ◆ The current DCS ES AM run 16 takes 54 minutes.
- ◆ The current HES AM run 11 takes 55 minutes.
- ◆ FES, GES, and TES all currently have bus runs that take ~40 minutes.

Of course, this does not mean that all students on those buses are on the bus for that length of time. Rather, it means that the first students picked up are on the bus for that length of time.

Once BES/Pierce, DCS, FES, and TES students begin attending their new schools, a rough estimate of the new bus route times would include adding travel time from those towns to the new schools. Travel times between the towns range from 5 to 15 minutes in good weather. More time will also have to be added to elementary bus runs to pick up students who live less than one mile from their previous ES and

were therefore ineligible for busing, but now will become eligible for busing. Picking up these formerly ineligible students may add an extra 5+ minutes to morning elementary bus runs.

ConVal can take steps to reduce bus run times, such as expecting students to travel farther to their bus stop, condensing bus stops wherever possible, and avoiding left hand turns onto major roads that can take longer to execute safely. NHDOE does not have a regulation that stipulates that elementary or secondary bus runs must be an hour or less. The 1-hour limit has become a standard local expectation in ConVal. If ConVal decides to adhere to this standard, additional buses and drivers may be needed to successfully implement the reconfiguration. Each additional STA bus or van will cost ~\$67,000 in 2024-25 with an additional 3% price increase scheduled for 2025-26, the last year of the current bus contract with STA. The community should note that adding a bus currently costs less than adding a teacher. The consulting team estimates that an additional 3 bus runs may be needed, depending on the new schools selected by Bennington, Dublin, Francestown, and Temple students, in order to keep bus runs under 1 hour. Any new elementary bus runs would be tied to new middle/high school bus runs as well, thereby shortening some of the secondary school bus times.

In order to reduce transportation costs, the district should look at options:

- ◆ to reduce transportation costs for special education students. There are potential savings in reducing the current travel reimbursements paid in staff's current split assignments. There are also potential savings in offering parent contracts (reimbursing parents for providing their own transportation for their special education students).
- ◆ to transport students K-12 on 1 bus where it makes sense. This is commonly done in rural areas in other states and typically results in many siblings being transported together. This could be done with the addition of an aide, if it was felt to be necessary, as an aide would cost less than a 2nd bus.
- ◆ for developing a bus depot system, bringing in multiple buses to several common points, then having students transfer buses to get to their school. This kind of system can reduce a district's bus needs.
- ◆ for new route efficiencies as part of the recommended school start time analysis. Depending on the start times selected, new bus tiering options could lead to reduced transportation needs.

The quantifiable cost savings are summarized in the table below. The community should not expect to see any savings until Year 2 of implementation. Full savings will not be achieved until normal staffing attrition enables the district to reach desired staffing levels.

Estimated Savings of Reconfiguring to 4 Elementary Schools

Area	Specifics	Estimated Annual Savings
Regular Education	The consulting team estimates that a minimum of 16.4 teaching positions could be eliminated.	\$1,198,133
Regular Education	School administrator positions would be reduced by 4.	\$615,604
Special Education	The consulting team estimates that a minimum of 2.5 special education positions could be eliminated.	\$195,405
Facilities	Annual maintenance, repair, and cleaning costs would be eliminated for 4 facilities.	\$645,162
Facilities	Capital improvement costs would be avoided for 4 facilities. These vary from year to year for each facility. They totaled \$428,000 for 2024-25 through 2026-27 for the 4 ES to be closed, an average of \$107,000 per year.	\$107,000
Food Services	Eliminating 4 facilities would both reduce costs (\$56,364) and likely increase meal participation among ES students who move to new facilities (\$7,938).	\$64,302 ¹
Technology	Eliminating 4 facilities would reduce building-level Internet access costs and reduce the need for some classroom-level devices.	Not quantified
Transportation	The ConVal cost per bus run is ~\$66,000 per year. The consulting team estimates that an additional 3 bus runs will be needed with the elimination of 4 facilities. Chapter 5 outlines some steps the district could take to reduce this need, including adjusting school start times, but the consulting team has not assumed that the district will do any of them.	-\$198,000
Total		\$2,627,606

The estimated \$2.6M in annual savings is Prismatic’s conservative estimate of the annual cost savings, once reconfiguration is fully complete. It does not include costs of the other components Prismatic recommends be done at the same time -- adding before/after school programming and expanding world language into middle schools. Before/after school programming could potentially be provided at a cost-neutral level. Expanding world languages will require a minimum of 2 teachers, 1 at each middle school. Conversely, with reconfiguration, the district could save even more than the \$2.6M estimated. The district could find additional cost savings by:

- ◆ further analyzing regular education staffing needs for additional efficiencies
- ◆ further analyzing special education staffing needs for additional efficiencies
- ◆ taking steps to reduce transportation needs

¹ At PES, additional wire shelving and a double convection oven will be needed to accommodate higher student enrollment, at an estimated cost of \$15,300.

Taking into account likely new expenses and the potential for additional cost savings, **Prismatic estimates the actual annual cost savings to be a range from \$2.4M to \$4.0M.**

Property Tax Implications

State aid is received based on amounts per number of students. Federal revenues and other minor revenues are received based on grants and other criteria, not on the actual district cost of providing education to students. The district's Local Education Tax revenue is the only source that is impacted directly by costs. Thus, any impact to district costs will normally have a corresponding impact on the local education tax assessments for the district and therefore will impact the local education tax rates and resident's tax bills. Impacts to the local education tax assessments is normally proportionally impacted by increased or decreased costs, however the board at different times has elected to utilize funds in the district's general fund balance to reduce assessments needed to fund a particular year's proposed operating budget.

The table below presents the potential impact on the local education tax assessments and local taxes if a conservative estimate of \$2.5M in reduced costs is incorporated into the assessment needs to fund annual budgets. The exhibit presents the estimated impact to a resident's local education tax using a property valued at \$300,000. The annual estimated cost savings is after the district has completed the implementation and staff reductions have been realized.

Property Tax Implications of a Minimal Reduction in Annual District Operating Expenses

Town	Local Education Tax Assessment ²		Tax Rates per 1k of Equalized Valuation ³	Allocated Estimated Assessment Impact	Current Estimated Tax on a \$300k Property	Estimated Tax Impact on a \$300k Property
	Amount	Percent				
Antrim	\$4,154,628	11.13%	9.20	(\$280,534)	\$2,760	(\$186)
Bennington	\$2,452,137	6.57%	12.78	(\$165,576)	\$3,834	(\$259)
Dublin	\$3,702,223	9.92%	8.56	(\$249,986)	\$2,568	(\$173)
Franeestown	\$3,498,200	9.37%	9.68	(\$236,209)	\$2,904	(\$196)
Greenfield	\$3,127,894	8.38%	11.08	(\$211,205)	\$3,324	(\$224)
Hancock	\$3,900,616	10.45%	9.34	(\$263,382)	\$2,802	(\$189)
Peterborough	\$12,817,823	34.35%	10.63	(\$865,500)	\$3,189	(\$215)
Sharon	\$906,217	2.43%	11.40	(\$61,191)	\$3,420	(\$231)
Temple	\$2,759,864	7.40%	11.25	(\$186,355)	\$3,375	(\$228)
Total	\$37,319,602	100%	10.17	(\$2,519,937)		

Of course, the answer to the question, "What is best for ConVal students and taxpayers?" should first answer the first part of that question. **Prismatic asserts that what is best for ConVal students is a**

² 2022 Annual Report

³ 2022 NHDOE

smaller number of elementary schools, combined with increased options for secondary students. The savings to taxpayers are therefore a beneficial, but secondary consideration.

Appendix A

Middle School Survey Results

Overall Results

1. What elementary school did you attend? (n=141)

Antrim ES	6%
Dublin ES	11%
Franeestown ES	6%
Greenfield ES	13%
Hancock ES	8%
Peterborough ES	33%
Pierce ES	8%
Temple ES	8%
Other (Did not attend a ConVal ES)	8%

2. I had a great experience in my elementary school. (n=129)

Strongly Agree	44%
Agree	33%
Slightly Agree	12%
Slightly Disagree	9%
Disagree	0
Strongly Disagree	3%

3. I had at least two really good friends in elementary school. (n=129)

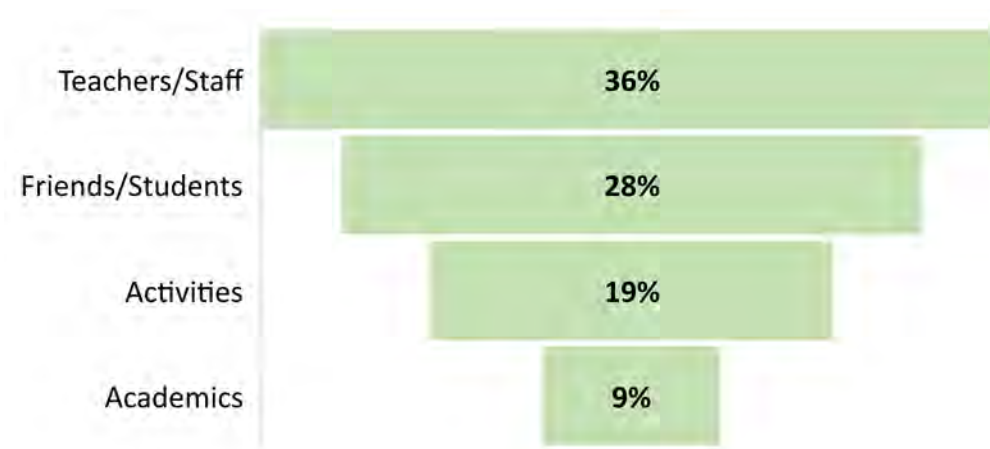
Strongly Agree	74%
Agree	10%
Slightly Agree	10%
Slightly Disagree	2%
Disagree	2%
Strongly Disagree	3%

4. I am still really good friends with my friends from elementary school. (n=130)

Strongly Agree	57%
Agree	25%
Slightly Agree	9%
Slightly Disagree	3%
Disagree	2%
Strongly Disagree	5%

5. The best thing about going to my elementary school was: (n=129)

The best thing about going to my elementary school was:



- ◆ *The small class sizes*
- ◆ *Math and going on walks around the field and instead of eagles we got eagle dollars and we could buy stuff*
- ◆ *NHDI or when we sang songs for different holidays*
- ◆ *That I met new friends and we had a fourth and third grade class.*
- ◆ *the asemblies and being an eagle also doing projects*
- ◆ *seeing my friends and doing fun things.*
- ◆ *was I got to see my friends a lot*
- ◆ *meeting the new people*
- ◆ *how nice the teachers were*
- ◆ *Meeting new friends*
- ◆ *meeting my friend.*
- ◆ *Going to school at 8:30*
- ◆ *That we got to do lots of fun activities, and did lots of field trips.*
- ◆ *the 2 grade sleepover at the school in [redacted] class*
- ◆ *It was small so I knew everybody there*
- ◆ *going to school at 8:30*
- ◆ *it was chill.*
- ◆ *field trips*
- ◆ *how nice the teachers were*
- ◆ *building a wigwam*
- ◆ *Was learning new things.*
- ◆ *The specials*
- ◆ *My best thing going to elementary that my mom mother was teaching me.*
- ◆ *I loved all the activities and I had a great time with my teachers!*
- ◆ *Because we were a small school, the teachers could really take the time to get to know each student well.*
- ◆ *All the teachers and people were really nice.*

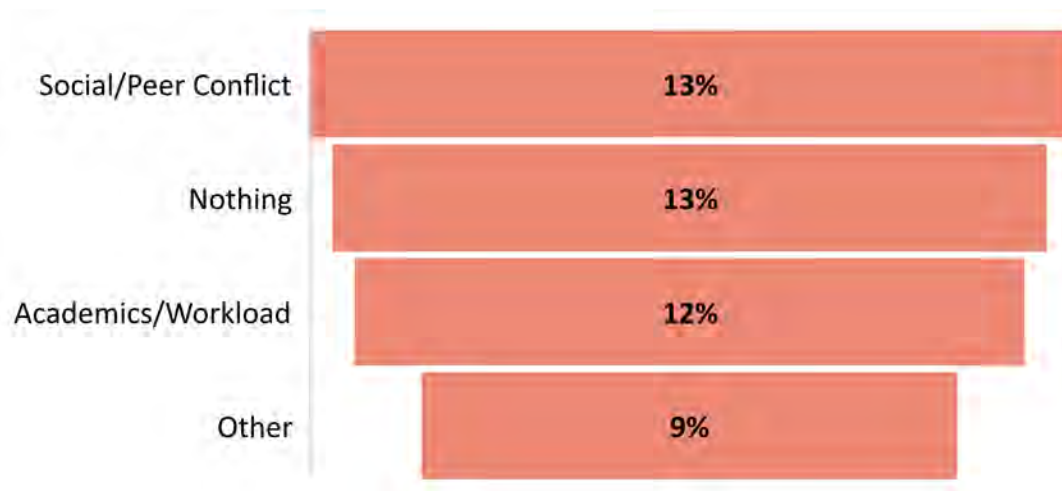
- ◆ *The best about HES was the field and playground*
- ◆ *recess*
- ◆ *Seeing my friends and going to recess and lunch and some of my teachers were nice and arts and crafts.*
- ◆ *My friend John was there.*
- ◆ *My 4th grade teacher*
- ◆ *The fun experience with my friends and teachers were nice.*
- ◆ *Much more chill.*
- ◆ *was the kids and teachers*
- ◆ *recess*
- ◆ *the ice hill*
- ◆ *the two recesses*
- ◆ *it was being with my friends*
- ◆ *4th grade teacher*
- ◆ *getting to make new friends*
- ◆ *making friends*
- ◆ *recess*
- ◆ *How we stayed in the same class each grade so we got to know each other better.*
- ◆ *Hanging with friends*
- ◆ *walk and talk*
- ◆ *The friends.*
- ◆ *Summer camp.*
- ◆ *My friends*
- ◆ *I had just moved from a different country and it was all fun and new to me.*
- ◆ *the teachers*
- ◆ *the specials*
- ◆ *making friends and meeting new people*
- ◆ *The field trips*
- ◆ *I had one teacher for all classes and having many long outside times*
- ◆ *the teachers*
- ◆ *learning*
- ◆ *The teachers*
- ◆ *[redacted] she was a good 3rd and 4th teacher.*
- ◆ *It being easy*
- ◆ *art class*
- ◆ *[redacted] in Kindergarten she was the best teacher ever and made my kindergarten class good*
- ◆ *I met my best friend in elementary.*
- ◆ *soccer*
- ◆ *The teachers/staff and the other students.*
- ◆ *Good teachers and learning material*
- ◆ *learning new things with friends and peers.*
- ◆ *Small class size*
- ◆ *My teachers were awesome and I was able to make friends.*
- ◆ *great teachers*
- ◆ *To see my nice teachers and spend time outside with my friends.*

- ◆ *we had slides and monkey bar with swings.*
- ◆ *the teachers helped us and allowed us to work at are own pace*
- ◆ *having good friends.*
- ◆ *Learning new things and seeing friends.*
- ◆ *having something to play on at recess.*
- ◆ *Recess*
- ◆ *My teachers but not my 2nd grade teacher*
- ◆ *sometimes a teacher and another teacher would be friends and would do projects together*
- ◆ *The teachers were amazing, they made it fun to learn.*
- ◆ *Probably the really kind teachers.*
- ◆ *late start*
- ◆ *The good teachers and students*
- ◆ *NO HOME WORK*
- ◆ *My friends and being in a group with my friends.*
- ◆ *I was still young. I still had friends that started with me!*
- ◆ *It was a lot of fun and I got to do anything that I wanted*
- ◆ *good playground*
- ◆ *The awesome teachers and kids*
- ◆ *Waking up at 7:00 and going to school at 8:20*
- ◆ *My school was small so I felt like I got a lot accomplished*
- ◆ *My fourth grade teacher because, she was with me for three years. Second and third grade she was a para and fourth grade she was my teacher.*
- ◆ *The best thing about my Elementary school is that we had lots of field trips to the Harris center, Adams Playground, etc...I also enjoyed having class pets. (Turtles)*
- ◆ *The best thing about my elementary school was the 50 nifty project.*
- ◆ *the teachers were nice and gave out fun assignments*
- ◆ *The teachers and the classes*
- ◆ *PE*
- ◆ *meeting new people, having fun, learning new things.*
- ◆ *learning long division, making new friends, having fun, having fun and cool teachers.*
- ◆ *it was easy*
- ◆ *My teachers because they were super nice and I loved seeing my friends.*
- ◆ *My classmates and the pawprints that you could get.*
- ◆ *My teachers and friends and the lessons seemed very well thought out.*
- ◆ *build in forts out of fallen branches for 2 years*
- ◆ *my friends and teachers and all the extra stuff like spirit week and water fun day. shorter bus ride*
- ◆ *Hanging out with the boys*
- ◆ *Friends, outdoors at recess and science, art and gym*
- ◆ *we got to have morning recess*
- ◆ *being young and stupid*
- ◆ *seeing my friends*
- ◆ *The best thing about my elementary school was the teachers and the activities.*
- ◆ *Hanging out with my BFF*
- ◆ *Fun projects*
- ◆ *My 4th grade teacher*

- ◆ *The teachers and the events.*
- ◆ *my teachers*
- ◆ *Not having a ton of kids all in one school.*
- ◆ *teachers*
- ◆ *I got to sleep more so I got more energy for school work.*
- ◆ *The Best thing about going to elementary school was specials.*
- ◆ *The best thing about elementary school was my teachers and friends.*
- ◆ *the teachers*
- ◆ *everything is the same here except more freedom*
- ◆ *Having a playground*
- ◆ *The kind teachers*
- ◆ *I don't remember a lot about my elementary school experience but I thought the whole thing was really fun.*
- ◆ *Being able to roll across the gym floor with flat floor scooters.*
- ◆ *The best thing about elementary school was how much freedom we had. During lunch we didn't have to sit down the whole time and we were allowed to walk around.*

6. The worst thing about going to my elementary school was: (n=128)

The worst thing about going to my elementary school was:



- ◆ *The small class sizes*
- ◆ *when a teacher came in and teacher came in and taught math in fourth grade*
- ◆ *Their pizza was disgusting*
- ◆ *It was really small and we didn't get to have our fourth grade teacher for the whole year we only had her for the first and last part of school.*
- ◆ *not eating in the cafeteria*
- ◆ *waking up early.*
- ◆ *i did not really get to see my sister a lot*
- ◆ *they taught a lot of the same stuff twice or more*
- ◆ *the drama and bullying*
- ◆ *people getting mad when you got a answer wrong*

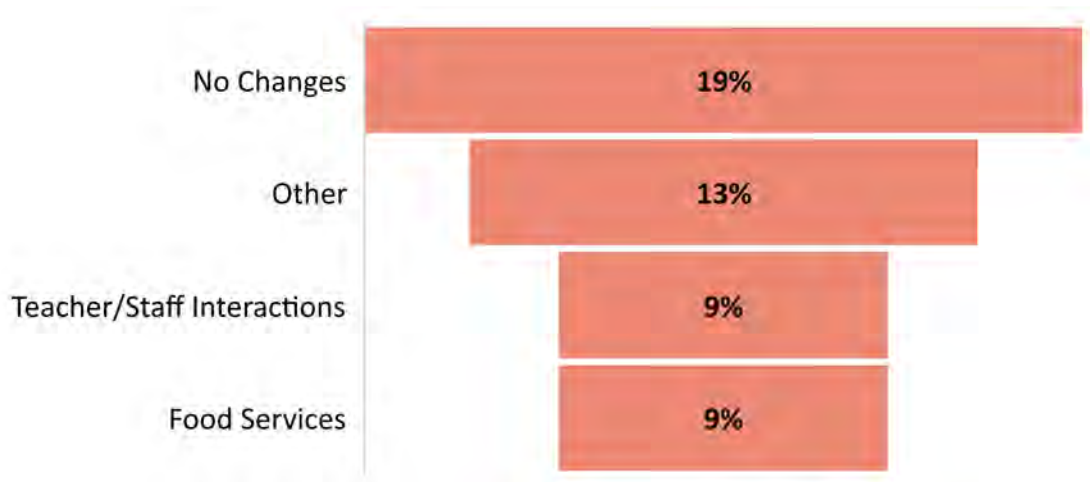
- ◆ *a lot of teachers*
- ◆ *having to stay in one class*
- ◆ *It felt like we were stuck with the same group and same people.*
- ◆ *when the teachers were teaching they could have made the learning experience for fun so like I would not be forced that its work I would be forced that its like a game or something*
- ◆ *There was never really a teacher that stayed at the school for a lot of years*
- ◆ *the food*
- ◆ *it was stinky.*
- ◆ *the bathrooms*
- ◆ *some of the kids in my grade*
- ◆ *reading*
- ◆ *fourth grade*
- ◆ *We could have done some more interesting things for the specials.*
- ◆ *The worst part was the school food.*
- ◆ *Making friends.*
- ◆ *The worst part about HES was the school food.*
- ◆ *music*
- ◆ *I did not like my first grade teacher.*
- ◆ *Having to be in the same class so same kids every day ever*
- ◆ *the food*
- ◆ *Not being included with my friends at recess.*
- ◆ *Not enough independence*
- ◆ *the lack of kids*
- ◆ *not having as many people.*
- ◆ *The lack of afterschool activities*
- ◆ *Nothing much, it was just that I had never seen so many americans in one place so I was a bit uncomfortable sometimes.*
- ◆ *Nobody wanted to be friends with me.*
- ◆ *Bad Friends.*
- ◆ *not enough after school activities*
- ◆ *moving from my original school*
- ◆ *The food*
- ◆ *I was the new kid*
- ◆ *the way classes were*
- ◆ *learning*
- ◆ *The office ladies*
- ◆ *The lack of special classes and extracurricular activites*
- ◆ *The lack of after school clubs.*
- ◆ *I was a new kid and I didn't like anyone there*
- ◆ *Lack of specials*
- ◆ *There were lots of difficulties during class sometimes so it was hard to.*
- ◆ *COVID-19*
- ◆ *a lot of worksheets*
- ◆ *Sometimes when someone in the class would do something wrong and then we all get in trouble.*
- ◆ *there was a lot of writing*

- ◆ *some people being mean.*
- ◆ *bullies*
- ◆ *Some kids in my classes were difficult and interrupted learning and made me as well as other students feel scared.*
- ◆ *soccer at recess.*
- ◆ *Reading class*
- ◆ *I broke a lot of bones but I don't think that's the schools fault*
- ◆ *bullies*
- ◆ *Some kids did not take a liking to me and could sometimes be mean.*
- ◆ *not challenged*
- ◆ *they did not have good choices for food. They never had space for fourth graders with the third graders we couldn't fit if we sat outside more that would work better.*
- ◆ *Some subjects were not in my interests and we didn't get a lot of field trips, and when we did, we didn't go far.*
- ◆ *Some of the math problems were harder then others.*
- ◆ *The bad beans and when the milk was bad they wouldn't get rid of it unless you told them!*
- ◆ *I was not challenged enough and was bored in almost every class except math*
- ◆ *I really liked everything but I wish we had more food choices*
- ◆ *Having the same teacher all day*
- ◆ *DOING TESTS!*
- ◆ *The worst thing about my Elementary school was that the carpets had a line of glue that held it together that was really easy to trip over and multiple people have tripped.*
- ◆ *fisher cat field trip*
- ◆ *The worst thing about elementary school was NEWA and NHsas testing.*
- ◆ *In each classroom there was a line of glue running down the entire floor.*
- ◆ *Health*
- ◆ *not having any school runed sports.*
- ◆ *not haveing a lot of people*
- ◆ *Covid*
- ◆ *Reading, covid*
- ◆ *I got bullied a little bit but it got taken care of.*
- ◆ *they started removing some of the fun activities like building forts because kids use the oddly formed sticks and use them as guns :[*
- ◆ *less lunch options*
- ◆ *Covid shutdown*
- ◆ *Having recces with the whole school*
- ◆ *Some of the teachers*
- ◆ *not enough kids in the school*
- ◆ *my work*
- ◆ *I think the worst thing was the schedule that we had.*
- ◆ *When I had to switch the remote learning in the middle of the year*
- ◆ *The people in my class*
- ◆ *Having to wake up*
- ◆ *Reading the book Holes in 3rd grade.*
- ◆ *math*
- ◆ *math class*

- ◆ *There were only three specials.*
- ◆ *The worst thing about going to elementary was mathematics.*
- ◆ *The worst thing about going to elementary school was only having 10 kids in my 4th grade class.*
- ◆ *math*
- ◆ *I got bullied a lot throughout second and third grade*
- ◆ *There weren't any sports teams*
- ◆ *The worst thing about elementary school was probably the classes because the only time in the day you could see someone not in your class was recess.*
- ◆ *Having to wear masks during covid, and having to leave mid third grade to zoom the rest of the year.*
- ◆ *The worst thing about going to elementary school was the social distancing, having masks and virtual school*

7. What is one thing you would change about your elementary school experience? (n=129)

What is one thing you would change about your elementary school experience?



- ◆ *To have bigger classes*
- ◆ *we should of got ice cream*
- ◆ *the pizza for lunch*
- ◆ *To have our teacher for at least half of the year.*
- ◆ *to eat in the cafeteria*
- ◆ *I would change the time we got out of school.*
- ◆ *elementary school was fun I don't think I would change anything.*
- ◆ *that everyone HAS to be kind even if someone got the answer wrong*
- ◆ *learning new things each year*
- ◆ *distancing myself from people that created drama*
- ◆ *having more help in kindergarten*
- ◆ *Having to stay in one class*

- ◆ *The schedule I was struggling with in Literacy which this school calls ELA. because It felt too early to be doing so hard work so I mainly dozed off while doing it. I would have rather had math in the morning instead.*
- ◆ *that we all had lockers in 3rd grade I did not have a locker I had to keep my stuff on the hall floor*
- ◆ *A bigger playground*
- ◆ *the sports program*
- ◆ *sports*
- ◆ *the specials.*
- ◆ *redo 4th grade since didn't finish since covid*
- ◆ *needs more staff and fixing and need a air colding thing tho cold in the spring and fall.*
- ◆ *I would have more free time*
- ◆ *I had an amazing elementary school experience but if I had to change something I would add more extracurricular activities.*
- ◆ *Having more girls in my class.*
- ◆ *I would change the amount of time for lunch because it was way too short*
- ◆ *the music specials*
- ◆ *Not having to go the office to eat lunch with someone for like a year.*
- ◆ *The playground*
- ◆ *Having some friends from GBS there.*
- ◆ *how many people don't like it*
- ◆ *have more people.*
- ◆ *More free time*
- ◆ *better friends*
- ◆ *More friends.*
- ◆ *I would have more specials*
- ◆ *More afterschool activities*
- ◆ *Better lockers*
- ◆ *have better teachers*
- ◆ *Get a better friend*
- ◆ *I would want a new 3rd grade teacher*
- ◆ *I would go to kindergarten.*
- ◆ *I would change the fact that there were small spaces for a large number of kids*
- ◆ *I would have rather not have taken the bus, my ride was very long.*
- ◆ *More specials classes (would have made school much more engaging and fun)*
- ◆ *One thing I would want to change would be having more teachers in the classroom.*
- ◆ *Longer recess*
- ◆ *less worksheets*
- ◆ *I would change a teacher because a teacher that I really liked left the school and I wanted her to come back.*
- ◆ *less writing*
- ◆ *get in less trouble.*
- ◆ *I would change the classes in a way so that the students that cause problems would be in a different class than the rest of the kids.*
- ◆ *longer recess.*

- ◆ *being with the same kids and teacher all day got boring*
- ◆ *Not have reading class*
- ◆ *maybe I would change the orientation with all 4th grades in one area and all 2nd grades in one area etc.*
- ◆ *I am really afraid of loud noises and I didn't like the fire alarms.*
- ◆ *when I was in third grade I think they should have held on for a bit with homework*
- ◆ *have the school be a ten story SCHOOL!``*
- ◆ *More reading or going to the library because we only went to the library on Fridays.*
- ◆ *I would add more lunch choices*
- ◆ *more kids and learning stuff in classes besides math*
- ◆ *more nicer kids*
- ◆ *I don't think ill change anything*
- ◆ *NO COVID!!!!!!!*
- ◆ *One thing I would change about my elementary school is that I want there to be more lunch choices.*
- ◆ *One thing that I would change about my elementary school is the fact that there were not a lot of options and sides to our lunches.*
- ◆ *4 square*
- ◆ *bigger play structure*
- ◆ *More lunch options in the lunch room.*
- ◆ *Not having Health*
- ◆ *teachers leaving.*
- ◆ *leaving the school.*
- ◆ *there being more kids*
- ◆ *If I could change one thing I would choose not to get bullied.*
- ◆ *being able to build forts the entire school year*
- ◆ *more art time*
- ◆ *no shutdown*
- ◆ *having fourth and third grade have recces together second and first and kindergarten have recces together*
- ◆ *team spots*
- ◆ *not enough play ground things*
- ◆ *my approach to homework*
- ◆ *I think if I could change something about my experience it would be the teachers that I had because some of them were not the best.*
- ◆ *I would change it so that I only did remote learning in 4th grade*
- ◆ *Better people and teachers*
- ◆ *Having school start later*
- ◆ *the science in 4th grade*
- ◆ *Not staying in the same classroom all school year.*
- ◆ *One thing I would want to change is to have some more food options.*
- ◆ *I would change some of the friendships I made.*
- ◆ *the science projects in 4th grade*
- ◆ *the playground because it was babyish*
- ◆ *Being bullied*

- ♦ *I would make lunch a whole grade thing.*
- ♦ *Add sports*
- ♦ *One thing I would change would be that we should start earlier as when I was in elementary school I woke up very early.*

8. From what I have seen, I was better prepared for middle school than most of the students from other elementary schools. (n=129)

Strongly Agree	14%
Agree	31%
Slightly Agree	34%
Slightly Disagree	11%
Disagree	6%
Strongly Disagree	4%

9. What middle school do you attend? (n=141)

Great Brook	28%
South Meadow	69%
Dublin (5 th grade)	3%

10. My current best friends went to different elementary schools than the one I did. (n=137)

Strongly Agree	23%
Agree	18%
Slightly Agree	20%
Slightly Disagree	11%
Disagree	15%
Strongly Disagree	13%

11. During free time at school (like lunch), I have friends I like to be with. (n=141)

Strongly Agree	70%
Agree	24%
Slightly Agree	3%
Slightly Disagree	1%
Disagree	0%
Strongly Disagree	1%

12. I feel happy at this school. (n=141)

Strongly Agree	33%
Agree	30%
Slightly Agree	22%
Slightly Disagree	11%
Disagree	4%
Strongly Disagree	1%

13. I feel welcome and accepted at this school. (n=139)

Strongly Agree	33%
Agree	39%
Slightly Agree	14%
Slightly Disagree	6%
Disagree	4%
Strongly Disagree	5%

14. My current classes are interesting. (n=140)

Strongly Agree	20%
Agree	34%
Slightly Agree	29%
Slightly Disagree	11%
Disagree	4%
Strongly Disagree	2%

15. This school can be described as a good place to learn. (n=140)

Strongly Agree	31%
Agree	39%
Slightly Agree	17%
Slightly Disagree	9%
Disagree	3%
Strongly Disagree	1%

16. There is at least one adult at this school to whom I can go when I have a problem. (n=140)

Strongly Agree	41%
Agree	26%
Slightly Agree	13%
Slightly Disagree	6%
Disagree	9%
Strongly Disagree	4%

17. I think this middle school is better than the other ConVal middle school. (n=137)

Strongly Agree	40%
Agree	24%
Slightly Agree	20%
Slightly Disagree	8%
Disagree	3%
Strongly Disagree	4%

18. The school library meets my needs for books and other resources. (n=138)

Strongly Agree	28%
Agree	38%
Slightly Agree	20%
Slightly Disagree	9%
Disagree	3%
Strongly Disagree	3%

19. I think it would be great if there were more students at this school. (n=139)

Strongly Agree	12%
Agree	10%
Slightly Agree	21%
Slightly Disagree	15%
Disagree	23%
Strongly Disagree	19%

20. I would like middle school better if there were fewer students in my classes. (n=137)

Strongly Agree	14%
Agree	11%
Slightly Agree	24%
Slightly Disagree	18%
Disagree	18%
Strongly Disagree	15%

21. There are not enough electives in arts (music, art, theater) at this school. (n=140)

Strongly Agree	15%
Agree	12%
Slightly Agree	19%
Slightly Disagree	20%
Disagree	24%
Strongly Disagree	10%

22. I would like more options for science, technology, engineering and math (STEM) courses. (n=139)

Strongly Agree	25%
Agree	17%
Slightly Agree	25%
Slightly Disagree	16%
Disagree	11%
Strongly Disagree	6%

23. I think middle school students should be able to learn a world language such as Spanish or French. (n=141)

Strongly Agree	47%
Agree	20%
Slightly Agree	18%
Slightly Disagree	4%
Disagree	5%
Strongly Disagree	7%

24. There are plenty of clubs at this school. (n=140)

Strongly Agree	29%
Agree	33%
Slightly Agree	19%
Slightly Disagree	8%
Disagree	6%
Strongly Disagree	4%

25. There are plenty of sports options at this school. (n=140)

Strongly Agree	34%
Agree	35%
Slightly Agree	12%
Slightly Disagree	12%
Disagree	4%
Strongly Disagree	2%

26. This school would be better if: (n=141)

- ◆ *We had a language to learn/lower homework expectations*
- ◆ *Students could have their own club that they could start*
- ◆ *It had all the grades in it so I could stay in in for all of my school years.*
- ◆ *You could actually hear the morning show*
- ◆ *there were more sports*
- ◆ *there was a little bit more recess time.*
- ◆ *they prepared you for 7 and 8 grade sports. They addressed the problem with you and you got to talk to the person yourself with a person in the room. if they did more hands on projects. If they let you play outside before and after testing to move around after sitting down for long*
- ◆ *they let the 5th grader do more things they should be the ones experiencing new things.*
- ◆ *if there was advanced classes for more subjects*
- ◆ *every except who other people are*
- ◆ *There was more recess*
- ◆ *The kids can have the ability to go up a grade or 2 higher than the one they are in right now.*
- ◆ *teachers showed more exiting activities*

- ◆ *If I could have had time to practice navigating it*
- ◆ *it had shorter days*
- ◆ *there were classes to learn other languages and if we just had better stuff.*
- ◆ *there was more time in specials.*
- ◆ *This school would be better if we got more funding.*
- ◆ *I think the school would be better if you could learn different languages.*
- ◆ *If there was a horse back riding club for all grades.*
- ◆ *to have more thing to do.*
- ◆ *if there were coaches for the sports*
- ◆ *we did not have to come to school so early*
- ◆ *there was more recess time*
- ◆ *more kids*
- ◆ *longer recess*
- ◆ *They let you wear your hood.*
- ◆ *The bathroom stalls actually locked and the toilets didn't explode and the water wasn't milk colored (:*
- ◆ *I don't think I would really change much I love it here!*
- ◆ *Had more free time for students*
- ◆ *there was more activities for 5th graders*
- ◆ *The teachers were nicer too us*
- ◆ *The bathrooms didn't explode*
- ◆ *Classes were shorter.*
- ◆ *It got cleaned.*
- ◆ *the robotics team was more accepting.*
- ◆ *there are more students*
- ◆ *if it had more kids*
- ◆ *the teachers were less strict in the halls*
- ◆ *the day was shorter*
- ◆ *we had more free time*
- ◆ *we could play clash in class*
- ◆ *They put up more murals.*
- ◆ *shorter classes*
- ◆ *They had better food*
- ◆ *Nicer people. More understanding teachers. Less judgement over trans people.*
- ◆ *we had a second floor or a hangout spot just for eight graders and if we got to use the lockers and have our own combination*
- ◆ *If we had more space were classes are so they aren't so close. like the high school I want different wings for each subject*
- ◆ *D and D was all year*
- ◆ *we had a ski club*
- ◆ *they had better food*
- ◆ *if there was more work on essentials (Science, ELA*
- ◆ *better food*
- ◆ *This school would be better if they taught more inclusive ideologies to students in order to create a safer environment for children that are viewed as different.*

- ◆ *There was a cafeteria and more things to do at recess.*
- ◆ *we could learn a new language like Spanish or French*
- ◆ *We had more freedom*
- ◆ *Better cafeteria*
- ◆ *if there where more free time*
- ◆ *More space in classrooms.*
- ◆ *It was more accepting of the lgbtq community.*
- ◆ *there were more classes and spaces*
- ◆ *it had a second floor and a bigger gym*
- ◆ *there were more subjects and more harder subjects for kids that are ahead or falling behind*
- ◆ *There was a strong language program. I would love to learn different languages and their different cultures. Also I would really like it if we were allowed to use lockers because I do sports, band, and E.H.P. My bag is really heavy with all my stuff and I would really benefit (I'm sure other students would too) if I had a place to put most of it.*
- ◆ *More recess*
- ◆ *school had a later start time, such as 8:00! we should have language classes at sms!*
- ◆ *more stuff to do at recesce*
- ◆ *More diverse specials (languages, etc.)*
- ◆ *It would be better if you didn't have to wake up so early in the mornings and if there were more recess activities (swings.*
- ◆ *if the bus ride was shorter*
- ◆ *I had less kids in my classes and the kids in my school actually listen to my thoughts and opinions and to the teacher.*
- ◆ *there were more strict rules.*
- ◆ *School started later*
- ◆ *we were able to get up at a reasonable time*
- ◆ *there were less people in the classes at a time*
- ◆ *if there was a way to make work time quieter*
- ◆ *The school lunch was better.*
- ◆ *There were language classes.*
- ◆ *we got listen to music*
- ◆ *we had more freedom*
- ◆ *There was a bird watching club.*
- ◆ *Fifth graders could do sports*
- ◆ *There are Bunches of sports but not enough for the 5th graders we need more Sports We also need more freedom*
- ◆ *you could choose electives and have more freedom*
- ◆ *If fifth graders could do Sports*
- ◆ *Fifth graders can do Sports and More clubs and sports and stuff and like all the clubs so it would be fair*
- ◆ *The teachers had year agendas, more fifth grade sports, more clubs all the time.*
- ◆ *i could wake up later*
- ◆ *I could do drama club*
- ◆ *5th graders had more sports choices*
- ◆ *we had bowling*

- ◆ *the students could cook what they wanted to have.*
- ◆ *This school would be better if the sports and clubs did not have age restrictions.*
- ◆ *You could do more sports in 5th grade*
- ◆ *it had school sports*
- ◆ *a playground*
- ◆ *We had longer recess*
- ◆ *there were more clubs and dances*
- ◆ *Less homework and more roller skating nights for 6th 7th and 8th only*
- ◆ *We would be allowed to chew gum*
- ◆ *They had more extracurricular activities and more students and a uniform*
- ◆ *No MATH*
- ◆ *5 grade could do more sports*
- ◆ *5th grade sports*
- ◆ *if it started later*
- ◆ *FACS was closer to the fifth grade wing*
- ◆ *less math and science*
- ◆ *The teachers where a little more understanding , like more open to hearing both sides of the story because I have recently realized that a good amount of teachers will believe whatever they want to believe*
- ◆ *It was more relaxed.*
- ◆ *If we had more field trips.*
- ◆ *This school would be better if we shared wings with other grades like instead of 7 and 5 I think it would be more fun with 7 and 8 in a wing.*
- ◆ *I had more friends*
- ◆ *It would be a lot better if people were less loud*
- ◆ *there were more things to play on at recess*
- ◆ *The classes where shorter and we had more specials*
- ◆ *The people who caused a problem were given consequences instead of the whole group.*
- ◆ *there were more art classes*
- ◆ *They had a survey asking what clubs or activities they should add. I want there to be a middle school equestrian club. Because I know kids who want to ride when they get or are here at this school.*
- ◆ *lunch lines should be smaller*
- ◆ *Students didn't have to buy as much supplies.*
- ◆ *There were no NWEA tests*
- ◆ *There was more time to play volleyball than just in the Fall.*
- ◆ *it had more clubs for 5th grade*
- ◆ *It had a playground*
- ◆ *We had more recess options*
- ◆ *I would like it if the skiing program came back.*
- ◆ *The school would be better if it started later.*

27. The best thing about this school is: (n=141)

- ◆ *Extra Curriculars/Some of the teachers*
- ◆ *the activities*
- ◆ *I love all the teachers because they are nice and my mom works at the school.*
- ◆ *the ice cream at lunch*
- ◆ *the clubs*
- ◆ *all the clubs.*
- ◆ *the friend ships and how nice the teachers are*
- ◆ *all of the fun clubs and things to do and art class.*
- ◆ *the teachers are nice*
- ◆ *that I got to meet new people when I came here*
- ◆ *seeing my friends*
- ◆ *There Is an even amount of everything, (and the teachers are biased towards certain students)*
- ◆ *that I have teachers to talk to.*
- ◆ *There are a lot of different fun classes*
- ◆ *the sports*
- ◆ *skate night. and we don't have enough of those.*
- ◆ *classes are split up into groups in stead of it in one class.*
- ◆ *The best thing about this school is the great teachers.*
- ◆ *It is a really fun learning experience.*
- ◆ *That I can finally be in the horse back riding club this year.*
- ◆ *recess*
- ◆ *I get be with my friends*
- ◆ *the teachers and students*
- ◆ *sports*
- ◆ *food*
- ◆ *You get time in the morning to play computer games.*
- ◆ *The staff*
- ◆ *The best thing about GBS is probably clubs/teams like robotics, art club, and sports*
- ◆ *I really love all the programs and I have a ton of fun at vex and GBS is overall a great place in my opinion!*
- ◆ *the clubs*
- ◆ *lunch/gym/IAT/F.A.C.S*
- ◆ *Having a soccer program*
- ◆ *my peeps, my dawgs, my homeslizzles*
- ◆ *All my friends*
- ◆ *I have friends in this school.*
- ◆ *lunch.*
- ◆ *Nothing*
- ◆ *the teachers*
- ◆ *nothing*
- ◆ *it has fun things to do*
- ◆ *lunch*

- ◆ *math!!!!!!!!!!!!!!*
- ◆ *this school cares about everyone*
- ◆ *the teachers*
- ◆ *friends*
- ◆ *Sports and my friends*
- ◆ *The friends ive made.*
- ◆ *Sports*
- ◆ *field trips and class experiments*
- ◆ *Sports*
- ◆ *Friends*
- ◆ *D and D*
- ◆ *my friends*
- ◆ *math*
- ◆ *sports*
- ◆ *The friends*
- ◆ *Recces*
- ◆ *Intervention*
- ◆ *my friends and teachers and staff*
- ◆ *The teachers and how nice they are*
- ◆ *The sports*
- ◆ *EHP*
- ◆ *Doing sports and clubs.*
- ◆ *the teachers*
- ◆ *the decor*
- ◆ *the teachers*
- ◆ *The teachers/staff and other students.*
- ◆ *that there are more kids in my classes with more diversity and people I can talk to and have fun with*
- ◆ *There are a lot of extra things to do besides school.*
- ◆ *Teachers*
- ◆ *the clubs*
- ◆ *intervention, a time to be helped or pushed in any classes necessary.*
- ◆ *helpful teachers and fun specials*
- ◆ *The amazing teachers!*
- ◆ *the sports.*
- ◆ *My friends and band class.*
- ◆ *the big open field we play on at reeses*
- ◆ *my friends.*
- ◆ *the bus*
- ◆ *I got a lot of really cool friends that I will have for a long time*
- ◆ *Everyone is nice. No one is ever really mean or means to say something offensive.*
- ◆ *The food (much better than my elementary school :).*
- ◆ *switching classes*
- ◆ *more choices*
- ◆ *My friends.*

- ◆ *Lunch*
- ◆ *All the classes*
- ◆ *a lot of kids*
- ◆ *The more food choices and freedom*
- ◆ *The fun clubs an Lunch*
- ◆ *most of the teachers*
- ◆ *everybody is nice and cool*
- ◆ *my social studies teacher Mrs. Hayes*
- ◆ *All of the CLASSES.*
- ◆ *the teachers are kind*
- ◆ *lunch menu*
- ◆ *I have two best things about this school: LUNCH! and the freedom compared to PES.*
- ◆ *The teachers and classes*
- ◆ *the teachers*
- ◆ *the teachers*
- ◆ *F.A.C.S*
- ◆ *the people*
- ◆ *Some teachers, recess and seeing my friends*
- ◆ *Some teachers*
- ◆ *My friends.*
- ◆ *My friends and teacher and the lessons are mostly pretty interesting*
- ◆ *the people*
- ◆ *Ela*
- ◆ *Lunch*
- ◆ *switching classes*
- ◆ *mor opportunity*
- ◆ *computers*
- ◆ *we don't have to move around a lot*
- ◆ *recess*
- ◆ *The adults in the building let the kids hangout a lot we have a long recess and long lunch time and if we are good the teachers let us have talking time in the halls before class.*
- ◆ *My friends.*
- ◆ *sports.*
- ◆ *The best thing about this school is the clubs and sports*
- ◆ *Sports*
- ◆ *Hanging out with my besties*
- ◆ *3d printing*
- ◆ *Some of the teacher*
- ◆ *The sports and events.*
- ◆ *art class*
- ◆ *Spirit week and spirit games.*
- ◆ *teachers*
- ◆ *There are so many teachers.*
- ◆ *Lunch!*
- ◆ *the freedom*

- ◆ *That there is plenty of sports options and that the school day is full of activity.*
- ◆ *The teachers, some of the people, the sports, and the specials.*
- ◆ *teachers*
- ◆ *The food*
- ◆ *All my friends*
- ◆ *I like how there are different people in different classes because it gives people a chance to see different people.*
- ◆ *The best thing about this school is EHP.*

28. Most days in elementary school, I: (n=140)

Ate the school lunch	46%
Brought lunch from home	52%
Didn't eat lunch	2%

29. The middle school lunches are much better than the elementary school lunches were. (n=135)

Strongly Agree	33%
Agree	19%
Slightly Agree	27%
Slightly Disagree	4%
Disagree	7%
Strongly Disagree	10%

30. I eat the middle school lunch on most days. (n=140)

Strongly Agree	23%
Agree	18%
Slightly Agree	14%
Slightly Disagree	6%
Disagree	19%
Strongly Disagree	20%

31. Most days, I get to school: (n=141)

On the school bus	59%
In a personal car	34%
By walking	4%
Other	3%

32. Why don't you usually ride the bus? (n=51)

- ◆ *Because my parents can bring me. I would also have to get up really early*
- ◆ *Because my mom works at the school.*
- ◆ *well I ride the bus home when I don't have field hock witch the season is over so now I take the bus home every day but not to school*
- ◆ *because my parents can drive me*

- ◆ *because my dad or mom can drive me to school and the bus is noisy and the older kids say curse words and I just HATE the bus.*
- ◆ *because a personal ride is easier*
- ◆ *because my house is just down the street and some kids like to get food or items and threw em at people --*
- ◆ *because would not get home till 4:30*
- ◆ *The bus driver is SO MEAN. She yells at me every day and made me walk home in 2nd grade from the side of the highway. I have been written up more times than I've rode the bus and for things I didn't even do. She is so mean and makes my day awful. and I'm not the only one.*
- ◆ *I use to with my friends but I don't because the bus come at different times ever day.*
- ◆ *I like it because my parents can pick me up and it does not take as long to get home.*
- ◆ *because in the morning I would have to get up at like 430*
- ◆ *sports*
- ◆ *its way too long of a ride*
- ◆ *I don't usually ride the bus because I don't want to wake up at 5:15 in the morning*
- ◆ *I can't I'm a transfer and the bus does not come to my town*
- ◆ *It comes to late*
- ◆ *My mom drops me off on her way to work*
- ◆ *it comes way to early.*
- ◆ *its too loud*
- ◆ *the bus is to long*
- ◆ *My mom works from home and I live close, so I don't have to*
- ◆ *Before I moved I took the bus after sports were over but now I get driven home*
- ◆ *cause the bus queer*
- ◆ *My brother drives me*
- ◆ *A parent brings me to school.*
- ◆ *bc I have someone to drive me*
- ◆ *soccer*
- ◆ *I live very close to school (less than 5 minutes) but if I walked I would have to cross a river. If I took the bus it would take a lot longer to get home and a parent is almost always available to drive me home.*
- ◆ *I do on days that I don't have sports/ I do sports*
- ◆ *Too early*
- ◆ *My parents are able to drop me off at school, and not taking the bus means I have a little more time to get ready in the mornings.*
- ◆ *because I need to sleep because waking up early makes me tired.*
- ◆ *Because my parents think I'll get bullied by high schoolers on the bus cuz my friend got bullied by high schoolers on the bus*
- ◆ *Because they don't stop at my house*
- ◆ *Because my parents are afraid I'll get bullied cuz my friend got bullied on the bus*
- ◆ *Because my mom can take me most days .*
- ◆ *My parents can pick me up!*
- ◆ *my mom dives me*
- ◆ *We have cross country*

- ◆ *because I live close to the school*
- ◆ *Because I live very close and there for there is no bus that comes around my house*
- ◆ *my mom works here*
- ◆ *People*
- ◆ *I ride the bus in the afternoon but it does get very loud.*
- ◆ *I don't ride the bus to school because there isn't a bus route that goes to my house in Hancock.*
- ◆ *In the afternoon I ride the late bus because I have sports*
- ◆ *I'm not usually scheduled to take the bus and I hate loud noises and the bus is full of them so I don't want to take it to school*
- ◆ *I don't wake up in time and I don't wanna have to walk a mile to the bus stop because they wont come down my road.*
- ◆ *I don't usually ride the bus because my parents are home they can bring me to school.*

33. On a normal day, how long is your bus ride? (n=82)

- ◆ *1 hour (15 responses)*
- ◆ *45 min-1 hr*
- ◆ *1 hour and 30 minutes*
- ◆ *About 30 to 40 minutes*
- ◆ *30 minutes (4 responses)*
- ◆ *About 45 minutes.*
- ◆ *5 - 10 minutes.*
- ◆ *1 to 1:10 hour min*
- ◆ *~25 min*
- ◆ *45 min (7 responses)*
- ◆ *20 min*
- ◆ *10 minutes (2 responses)*
- ◆ *35min*
- ◆ *30-40 mins*
- ◆ *not long*
- ◆ *1 hour 10 minutes*
- ◆ *10-15 minutes*
- ◆ *50 minutes*
- ◆ *50 minutes to an hour*
- ◆ *15 mins (9 responses)*
- ◆ *About three minutes*
- ◆ *15-20 minutes*
- ◆ *a little bit more than an hour*
- ◆ *10-15 minutes*
- ◆ *10 to 12 minutes*
- ◆ *10? maybe 5*
- ◆ *About 20 minutes long.*
- ◆ *55 mins long (but I love to talk to my bus driver and other kids)*
- ◆ *It depends which bus I am riding. 26= 10 m 5=40m 18= 10m*

- ◆ 30 minutes
- ◆ it is sort of long but not too long.
- ◆ 10-15 mins
- ◆ 30 to 40 minutes but I don't mind it
- ◆ My bus ride is usually around 15 minutes.
- ◆ About 40 minutes.
- ◆ 5 minutes
- ◆ 55
- ◆ 45-50 min
- ◆ a hour and ten minutes
- ◆ about 25-30 minutes
- ◆ around 50 minutes
- ◆ About 20 minutes
- ◆ 20 or 25 minutes
- ◆ Around two minutes.
- ◆ Five minutes
- ◆ 40 mins
- ◆ 30 - 40 mins at most
- ◆ From my dad's house, about an hour, from my mom's house, 5 to 10 minutes.
- ◆ 5 to 10 minutes

34. On a normal day, how long does it take to get to your bus stop? (n=80)

- ◆ 2 min
- ◆ my bus stop is at my house so litterly like 10 sec
- ◆ 6 minutes
- ◆ 5 minutes (11 responses)
- ◆ About 45 minutes
- ◆ 10 - 15 minutes.
- ◆ 1 min (5 responses)
- ◆ like 30 seconds
- ◆ 10 mins
- ◆ ~2-3 min
- ◆ 5 sec
- ◆ 30 minutes
- ◆ like 45 min
- ◆ 3 seconds (2 responses)
- ◆ 50
- ◆ 3 minutes
- ◆ less than a minute
- ◆ 50 min
- ◆ 40 minutes
- ◆ 2 hour
- ◆ 15 minutes

- ◆ 50 minutes to an hour
- ◆ 10 mins
- ◆ 10-15 mins
- ◆ About 45 minutes getting off because im not the last one but im the first one on in the morning so about 1 hour.
- ◆ 10min to walk
- ◆ it doesn't take any time for me to get to my bus stop now before it took almost ten minutes
- ◆ 45m
- ◆ 1-3 mins
- ◆ 2 minutes.
- ◆ 10 seconds (4 responses)
- ◆ walking home it takes 45 minutes probably
- ◆ like a few second it at my driveway
- ◆ Probably about 45 minutes.
- ◆ at my moms house 5m at my dads 30 seconds
- ◆ I'm about the last stop, so it takes longer than other stops.
- ◆ 3-5 mins
- ◆ It takes about 5 minutes to get to my bus stop
- ◆ 40 minutes
- ◆ 1 second the bus picks me up from my house
- ◆ 30 seconds driving 2 minutes walking
- ◆ 2 minutes.
- ◆ 8
- ◆ 3 minutes from my house
- ◆ 15 minutes
- ◆ five seconds my stop is my driveway
- ◆ 6 min
- ◆ around 51 minutes
- ◆ 2 mins
- ◆ Around ten minutes
- ◆ It takes either 14 minutes in a car or 7 minutes on foot.
- ◆ 30 seconds (7 responses)
- ◆ From my dad's house, a minute, from my mom's house 5 minutes.

35. Do you think it would be okay for elementary school students to ride on the bus with middle or high school students? (n=139)

Yes	20%
No	60%
Unsure	20%

36. This school is clean. (n=136)

Most of the time	50%
Some of the time	37%
Not usually	8%
Almost never	5%

37. This year, all my classes have enough space for them. (n=135)

Strongly Agree	21%
Agree	46%
Slightly Agree	21%
Slightly Disagree	7%
Disagree	2%
Strongly Disagree	2%

38. This year, all my classes have all the equipment we need. (n=135)

Strongly Agree	22%
Agree	46%
Slightly Agree	19%
Slightly Disagree	8%
Disagree	1%
Strongly Disagree	3%

39. In what grade are you currently? (n=135)

5 th	26%
6 th	22%
7 th	23%
8 th	29%

40. What is your gender? (n=134)

Male	41%
Female	48%
Prefer not to answer	5%
Other	6%

41. We have asked you these questions to help your old elementary school and current middle school improve. If you have any other ideas or thoughts about how they could be improved, please tell us here. (n=94)

- ◆ *in every sink there should be drinking water and clean water*
- ◆ *at Pierce make actual pizza that tastes good*
- ◆ *for all of the fifth grade advisories to share the same information and do activities all together because last year my advisory was not told about things and we had to ask other students or teachers some times because we didn't know what we were doing*

- ◆ *another thing is that people need to accept the fact that people are different not everyone's the same not everyone is good at something that other people are. some people may act different doesn't mean you treat them different and doesn't mean the get to hurt or bully you either or anything wording can hurt mentally or could end up in a fight physically witch is not okay and people don't seem to get that and its happened continus times one time I didn't want to go to school one day because I was scared that someone was gonna hurt me or tell me something I don't want to hear if you don't have something nice to say don't say it words can hurt*
- ◆ *i feel that teachers should ask students if there okay more often because a lot of kids get made fun of or get told that they can't do this or that so having teachers not ask if they are okay because then drama or the person who needs help may not know what to do and then people will share this thought and then other opinions my spread and there comes drama*
- ◆ *Make there be more buses so middle high and elementary students of that town can ride together. Also make elementary middle and high schoolers get on the bus and off the bus at the same time.*
- ◆ *The school should focus on classes that will help us in the real world like investments, job choices, languages, college selection, music, and how to do our taxes. pay for things, mortgage a house, etc. you know THINGS I ACTUALLY NEED TO LEARN.*
- ◆ *I think it could be improved by having a club where you can learn different languages.*
- ◆ *more fun weeks.*
- ◆ *I would enjoy more time for lunch so I don't have to stuff food in my face and I would also like a sort of homeroom every day of the week instead of intervention so I can get work done If I am too busy at home because believe it or not we actually have lives outside of school. (:*
- ◆ *have better learning program*
- ◆ *seconds at lunch*
- ◆ *If more attention was paid to bullying*
- ◆ *Actually make improvements to GBS*
- ◆ *HAVE A BIGGER SCHOOL*
- ◆ *give us hot water for washing our hands, make sure the water is filtered so we can actually refill our water bottles, redo the nasty carpet, let us do handprints on the walls again.*
- ◆ *Less chromebook use. More choice on project format*
- ◆ *Clean GBS.*
- ◆ *the food*
- ◆ *let us have lockers and let the eighth grade have more time between classes*
- ◆ *get better*
- ◆ *Telling teachers to be better.*
- ◆ *less people on the bus*
- ◆ *Better food or even cheaper food*
- ◆ *Unpaint the walls the murals there were pretty*
- ◆ *Redo the bathrooms*
- ◆ *more diversity and classes available and shorter bus rides. I hate being on the bus for an hour its ridiculous*
- ◆ *all schools should have appropriate funds and supplies for how big they are.*
- ◆ *some better locker rooms*
- ◆ *New celling*
- ◆ *later start time!!! language classes.*

- ◆ *I think the school should be more considerate about chronic diseases.*
- ◆ *Waking up at 7 AM would be nice.*
- ◆ *add some more structures outside to hang out on*
- ◆ *Make school start later*
- ◆ *I wish that the children that have extreme anxiety could have something that told teacher to please ignore them*
- ◆ *Maybe better food in the elementary school.*
- ◆ *lockers*
- ◆ *You could have a bird club...*
- ◆ *Teachers who don't take time for recess from the whole class and just the naught kids, also longer recess*
- ◆ *more freedom and sports for 5th graders*
- ◆ *If they can have better food for hot lunch for little kids.*
- ◆ *Have a Vegetarian choice for lunch that isn't sunbutter*
- ◆ *I want to climb the rock wall in pe*
- ◆ *school sports,*
- ◆ *playground!!*
- ◆ *let us climb the rock wall*
- ◆ *I think that the Middle school should have more roller skating nights with only 6th 7th and 8th and more dances and for Elementary I think there should be more roller skating nights.*
- ◆ *In middle school maybe more roller skating nights*
- ◆ *Bring down the price of the ice creams and if a kid doesn't have money in their account don't let them get it and lunch for everyone should be free.*
- ◆ *kids should be able to visit old elementary schools*
- ◆ *Clean the boys room and carpet*
- ◆ *I really hope that our principals at [redacted] will try to improve listening to all students before jumping to conclusions, because if a student is having a hard day the last thing we need is a trusted adult to blame or accuse students of doing stuff.*
- ◆ *make recess longer by 10 min*
- ◆ *clean bathrooms frequently- not always cleanest. phones allowed at recess or free choice days.*
- ◆ *I think that the teachers at both the elementary and middle school could be more understanding about problems that happen between students or adults.*
- ◆ *we need more art classes*
- ◆ *My elementary school could add a sport or activity for at least an hour after school.*
- ◆ *more outside activities for recess*
- ◆ *I think elementary school should have more food*
- ◆ *In the middle school we need a swing set. We also need more time to go to the library.*
- ◆ *They should add a playground to the middle school*
- ◆ *If we had nap time*
- ◆ *Make school start later.*
- ◆ *The elementary school should start first. The middle school should start 45 minutes after that. The High school should start 10 minutes after the middle school.*

Results by Middle School

	% Strongly Agree + % Agree + % Slightly Agree	
	Great Brook	South Meadow
I had a great experience in my elementary school.	83%	91%
I had at least two really good friends in elementary school.	95%	93%
I am still really good friends with my friends from elementary school.	92%	90%
From what I have seen, I was better prepared for middle school than most of the students from other elementary schools.	81%	77%
What middle school do you attend?	29%	71%
My current best friends went to different elementary schools than the one I did.	65%	60%
During free time at school (like lunch), I have friends I like to be with.	100%	96%
I feel happy at this school.	85%	84%
I feel welcome and accepted at this school.	95%	81%
My current classes are interesting.	80%	83%
This school can be described as a good place to learn.	83%	89%
There is at least one adult at this school to whom I can go when I have a problem.	85%	78%
I think this middle school is better than the other ConVal middle school.	85%	85%
The school library meets my needs for books and other resources.	88%	84%
I think it would be great if there were more students at this school.	46%	43%
I would like middle school better if there were fewer students in my classes.	48%	49%
There are not enough electives in arts (music, art, theater) at this school.	33%	52%
I would like more options for science, technology, engineering and math (STEM) courses.	64%	69%
I think middle school students should be able to learn a world language such as Spanish or French.	83%	85%
There are plenty of clubs at this school.	90%	80%
There are plenty of sports options at this school.	80%	84%
The middle school lunches are much better than the elementary school lunches were.	74%	81%
I eat the middle school lunch on most days.	54%	54%
This year, all my classes have enough space for them.	82%	90%
This year, all my classes have all the equipment we need.	78%	91%

Great Brook School Responses n = 40	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
I had a great experience in my elementary school.	31%	33%	19%	11%	0%	6%
I had at least two really good friends in elementary school.	81%	5%	8%	3%	3%	0%
I am still really good friends with my friends from elementary school.	62%	24%	5%	0%	3%	5%
From what I have seen, I was better prepared for middle school than most of the students from other elementary schools.	14%	38%	30%	11%	0%	8%
My current best friends went to different elementary schools than the one I did.	18%	33%	15%	13%	15%	8%
During free time at school (like lunch), I have friends I like to be with.	73%	25%	3%	0%	0%	0%
I feel happy at this school.	38%	23%	25%	10%	3%	3%
I feel welcome and accepted at this school.	43%	35%	18%	3%	3%	0%
My current classes are interesting.	20%	30%	30%	18%	3%	0%
This school can be described as a good place to learn.	33%	28%	23%	13%	3%	3%
There is at least one adult at this school to whom I can go when I have a problem.	55%	13%	18%	5%	5%	5%
I think this middle school is better than the other ConVal middle school.	48%	18%	20%	8%	3%	5%
The school library meets my needs for books and other resources.	33%	35%	20%	10%	3%	0%
I think it would be great if there were more students at this school.	13%	13%	21%	18%	26%	10%
I would like middle school better if there were fewer students in my classes.	15%	8%	25%	15%	18%	20%
There are not enough electives in arts (music, art, theater) at this school.	5%	8%	21%	23%	33%	10%
I would like more options for science, technology, engineering and math (STEM) courses.	18%	15%	31%	18%	10%	8%
I think middle school students should be able to learn a world language such as Spanish or French.	48%	15%	20%	5%	5%	8%
There are plenty of clubs at this school.	38%	38%	13%	8%	3%	0%
There are plenty of sports options at this school.	30%	38%	13%	13%	3%	5%
The middle school lunches are much better than the elementary school lunches were.	33%	15%	26%	8%	13%	5%
I eat the middle school lunch on most days.	23%	15%	15%	5%	18%	23%
This year, all my classes have enough space for them.	13%	36%	33%	8%	5%	5%
This year, all my classes have all the equipment we need.	13%	43%	23%	13%	5%	5%

South Meadow School Responses n = 97	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
I had a great experience in my elementary school.	48%	34%	9%	8%	0%	1%
I had at least two really good friends in elementary school.	69%	13%	11%	1%	1%	5%
I am still really good friends with my friends from elementary school.	53%	26%	11%	4%	1%	4%
From what I have seen, I was better prepared for middle school than most of the students from other elementary schools.	15%	27%	35%	11%	9%	2%
My current best friends went to different elementary schools than the one I did.	26%	12%	22%	10%	14%	15%
During free time at school (like lunch), I have friends I like to be with.	68%	25%	3%	2%	0%	2%
I feel happy at this school.	28%	34%	22%	11%	4%	1%
I feel welcome and accepted at this school.	26%	42%	13%	7%	4%	7%
My current classes are interesting.	19%	34%	30%	9%	4%	3%
This school can be described as a good place to learn.	30%	43%	16%	7%	3%	1%
There is at least one adult at this school to whom I can go when I have a problem.	37%	30%	11%	7%	11%	3%
I think this middle school is better than the other ConVal middle school.	37%	27%	21%	8%	3%	4%
The school library meets my needs for books and other resources.	28%	36%	20%	9%	3%	4%
I think it would be great if there were more students at this school.	13%	9%	21%	15%	20%	23%
I would like middle school better if there were fewer students in my classes.	13%	12%	24%	20%	19%	12%
There are not enough electives in arts (music, art, theater) at this school.	19%	13%	20%	19%	20%	10%
I would like more options for science, technology, engineering and math (STEM) courses.	28%	19%	22%	15%	11%	5%
I think middle school students should be able to learn a world language such as Spanish or French.	48%	21%	15%	3%	5%	7%
There are plenty of clubs at this school.	27%	32%	22%	8%	6%	5%
There are plenty of sports options at this school.	38%	34%	13%	10%	5%	0%
The middle school lunches are much better than the elementary school lunches were.	32%	21%	28%	2%	4%	13%
I eat the middle school lunch on most days.	23%	19%	12%	7%	20%	20%
This year, all my classes have enough space for them.	23%	50%	17%	8%	1%	1%
This year, all my classes have all the equipment we need.	23%	49%	19%	7%	0%	2%

28. Most days in elementary school, I:

	Great Brook	South Meadow
Ate the school lunch	43%	47%
Brought lunch from home	58%	50%
Didn't eat lunch	0%	3%

31. Most days, I get to school:

	Great Brook	South Meadow
On the school bus	45%	67%
In a personal car	45%	28%
By walking	8%	2%
Other	3%	3%

35. Do you think it would be okay for elementary school students to ride on the bus with middle or high school students?

	Great Brook	South Meadow
Yes	13%	21%
No	55%	63%
Unsure	33%	16%

36. This school is clean:

	Great Brook	South Meadow
Most of the time	28%	58%
Some of the Time	55%	30%
Not Usually	5%	10%
Almost never	13%	2%

39. In what grade are you currently?

	Great Brook	South Meadow
5 th	15%	27%
6 th	33%	19%
7 th	20%	25%
8 th	33%	29%

40. What is your gender?

	Great Brook	South Meadow
Male	50%	36%
Female	40%	53%
Prefer Not to Answer	0%	7%
Other	10%	4%

High School Survey Results

1. In what grade are you currently? (n=59)

9 th	27%
10 th	31%
11 th	29%
12 th	14%

2. What elementary school did you attend? (n=60)

Antrim ES	13%
Dublin ES	7%
Franeestown ES	7%
Greenfield ES	12%
Hancock ES	8%
Peterborough ES	17%
Pierce ES	7%
Temple ES	7%
Other (Did not attend a ConVal ES)	23%

3. I had a great experience in my elementary school. (n=46)

Strongly Agree	24%
Agree	41%
Slightly Agree	22%
Slightly Disagree	9%
Disagree	4%
Strongly Disagree	0%

4. I had at least two really good friends in elementary school. (n=46)

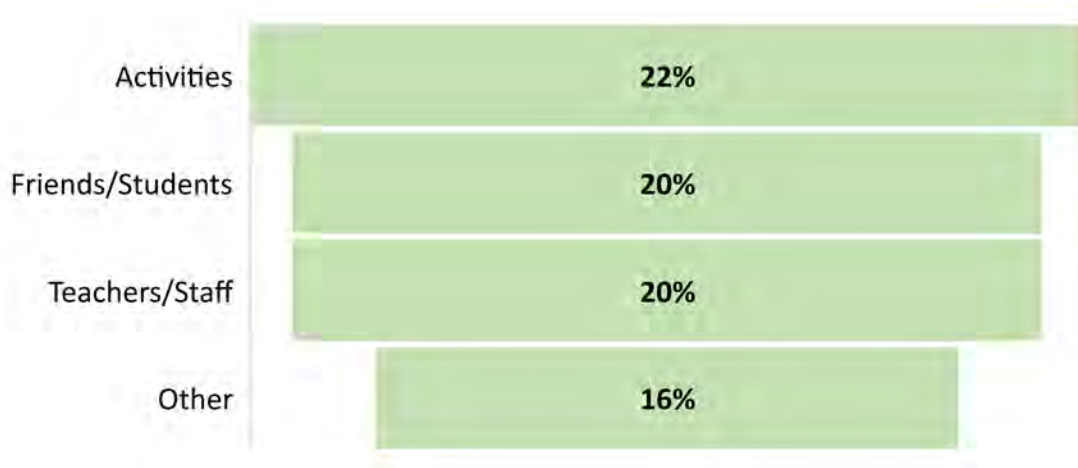
Strongly Agree	22%
Agree	26%
Slightly Agree	28%
Slightly Disagree	13%
Disagree	7%
Strongly Disagree	4%

5. I am still really good friends with my friends from elementary school. (n=130)

Strongly Agree	9%
Agree	26%
Slightly Agree	33%
Slightly Disagree	15%
Disagree	9%
Strongly Disagree	9%

6. The best thing about going to my elementary school was: (n=45)

The best thing about going to my elementary school was:

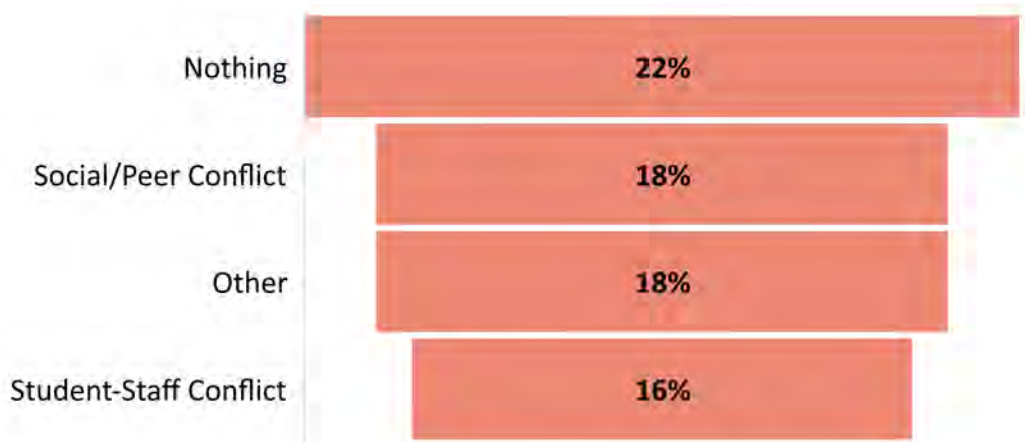


- ◆ *My old Kindergarten teacher.*
- ◆ *Nap time or going home early in kindergarten.*
- ◆ *Having morning recesses*
- ◆ *The field trips we went on.*
- ◆ *How much I learned, the teachers, my friends, and recess. I really enjoyed everything about elementary school and I woke up wanting to go to school everyday.*
- ◆ *The size of the classes and the friends I made*
- ◆ *Having the thanksgiving dinners*
- ◆ *Small classes, nap time, recess*
- ◆ *Having the teachers trust us to explore the woods and have fun in nature.*
- ◆ *Reading in the open spaced area after lunch.*
- ◆ *My friends*
- ◆ *That I got a good education in learning about math/other things.*
- ◆ *I enjoyed all of the time we spent outside doing hands on activities. I also really remember specifically all of the field trips we took, and going to the Harris Center all the time.*
- ◆ *The games on the computers and the wifi.*
- ◆ *Recess*
- ◆ *All of the extra recess that we got and how much fun the assignments were.*
- ◆ *The fun and engaging activities that the teachers offered plus recess and lunch were some of the best times that I have had and they are hard to match.*
- ◆ *Recess*
- ◆ *It was very small which made teachers more personal. But I'm also a senior so there are no longer any teachers there that I had.*
- ◆ *the classes*
- ◆ *Getting to have some friends.*
- ◆ *the recess time*
- ◆ *The freedom and lack of work and responsibility.*

- ◆ *My teachers were good and we had a lot of creative projects that were super fun. I think art is good for little kids so having that creative freedom was nice.*
- ◆ *The sense of community we had.*
- ◆ *They were very inclusive, caring and fun in the material we learned.*
- ◆ *The kinda small classes, you knew who your people were*
- ◆ *I have very little memory of good things at my elementary school.*
- ◆ *I really liked the teachers, everyone was so nice, and I liked all the little activities we did! I remember doing 'field day' but it wasn't called that, but I just remember doing so many fun things.*
- ◆ *Some of the friends I made.*
- ◆ *The activities*
- ◆ *The teachers and projects.*
- ◆ *the people*
- ◆ *They let us play in the woods and build forts it was amazing.*
- ◆ *Friends*
- ◆ *the people*
- ◆ *I still know everyone that went there*
- ◆ *Class was structured in a way that students were able to learn according to their needs, whether that means learning below, at, or above that grade level expectations.*
- ◆ *the connection*
- ◆ *no make up work*
- ◆ *Hancock was laid back*
- ◆ *Recess time.*
- ◆ *being with friends*

7. The worst thing about going to my elementary school was: (n=45)

The worst thing about going to my elementary school was:

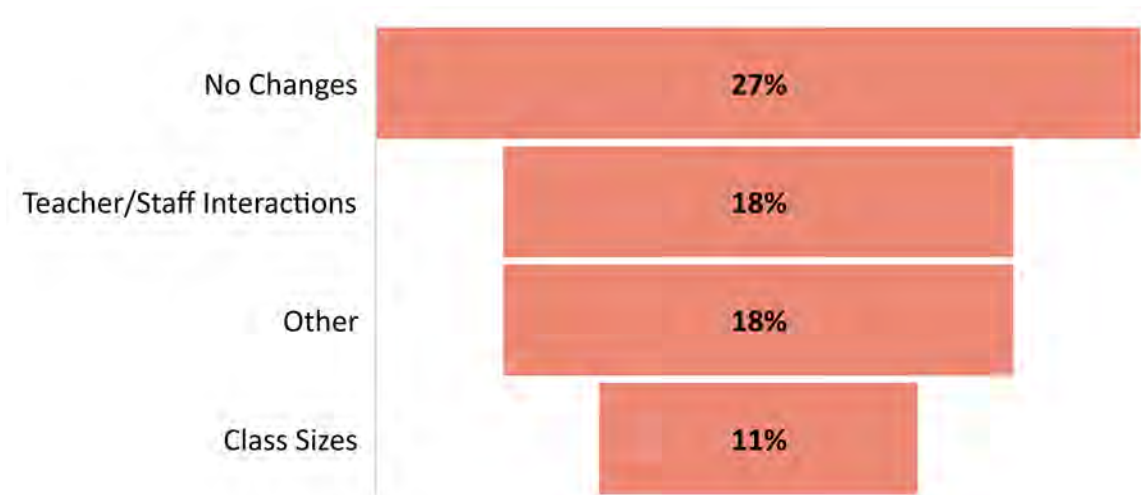


- ◆ *that on kindergarten class got nap time but we didn't*
- ◆ *I wasn't very good at math.*
- ◆ *No nap time after kindergarten*

- ◆ *Some of the teachers.*
- ◆ *I wish recess was longer, but half an hour is better than nothing. Also since classes stayed the same all year, if you didn't have friends in your class, that year was significantly less enjoyable.*
- ◆ *The specials*
- ◆ *How other kids didn't like me*
- ◆ *I had a really hard time there socially and this continued into middle school and I think it drastically affected my grades and future relationships with the people I still now go to school with today.*
- ◆ *health*
- ◆ *I was unpopular so I didn't get to have the best experience.*
- ◆ *I hated that we were only allowed to go into the woods for 1 of the four years that I attended that school.*
- ◆ *When we didn't have nap time anymore*
- ◆ *My second grade teacher*
- ◆ *the students*
- ◆ *The cafeteria food*
- ◆ *I was stuck with the same 6-10 kids for 4 years due to Hancock being a very tiny school. We all got a little tired of each other by the end of 4th grade.*
- ◆ *The small number of people.*
- ◆ *the small classes, made it hard to branch out*
- ◆ *negative impacts from peers and bullying.*
- ◆ *[redacted] I knew no multiplication, and they'd all learned it last year. I moved here that year. I knew no multiplication. They did nothing to bring me up to speed. I still struggle with math to this day.*
- ◆ *The lack of emotional help? So many kids would flip out and ruin things for others and the lack of attention to mental things*
- ◆ *Me (I wasn't the easiest kid to work with)*
- ◆ *When I got to 4th grade they expected me to act as a role model (stop acting like the literal child that I was) and it robbed me of any fun because everything reflected badly.*
- ◆ *Most of the people in my grade were very mean and not good friends.*
- ◆ *the teachers*
- ◆ *That there was only 40 kids but it was also nice because you knew everybody*
- ◆ *there were teachers that were much better than others*
- ◆ *the teachers*
- ◆ *There was very strict separation of grade levels and classes, making it difficult to converse with many people whom I had wanted to.*
- ◆ *small school*
- ◆ *being little*
- ◆ *The teachers*
- ◆ *Drama*
- ◆ *how small it was*

8. What is one thing you would change about your elementary school experience? (n=45)

What is one thing you would change about your elementary school experience?



- ◆ Add nap time to all grade levels
- ◆ I would have liked to have more people in our school.
- ◆ I would like to see the school give the students a short Google Form at the end of a school year to ask them who they would prefer to be with in the coming year.
- ◆ Get a dedicated art and music room
- ◆ Change my appearance
- ◆ I can't really remember much that I would change besides the fact that I didn't like all the specials and the way that we went to different ones everyday and I wish I could have more time in certain classes and subjects.
- ◆ More minecraft
- ◆ Try Harder
- ◆ Being more popular.
- ◆ I would hire nicer employees, most of the employees where incredibly nice but there weere a few that made going to school rather unenjoyable.
- ◆ More nap time
- ◆ paying attention more in class
- ◆ The interactions from some of the teachers.
- ◆ Better facilities
- ◆ More activities/field trips.
- ◆ I changed school from HES to AES in 4th grade and my teacher was SO BAD. She was awful and the whole class learned nothing. So I wish I had the other teacher.
- ◆ I wish there were more people that went to my elementary school.
- ◆ make the classes slightly larger
- ◆ being more involved.
- ◆ Maybe them actually helping with my transition to the school.
- ◆ Not have undiagnosed anxiety the whole time.
- ◆ I hated being treated like a toddler and expected to act like an adut.

- ◆ *the teachers paying more attention*
- ◆ *the teachers observing more things*
- ◆ *I would update the facilities more*
- ◆ *not being in a combined class*
- ◆ *Who I made friends with (mostly)*
- ◆ *What teacher were there*
- ◆ *having a bigger class*

9. From what I have seen, I was better prepared for high school than most of the students from other elementary schools. (n=46)

Strongly Agree	7%
Agree	20%
Slightly Agree	43%
Slightly Disagree	15%
Disagree	11%
Strongly Disagree	4%

10. What middle school did you attend? (n=60)

Great Brook	38%
South Meadow	50%
Dublin (5 th grade)	2%
Other (Did not attend a ConVal MS)	10%

11. The best thing about going to my middle school was: (n=53)

- ◆ *[redacted] She is always there for kids.*
- ◆ *[redacted] classes.*
- ◆ *Recesses*
- ◆ *The clubs were really good.*
- ◆ *I really liked the sports and EHP.*
- ◆ *How I made new friends from other elementary schools I didn't know before*
- ◆ *Recess*
- ◆ *Some good teachers*
- ◆ *Athletic facilities*
- ◆ *my friend group*
- ◆ *[redacted] and how she helped me get better at math and how we had a really strong connection in 8th grade.*
- ◆ *Math classes*
- ◆ *Many extracurricular activities and a good learning curve/environment.*
- ◆ *I loved that we where able to travel independently to each class and I had different people in every class and each class block.*
- ◆ *Not much kind of sucked because no video games or wifi*
- ◆ *The Teachers*

- ◆ *How nice the teachers were. I loved the teachers. They made my middle school life as fun as possible. I also like recess and hanging out with friends. I became more popular in middle school.*
- ◆ *The community.*
- ◆ *I enjoyed the prep for high school that the school offered and helped enforce to make this year seem not that bad.*
- ◆ *meeting new people*
- ◆ *All of the clubs and advanced classes.*
- ◆ *having a group of people*
- ◆ *All of the kind teachers that understood me.*
- ◆ *The clubs and EHP*
- ◆ *Making friends*
- ◆ *It being the main middle school in the area*
- ◆ *I loved it. It was so fun and I had a really good friend group and I liked all my teachers. Also the ELP program was amazing.*
- ◆ *the influence from teachers about the fun in learning.*
- ◆ *my friends/class*
- ◆ *The amazing people.*
- ◆ *I remember very little good things that happened.*
- ◆ *The sports and clubs. I love playing sports and when I did ski club it was lots of fun.*
- ◆ *Variance in classes allowed for an understanding of a broad range of subjects.*
- ◆ *The teachers.*
- ◆ *Moving from class to class and the assemblies.*
- ◆ *The people, the teachers, opportunities.*
- ◆ *the teachers were really good*
- ◆ *the people*
- ◆ *Friends*
- ◆ *The people*
- ◆ *the sports and clubs*
- ◆ *the people*
- ◆ *people*
- ◆ *clubs*
- ◆ *Making new friends and playing sports*
- ◆ *many opportunities for interesting classes and clubs*
- ◆ *friends*
- ◆ *connecting with my best friends again*
- ◆ *Lunch*
- ◆ *Good teachers, no bathroom passes*

12. The worst thing about going to my middle school was: (n=53)

- ◆ *Recess*
- ◆ *Covid.*
- ◆ *Everything besides recesses*
- ◆ *Some of the sports didn't get much love.*

- ◆ *SMS went through a period of unrest after Covid, and the schedule was constantly changing. It was really annoying trying to get used to the rapid changes. Also, I wish the ski club had come back, that was really fun, and loved by many students.*
- ◆ *The lack of sports coaches, smaller class sizes, condition of school (bad smell, constant pipe issues, etc.)*
- ◆ *Turkey trot*
- ◆ *8th grade teacher*
- ◆ *Cafeteria food*
- ◆ *my friend group*
- ◆ *Getting picked on just a few times and how I hate my acne all of the time now even though it's normal.*
- ◆ *Drama and some of the rules*
- ◆ *Covid-19 shut it down totally for the end of 6th grade.*
- ◆ *I really didn't like how we spent 3 months on Edgar Allen Poe and like 2 months on white tailed deer, it got so old so fast.*
- ◆ *A lot mostly no video games like elementary school and no wifi*
- ◆ *The Work*
- ◆ *Limited lunch options*
- ◆ *It's unorganized sometimes.*
- ◆ *One of the teachers last year made going to his class horrible and not enjoyable. That same teacher sent me to the corner for talking plus he voted a student out of the class and into the hall.*
- ◆ *having to leave*
- ◆ *middle school boys*
- ◆ *PE, Health, Math, and Social Studies*
- ◆ *The schedule*
- ◆ *Covid*
- ◆ *The quality of the interior of the school was bad/boring*
- ◆ *Middle school was really easy.*
- ◆ *bullying, negative peer influence.*
- ◆ *the lack of funds, activities, and overall cleanliness*
- ◆ *The sheer trauma that I endured. I'm still in therapy to this day. I was an undiagnosed autistic child and I was being manipulated by the people around me. The guidance counselors did nothing.*
- ◆ *Again, the small number of people.*
- ◆ *In 8th grade (when we had pods because of covid), we had to eat outside in the middle of winter on milk crates. It was very close to being below 32 degrees.*
- ◆ *Social drama.*
- ◆ *Criticism of administration by students would rarely be taken seriously.*
- ◆ *Certain teachers were really mean for no apparent reason.*
- ◆ *Covid*
- ◆ *not having classes with any of my friends*
- ◆ *having COVID during it*
- ◆ *bullying*
- ◆ *covid*
- ◆ *stress*

- ◆ *nothing*
- ◆ *bullying*
- ◆ *The food*
- ◆ *The drama*
- ◆ *people*
- ◆ *online learning*
- ◆ *no freedom*
- ◆ *home work*
- ◆ *everything.*
- ◆ *Being in middle school*
- ◆ *Pods during covid*

13. From what I have seen, I was better prepared for high school than most of the students from the other middle school. (n=54)

Strongly Agree	4%
Agree	22%
Slightly Agree	41%
Slightly Disagree	17%
Disagree	15%
Strongly Disagree	2%

14. Some of my current best friends went to the other ConVal middle school. (n=57)

Strongly Agree	12%
Agree	37%
Slightly Agree	23%
Slightly Disagree	11%
Disagree	12%
Strongly Disagree	5%

15. During free time at school (like lunch), I have friends I like to be with. (n=56)

Strongly Agree	36%
Agree	45%
Slightly Agree	11%
Slightly Disagree	4%
Disagree	4%
Strongly Disagree	2%

16. I feel happy at this school. (n=57)

Strongly Agree	9%
Agree	39%
Slightly Agree	33%
Slightly Disagree	9%
Disagree	7%
Strongly Disagree	4%

17. I feel welcome and accepted at this school. (n=57)

Strongly Agree	16%
Agree	46%
Slightly Agree	30%
Slightly Disagree	4%
Disagree	5%
Strongly Disagree	0%

18. My current classes are interesting. (n=56)

Strongly Agree	18%
Agree	39%
Slightly Agree	34%
Slightly Disagree	5%
Disagree	2%
Strongly Disagree	2%

19. This school can be described as a good place to learn. (n=56)

Strongly Agree	11%
Agree	45%
Slightly Agree	30%
Slightly Disagree	11%
Disagree	0%
Strongly Disagree	4%

20. There is at least one adult at this school to whom I can go when I have a problem. (n=57)

Strongly Agree	19%
Agree	51%
Slightly Agree	18%
Slightly Disagree	4%
Disagree	7%
Strongly Disagree	2%

21. There are plenty of clubs at this school. (n=57)

Strongly Agree	26%
Agree	49%
Slightly Agree	14%
Slightly Disagree	5%
Disagree	5%
Strongly Disagree	0%

22. There are plenty of sports options at this school. (n=57)

Strongly Agree	33%
Agree	60%
Slightly Agree	5%
Slightly Disagree	2%
Disagree	0%
Strongly Disagree	0%

23. This school would be better if: (n=54)

- ◆ *we didn't have to make a pass to go to the bathroom, but I understand it helps*
- ◆ *There were more windows.*
- ◆ *The classes tried to be interesting*
- ◆ *the football team trained more in the weightroom and put on some muscle that way they could actually block*
- ◆ *We had more time in between classes.*
- ◆ *I would like it if ConVal had a longer lunch block, because 25 minutes really isn't that long, especially if you have to wait in line for school made lunch. Due to the fact that there is not recess, I feel that lunch could at least be 35 minutes.*
- ◆ *There was more single bathrooms/more safety in bathrooms*
- ◆ *Better community like bathrooms and hall ways*
- ◆ *Controlled the smoking in the bathrooms*
- ◆ *We had an ultimate frisbee team, better school lunch, more realistic graduation requirements, a more competent counseling department, less staff turnover (higher pay and better support for teachers), less cold administrations, more trust for students (don't assume bad intentions every time), better enforcement and support for students with substance abuse problems, courses didn't overlap forcing students to choose between two classes (AP CalPhys & AP Bio), there were more and nicer single stall bathrooms, TASC wasn't so strict, admin stopped acting like kids actually do work during Tasc, There were senior privileges (parking, off campus, etc)*
- ◆ *we focused more on all of the plastic use*
- ◆ *People wouldn't be starting so much unnecessary drama in bathrooms or in the cafeteria for childish reasons.*
- ◆ *If we had more teachers, I got kicked out of Engineering 1 because a teacher quit. Maybe a few rules in a contract that if they agree to work they must work at least 1 semester.*
- ◆ *We had more blocks, I understand the issue with staffing but I feel like an hour and 30 ish minutes for every class is too much. I would love more opportunities to take more classes when most other schools get 16 opportunities every year for classes and I only get 8, but there are also classes that I wish I could take here that aren't even offered at all.*
- ◆ *had video games and wifi but mostly wifi*
- ◆ *There was a chess club*
- ◆ *we scheduled for tasc at the beginning of first block.*
- ◆ *More things were open to freshmen like clubs and school president and other things along those lines.*
- ◆ *This school would be better if there was a science club or some sort of club for students with auditory problems.*

- ◆ *it was more inclusive*
- ◆ *it was cleaner*
- ◆ *The lunch portions were larger.*
- ◆ *The band, theater and choir got more funding, support and attention. The sports program is the favorite child.*
- ◆ *it was a little less strict*
- ◆ *We had a turf field.*
- ◆ *Teachers were more accepting of the fact there are accommodations in place (504) and would actually follow them*
- ◆ *Focus was shifted from course rigor to understanding of material, and grading systems were reformed to incentivize students to achieve mastery levels specific to each course as opposed to the current system where grades*
- ◆ *the stairwells and or classrooms were a little bigger*
- ◆ *The bathroom issues were fixed.*
- ◆ *more out of school trips*
- ◆ *Not everything that was supposed to be fun was a popularity contest.*
- ◆ *They didn't try to mold us into the "ideal" high school graduate, instead let us figure out who we are as people.*
- ◆ *The staff could use some changes, I think there should be student input about how good teachers are.*
- ◆ *A full time Therapy dog and better lunches.*
- ◆ *there were more class options*
- ◆ *the teachers put bullying as their priority*
- ◆ *We had more teachers for things like Physics and Engineering.*
- ◆ *if teachers taught better*
- ◆ *we had an ultimate frisbee team*
- ◆ *pizza was not stale*
- ◆ *It had more languages and we interacted more*
- ◆ *they gave the arts better funding*
- ◆ *there weren't 3 bathroom passes*
- ◆ *more time in between classes*
- ◆ *it was better*
- ◆ *There was more options for people with mental issues during lunch and in general. (but especially lunch)*
- ◆ *Students were made to feel more safe about their mental health.*
- ◆ *I had more time to be with friends.*
- ◆ *We had better lunch options or a chance to go out of school during lunch or tasc*

24. The best thing about this school is: (n=55)

- ◆ *Most of the teachers.*
- ◆ *The parking lot and the array of options of clubs and classes for students.*
- ◆ *Lunch*
- ◆ *The range of clubs and classes.*
- ◆ *Currently, my favorite thing about ConVal is the soccer team. I really enjoy the soccer community, and playing as often as we do.*
- ◆ *The sense of community and how the classes are mixed together with all grades*

- ◆ *Not having more free time only having lunch to talk to your friends and outside of school time*
- ◆ *Teachers are nice most of the time*
- ◆ *The librarians*
- ◆ *the welcoming community*
- ◆ *[redacted] She's such a kind person. I know I can talk to her about anything, she's there for me, so smart, curious, caring, respectful of others opinions, and so so much more. [redacted], a very kind, noble, sweet, caring, and pushy for others to do their best. And lastly, [redacted], she's so kind, sweet, so caring, knowing what to say, and so much more. I'm so glad I've met these people in my life, and I know a lot of people say that about others, but I'm seriously so grateful and happy that I've met them because they've helped me guide through my life even if they might not think they did even if they just said sentence.*
- ◆ *You can use your phone*
- ◆ *There are many things that I can freely do and many things that I can do with a group.*
- ◆ *The flexibility. Sometimes I appreciate how lenient ConVal has been when it comes to things like phone policy, independent work, allowing breaks and time to get a sufficient amount of work in. But at the same time things like the dress code, could be enforced a little bit better.*
- ◆ *Probably not the lacking amount of wifi*
- ◆ *Shorter classes*
- ◆ *All of the clubs that they have and the sports*
- ◆ *Ceramics*
- ◆ *That Freshmen can take Algebra 2 and other classes that are typically seen in higher grades. As well as that Freshmen can also take Honors classes and that's pretty nice.*
- ◆ *the people*
- ◆ *The counselors are very kind and so are the librarians.*
- ◆ *the extracurriculars*
- ◆ *the opportunities and some classes*
- ◆ *Most of the teachers want to help you as a student and are committed to teaching you.*
- ◆ *All of the opportunities and programs and clubs you can take.*
- ◆ *the opportunities*
- ◆ *The school spirit.*
- ◆ *The guidance department.*
- ◆ *Students have a high degree in choice in which courses they decide to take.*
- ◆ *the community*
- ◆ *The sports and the support we have for the sports.*
- ◆ *The people I spend my days with.*
- ◆ *we get out at 2:20*
- ◆ *lots of options of stuff*
- ◆ *There are some teachers that genuinely care about how well students do in their class.*
- ◆ *The high level classes*
- ◆ *The art classes, German, my friends.*
- ◆ *sports*
- ◆ *How nice all the teachers and staff are and how easy it is to talk to them.*
- ◆ *friends*
- ◆ *the people*
- ◆ *better food*

- ◆ *the lunch ladies are fire*
- ◆ *the choir and theater programs*
- ◆ *The learning opportunities*
- ◆ *some teachers and classes*
- ◆ *friends*
- ◆ *The freedom in our schedules and being able to pick electives.*
- ◆ *Most students and teachers are pretty nice.*
- ◆ *sports*
- ◆ *How welcoming people are to me as a new student.*

25. There are not enough electives in arts (music, art, theater) at this school. (n=24)

Strongly Agree	8%
Agree	8%
Slightly Agree	29%
Slightly Disagree	17%
Disagree	25%
Strongly Disagree	13%

26. I would like more options for science, technology, engineering and math (STEM) courses. (n=24)

Strongly Agree	13%
Agree	17%
Slightly Agree	29%
Slightly Disagree	17%
Disagree	25%
Strongly Disagree	0%

27. I would like more course options in this subject area: (n=24)

- ◆ *Music.*
- ◆ *Trades/construction*
- ◆ *welding and trades*
- ◆ *Art and English electives for seniors where freshman should not be in that class*
- ◆ *Psychology*
- ◆ *All. Some of the classes I was really looking forward to take were: Forensics, or some sort of criminal justice/criminology class besides business and personal law or, more space and science classes, like astronomy or maybe an Earth and Space 2 class, more leveled classes, like something adding onto World religions, Philosophy and psychology that I could pursue more, and an Ethics class would be nice as well.*
- ◆ *ENGINEERING please hire some one I beg you please (#bringbackFabs)*
- ◆ *Psychology(ap psych)*
- ◆ *Social studies or english related courses.*
- ◆ *Literature, English.*
- ◆ *Writing. Please. It's the only thing my brain can handle.*
- ◆ *Maybe social studies? I'm not sure.*

- ◆ Culinary stuff.
- ◆ AP physics, separate from AP Cal/phys
- ◆ Math, because after algebra p1 and p2 you still need 2 more credits and there are many ways to get those credits other than algebra 2, stats, and geometry
- ◆ Engineering
- ◆ ultimate frisbee
- ◆ more arts would be nice
- ◆ science and tech
- ◆ Psychology?
- ◆ Career tech

28. This school is doing a good job of academically preparing me for life after high school. (n=24)

Strongly Agree	0%
Agree	38%
Slightly Agree	46%
Slightly Disagree	13%
Disagree	4%
Strongly Disagree	0%

29. Most days in middle school, I: (n=57)

At the school lunch	30%
Brought lunch from home	56%
Didn't eat lunch	14%

30. The high school lunches are much better than the elementary school lunches were. (n=57)

Strongly Agree	18%
Agree	26%
Slightly Agree	23%
Slightly Disagree	11%
Disagree	9%
Strongly Disagree	14%

31. I eat the high school lunch on most days. (n=57)

Strongly Agree	19%
Agree	14%
Slightly Agree	9%
Slightly Disagree	2%
Disagree	28%
Strongly Disagree	28%

32. Most days, I get to school: (n=57)

On the school bus	42%
In a personal car	56%
By walking	0%
Other	2%

33. Why don't you usually ride the bus? (n=33)

- ◆ *I have someone who comes to the school anyway so I ride with them*
- ◆ *it's just easier and quicker for me to get to school by driving.*
- ◆ *cuz I have license*
- ◆ *I live very close to the school, so it is much more convenient for one of my parents to drop me off, rather than me having to wake up much earlier to catch the bus.*
- ◆ *I get a ride from my sibling, on occasion I will ride the bus*
- ◆ *I drive in with my sister*
- ◆ *Have my license*
- ◆ *My former bus driver is objectively a terrible person who has only kept his job because of the driver shortage.*
- ◆ *I hate it so much, they are so crowded and loud and everyone is out of control completely. It takes so long to get home and doubling up on seats is so uncomfortable and unsanitary. I finally got my license and a car and hope to never ride a public school bus again*
- ◆ *I gotta car and the bus is trash*
- ◆ *bad experiences*
- ◆ *because my mom drives me*
- ◆ *The amount of kids*
- ◆ *Because my dad drives me on the way to work*
- ◆ *I have a license now but also I have to get up so early if I need to. The bus comes by at 6:10 so I have to get up even earlier.*
- ◆ *Most days my sister can drive me and the buses are SO CROWDED. So I avoid them when I can.*
- ◆ *I have a car.*
- ◆ *Because I have my license and drive myself to school. But when I took the bus not too long ago, my ride was really long, considering how close I live.*
- ◆ *I have my license plus the people on the bus are a nuisance and I could get home faster if I drive. Also I regularly stay after school for clubs and sports.*
- ◆ *I live too close to the school.*
- ◆ *cause its loud and annoying*
- ◆ *because I can walk*
- ◆ *The only times I don't are if I have something to go to or if it would be faster to not take one.*
- ◆ *Because my sister drives me to school and she has her license*
- ◆ *I have my drivers license and I live very close to ConVal*
- ◆ *because I dont live near bus*
- ◆ *I have a brother that can drive me and I just don't want to*
- ◆ *who would want to get up early to get on a big cold yellow car*
- ◆ *only for work and I live right near the school*
- ◆ *I got driven*

- ◆ *I have my license and a car. Also I live out of the ConVal school district.*
- ◆ *I drive myself*
- ◆ *don't want to*

34. On a normal day, how long is your bus ride? (n=24)

- ◆ *1 hour 10 mins*
- ◆ *Around 10 minutes*
- ◆ *10-15 minutes*
- ◆ *Maybe about 1 hour and 20 minutes*
- ◆ *20-30 mins*
- ◆ *30 minutes give or take 10*
- ◆ *1 hour*
- ◆ *35-45 min*
- ◆ *Probably like 30 minutes.*
- ◆ *15 minutes (3 responses)*
- ◆ *20 minutes (2 responses)*
- ◆ *15-20 minutes (2 responses)*
- ◆ *10 minutes. I'm the last person being picked up.*
- ◆ *A little over an hour.*
- ◆ *When I was on the bus it was 40 minutes.*
- ◆ *25 mins*
- ◆ *20 - 25 minutes long.*
- ◆ *A half hour*
- ◆ *40-60 minutes?*
- ◆ *5-10 minutes*

35. On a normal day, how long does it take to get to your bus stop? (n=24)

- ◆ *15 mins walking, 5 mins driving*
- ◆ *20 minutes*
- ◆ *2 minutes (5 responses)*
- ◆ *1 minute (3 responses)*
- ◆ *an hour*
- ◆ *50 Minutes*
- ◆ *1-2 min*
- ◆ *At the end of my driveway it took like a minute.*
- ◆ *10 seconds*
- ◆ *About an hour.*
- ◆ *35 minutes*
- ◆ *30 mins*
- ◆ *5 minutes (4 responses)*
- ◆ *2-4 minutes.*
- ◆ *2 seconds*

36. Do you think it would be okay for elementary school students to ride on the bus with middle or high school students? (n=57)

Yes	14%
No	63%
Unsure	23%

37. This school is clean. (n=57)

Most of the time	33%
Some of the time	47%
Usually	16%
Almost never	4%

38. This year, all my classes have enough space for them. (n=57)

Strongly Agree	9%
Agree	56%
Slightly Agree	23%
Slightly Disagree	7%
Disagree	4%
Strongly Disagree	2%

39. This year, all my classes have all the equipment we need. (n=56)

Strongly Agree	18%
Agree	59%
Slightly Agree	14%
Slightly Disagree	9%
Disagree	0%
Strongly Disagree	0%

40. Thinking about your entire school experience up to this point (including elementary and middle schools), overall, what grade would you give ConVal? (n=24)

A	21%
B	42%
C	33%
D	0%
F	4%

41. Why did you give ConVal that grade? (n=22)

- ◆ *It's ConVal*
- ◆ *can always be better*
- ◆ *People smoke everywhere and it's very dusty and I can't breath well in some rooms*
- ◆ *I feel like so many things could be better, teachers are so stressed and stretched so thin when it comes to resources for themselves and their students. Teachers are paid and go to school to teach but I constantly see teachers having to try to accommodate every student and their*

- individual needs all while trying to teach and do the same to their other students. Teachers are not baby sitters and it is really frustrating to be in a dysfunctional classroom where a teacher cannot even get a word out because of behavioral issues and because they have to teach the same lesson 5 different times because they are forced to accommodate every students' extremely particular learning plans, and putting them all in one classroom when we are all at different levels is holding back the potential of each student and it is making students and teachers lose confidence in their abilities to learn and teach.*
- ◆ *It's average not going to lie, definitely lacking in many places but it's an ok place, most of the teachers are nice so that's cool.*
 - ◆ *It's a fairly good school, but it could be more inclusive and cleaner*
 - ◆ *Because there are definitely many great aspects of ConVal and opportunities, but there are many things that could be renewed, done better, and given more attention to.*
 - ◆ *It's better than the surrounding schools and they do try but it's not a great district.*
 - ◆ *C is average. ConVal is an average school.*
 - ◆ *Because they seem to pretend that everything is perfect and that they have it all together. But like bro the slurs I hear. A WHITE freshmen girl said the n-word at like 7:30 in the morning and nothing happened.*
 - ◆ *It's a good school, I see no problems.*
 - ◆ *I feel like the elementary and middle schools were better than the high school. But the high school is good, but I would still give it an overall A.*
 - ◆ *The High School gets a B+ but the middle school gets C and elementary gets D*
 - ◆ *Because I had a good overall experience, but middle school didn't transition well to high school*
 - ◆ *There are some issues like staff numbers and stuff that are very hard to control, so still isn't an A but ConVal still does good with what we have here.*
 - ◆ *ConVal is average and C is in the middle .*
 - ◆ *because it's a good school and I like it it's just lacking in a few aspects*
 - ◆ *it's good but there are more things we could do that have not been done*
 - ◆ *could be better*
 - ◆ *They have a wide selection of classes and a lot of opportunities that other high schools nearby don't have.*
 - ◆ *I'm a new student, so I don't know much about the school. But from what I've seen, everyone has been welcoming and classes are mostly good.*

42. What is your gender? (n=56)

Male	46%
Female	43%
Prefer not to answer	9%
Other	2%

43. We have asked these questions to help your old elementary school and current middle school improve. If you have any other ideas or thoughts about how they could be improved, please tell us here. (n=30)

- ◆ *fire the middle school football coaches*
- ◆ *Personally think that if the Elementary schools were combined, it would be alright, and not much would be lost. However, combining SMS and GBS seems like a poor choice. To begin with, going from an Elementary school with fewer than 300 students, to a middle school with over 600 would be a huge transition. In addition, PES could probably handle more students without much difficulty, but neither SMS nor GBS could sustain that many students without making class sizes unmanageably large. Separately, I think that it would be cool if PES or other elementary schools had more sport opportunities. When I went to PES there was a rec soccer league, but I have no idea if they are still running it. Also, other than soccer and basketball, students didn't really have any other options.*
- ◆ *Senior Parking spots*
- ◆ *Please bring back Fabs, also I don't really care about the elementary or middle schools personally I think we should get all the funding*
- ◆ *Chess club would be my main suggestion, but you could also do something like a ping pong club or a paddle sports club (Badminton, pickleball, ect)*
- ◆ *Allow kids to just simply be heard out, ask their opinion when making decisions for their school environment and the ways that help them learn best.*
- ◆ *Make it so we don't need an "experience", such as a math "experience", each year. It's a waste of time. It's a waste of energy. Also, please bring back the only needing 3 math credits to graduate. There's absolutely no reason that this needs to be in place, especially if math is something you cannot and will not go into. Same goes for english. I understand that not everyone likes writing as much as I. That's okay. They should be able to take as many math classes as they want and not be held back by those requirements that do nothing but hinder their goals. It's getting to the point I might need to take vlacs classes to get in everything that I want and need to. There's not enough time.*
- ◆ *Don't always favor "troublesome" kids and check in on the "gifted" kids. Because soon they will be struggling and not ready for high school.*
- ◆ *I feel like giving the two middle schools equal funds would just benefit GBS alot, SMS seems to be favored over GBS by the district*
- ◆ *PLEASE let the kids be kids and have more outdoor and fun activities that make school fun. DO something with the whole school AT LEAST once a month. Also I know finding teachers is hard especially for middle school but please make sure they actually like teaching middle school aged kids, a lot of my teachers were mean to us whenever we acted our own age. Let the kids have a childhood, don't rob them of it.*
- ◆ *Allow the 5th graders to join more clubs and sports.*
- ◆ *Covid really messed up my middle schools experience so that's my only middle school complaint, and I really don't remember too much about elementary school other than [redacted] were the best teachers ever.*
- ◆ *The teachers need to stop standing outside of these poor 10 year old kids bathrooms. They really think they're preventing something...*
- ◆ *I am in high school but they can improve but being more welcoming and coming out of the covid stages.*

Appendix B

September Community Survey

Overall Results

A total of 1,555 residents completed the community survey.

Town	# of Surveys	% of Total
Antrim	115	7%
Bennington	104	7%
Dublin	113	7%
Franeestown	194	13%
Greenfield	149	10%
Hancock	243	16%
Peterborough	397	26%
Sharon	60	4%
Temple	160	10%
Other	17	1%
Skipped	3	
	1,555	

How long have you lived in your current town?

	Responses
0-5 Years	20%
6-10 Years	18%
11-15 Years	12%
16-20 Years	10%
21+ Years	40%

What is your gender?

	Responses
Male	28%
Female	64%
Other	0%
Prefer Not To Say	8%

What is your age category?

Age Category	Responses
18-30	4%
31-40	18%
41-50	20%
51-60	19%
61+	39%

Other Demographics

Demographic	# of Respondents
Have school-age children	620
Have children enrolled in a ConVal schools	483
Has a child with an IEP attending ConVal	158
Current employee of ConVal School District	138

Asked of All Survey Respondents

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
If ConVal student enrollment continues to decline, we should look at options for reducing the number of schools.	36%	23%	20%	11%	11%
Students in really small classes (less than 10 students) are more likely to learn than students in classes with 20-25 students.	33%	32%	14%	16%	5%
Other than perhaps a shorter bus ride, there is little student benefit to having an elementary school in a town.	11%	15%	10%	29%	35%
I think it is important that ConVal spend about the same amount of money per student across the elementary schools.	32%	40%	17%	9%	3%
I think it is important that ConVal spend about the same amount of money per student across the middle schools.	33%	42%	16%	7%	2%
One of the major reasons my family moved to this town is because there is an elementary school in it.	22%	21%	14%	23%	21%
Property values in this town are higher because there is an elementary school located in it.	17%	22%	31%	19%	11%
If ConVal can deliver the same academic rigor, I would prefer the district do that at a reduced cost to taxpayers.	34%	32%	19%	10%	5%
The community understands the finances of the ConVal school district.	4%	16%	24%	39%	17%
It would be fine if 5th grade students were kept in each ConVal elementary school, instead of going to a middle school.	33%	40%	13%	8%	5%
A ConVal school with grades 7-12 under one roof would offer middle school students more positive benefits than negative impacts.	8%	18%	27%	28%	19%
A ConVal student should get the same curriculum and services, regardless of which town the student lives in.	55%	37%	4%	3%	1%
If research shows that multi-age classrooms (for example, students in grades 1 and 2 together) are good for student learning, then it would be okay for ConVal to implement them.	22%	42%	15%	12%	10%
The 8 ConVal elementary schools are not equal academically.	15%	21%	55%	7%	2%
The 8 ConVal elementary schools are not equal in extracurricular opportunities.	19%	25%	49%	6%	2%
The two current ConVal middle schools are not equal academically.	12%	16%	59%	10%	3%

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The two current ConVal middle schools are not equal in extracurricular opportunities.	13%	16%	60%	10%	2%
If the research shows that a later start time for ConVal high school would benefit those students, then it would be good for ConVal to do that.	34%	40%	15%	7%	4%
The district's current school configuration, with low-enrollment elementary schools, is not the best use of financial resources.	32%	24%	20%	15%	8%
One of the best ways to ensure ConVal has great teachers is to offer salaries that are competitive regionally.	53%	37%	5%	4%	2%
I worry about how I will pay my tax bill each year.	16%	28%	12%	32%	11%
Our current property tax rates likely deter families from moving here.	25%	30%	16%	23%	6%
Our town lacks adequate space for community events or meetings.	7%	13%	13%	50%	17%

As long as the cost per student is not more than ____ different between the elementary schools, we should keep all the current ConVal elementary schools operational.

Answer Choices	Responses
\$0	34%
\$1,500	22%
\$3,000	11%
\$4,500	7%
Other	26%

Once a ConVal elementary school has less than _____ students, we should consider closing it.

Answer Choices	Responses
25	19%
50	29%
75	12%
100	11%
We should never close a local school.	29%

Overall Results by Town

How long have you lived in your current town?	Antrim	Bennington	Dublin	Fracestown	Greenfield	Hancock	Peterborough	Sharon	Temple
0-5 Years	16%	12%	22%	23%	26%	20%	20%	29%	11%
6-10 Years	22%	20%	23%	16%	16%	16%	19%	16%	19%
11-15 Years	8%	13%	6%	10%	15%	14%	12%	12%	10%
16-20 Years	9%	7%	8%	13%	10%	13%	9%	7%	12%
21+ Years	45%	49%	40%	37%	32%	37%	40%	36%	48%

What is your gender?	Antrim	Bennington	Dublin	Fracestown	Greenfield	Hancock	Peterborough	Sharon	Temple
Male	17%	23%	25%	31%	26%	34%	28%	34%	25%
Female	71%	72%	63%	58%	67%	58%	68%	59%	66%
Other	0%	0%	3%	0%	0%	0%	0%	0%	1%
Prefer Not To Say	12%	5%	9%	11%	7%	8%	4%	7%	9%

What is your age category?	Antrim	Bennington	Dublin	Fracestown	Greenfield	Hancock	Peterborough	Sharon	Temple
18-30	4%	9%	2%	4%	9%	1%	4%	2%	1%
31-40	28%	21%	20%	22%	24%	14%	18%	11%	12%
41-50	18%	27%	24%	22%	25%	12%	19%	21%	19%
51-60	14%	19%	15%	12%	17%	19%	21%	21%	26%
61+	37%	25%	39%	41%	25%	54%	38%	46%	41%

Other Demographics	Antrim	Bennington	Dublin	Fracestown	Greenfield	Hancock	Peterborough	Sharon	Temple
Have school-age children	59	57	51	89	72	79	143	22	42
Have children enrolled in a ConVal schools	46	49	43	70	54	54	119	14	31
Has a child with an IEP attending ConVal	22	19	17	16	20	17	31	1	14
Current employee of ConVal School District	17	18	11	6	7	14	44	0	10

Asked of All Survey Respondents

	% Strongly Agree + % Agree								
	Antrim	Bennington	Dublin	Franchestown	Greenfield	Hancock	Peterborough	Sharon	Temple
If ConVal student enrollment continues to decline, we should look at options for reducing the number of schools.	52%	56%	39%	38%	70%	55%	78%	76%	39%
Students in really small classes (less than 10 students) are more likely to learn than students in classes with 20-25 students.	65%	71%	72%	72%	66%	71%	50%	61%	75%
Other than perhaps a shorter bus ride, there is little student benefit to having an elementary school in a town.	18%	26%	13%	23%	34%	20%	40%	33%	14%
I think it is important that ConVal spend about the same amount of money per student across the elementary schools.	81%	72%	68%	66%	68%	76%	74%	67%	64%
I think it is important that ConVal spend about the same amount of money per student across the middle schools.	83%	77%	72%	73%	71%	80%	77%	70%	69%
One of the major reasons my family moved to this town is because there is an elementary school in it.	48%	47%	64%	51%	34%	40%	30%	N/A	60%
Property values in this town are higher because there is an elementary school located in it.	35%	41%	49%	46%	35%	42%	34%	N/A	49%
If ConVal can deliver the same academic rigor, I would prefer the district do that at a reduced cost to taxpayers.	57%	71%	55%	51%	78%	64%	78%	75%	54%
The community understands the finances of the ConVal school district.	19%	22%	27%	21%	19%	17%	16%	19%	28%
It would be fine if 5 th grade students were kept in each ConVal elementary school, instead of going to a middle school.	64%	69%	79%	77%	73%	73%	72%	59%	81%
A ConVal school with grades 7-12 under 1 roof would offer middle school students more positive benefits than negative impacts.	17%	21%	25%	25%	28%	35%	25%	23%	25%
A ConVal student should get the same curriculum and services, regardless of which town the student lives in.	93%	95%	91%	88%	95%	93%	90%	93%	92%

	% Strongly Agree + % Agree								
	Antrim	Bennington	Dublin	Fracestown	Greenfield	Hancock	Peterborough	Sharon	Temple
If research shows that multi-age classrooms (for example, students in grades 1 and 2 together) are good for student learning, then it would be okay for ConVal to implement them.	60%	54%	67%	72%	57%	63%	62%	58%	80%
The 8 ConVal elementary schools are not equal academically.	48%	52%	27%	40%	39%	30%	41%	10%	20%
The 8 ConVal elementary schools are not equal in extracurricular opportunities.	54%	65%	39%	45%	41%	42%	47%	27%	27%
The 2 current ConVal middle schools are not equal academically.	38%	49%	22%	35%	29%	25%	26%	8%	14%
The 2 current ConVal middle schools are not equal in extracurricular opportunities.	38%	51%	25%	34%	28%	29%	25%	14%	15%
If the research shows that a later start time for ConVal high school would benefit those students, then it would be good for ConVal to do that.	69%	68%	71%	77%	69%	79%	75%	72%	74%
The district's current school configuration, with low-enrollment elementary schools, is not the best use of financial resources.	50%	62%	41%	36%	66%	51%	78%	70%	33%
One of the best ways to ensure ConVal has great teachers is to offer salaries that are competitive regionally.	88%	86%	94%	89%	84%	90%	93%	90%	87%
I worry about how I will pay my tax bill each year.	32%	50%	29%	38%	59%	34%	55%	52%	38%
Our current property tax rates likely deter families from moving here.	32%	58%	50%	37%	74%	48%	73%	59%	44%
Our town lacks adequate space for community events or meetings.	25%	44%	24%	18%	19%	12%	17%	12%	24%

As long as the cost per student is not more than _____ different between the elementary schools, we should keep all the current ConVal elementary schools operational.

	Antrim	Bennington	Dublin	Francestown	Greenfield	Hancock	Peterborough	Sharon	Temple
\$0	30%	38%	24%	27%	41%	34%	42%	42%	25%
\$1,500	25%	25%	21%	15%	25%	22%	25%	26%	16%
\$3,000	13%	12%	10%	16%	8%	8%	8%	9%	17%
\$4,500	7%	5%	15%	8%	5%	10%	2%	0%	11%
Other	26%	19%	31%	34%	22%	26%	24%	23%	31%

Once a ConVal elementary school has less than _____ students, we should consider closing it.

	Antrim	Bennington	Dublin	Francestown	Greenfield	Hancock	Peterborough	Sharon	Temple
25	20%	24%	23%	19%	20%	23%	12%	30%	24%
50	31%	33%	24%	19%	36%	31%	35%	28%	10%
75	13%	9%	4%	8%	13%	9%	20%	14%	4%
100	4%	10%	5%	6%	10%	8%	20%	19%	6%
We should never close a local school.	31%	24%	45%	48%	21%	29%	12%	9%	56%

Asked of ConVal Parents

In which schools do you currently have children?

School	# of Respondents
Antrim ES	38
Bennington/Pierce ES	38
Dublin ES	41
Fracestown ES	43
Greenfield ES	54
Hancock ES	46
Peterborough ES	87
Temple ES	31
Great Brook MS	96
South Meadow MS	110
ConVal HS	182

	% Strongly Agree + % Agree								
	Antrim	Bennington	Dublin	Fracestown	Greenfield	Hancock	Peterborough	Sharon	Temple
n =	46	48	43	67	52	53	114	13	30
All of my children had a great experience in their elementary school.	68%	86%	90%	85%	92%	80%	80%		86%
One or more of my children was sometimes the "odd one out" in elementary school.	40%	27%	23%	27%	29%	27%	30%		17%
All of my children formed friendships in their elementary school that lasted through high school.	54%	57%	74%	78%	60%	74%	50%		87%
Academically, one or more of my children was not well-prepared for middle school.	26%	22%	8%	20%	22%	9%	21%		19%
Our middle school does not offer some academic or extracurricular opportunities I would like my children to have.	49%	56%	29%	49%	29%	42%	40%		55%
Our high school does not offer some academic or extracurricular opportunities I would like my children to have.	44%	34%	19%	30%	29%	46%	51%		42%
School Board members from my community understand the educational needs of students.	37%	23%	12%	41%	36%	38%	32%		40%

	% Strongly Agree + % Agree								
	Antrim	Bennington	Dublin	Franeestown	Greenfield	Hancock	Peterborough	Sharon	Temple
I trust our school board members to make the best decisions for all students.	22%	25%	10%	23%	39%	25%	33%		40%

Note: Respondents who selected 'NA' (Not Applicable) were excluded from the percentage calculations as this response does not indicate either agreement or disagreement with the given statement.

Asked of Parents of ConVal Students with an IEP

The academic and academic support needs of my child with an IEP were fully met in their elementary school.

Answer Choices	Responses
Strongly agree	27%
Agree	29%
Undecided	9%
Disagree	11%
Strongly disagree	8%
My child with an IEP is still in elementary school	18%

The academic and academic support needs of my child with an IEP were fully met in their elementary school.	Antrim	Bennington	Dublin	Fracestown	Greenfield	Hancock	Peterborough	Sharon	Temple	Not Peterborough
n =	23	20	18	16	20	20	33	2	18	137
Strongly agree							9%			31%
Agree							39%			26%
Undecided							15%			7%
Disagree							18%			9%
Strongly disagree							12%			7%
My child with an IEP is still in elementary school							6%			20%

The social needs of my child with an IEP were fully met in their elementary school.

Answer Choices	Responses
Strongly agree	27%
Agree	32%
Undecided	10%
Disagree	6%
Strongly disagree	8%
My child with an IEP is still in elementary school	17%

The social needs of my child with an IEP were fully met in their elementary school.	Antrim	Bennington	Dublin	Francestown	Greenfield	Hancock	Peterborough	Sharon	Temple	Not Peterborough
n =	23	20	17	16	19	19	34	2	18	134
Strongly agree							9%			32%
Agree							35%			31%
Undecided							21%			7%
Disagree							15%			4%
Strongly disagree							12%			7%
My child with an IEP is still in elementary school							9%			19%

Asked of ConVal School District Employees

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The district allocates financial resources equitably and fairly between schools.	1%	29%	33%	24%	13%
School staffing is equitable between schools.	1%	16%	19%	44%	20%
The middle schools are pretty much the same in terms of academic options.	2%	25%	46%	16%	11%
The middle schools are pretty much the same in terms of extracurricular options for students.	1%	28%	36%	21%	14%
ConVal should figure out other ways to save money and stop considering closing schools.	14%	14%	21%	30%	21%
The elementary schools are pretty much the same in terms of academic rigor.	4%	27%	36%	27%	7%
The students in smaller elementary schools do not get the same level of support services as those in larger elementary schools.	25%	31%	18%	20%	6%
In the current configuration, elementary teachers do not have sufficient time or opportunities for collaboration.	29%	31%	27%	10%	4%
Students in smaller schools have less opportunities for a variety of instructional environments, such as varied small groupings.	21%	41%	14%	18%	6%
Really small class sizes have negatively impacted student learning in some schools.	15%	24%	29%	19%	13%
I trust the research that indicates some class sizes are simply too small for optimal student learning.	23%	35%	22%	15%	5%
New teachers here should have more opportunities to collaborate with other teachers of the same grade or academic specialty.	42%	45%	8%	4%	1%

Results by Individual Town

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Antrim Responses n = 115					
If ConVal student enrollment continues to decline, we should look at options for reducing the number of schools.	31%	21%	29%	9%	11%
Students in really small classes (less than 10 students) are more likely to learn than students in classes with 20-25 students.	39%	26%	13%	21%	2%
Other than perhaps a shorter bus ride, there is little student benefit to having an elementary school in a town.	7%	11%	10%	29%	43%
I think it is important that ConVal spend about the same amount of money per student across the elementary schools.	40%	41%	10%	8%	1%
I think it is important that ConVal spend about the same amount of money per student across the middle schools.	40%	43%	10%	5%	1%
One of the major reasons my family moved to this town is because there is an elementary school in it.	22%	26%	18%	19%	15%
Property values in this town are higher because there is an elementary school located in it.	12%	23%	39%	17%	10%
If ConVal can deliver the same academic rigor, I would prefer the district do that at a reduced cost to taxpayers.	25%	32%	27%	11%	5%
The community understands the finances of the ConVal school district.	3%	17%	23%	44%	13%
It would be fine if 5 th grade students were kept in each ConVal elementary school, instead of going to a middle school.	28%	35%	15%	12%	9%
A ConVal school with grades 7-12 under 1 roof would offer middle school students more positive benefits than negative impacts.	5%	11%	28%	29%	27%
A ConVal student should get the same curriculum and services, regardless of which town the student lives in.	66%	27%	4%	2%	1%
If research shows that multi-age classrooms (for example, students in grades 1 and 2 together) are good for student learning, then it would be okay for ConVal to implement them.	18%	41%	11%	9%	20%
The 8 ConVal elementary schools are not equal academically.	19%	29%	42%	8%	2%
The 8 ConVal elementary schools are not equal in extracurricular opportunities.	28%	26%	39%	5%	2%
The 2 current ConVal middle schools are not equal academically.	17%	21%	42%	15%	4%
The 2 current ConVal middle schools are not equal in extracurricular opportunities.	21%	17%	48%	10%	4%
If the research shows that a later start time for ConVal high school would benefit those students, then it would be good for ConVal to do that.	29%	40%	18%	10%	3%
The district's current school configuration, with low-enrollment elementary schools, is not the best use of financial resources.	26%	24%	26%	19%	5%
One of the best ways to ensure ConVal has great teachers is to offer salaries that are competitive regionally.	52%	35%	10%	1%	2%

Antrim Responses**n = 115**

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I worry about how I will pay my tax bill each year.	8%	24%	19%	41%	8%
Our current property tax rates likely deter families from moving here.	14%	18%	31%	31%	7%
Our town lacks adequate space for community events or meetings.	10%	15%	15%	50%	10%

Bennington Responses**n = 104**

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
If ConVal student enrollment continues to decline, we should look at options for reducing the number of schools.	32%	24%	16%	14%	13%
Students in really small classes (less than 10 students) are more likely to learn than students in classes with 20-25 students.	39%	32%	13%	9%	8%
Other than perhaps a shorter bus ride, there is little student benefit to having an elementary school in a town.	14%	13%	6%	32%	36%
I think it is important that ConVal spend about the same amount of money per student across the elementary schools.	30%	42%	13%	10%	5%
I think it is important that ConVal spend about the same amount of money per student across the middle schools.	33%	44%	13%	8%	2%
One of the major reasons my family moved to this town is because there is an elementary school in it.	21%	26%	9%	27%	18%
Property values in this town are higher because there is an elementary school located in it.	18%	23%	30%	21%	8%
If ConVal can deliver the same academic rigor, I would prefer the district do that at a reduced cost to taxpayers.	31%	39%	18%	9%	3%
The community understands the finances of the ConVal school district.	4%	18%	24%	37%	17%
It would be fine if 5 th grade students were kept in each ConVal elementary school, instead of going to a middle school.	26%	43%	12%	14%	5%
A ConVal school with grades 7-12 under 1 roof would offer middle school students more positive benefits than negative impacts.	6%	15%	23%	35%	21%
A ConVal student should get the same curriculum and services, regardless of which town the student lives in.	66%	29%	4%	1%	0%
If research shows that multi-age classrooms (for example, students in grades 1 and 2 together) are good for student learning, then it would be okay for ConVal to implement them.	13%	41%	13%	19%	14%
The 8 ConVal elementary schools are not equal academically.	17%	35%	37%	10%	1%
The 8 ConVal elementary schools are not equal in extracurricular opportunities.	30%	35%	32%	3%	0%
The 2 current ConVal middle schools are not equal academically.	21%	27%	38%	11%	3%
The 2 current ConVal middle schools are not equal in extracurricular opportunities.	25%	26%	35%	12%	2%

Bennington Responses**n = 104**

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
If the research shows that a later start time for ConVal high school would benefit those students, then it would be good for ConVal to do that.	26%	42%	13%	11%	8%
The district's current school configuration, with low-enrollment elementary schools, is not the best use of financial resources.	31%	30%	19%	12%	8%
One of the best ways to ensure ConVal has great teachers is to offer salaries that are competitive regionally.	49%	37%	6%	7%	2%
I worry about how I will pay my tax bill each year.	22%	29%	13%	34%	3%
Our current property tax rates likely deter families from moving here.	34%	24%	16%	24%	3%
Our town lacks adequate space for community events or meetings.	16%	28%	14%	37%	6%

Dublin Responses**n = 113**

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
If ConVal student enrollment continues to decline, we should look at options for reducing the number of schools.	22%	17%	27%	15%	18%
Students in really small classes (less than 10 students) are more likely to learn than students in classes with 20-25 students.	42%	29%	8%	12%	8%
Other than perhaps a shorter bus ride, there is little student benefit to having an elementary school in a town.	5%	7%	5%	21%	61%
I think it is important that ConVal spend about the same amount of money per student across the elementary schools.	22%	46%	20%	9%	4%
I think it is important that ConVal spend about the same amount of money per student across the middle schools.	23%	49%	19%	7%	2%
One of the major reasons my family moved to this town is because there is an elementary school in it.	42%	22%	8%	17%	11%
Property values in this town are higher because there is an elementary school located in it.	20%	28%	20%	20%	11%
If ConVal can deliver the same academic rigor, I would prefer the district do that at a reduced cost to taxpayers.	19%	37%	21%	10%	13%
The community understands the finances of the ConVal school district.	4%	23%	22%	35%	16%
It would be fine if 5 th grade students were kept in each ConVal elementary school, instead of going to a middle school.	43%	35%	9%	8%	4%
A ConVal school with grades 7-12 under 1 roof would offer middle school students more positive benefits than negative impacts.	8%	17%	24%	23%	28%
A ConVal student should get the same curriculum and services, regardless of which town the student lives in.	48%	43%	4%	4%	0%
If research shows that multi-age classrooms (for example, students in grades 1 and 2 together) are good for student learning, then it would be okay for ConVal to implement them.	23%	44%	11%	9%	13%
The 8 ConVal elementary schools are not equal academically.	7%	20%	57%	10%	6%

Dublin Responses**n = 113**

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The 8 ConVal elementary schools are not equal in extracurricular opportunities.	11%	28%	48%	7%	5%
The 2 current ConVal middle schools are not equal academically.	6%	16%	63%	11%	4%
The 2 current ConVal middle schools are not equal in extracurricular opportunities.	5%	20%	62%	11%	3%
If the research shows that a later start time for ConVal high school would benefit those students, then it would be good for ConVal to do that.	31%	40%	18%	7%	4%
The district's current school configuration, with low-enrollment elementary schools, is not the best use of financial resources.	14%	26%	14%	27%	19%
One of the best ways to ensure ConVal has great teachers is to offer salaries that are competitive regionally.	49%	45%	4%	1%	1%
I worry about how I will pay my tax bill each year.	9%	20%	14%	38%	20%
Our current property tax rates likely deter families from moving here.	19%	31%	12%	28%	10%
Our town lacks adequate space for community events or meetings.	12%	12%	20%	41%	15%

Franeestown Responses**n = 194**

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
If ConVal student enrollment continues to decline, we should look at options for reducing the number of schools.	24%	13%	24%	13%	25%
Students in really small classes (less than 10 students) are more likely to learn than students in classes with 20-25 students.	37%	35%	12%	12%	4%
Other than perhaps a shorter bus ride, there is little student benefit to having an elementary school in a town.	13%	9%	6%	20%	52%
I think it is important that ConVal spend about the same amount of money per student across the elementary schools.	35%	32%	22%	7%	5%
I think it is important that ConVal spend about the same amount of money per student across the middle schools.	37%	36%	19%	5%	4%
One of the major reasons my family moved to this town is because there is an elementary school in it.	34%	17%	7%	22%	19%
Property values in this town are higher because there is an elementary school located in it.	26%	19%	31%	14%	9%
If ConVal can deliver the same academic rigor, I would prefer the district do that at a reduced cost to taxpayers.	30%	21%	22%	17%	10%
The community understands the finances of the ConVal school district.	6%	16%	26%	36%	17%
It would be fine if 5 th grade students were kept in each ConVal elementary school, instead of going to a middle school.	33%	44%	13%	6%	4%
A ConVal school with grades 7-12 under 1 roof would offer middle school students more positive benefits than negative impacts.	8%	17%	24%	32%	19%

Franeestown Responses**n = 194**

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A ConVal student should get the same curriculum and services, regardless of which town the student lives in.	58%	30%	7%	3%	3%
If research shows that multi-age classrooms (for example, students in grades 1 and 2 together) are good for student learning, then it would be okay for ConVal to implement them.	31%	41%	12%	9%	7%
The 8 ConVal elementary schools are not equal academically.	18%	22%	50%	7%	3%
The 8 ConVal elementary schools are not equal in extracurricular opportunities.	20%	25%	48%	5%	2%
The 2 current ConVal middle schools are not equal academically.	16%	19%	54%	8%	3%
The 2 current ConVal middle schools are not equal in extracurricular opportunities.	20%	13%	56%	8%	2%
If the research shows that a later start time for ConVal high school would benefit those students, then it would be good for ConVal to do that.	33%	45%	12%	7%	4%
The district's current school configuration, with low-enrollment elementary schools, is not the best use of financial resources.	24%	12%	22%	24%	17%
One of the best ways to ensure ConVal has great teachers is to offer salaries that are competitive regionally.	52%	37%	4%	3%	4%
I worry about how I will pay my tax bill each year.	12%	26%	13%	30%	19%
Our current property tax rates likely deter families from moving here.	15%	21%	17%	32%	15%
Our town lacks adequate space for community events or meetings.	4%	14%	12%	44%	27%

Greenfield Responses**n = 149**

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
If ConVal student enrollment continues to decline, we should look at options for reducing the number of schools.	39%	31%	17%	9%	4%
Students in really small classes (less than 10 students) are more likely to learn than students in classes with 20-25 students.	36%	30%	10%	19%	5%
Other than perhaps a shorter bus ride, there is little student benefit to having an elementary school in a town.	12%	21%	9%	40%	17%
I think it is important that ConVal spend about the same amount of money per student across the elementary schools.	27%	41%	23%	5%	3%
I think it is important that ConVal spend about the same amount of money per student across the middle schools.	28%	43%	22%	5%	2%
One of the major reasons my family moved to this town is because there is an elementary school in it.	14%	19%	11%	27%	28%
Property values in this town are higher because there is an elementary school located in it.	14%	21%	37%	21%	6%
If ConVal can deliver the same academic rigor, I would prefer the district do that at a reduced cost to taxpayers.	46%	32%	14%	5%	2%

Greenfield Responses**n = 149**

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The community understands the finances of the ConVal school district.	7%	12%	26%	38%	18%
It would be fine if 5 th grade students were kept in each ConVal elementary school, instead of going to a middle school.	31%	43%	14%	5%	7%
A ConVal school with grades 7-12 under 1 roof would offer middle school students more positive benefits than negative impacts.	10%	18%	29%	26%	17%
A ConVal student should get the same curriculum and services, regardless of which town the student lives in.	57%	38%	3%	1%	1%
If research shows that multi-age classrooms (for example, students in grades 1 and 2 together) are good for student learning, then it would be okay for ConVal to implement them.	23%	34%	18%	14%	12%
The 8 ConVal elementary schools are not equal academically.	18%	20%	55%	5%	1%
The 8 ConVal elementary schools are not equal in extracurricular opportunities.	16%	26%	53%	5%	1%
The 2 current ConVal middle schools are not equal academically.	12%	18%	64%	6%	0%
The 2 current ConVal middle schools are not equal in extracurricular opportunities.	8%	20%	66%	6%	0%
If the research shows that a later start time for ConVal high school would benefit those students, then it would be good for ConVal to do that.	32%	37%	20%	7%	4%
The district's current school configuration, with low-enrollment elementary schools, is not the best use of financial resources.	39%	27%	20%	10%	4%
One of the best ways to ensure ConVal has great teachers is to offer salaries that are competitive regionally.	41%	43%	9%	6%	1%
I worry about how I will pay my tax bill each year.	31%	28%	8%	26%	8%
Our current property tax rates likely deter families from moving here.	41%	33%	11%	11%	3%
Our town lacks adequate space for community events or meetings.	7%	13%	16%	52%	13%

Hancock Responses**n = 243**

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
If ConVal student enrollment continues to decline, we should look at options for reducing the number of schools.	29%	26%	23%	13%	9%
Students in really small classes (less than 10 students) are more likely to learn than students in classes with 20-25 students.	32%	40%	10%	15%	5%
Other than perhaps a shorter bus ride, there is little student benefit to having an elementary school in a town.	7%	13%	11%	32%	37%
I think it is important that ConVal spend about the same amount of money per student across the elementary schools.	33%	43%	11%	10%	3%
I think it is important that ConVal spend about the same amount of money per student across the middle schools.	35%	45%	10%	7%	4%



One of the major reasons my family moved to this town is because there is an elementary school in it.	17%	23%	18%	20%	22%
Property values in this town are higher because there is an elementary school located in it.	19%	23%	30%	18%	10%
If ConVal can deliver the same academic rigor, I would prefer the district do that at a reduced cost to taxpayers.	30%	35%	20%	13%	3%
The community understands the finances of the ConVal school district.	3%	14%	26%	38%	19%
It would be fine if 5 th grade students were kept in each ConVal elementary school, instead of going to a middle school.	27%	47%	13%	9%	5%
A ConVal school with grades 7-12 under 1 roof would offer middle school students more positive benefits than negative impacts.	9%	25%	23%	29%	13%
A ConVal student should get the same curriculum and services, regardless of which town the student lives in.	54%	39%	2%	3%	1%
If research shows that multi-age classrooms (for example, students in grades 1 and 2 together) are good for student learning, then it would be okay for ConVal to implement them.	19%	43%	18%	12%	7%
The 8 ConVal elementary schools are not equal academically.	14%	16%	63%	6%	1%
The 8 ConVal elementary schools are not equal in extracurricular opportunities.	19%	24%	51%	5%	1%
The 2 current ConVal middle schools are not equal academically.	12%	13%	58%	13%	4%
The 2 current ConVal middle schools are not equal in extracurricular opportunities.	13%	15%	61%	8%	3%
If the research shows that a later start time for ConVal high school would benefit those students, then it would be good for ConVal to do that.	35%	44%	12%	7%	2%
The district's current school configuration, with low-enrollment elementary schools, is not the best use of financial resources.	24%	28%	26%	16%	7%
One of the best ways to ensure ConVal has great teachers is to offer salaries that are competitive regionally.	54%	35%	5%	3%	2%
I worry about how I will pay my tax bill each year.	14%	20%	10%	41%	15%
Our current property tax rates likely deter families from moving here.	19%	29%	16%	31%	5%
Our town lacks adequate space for community events or meetings.	4%	8%	12%	58%	18%

Peterborough Responses n = 394	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
If ConVal student enrollment continues to decline, we should look at options for reducing the number of schools.	54%	24%	13%	6%	3%
Students in really small classes (less than 10 students) are more likely to learn than students in classes with 20-25 students.	21%	29%	20%	25%	5%
Other than perhaps a shorter bus ride, there is little student benefit to having an elementary school in a town.	15%	25%	14%	31%	15%
I think it is important that ConVal spend about the same amount of money per student across the elementary schools.	32%	42%	14%	10%	1%

I think it is important that ConVal spend about the same amount of money per student across the middle schools.	32%	45%	13%	10%	1%
One of the major reasons my family moved to this town is because there is an elementary school in it.	12%	18%	17%	29%	24%
Property values in this town are higher because there is an elementary school located in it.	12%	22%	34%	19%	12%
If ConVal can deliver the same academic rigor, I would prefer the district do that at a reduced cost to taxpayers.	44%	34%	12%	7%	3%
The community understands the finances of the ConVal school district.	3%	13%	21%	46%	17%
It would be fine if 5 th grade students were kept in each ConVal elementary school, instead of going to a middle school.	32%	41%	12%	10%	5%
A ConVal school with grades 7-12 under 1 roof would offer middle school students more positive benefits than negative impacts.	9%	16%	30%	28%	17%
A ConVal student should get the same curriculum and services, regardless of which town the student lives in.	50%	41%	5%	3%	2%
If research shows that multi-age classrooms (for example, students in grades 1 and 2 together) are good for student learning, then it would be okay for ConVal to implement them.	19%	43%	16%	14%	8%
The 8 ConVal elementary schools are not equal academically.	17%	24%	53%	5%	2%
The 8 ConVal elementary schools are not equal in extracurricular opportunities.	20%	27%	47%	4%	2%
The 2 current ConVal middle schools are not equal academically.	10%	16%	61%	10%	3%
The 2 current ConVal middle schools are not equal in extracurricular opportunities.	10%	15%	61%	11%	3%
If the research shows that a later start time for ConVal high school would benefit those students, then it would be good for ConVal to do that.	40%	36%	13%	6%	6%
The district's current school configuration, with low-enrollment elementary schools, is not the best use of financial resources.	50%	28%	14%	5%	3%
One of the best ways to ensure ConVal has great teachers is to offer salaries that are competitive regionally.	61%	32%	3%	3%	1%
I worry about how I will pay my tax bill each year.	20%	35%	13%	25%	7%
Our current property tax rates likely deter families from moving here.	35%	38%	12%	12%	3%
Our town lacks adequate space for community events or meetings.	6%	11%	13%	52%	18%

Sharon Responses

n = 60

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
If ConVal student enrollment continues to decline, we should look at options for reducing the number of schools.	53%	24%	14%	5%	5%
Students in really small classes (less than 10 students) are more likely to learn than students in classes with 20-25 students.	22%	39%	19%	17%	3%
Other than perhaps a shorter bus ride, there is little student benefit to having an elementary school in a town.	17%	17%	22%	27%	18%

I think it is important that ConVal spend about the same amount of money per student across the elementary schools.	40%	27%	22%	12%	0%
I think it is important that ConVal spend about the same amount of money per student across the middle schools.	42%	28%	22%	8%	0%
One of the major reasons my family moved to this town is because there is an elementary school in it.	N/A	N/A	N/A	N/A	N/A
Property values in this town are higher because there is an elementary school located in it.	N/A	N/A	N/A	N/A	N/A
If ConVal can deliver the same academic rigor, I would prefer the district do that at a reduced cost to taxpayers.	41%	34%	19%	7%	0%
The community understands the finances of the ConVal school district.	3%	15%	36%	34%	12%
It would be fine if 5 th grade students were kept in each ConVal elementary school, instead of going to a middle school.	37%	22%	25%	10%	5%
A ConVal school with grades 7-12 under 1 roof would offer middle school students more positive benefits than negative impacts.	7%	17%	38%	25%	13%
A ConVal student should get the same curriculum and services, regardless of which town the student lives in.	48%	45%	5%	2%	0%
If research shows that multi-age classrooms (for example, students in grades 1 and 2 together) are good for student learning, then it would be okay for ConVal to implement them.	20%	38%	20%	10%	12%
The 8 ConVal elementary schools are not equal academically.	3%	7%	85%	5%	0%
The 8 ConVal elementary schools are not equal in extracurricular opportunities.	10%	17%	65%	8%	0%
The 2 current ConVal middle schools are not equal academically.	3%	5%	77%	13%	2%
The 2 current ConVal middle schools are not equal in extracurricular opportunities.	5%	8%	71%	10%	5%
If the research shows that a later start time for ConVal high school would benefit those students, then it would be good for ConVal to do that.	30%	42%	17%	8%	3%
The district's current school configuration, with low-enrollment elementary schools, is not the best use of financial resources.	45%	25%	18%	12%	0%
One of the best ways to ensure ConVal has great teachers is to offer salaries that are competitive regionally.	49%	41%	0%	8%	2%
I worry about how I will pay my tax bill each year.	13%	38%	12%	27%	10%
Our current property tax rates likely deter families from moving here.	17%	41%	14%	22%	5%
Our town lacks adequate space for community events or meetings.	7%	5%	14%	56%	19%

Temple Responses

n = 159

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
If ConVal student enrollment continues to decline, we should look at options for reducing the number of schools.	18%	22%	27%	18%	16%
Students in really small classes (less than 10 students) are more likely to learn than students in classes with 20-25 students.	43%	32%	16%	6%	4%

Other than perhaps a shorter bus ride, there is little student benefit to having an elementary school in a town.	6%	8%	4%	23%	59%
I think it is important that ConVal spend about the same amount of money per student across the elementary schools.	27%	37%	24%	8%	3%
I think it is important that ConVal spend about the same amount of money per student across the middle schools.	29%	40%	21%	8%	2%
One of the major reasons my family moved to this town is because there is an elementary school in it.	36%	24%	14%	14%	12%
Property values in this town are higher because there is an elementary school located in it.	25%	25%	24%	17%	9%
If ConVal can deliver the same academic rigor, I would prefer the district do that at a reduced cost to taxpayers.	28%	26%	29%	13%	4%
The community understands the finances of the ConVal school district.	1%	27%	24%	31%	17%
It would be fine if 5 th grade students were kept in each ConVal elementary school, instead of going to a middle school.	48%	34%	11%	3%	4%
A ConVal school with grades 7-12 under 1 roof would offer middle school students more positive benefits than negative impacts.	9%	16%	35%	23%	18%
A ConVal student should get the same curriculum and services, regardless of which town the student lives in.	53%	39%	5%	3%	0%
If research shows that multi-age classrooms (for example, students in grades 1 and 2 together) are good for student learning, then it would be okay for ConVal to implement them.	32%	48%	13%	4%	4%
The 8 ConVal elementary schools are not equal academically.	6%	14%	66%	11%	3%
The 8 ConVal elementary schools are not equal in extracurricular opportunities.	12%	16%	61%	11%	1%
The 2 current ConVal middle schools are not equal academically.	6%	8%	75%	7%	4%
The 2 current ConVal middle schools are not equal in extracurricular opportunities.	7%	8%	75%	9%	1%
If the research shows that a later start time for ConVal high school would benefit those students, then it would be good for ConVal to do that.	34%	40%	15%	8%	3%
The district's current school configuration, with low-enrollment elementary schools, is not the best use of financial resources.	16%	17%	28%	22%	17%
One of the best ways to ensure ConVal has great teachers is to offer salaries that are competitive regionally.	44%	43%	8%	3%	2%
I worry about how I will pay my tax bill each year.	13%	26%	12%	41%	8%
Our current property tax rates likely deter families from moving here.	17%	28%	19%	28%	9%
Our town lacks adequate space for community events or meetings.	8%	16%	10%	49%	17%

Results By Age

A total of 1,555 residents completed the community survey.

Town	# of Surveys	% of Total
18-30	57	4%
31-40	275	18%
41-50	298	20%
51-60	277	19%
61+	582	39%
Skipped	66	
	1,489	

How long have you lived in your current town?	18-30	31-40	41-50	51-60	61+
0-5 Years	47%	34%	24%	17%	10%
6-10 Years	23%	35%	24%	11%	10%
11-15 Years	7%	11%	18%	12%	9%
16-20 Years	7%	7%	15%	16%	8%
21+ Years	16%	12%	18%	44%	64%

What is your gender?	18-30	31-40	41-50	51-60	61+
Male	25%	19%	22%	28%	35%
Female	72%	71%	69%	65%	59%
Other	0%	0%	1%	0%	0%
Prefer Not To Say	4%	10%	7%	8%	6%

In what town do you currently reside?	18-30	31-40	41-50	51-60	61+
Antrim	7%	11%	6%	6%	7%
Bennington	16%	8%	9%	7%	4%
Dublin	4%	8%	9%	6%	7%
Francestown	12%	15%	14%	8%	13%
Greenfield	23%	13%	12%	9%	6%
Hancock	5%	12%	10%	16%	22%
Peterborough	28%	25%	25%	29%	25%
Sharon	2%	2%	4%	4%	5%
Temple	4%	7%	10%	15%	11%

Other Demographics	18-30	31-40	41-50	51-60	61+
Have school-age children	24	221	248	74	21
Have children enrolled in a ConVal schools	13	177	200	53	12
Has a child with an IEP attending ConVal	0	57	66	24	6
Current employee of ConVal School District	4	32	33	39	28

Asked of All Survey Respondents

	% Strongly Agree + % Agree				
	18-30	31-40	41-50	51-60	61+
If ConVal student enrollment continues to decline, we should look at options for reducing the number of schools.	39%	49%	53%	67%	63%
Students in really small classes (less than 10 students) are more likely to learn than students in classes with 20-25 students.	89%	71%	69%	57%	60%
Other than perhaps a shorter bus ride, there is little student benefit to having an elementary school in a town.	23%	26%	24%	30%	27%
I think it is important that ConVal spend about the same amount of money per student across the elementary schools.	79%	70%	73%	72%	71%
I think it is important that ConVal spend about the same amount of money per student across the middle schools.	82%	73%	77%	78%	75%
One of the major reasons my family moved to this town is because there is an elementary school in it.	51%	50%	49%	36%	36%
Property values in this town are higher because there is an elementary school located in it.	39%	42%	44%	42%	36%
If ConVal can deliver the same academic rigor, I would prefer the district do that at a reduced cost to taxpayers.	63%	56%	64%	74%	68%
The community understands the finances of the ConVal school district.	32%	21%	15%	19%	22%
It would be fine if 5 th grade students were kept in each ConVal elementary school, instead of going to a middle school.	68%	75%	78%	71%	72%
A ConVal school with grades 7-12 under 1 roof would offer middle school students more positive benefits than negative impacts.	21%	15%	21%	35%	31%
A ConVal student should get the same curriculum and services, regardless of which town the student lives in.	98%	89%	91%	96%	91%
If research shows that multi-age classrooms (for example, students in grades 1 and 2 together) are good for student learning, then it would be okay for ConVal to implement them.	54%	53%	63%	62%	73%
The 8 ConVal elementary schools are not equal academically.	42%	43%	42%	39%	28%
The 8 ConVal elementary schools are not equal in extracurricular opportunities.	58%	53%	57%	43%	33%
The 2 current ConVal middle schools are not equal academically.	47%	29%	31%	32%	20%
The 2 current ConVal middle schools are not equal in extracurricular opportunities.	42%	28%	35%	36%	20%
If the research shows that a later start time for ConVal high school would benefit those students, then it would be good for ConVal to do that.	72%	72%	74%	74%	75%
The district's current school configuration, with low-enrollment elementary schools, is not the best use of financial resources.	39%	50%	56%	61%	60%
One of the best ways to ensure ConVal has great teachers is to offer salaries that are competitive regionally.	86%	88%	93%	90%	89%
I worry about how I will pay my tax bill each year.	35%	38%	40%	56%	44%

	% Strongly Agree + % Agree				
	18-30	31-40	41-50	51-60	61+
Our current property tax rates likely deter families from moving here.	56%	55%	53%	58%	55%
Our town lacks adequate space for community events or meetings.	26%	19%	22%	25%	17%

As long as the cost per student is not more than _____ different between the elementary schools, we should keep all the current ConVal elementary schools operational.

	18-30	31-40	41-50	51-60	61+
\$0	25%	32%	33%	41%	34%
\$1,500	36%	24%	22%	22%	21%
\$3,000	16%	11%	10%	10%	10%
\$4,500	7%	6%	8%	6%	6%
Other	15%	27%	28%	21%	29%

Once a ConVal elementary school has less than _____ students, we should consider closing it.

	18-30	31-40	41-50	51-60	61+
25	21%	21%	20%	17%	18%
50	23%	30%	24%	31%	31%
75	12%	11%	13%	14%	11%
100	12%	8%	12%	14%	9%
We should never close a local school.	32%	30%	31%	23%	31%

Asked of ConVal Parents

In which schools do you currently have children?

School	# of Respondents
Antrim ES	38
Bennington/Pierce ES	38
Dublin ES	41
Francestown ES	43
Greenfield ES	54
Hancock ES	46
Peterborough ES	87
Temple ES	31
Great Brook MS	96
South Meadow MS	110
ConVal HS	182

	% Strongly Agree + % Agree				
	18-30	31-40	41-50	51-60	61+
n =	13	177	200	54	15
All of my children had a great experience in their elementary school.		82%	85%	83%	
One or more of my children was sometimes the "odd one out" in elementary school.		25%	28%	28%	
All of my children formed friendships in their elementary school that lasted through high school.		63%	59%	77%	
Academically, one or more of my children was not well-prepared for middle school.		20%	19%	11%	
Our middle school does not offer some academic or extracurricular opportunities I would like my children to have.		42%	43%	35%	
Our high school does not offer some academic or extracurricular opportunities I would like my children to have.		33%	38%	37%	
School Board members from my community understand the educational needs of students.		31%	38%	26%	
I trust our school board members to make the best decisions for all students.		26%	31%	24%	

Note: Respondents who selected 'NA' (Not Applicable) were excluded from the percentage calculations as this response does not indicate either agreement or disagreement with the given statement.

Results By Parental Status

	% Strongly Agree + % Agree	
	Parent	Non-Parent
If ConVal student enrollment continues to decline, we should look at options for reducing the number of schools.	50%	62%
Students in really small classes (less than 10 students) are more likely to learn than students in classes with 20-25 students.	71%	62%
Other than perhaps a shorter bus ride, there is little student benefit to having an elementary school in a town.	22%	28%
I think it is important that ConVal spend about the same amount of money per student across the elementary schools.	75%	70%
I think it is important that ConVal spend about the same amount of money per student across the middle schools.	78%	74%
One of the major reasons my family moved to this town is because there is an elementary school in it.	56%	36%
Property values in this town are higher because there is an elementary school located in it.	43%	38%
If ConVal can deliver the same academic rigor, I would prefer the district do that at a reduced cost to taxpayers.	56%	70%
The community understands the finances of the ConVal school district.	21%	20%
It would be fine if 5 th grade students were kept in each ConVal elementary school, instead of going to a middle school.	72%	74%
A ConVal school with grades 7-12 under 1 roof would offer middle school students more positive benefits than negative impacts.	18%	30%
A ConVal student should get the same curriculum and services, regardless of which town the student lives in.	93%	91%
If research shows that multi-age classrooms (for example, students in grades 1 and 2 together) are good for student learning, then it would be okay for ConVal to implement them.	54%	68%
The 8 ConVal elementary schools are not equal academically.	42%	33%
The 8 ConVal elementary schools are not equal in extracurricular opportunities.	54%	39%
The 2 current ConVal middle schools are not equal academically.	33%	25%
The 2 current ConVal middle schools are not equal in extracurricular opportunities.	34%	26%
If the research shows that a later start time for ConVal high school would benefit those students, then it would be good for ConVal to do that.	72%	75%
The district's current school configuration, with low-enrollment elementary schools, is not the best use of financial resources.	52%	59%
One of the best ways to ensure ConVal has great teachers is to offer salaries that are competitive regionally.	94%	88%
I worry about how I will pay my tax bill each year.	38%	47%

	% Strongly Agree + % Agree	
	Parent	Non-Parent
Our current property tax rates likely deter families from moving here.	50%	57%
Our town lacks adequate space for community events or meetings.	21%	20%

As long as the cost per student is not more than _____ different between the elementary schools, we should keep all the current ConVal elementary schools operational.

	Parent	Non-Parent
\$0	30%	36%
\$1,500	24%	22%
\$3,000	10%	11%
\$4,500	7%	6%
Other	28%	25%

Once a ConVal elementary school has less than _____ students, we should consider closing it.

	Parent	Non-Parent
25	23%	18%
50	28%	29%
75	11%	13%
100	8%	12%
We should never close a local school.	31%	28%

Final Survey Question Responses

The final survey question was “We have asked you these questions to help your school district improve. If you have any other ideas or thoughts about how ConVal could be improved, please tell us here.

- ♦ - Outdoor time and learning is crucial to development and will help students immune systems
- No student should have to worry about whether or not they can afford food even high schoolers
- ♦ The reasons for consolidating the schools back in 1967 made sense back then based on the educational, demographic, social, and economic conditions of that time. Those same factors are no longer applicable to our current conditions. Our current

arrangement is unsustainable, and the board and administration has known about this for over a decade. The notion that having elementary students spend their first five years interacting with the same small cohort of students needs to be rethought. While it may benefit a few, it may not be in the best interests of others for their social, emotional, and academic growth. Children also learn by being exposed to the learning and reasoning styles of their peers and working cooperatively with a variety of students. In addition, considering our history of having very small class sizes, one would expect that our standardized measures of student learning would be much higher than it is and has been.

- ◆ *1. What will the cost to maintain an empty school building be less, more or about the same as it currently costs?*
- 2. Will staff lose their jobs if some schools are closed?*
Be sure to have data that honestly answers these 2 questions.
- ◆ *1. better pay to attract teachers*
- 2. Stop school vouchers*
- 3. Stop the state from telling teachers what they are allowed to say or not say in our schools.*
- 4. Teach parents how to respect teachers the way we did when our kids were in school.*
- ◆ *1. You need to apologize for the failed covid initiatives & bullying teachers into taking the experimental medical products known as vaccines. Take responsibility for your poor choices and re-evaluate how to best support student learning without coercing medical decisions. Follow the science and pledge to never again require masks for teachers or students. Some up with a plan to remediate the damage done by these failed policies.*
- 2. Make a commitment to keep medical decisions out of schools, including vaccine clinics.*
- 3. Continue pursuing legal avenues to ensure the state is paying for all of the mandated services and 'extras' required to educate a child, such as transportation and providing feminine hygiene products.*
- 4. Decrease administrative positions while also making administrators teach classes. Structure the district so the people making decisions are also faced with the day-to-day challenges and joys of educating children.*
- 5. Focus on work-readiness & trades instead of pushing kids to college.*
- 6. Focus on teaching kids how to think & evaluate using logic; nix the requirements for kids to memorize and regurgitate facts.*
- 7. Create a Capital Improvement Plan that can stabilize tax rates through thoughtful planning. Nearly every of the eight years I have lived in town we have been asked for millions of dollars for special projects that absolutely could have been planned for. As our population ages, it is increasingly important that tax rates remain stable. What I have seen is that our town's tax rate is based consistently on ConVal's budget & accounts for over 70% of our tax rate. And that rate keeps going up year after year, yet I see very little going to the educators. The priorities in our district seem backwards; it should be teachers first, materials second, then facilities, sports, administrators, etc. Temple's BAC & CIP have done a wonderful job in keeping our tax*

rate stable while focusing on the vital expenses that make our community desirable. Perhaps you should talk with those committees' long-term members for suggestions on how to improve the ConVal budget and expenditure planning.

- ◆ *5 th grade needs to be at the elementary school. A 10 year old getting up at 530 am to walk a mile to the bus stop for 620 in the dark most mornings because the bus doesn't drop the kids off at their houses in the small towns anymore once in middle school is a very serious concern ! A suggestion for easing into middle school as well is taking a look at the amount of kids coming in from town and possibly try to have them in a class with a fellow classmate . For sports how is a child supposed to try out for a sport offered at the school but even pick one as you can only play one sport and you are trying out for it all week?*
- ◆ *5th graders should stay in elementary schools, great brook should consolidate with SMS*
- ◆ *A lot of unknowns at this time, current student to teacher ratio in each school and each grade level. I don't believe mixing 7th and 8th graders with 11th & 12th graders is a good idea, too many opportunities for bullying. Home Ec and competency testing should be brought back (how to write a check, write a proper friendly & business letter, fill out an envelope, fill out a 1040EZ tax return, etc), not relying on electronics & technology to do thinking for our younger generations, etc etc etc*
- ◆ *A town fair, without an elementary school is a town entering a death spiral because young families will not arrive.*
- ◆ *About 15 years ago, our school board rep suggested that ConVal close Great Brook School, send all our students to South Meadow for 6-8, and keep all the 5th graders in their local elementary schools. If we had done that, we'd be in a better situation now and we probably would have save \$\$ in the bargain. Is it too late? I think if TES is closed, Temple has to look at the option of tuitioning students to Wilton, Milford, Mascenic, or ConVal, rather than being part of the ConVal district.*
- ◆ *Accountability for all - students, staff, and system. No more excuses*
- ◆ *accountability to students for education and to taxpayers that their money is used for education widely. Burnt out teachers and administrators should be replaced.*
- ◆ *Add 5-6 grades to town elementary schools and have middle school 7-9th grade. Upgrade the high school building so people actually want to send their kids to school there. Hire administrators who treat teachers and students with respect and value. Bring conval schools into the 21st century. Reducing money for education and increasing class sizes is not the way to do that.*
- ◆ *Add 5th grade to the elementary schools. 6,7 and 8th grade for middle school and 9,10, 11 and 12 for high school.*
- ◆ *Add childcare services for families in need. Conval could benefit as this could be an intern learning opportunity for the child growth class.*
- ◆ *Adjoining towns should combine elementary schools. For example Temple and Peterborough; Antrim and Bennington; Greenfield and Frankestown etc...*
- ◆ *Administration takes too much \$\$ - slim down admin in favor of teachers' salaries. Strengthen core subjects (reading, writing, math)*
- ◆ *Affordable housing to attract teachers*

- ◆ *Again - close PES - send children to the other schools . Less costly.*
- ◆ *All school districts have money being misdirected. Figure out how to streamline the budget by cutting frivolous spending, and keep the local elementary schools open. BTW ... frivolous spending might include lighted athletic fields and plush locker rooms ... neither of which make teams better.*
- ◆ *All students K - 8th grade should have outdoor recess!*
- ◆ *Any school closure should result in a downward adjustment of the school district budget and thus property taxes generally. For a period of years after a closure, give a greater downward adjustment on property taxes in locations suffering a closure to compensate for the loss of an amenity and corresponding loss in property value.*
- ◆ *Any scored extra space should consider how that extra space could be used to benefit the students & the community, as well as attracting more students and families.*
- ◆ *Appropriate consequences for bad behavior especially at the high school level. Fighting, sexual assaults, drugs are all largely ignored, and make for an unsafe environment.*
- ◆ *-Are you taking into consideration the money gained if ConVal wins its current lawsuit against the State of NH?*
-Challenging student behaviors are the problem- teachers need to see that a plan is being made to help with this problem or we will continue to lose staffing. Behavior issues are taking away from quality learning for all students. If class sizes increase with the unbeatable behavior we already have, we lose teachers.
- ◆ *As a former elementary school teacher and principal I believe children learn best when exposed to a critical number of other children. They need to experience a diversity of thinking and beliefs. Classrooms that are 8-10 students are too small for healthy social and learning environments.*
Low enrollment schools should be consolidated with other schools while keeping class sizes at optimal levels for learning. Fiscal equity and resources of every kind between schools should be the same. We can't have schools that offer more or less in recourses differ from town to town. The cost of operating low enrollment schools is just too much.
- ◆ *As a parent of a child with severe food allergies, we have found the schools to be lacking education and understanding. Each year we have to advocate and inform teachers and staff that our child has food allergies. More education and advocacy for students with food allergies would be greatly appreciated.*
- ◆ *As a parent of a recent graduate of the Conval school system I would say treating all schools the same as far as use of resources is important. Of course pay is a factor compared to other districts as well. Keeping all already strained resources paid by tax dollars within the already strained district like busing, use of paras etc. to Conval only. My child enjoyed all of his years in the district with both in school and extra carricular sports. Thriving in college now. His experience is why we bought a home here 19 years ago. Local schools were key in that decision.*
- ◆ *As a senior on a fixed income, think about seniors who would like to stay in their homes when you make your decisions. You are pricing us out of town!*
- ◆ *As a taxpayer, I would like to see better communication from the school districts to*

residents about how the schools are preparing students (e.g. graduation rates, math, science, reading, writing and other competencies, etc.). I am also interested in monitoring staffing levels and staffing credentials. Are we affected by the current shortage of special education, math, science, and business teachers in NH? What is the plan to address such shortages now and in the future? What is the plan to get Conval High School onto the list of top 25 high schools in NH?

- ◆ As much as we all dislike the idea of sharing elementary schools, it may be more practical in some instances.

I think we need to look at towns with low enrollment, and consider how best to meet the needs of our students, families and community members. For instance, Bennington and Frankestown elementary are approx 10 minutes apart, and could be joined without major impact to how long children spend on the bus. The few students each year from Sharon could attend Temple, instead. Hancock and Dublin are perhaps too far away from each other and surrounding options, but perhaps could go through 5th grade, with K&1, 2&3 as combined classrooms. Greenfield could also go through 5th grade as an option if enrollment is a barrier to keeping that school open, as well as the option to attend Frankestown/Bennington Elementary or Peterborough Elementary.

This is however, a double-edged sword; if we close an elementary school or two due to low enrollment we may actually further deter young families from moving into the area because of not having an elementary school in town. We need to be very careful about making sure these little ones are close to home, and not spending more than 40 minutes on the bus to and from schools.

- ◆ At least 2 schools need to be closed and those students may attend the next closest school in the district. We need to stop paying for nursing staff at the smallest schools. We need to increase teacher wages to recruit and retain them.
- ◆ Attention to curriculum, reduction in the number of administrators
- ◆ Attracting more teachers at the high school level in the math, science and engineering departments. Understanding why so many teachers leave the district, to work in other districts.
- ◆ ban possession of cell phones during school hours, ban use of calculator use in math, math teaches logic and problem solving, calculators negate these lessons, dress code, get rid of block scheduling for many reasons, teenagers can't concentrate for more than 45 min. or so, students should take math and english for four years so when they move on, they have some memory of it, seniors end up with too much free and wasted time.
- ◆ Be better with your messaging - Most people are not aware that these meeting were/are evening happening.
- ◆ Be more frugal and use the resources we have! Increased spending and increased salaries will not help any of us in the long term. It does NOT cost thousands of dollars a year to educate a student well. If that were the case our enrollment would be going up, instead it's dropping drastically as parents realize the quality is going down while the cost continues to skyrocket!
- ◆ be sure to hire qualified and certified teachers and aides

- ◆ *Be very careful how you handle and school closures in towns, especially in those towns in which the elementary school is the de facto community center for families and children*
- ◆ *Because of the dramatic increase in property taxes over the last ten years, the district should concentrate on ways to reduce costs while maintaining focus on core educational concepts (reading, writing, math, science, history/civics). When those savings are realized, they need to be passed back to the taxpayer.*
- ◆ *Become efficient. We have a high per student cost and consolidation may help. Temple and Bennington rankings are very low state wide. Efficiency may produce productivity and better learning capabilities*
- ◆ *Become more efficient. The rankings of Temple and Francestown are among the worst in the state.*
- ◆ *Before trying to consolidate schools, the district should look at why the enrollment is low and continues to decrease. ConVal schools do not offer great academics, maybe if the curriculum and what and how it was being taught was better then people would actually want their kids enrolled in conval schools. I am a ConVal graduate, as is my husband, we moved to Antrim specifically for AES and GBS and ended up pulling our children out and seemed out alternative options.*
- ◆ *Better curriculum, education focused, less attention on gender or social issues. Quit wasting money and time, conval in general is a disaster. The education is lacking. The elementary school isn't actually what deters me most from enrolling my children back in public schools, SMS and the high school are a much bigger deterrent. Take out those schools and send the kids to fill up their own elementary school buildings with k-12.*
- ◆ *Better facilities*
Promote more CTE opportunities and space
- ◆ *Better Ms and hs bus routes. Students are on busses for over an hour and need to swap busses. 5th graders should not be on busses w 12th graders. Ms and hs should be 2 separate and distinct routes.*
- ◆ *Better support for the schools for from the Superentend office.*
- ◆ *Both my kids went to conval but now I pay through the nose in taxes with no kids in school for years. Time for that to change if we want to keep our retirees!*
- ◆ *Bring 5th and 6th graders back to local schools and combine grades.*
- ◆ *Bring 5th graders back to elementary schools, create 1 junior high at SMS (especially since district does not own Great Brook building).*
- ◆ *Bring kids together from schools in nearby towns to do programs together, but have most programming in their local school.*
- ◆ *Bringing the 5th graders to the elementary schools and combining the middle schools would be a great benefit to all of Conval.*
- ◆ *Bus all children at the same time with transfers for middle and high school at the elementary schools. Pick children up at their driveways instead of central bus stops. Put 5th grade back in elementary school. If consolidating elementary schools limit to 20 students per class max. Only do this is the financial relief is clear. We chose our home 2 years ago for the small town and small classroom sizes. Conval does not rank high academically (Greatschools.org) but we considered everything else the district*

had going for itself and settled here with an elementary and middle schooler at the time. Had there not been small elementary schools, we would likely have kept looking. Kids need the added benefit of time with a teacher and we know this first hand from having been in large schools previously. Kids should not be numbers. Music and art should be offered more often in elementary school and schools should combine for concerts, art shows, etc. That would allow the elementary kids the same opportunities in all locations.

- ◆ *Bussing young children to a big elementary school is not a good solution.*
- ◆ *Can we change the district articles first before deciding what to do about small sized schools. It will be nearly impossible to get the 2/3 votes needed to close a school now that Peterborough residents must vote in March for the school district elections and then in May for town elections! People will. One to amend the articles before having to decide about closing a specific school*
- ◆ *categorically reduce the cost per student, and refocus on basic education, home work, use text books not computers, stop toying with children*
- ◆ *Celebrate our community schools, instead of working to try and close them every few years.*
- ◆ *Certified specialists, such as speech and occupational therapy assistants, should be paid as such (versus being on the para scale). Likewise, licensed clinicians should have their own pay scale, and not be on the teachers' scale.*
- ◆ *Change administration....the climate of education is changing. Many people are leaving the schools because of poor performance, lack of education, behavior issues of students, political items being brought into schools.*
- ◆ *Change the funding formula of public schools in NH; higher salaries for teachers, better training for teachers, more outdoor programs for students, more art for students...*
- ◆ *Charter school impacts*
- ◆ *Children may do better with individual sport rather than team competitive sports such as football. It would be a safer environment for them also.*
- ◆ *Clear cost and data available- so people can make educated decisions.*
- ◆ *close both of the middle schools. Elementary schools shift to K - 6 or 7. HS goes from Grade 7 or 8 through 12 with a junior and a senior HS in the same building.*
- ◆ *Close Great Brook middle school and close Temple and Frankestown elementary schools.*

On the Conval school budget ballot, it should not be stated that the "School Board recommends this". If this recommendation by the School Board continues then it should also be stated that if passed then your taxes or rent would likely increase.

- ◆ *Close the low attendance elementary schools! Do not keep 5th graders there. In the smaller towns the kids have already been together with the same 10 - 20 kids for 5 years. They need to be exposed to other kids.*
- ◆ *Close the middle schools and make the elementary schools a K-6 and the high school a 7-12 grade school.*
- ◆ *Close under-utilized elementary schools*

I know it was part of the original SAU 1 agreement, but we cannot afford them all today - it is a shrinking, not growing, district.

- ◆ *Closure of any school should be accompanied by district support for the repurposing of the building through measures such as aid in establishing a TIF district for the site, creation of a development corporation or foundation, assistance in acquiring state and/or federal aid. OR, as part of the deal, the district should temporarily invest in establishing a Conval Site Redevelopment Authority to help all affected towns to transition. In other words, don't just throw affected towns out into the cold.*
- ◆ *Combine schools and save money.*
- ◆ *Combine some elementary schools, for the good of the students. Give them an opportunity for more interaction with other children and educational challenges*
- ◆ *Combine the middle schools.*
- ◆ *combine the two middle schools into the high school*
- ◆ *Combining elementary schools will provide greater opportunities for kids to learn, grow, socialize, participate in activities and develop their individual gifts. It will also provide more services (IEPs, academic support, non-academic programs such as sports/arts) by combining resources and utilizing the awesome teaching staff.*
- ◆ *combining grades would be a good use of resources I believe and it's been shown to be beneficial to students.*
- ◆ *Combining the elementary schools into three or four is a great idea. Keeping two middle schools gives students a chance to reinvent themselves when they get to high school. Otherwise, it is just a high school for 8 years.*
- ◆ *Commit to a plan of energy independence throughout the district by 2035. Continue to challenge the state's irresponsibility regarding the funding of education.*
- ◆ *Communication between the school and the town is very poor. Many towns in NH utilize their school and school grounds for community events and ConVal is not open to collaborations for large scale community events. Also, there are many nonprofits offering services that could help families in the school district and there are barriers to providing this critical information through the schools. There is always a message that the school doesn't want to be perceived as "supporting" one nonprofit over the other when all we want is to help the families of our community be informed about their options, choices, and services available to them.*
- ◆ *Complete the survey and take action on it, you will not be able to please everyone*
- ◆ *Comprehensive marketing strategies undertaken by the school district to bring more students into the system. The school district needs to operate more like a business. You can't shrink your way to greatness. I've never seen an add dor the conval school district. Not in print, electronic media, broadcast media or social networks. Nothing. And yet to simply accept that more and more kids are going to either private schools or home schooling with no efforts whatsoever to counter the trend. What happens if you continue to lose students? More closures? What a losing strategy. Do the hard thing and fight for the kids.*
- ◆ *Condense elementary schools and combine middle school. Keep middle and high school seperate*
- ◆ *Consider creative ways to keep the elementary schools open such as combining grades*

(it has been successfully done) and adding 5th grade to the school. I think it is important to keep the little ones close to home.

- ◆ *consider including a "fact sheet" or refence to figures at the start of the survey that provides context to the school situation. For example # of schools, enrollment, cost per student, trends, etc.*
- ◆ *Consider public magnet schools.*
- ◆ *Consider selling off the two middle schools, keeping K-6 in elementary schools (all towns), and make HS for grades 7-12.*
- ◆ *Consider shifting Town of Sharon students to Temple Elementary from PES if that helps balance lower enrollment numbers*
- ◆ *Consider using a building/buildings as an Early childhood center that houses grades preschool-2nd.*
- ◆ *Consolidate*
- ◆ *Consolidate elementary schools*
- ◆ *Consolidate the elementary schools. Peterborough (and potentially a northern elementary school in Antrim). Use the money from closing/selling the small schools to build additional rooms (maybe a K-1 building on the campus, or just additional rooms...if needed).*
- ◆ *Consolidate the middle schools into one in Peterborough. Have all elementary schools K-6*
- ◆ *Consolidate the middle schools, put 5th grade back at elementary schools.*
- ◆ *Consolidating elementary schools will give students more varied opportunities, both academic and extracurricular. Maintaining a school for 30+ students restricts what they can do and who they can meet. I feel that maintaining the local elementary school is unreasonable when other options are readily apparent.*
- ◆ *Consolidating our schools and developing and implementing a plan for relationship and community building. The changes and transition would be very difficult for some, but absolutely could be achieved.*
- ◆ *consolidating schools isn't the only way to cut costs, the budget is bloated in many other areas*
- ◆ *Consolidation is a terrible idea. The loss of an elementary school in Hancock would be detrimental to the growth of our community.*
- ◆ *Consolidation/Reconfiguration is the only option that will provide adequate equity for our students.*
- ◆ *Continue down the path of consolidation.*
- ◆ *Continue these discussions....*
- ◆ *Continue with the goal for preschool for all. If the elementary or other schools need volunteers, publicize it in the various town newsletters. I understand the limitation of district staff, but if you want town people to express opinions on the schools, you need to supply more information like articles in the Ledger, in the town's newsletters. I read both. Have the school board reps do presentations at their town libraries on whatever needs covering. I'm a retired resident, who worked for Conval for almost 3 decades, and I hear almost nothing about the district unless I seek out employees (who are crazy busy and hard working).*

- ◆ *Contributing feedback without understanding costs savings or impact on current staff is neglecting a big community piece. Please consider sharing some numbers so that citizens aren't only making comments based on how they feel without knowing potential impacts on students, taxpayers, individual towns, etc. Thank you.*
- ◆ *ConVal is a good district. The problem is statewide by inadequate funding for public education and reliance on property taxes.*
- ◆ *ConVal needs help*
- ◆ *ConVal SAU 1 should consist of one regional high school and one regional middle school in Peterborough, and Great Brook should be used as a school for students who have special educational needs due to learning difficulties, physical disabilities, or behavioral problems - this school should have highly trained SPED teachers, a low student/teacher ratio, and specific individualized IEP that take into account, for example, an autistic child's unique learning needs such as freedom to move about the classroom, using a fidget device, etc.*

Each elementary school should be "returned" to its town, in whole, under the jurisdiction of its town's government. The running of the school, its tax base, etc. will all be decided at the most basic local level - by its town's citizens. That way, small towns will not have to take on the burden of an overtaxed and mismanaged SAU 1 school district, in its current configuration.

- ◆ *Conval School district serves many. Education is the key to our societies progress. Even though times are challenging cutting costs in education should not be an option. My son graduated from the Conval School District w/ a good education. I want good educating institutions to remain. Children are our future.*
- ◆ *Conval seems to have too many administrators and specialists.*
- ◆ *Conval teachers need more time to collaborate within the building. Our contract hours start 5 minutes before students arrive and end 10 minutes after they leave. This leaves no contracted time to attend meetings and it is expected that we do this on our own time (unpaid). The contract is very vague about this. We need more contracted time and compensation increase so that teachers can be more effective.*
- ◆ *Conval would benefit tremendously if Sanunu and Edelbutt would reverse their push to defund public schools by diverting federal and state dollars to "voucher" program schools many of which do not have to meet the same educational and service standards as public schools. I find this VERY UPSETTING.*
- ◆ *ConVal's total budget is heavily skewed toward classroom and administrative payroll. Closing elementary schools to shift students to "surviving" schools won't save that much classroom payroll. More students would have to be bussed adding to expenses. Empty schools have to be either mothballed or converted at additional expense. Some might think there are big savings in shutting schools, but the savings are small versus the decline of the community and an erosion of property values. Instead, a serious review and reduction of administrative expenses, and shifting a few grade levels (such as 5th to the elementary schools) would be a solution. I know that school administrators are reluctant to cut their own expenses unless forced. Before any elementary school is even considered for closing, the district's administrative staff has*

- to be at a minimal level.
- ◆ *Coordinate district wide specials/planning by time and grade level so same grade teachers can zoom/e-meet for better collaboration.*
 - ◆ *Costs need to go down as enrollment goes down . The reverse is also true. Seems like we have not managed this well.*
 - ◆ *Create a long term plan with milestones at 2,5,10,20 years. Transparency with the plan for community understanding and buy in,*
 - ◆ *Create magnet school for some of elementary schools i.e. STEM; foreign languages.*
 - ◆ *Creative thinking is needed - not just a yes/no question to close down the local schools. What is best for the students and provides the best outcome?*
 - ◆ *Current policies for disciplining behavior problem students aren't working. If a student throws a tantrum, the rest of the class has to leave the classroom, sometimes for up to an hour or more.*
 - ◆ *Cut the management staff*
 - ◆ *Cut the salaries in the Superintendent office.*
 - ◆ *Decisions about the configuration our district should be driven by educational goals, not money. Public education in NH needs our full support. Funding is becoming increasingly political and efforts to underfund public education and redirect tax dollars to the private sector hurt our students and teachers.*
 - ◆ *Dissolve the District. The model has outlived it's usefulness. Towns can decide if they want to fund a community grade school for grades k-5 and use a town funded voucher system for grades 6-12.*
 - ◆ *Diversity in program, instruction, and books. If we can't find staff of color give our students of color something to look at and look up to. Model the world around us not just the people in the district. Prepare the students for a future outside of district.*
 - ◆ *Do not close any of the elementary schools. There is growth and all of the towns and if we close any of them, what will we do in the future when we need the space? There are 90 proposed workforce housing units alone in Peterborough. If you move Temple and Dublin to Peterborough, there will not be room for any other new students. The class sizes will increase and the children will suffer please please please do not close any schools.*
 - ◆ *DO NOT CLOSE ELEMENTARY SCHOOLS!! A town is nothing without it. if you remove them, it's like tearing out an essential organ. Add preschool, add office space for vetted businesses, but do NOT close the school.*
 - ◆ *Do not close the elementary schools. This survey has questions slanted towards that outcome.*
 - ◆ *Do not have students currently but will in a few years.*
Upper level administration is over paid
2 weeks of unpaid teacher training in august for new teachers is not equatable to other districts
Close elementary schools at the end of their lifespans. Many of us remember Hancock and greenfield elementary being built.
Do not put 5th/6th graders with high school kids.
 - ◆ *Do not make the mistake of considering Peterborough the center of the universe!*

Especially that sick factory building you're calling the middle school. And I'll bet half the staff can't name the EIGHT ConVal towns.

- ◆ *Do what is needed to bring quality teachers to this area.*
- ◆ *Do whatever you can to keep all elementary schools open.*
- ◆ *Don't close down Hancock Elementary. Keep the classes small. Nothing else to say about this.*
- ◆ *Don't close any elementary school. Students benefit from smaller classes. More 1:1 learning time with teachers. Smaller schools are a place of comfort*
- ◆ *DON'T CLOSE ANY SCHOOL. EVER.*
- ◆ *Don't close schools*
- ◆ *don't dismiss multi-age/grade classrooms. They can be more versatile and meet the needs of kids whose academic abilities are mismatched with their social/emotional age.*
- ◆ *Don't take any more Federal funding*
- ◆ *Each town funds their elementary school, co-funds their middle school, and co-funds the high school.... to the standards set by the district for educational equity between schools.*

It would be helpful if the options presented include financial projections, and a population / demographic sensitivity analysis

- ◆ *Educational meetings that include the charter and private schools input and why people are choosing those options over public education.*
- ◆ *Effort should be made to improve affordable housing, workforce housing, accessory, dwelling units, and increasing the number of families and children in our communities, as well as projecting such changes, before implementing changes in use of educational spaces that we may hopefully need in the future. There are many people seeking to move to this area, because of its educational and quality of life resources, who are stymied by the lack of affordable housing. As that is better addressed, School enrollments may increase returning the vibrancy and multigenerational strengths of our communities*
- ◆ *Elementary k-6. 1 Middle 7-8. 1-HS. Close GBS.*
- ◆ *Elementary school can be up to grade 8, add more grades to increase enrollment. Give neighboring towns an option on which school they attend.*
- ◆ *Elementary schools in ConVal with higher enrollment have lower performance scores. Lower enrollment allows for more classroom assistance and flexibility before an IEP needs to be written.*
- ◆ *Elementary schools should be consolidated. The current configuration is a waste of money and resources with such low enrollment.*
- ◆ *Elementary schools should remain in each town. 18 people in Sharon who have never had an elementary school should be weighed in with as much weight as 1 of 8 town should carry. The high school could be divided into wings separating middle school kids from High School kids as much as possible. Depending on the demographics 5th - 7th grade or 5th and 6th grade go back to elementary 7th and / or 8th grades could go to the high school. Close Middle schools and lease them out with an option to get*

- one back in 10 or 15 years in case the demographics reverse themselves over time.*
- ◆ *Eliminate Charter school and private school tax subsidies by law which at this time undermines our public schools.*
 - ◆ *Encourage home schoolers to see the benefits of participating in public schools*
 - ◆ *encourage more outdoor education and give more curriculum control back to teachers discretion*
 - ◆ *Ensure that students in ALL of our schools have the necessary support and resources re: emotional, behavioral, and mental health needs.*
 - ◆ *Equity between towns and especially middle schools is very important*
 - ◆ *Every town needs an elementary school. It is important to the towns sense of community. The school system needs to focus on education. This areas school rating has declined in the past 20 years*
 - ◆ *Expand trade programs for highschool aged children, and if elementary schools hit less than 25 kids combine that school with the next lowest, certainly do not combine all of them and have massive classes*
 - ◆ *Extend the grade levels in the elementary schools to make full use of available space. If considering closing Temple elementary school consider a Charter School which may keep kids in the town who otherwise would leave town to go to another private school.*
 - ◆ *Families with elementary age children should have more options than to bus their 6 year olds to school 30-45 minutes away from their parents. Forcing people to send their kids to PES is not going to magically increase the number of young families moving to Peterborough. No one can afford to live here.*
 - ◆ *financial decisions for our schools should be made like any other business, not just throwing tax dollars at them.*
 - ◆ *Find better teachers*
Keep the same teachers longer
Stop shuffling staff around
Kids need roots, stability and consistency
 - ◆ *First start with 1 Middle School with the same extracurricular activities and curriculum options.*
 - ◆ *Focus education on the basics STEM.*
 - ◆ *Focus on academics*
 - ◆ *Focus on better recruitment and retention to combat misinformation about public school, to ensure not losing enrollment to homeschool and charter schools*
 - ◆ *Focus on the basic fundamentals of education and not the bells and whistles. Cut extra curricular activities. It's about the needs not the wants regardless of other schools or districts.*
 - ◆ *For many, strong academics and athletics attract and retain students. When either wane, families look for alternatives. Cost-cutting measures need to come from other opportunities.*
 - ◆ *Foreign languages should be taught in grades 1-12;*
Euclid's Elements should be taught;
The schools should adopt the Great Books Program;

Classes should be taught using the Socratic method

- ◆ *Further investment in smaller/weaker schools to establish international baccalaureate and specialized satellite offerings (arts focused, STEM) to attract students to tuition in from the region or be more appealing in lieu of homeschooling.*
- ◆ *Gather the number of students who have been pulled out of ConVal and compare to before pandemic numbers.*
- ◆ *Get a new superintendent who practices accountability, communication, and transparency and leads the administration*
- ◆ *Get affordable housing in all Conval towns which would attract families with school age kids*
- ◆ *Get back to letting the teachers teach and parents parent - recently there has been too much outside influence and interference on the administration from "helicopter" parents who are now not helping their children learn valuable life lessons through their education.*
- ◆ *Get back to the basics of math, science, english, history. It's pretty poor that many of our students don't graduate with the necessary skills to write a resume , a letter, or balance a checkbook.*
- ◆ *Get rid of Administrators to lower costs. Superintendents salary should be tied to learning outcomes, hiring and retention of excellent teachers, and having a world class curriculum at a lower cost per student.*
- ◆ *Get rid of the teachers union there should have been school and staffing cuts years ago*
- ◆ *Get rid of vouchers and the "choice" myth (stealing money from public schools)*
- ◆ *Get the State to put equivalent standards on 'home-schoolers' as many of these children aren't being educated by parents who know little about education but know about play time.*
- ◆ *Getting rid of smaller class sizes is detrimental to children and teachers. Having more schools offers parents more options (we're in Peterborough, the preschool was full and we were sent to Hancock and there are 6/8or 9 students who are also from Peterborough). I would not send my children to school if there were 20+ children in his class.*

We chose to move here due to convals reputation and have seen it steadily decline. This is not and should not be a numbers game. These are our children and the future of everything. What we put into them at home and at school matters. It matters way more than politics or money. Same for the teachers.

- ◆ *Given the current state of childcare-
I think It might be beneficial to provide before and after school care .*
- ◆ *Given the reduction in the # of students, the quality of the education should be getting better. ConVal still has low proficiency in Science and Math. Additionally, most of our >\$10K in taxes goes to the School District -- that's concerning especially when proficiency scores aren't great. I realize that they're not great in the majority of NH -- but IF CONVAL could get our scores up in math, science -- PEOPLE WOULD WANT TO MOVE TO CONVAL. Right now, it's becoming a 'retirement community' and that's*

concerning. Additionally, how many foreign languages are taught in the ConVal system? do a line item assessment of what the foreign language program is costing us -- AND REDUCE it to help save taxpayer \$\$\$\$. Teach Spanish, and lose the others because we can't afford it.

- ◆ Go to a classis education model. Make the schools large enough to offer shop, plumbing and basic electrical classes
- ◆ Good salaries and benefits attract and retain good teachers and staff.
- ◆ Grades 6 through 12 on the same campus would be okay if there could be a separate wing for the grades 6 and 7 classes.
- ◆ Greatest concern would be reconfiguring the whole district and having a population boom 10 years from now only to not have the option of using the elementary schools any longer and needing to build more schools. Close tiny schools, redistribute those small towns between bigger town's elementary schools, keep the middle schools and the high school the same. This eliminates buildings without completely rearranging the district.
- ◆ Have administrative interns put in a different school than their current position/location while earning their degree.
- ◆ Have elementary school grades 1-6
Middle school 7-8
High school 9-12
- ◆ Have elementary students ride the bus earlier than high school.
Put grades kindergarten to 6th grades in each elementary school.
Close middle schools- Peterborough and Antrim and put 7-12 in HS
First choice would be one middle school for 7 & 8 plus HS
stop smoking and doing drugs in schools- is there a police officer in the HS?
[redacted]
- ◆ Have K-6 in each elementary school, grades 7-8 at Conval. Close both middle schools
- ◆ Have student teachers assist in classrooms and teaching assistants for all classrooms
- ◆ Having elementary run through 5th or 6th grade is how it used to be. A lot of kids are not ready to do middle school in 5th grade.
- ◆ Having high school kids help at their local elementary school (1/2 day per week per high school student) might help the elementary be a more important part of the local community. Maintain the connection for all students to their local building.
- ◆ Having just moved our children to ConVal from a very large district, we are thrilled with the schools so far. Our children previously endured large, overcrowded classrooms and extremely over extended teachers. This situation left the majority of children lost in the shuffle, in front of screens doing hours of "educational" computer games instead of receiving small group face time with teachers. Here at ConVal, they have excelled and improved by leaps and bounds due to the reasonable class sizes and actual engagement with teachers in both elementary and middle school.
- ◆ High school should start no earlier than 10:00 AM. Move all classes (Middle through High School) to a project based learning model with collaboration between disciplines. To enable collaboration Teachers would use their Wednesdays for collaborative planning. Classes would run only 4 days a week for students with Wednesday for

Teacher prep day and while students work under supervision by part time (one day a week permanent substitutes) on their projects.

- ◆ *Hour long bus rides are not acceptable for any grade.*
- ◆ *How about financial accountability? Get rid of top heavy administration and lower admin salaries. Have administrative salaries linked to accountability to citizens. Make school boards more accountable to citizens and have more citizen friendly meetings. Publicize what is actually happening at schools regularly such as curriculum changes. Decrease money spent on sports and pay teachers more. Allow townspeople to take classes free of charge. Partner with community colleges and Keene State to offer HS kids classes. Offer those of us who are long time educators volunteer opportunities to support classroom teachers.*
- ◆ *I am a [redacted] with similar issues. It is not an easy one to unpack. I would be helpful in this survey to be able to know the enrollment of each school.*
- ◆ *I am a homeschool mom. Many of my fellow homeschool parents refuse to put their children in public education because of the liberal agenda. Address that issue and you will grow your numbers. The "Left" has ruined traditional education. My son is now in college and my daughter is a HS junior and I never would let either of them attend ConVal because of that. You lose families with strong family values and I am willing to pay double to not have your liberal agenda indoctrinate my children, I love them too much. Homeschools has doubled since Covid, parents saw what was being taught and realized their children weren't safe with the concepts being covered within the textbooks. We were a single parent income home and we sold our larger home and relocated to afford to homeschool and it is was worth the sacrifice.*
- ◆ *I am a recently retired ConVal employee who worked across all eight elementary schools [redacted]. This gave me a unique perspective on the similarities/differences and challenges between these schools. The smallest elementary schools are wonderful each in their own ways however the inequities between the larger and smaller schools is a great concern. And as a ConVal resident for over 35 years, I understand why families in the smallest communities want to maintain their schools. I am wondering what it would take to 'convince' these families that reconfiguration is a reasonable plan.*
- ◆ *I am almost 40 and went to Elementary, Middle, and High schools in the Conval District. The most beneficial part of my learning experience was the smaller classes. I had no extra learning needs however, the teachers weren't as stressed with smaller numbers and they were really able to learn their students needs. If parents wanted bigger classes, they would send their kids to Keene or Milford.*
- ◆ *I am concerned about the districts reasoning for consolidation, and do not trust that the reasoning is in the best interest of learners. Any decision moving forward must be about adequate education for all. That is not currently the practice, and it is disheartening.*
- ◆ *I am new to the district and do not have any ideas at this time. I hope to learn more as time goes by.*
- ◆ *I am thinking that small schools are not the problem, you seem to be trying to solve a different problem by making small towns lose a big part of the reason they like living*

- here. Schools will get to the correct size if you work with us, rather than against us.
- ◆ *I am very disappointed with the way some of these questions, and this initial town meeting, was presented. In particular, the token surveys. All of the answers are incredibly skewed, forcing us to pick between the best of 4 terrible answers. In addition, why can no one give us responses to the questions we have asked. What is the actual cost of keeping our school open? Why do we keep getting told that each student will have a similar learning experience if put in the same school, when we all know in reality, that will never happen. Well paid, engaged teachers; Small class sizes; A supportive town and community; These are things that make up a great school. We understand that small schools are expensive to keep open. I keep hearing that it will save money to close the schools and this money can be put to better use or perhaps even save the taxpayer. We know this money will never be seen by the actual taxpayer—it just sounds good. As far as actual money savings if the school is closed—how do we accommodate larger class sizes when these students have to be absorbed into Peterborough Elementary? Do we have to look for additional teachers/aides or just pay the current teachers? Do we need to add on classrooms? what happens to the empty school buildings and how does that affect property values in those towns? What happens to the high test scores of DCS students when added/averaged into that of others? These are all questions I would like answered, and I think most town members do as well. The token surveys are ridiculous, and I am very disappointed in the format of tonight’s meeting and so-called survey. I feel it is a way to generate the information you want and then be able to present a “solution”.*
 - ◆ *I answered no to attending a community event in the past 6 months, but the use of the elementary school for town meetings (two this year) is vitally important.*
 - ◆ *I appreciate ConVal dedicating the resources to conduct this study. As a parent of elementary school kids in one of the more rural towns in the district (Francestown), we value having the school close by when everything else in our lives seems to be ~30 minutes away. We worry about declining enrollment and class sizes (both our kids have 7 kids in their grades). Although I believe a recent study indicated that Francestown had some of the highest learning metrics/scores which may be correlated to the small class sizes, below a certain number the options for friends and interactions become very limited. We feel that the multi-age classrooms have been working well at FES, which may help address the issue. It's too bad that we are losing so many potential students to charter schools and homeschooling. Perhaps it would be beneficial to conduct outreach to these families, find out why they aren't participating in public schools, and see what changes, if any, could be made to address their concerns (you may already be doing this as part of this study). If we need to consolidate, it would be great if there were a way to have a contingency plan to reverse the decision and reoccupy the elementary schools if enrollment trends upward again, but I realize this may not be practical with needing to continue owning and maintaining the empty buildings. I look forward to attending the meetings and hearing what other ideas are being considered. Thanks!*
 - ◆ *I attended two large centralized rural school districts in northern New York State in the 1960s and 1970s. I think it actually helped in many ways to have local communities*

sharing one elementary school and a single 7 - 12 school. My graduating class had 85 students. Note: questions don't provide an option for childless couples who have never had a child in a school of any kind. A simple alternate "not applicable" choice on some of the questions would have allowed for a more accurate and honest answer. That said, I do believe in the value of strong well-funded local school systems. They benefit communities in many ways.

- ◆ *I believe combining schools gives a better experience to the kids for extracurricular activities. Clearly the number of home schooled kids says something about our elementary school*
- ◆ *I believe Conval has done a great job thus far with involving the community and being transparent. I would love to see more community involvement in the school, and I believe that schools link small communities together. Thank you for a chance to voice our opinion.*
- ◆ *I believe in Conval and how we all fit together. All of our differences are unique and that is something to celebrate.*
- ◆ *I believe that condensing for the needs of the community would be best to utilize tax dollars more effectively such as paying more for current educators, or lessen the taxes in the town to promote younger generations to move here.*
- ◆ *I believe the district would greatly benefit from a curriculum coordinator at the elementary level, especially if 8 schools continue. There are significant discrepancies, upward of 35% differences, from town to town in proficiency levels in reading and math . There is a direct correlation between resource, town socioeconomic differences and overall risk factors and proficiency levels. Having the schools separated by town perpetuates this. I would be curious to dig into data of honors and AP level enrollment by town, over the past 5-10 years, to see where the students live and who have the opportunity to enroll in rigorous academics at the high school.*

Historically the curriculum has been aligned through a same is equal method in effort to ensure all elementary students have been exposed to the same material. The students are coming into school at radically different levels of readiness. This can also be correlated to the needs of the town. If students remain in a homogeneously grouped environment with the same curriculum for the first 5-6 years of education, rather than identifying needs of specific students and building curriculum based on needs we potentially track students by town.

The curriculum and professional development needs must be addressed in a systematic way at the elementary level, regardless of in order for students to reach their fullest potential and have access to educational opportunities at the middle and high school.

Having multiple principal models over time at the elementary school has also been difficult. While this seems to have been a necessary solution to an unsustainable situation for 8 elementary schools, it also perpetuated constance changes in leadership where systems are difficult to build and sustain for all schools without elementary curriculum coordinators who help guide all aspects of Core curriculum and MTSS-B systems.

- ◆ *I concerned that the community has not been educated by prismatic on the actual cost*

of keeping the small schools and what students are truly missing . My opinion is that we have reached a situation where we are not able to staff the schools appropriately and safely. Special Ed services have been missed by many students while staff have had to attend to other behavioral crisis for years. Other support staff like nursing are at a critical point . We have so many students with medical needs across the district in elementary schools who deserve to have all the same services . This is proving to be almost impossible on staff!

- ◆ *I do not believe my child requires an IEP. I think the school is going after extra money.*
- ◆ *I do not have empirical data to demonstrate this, but anecdotally, it does seem as though there is inequity in middle school outcomes (stronger academic/social-emotional skills coming from the SMS pipeline). I don't claim to know what to do about it, but it's concerning.*
- ◆ *I do not think closing an elementary school will lower my taxes in any way. The school budget will never be less. They will never ask for less on the budget at voting time whether we close a school or not. This isn't the solution to proper conval budget management.*
- ◆ *I do wonder what the plan is to redistribute the students as some schools have an overpopulation. Is the cost of shutting the school down worth the savings with the new increase in bussing? What before/after school programs could go into place to help especially with possibly empty buildings?*
Conval needs to pay its teachers better as the quality of educators is very telling based off the low salaries compared to surrounding districts.
- ◆ *I don't have children attending ConVal anymore so I'm a bit out of touch. The biggest issue most of us care about is taxes always seem to go up. This will drive away people that want to live here with no children. The focus should be on what can be done to raise money for ConVal without putting more burden on residents. 70% of my town taxes are used to pay for ConVal. Close schools that are costing way to much money to maintain based on student enrollment.*
- ◆ *I don't think that closing elementary schools is the answer. The idea of pulling back 5th (and maybe 6th depending on space) to their respective elementary schools and combining the middle schools is a good idea in my opinion. This allows the smaller settings and the smaller communities to stay together, and then offers the middle school ages more opportunity. This is how Conant (jaffrey/rindge) is setup. I'm not sure how well the 7-12 works for them, though. I'd like to see the middle school remain separate from 9-12. This also allows us not to close buildings that have been recently built for each towns elementary school.*
- ◆ *I elected to take my children out of the Conval school system because of poor academic offerings.*
- ◆ *I feel that our experience at the Hancock School was a wonderful community feel. Great Brook is just a bigger community but still offers the close knit family feel. It offers wonderful extra curricular choices in and after school. I would hate to see that all go away.*

Having a charter school, multiple private schools k-8, and students home schooling has to make a difference in our #s. Has the board researched and learned why these

- students have chosen to not part of the ConVal school? Maybe there's answers there.
- ◆ *I feel this survey and process does not give room for discussion and for nuanced and creative ideas. I feel this whole process is biased with loaded and leading questions. I am very disappointed.*
 - ◆ *I feel very strongly that the best approach would be to bring grades 5 and 6 back to the elementary schools and create a grades 7-12 middle/high school. My K-12 schooling in a public school district in Maine followed this model and I was disappointed that it did not exist in the ConVal school district. It was wonderful only attending two schools over 13 years, and with 7 years at one school, and 6 years in another, it created a real sense of community in each school and a strong connection to the school. All of the schools were large enough to feel vibrant and offer a lot of resources/opportunities without being overly large. There were zero problems with having 10-12 year olds with the youngest elementary students, and 12-14 year olds with the high schoolers. The smallest one or two elementary schools may still need to be consolidated, but I think this K-6/7-12 model is the best overall solution to our current problem. The two middle schools and possibly one elementary school could close and save a lot of money while possibly only removing one (or maybe no) elementary schools from the individual towns.*
 - ◆ *I grew up in Hancock, started Hancock Elementary in [redacted] with 9 first graders. Then one moved. Part of the day, some second graders would come for a reading group. After that year, we were always in combined classes with either the grade below or above us. We loved this. My older sister's class could decide to go to PMS (now south meadow) or stay in Hancock for 6th grade. Then my year topped-out at 5th, my brother was end of Gen-X so start of a new baby boom and he never had combined classes and HES topped-out for him at 4th grade. Quit it with all the bunk admins. We had 1 teacher only including teaching principals. There was a travelling Title 1 aide. It was idyllic and we were well educated. I did the Extended Learning Program with kids from Greenfield and Bennington. One year I did a Fridays at PMS with the Peterborough ELP kids. It was great. 20 years ago I did marketing for a major Mass K-12 architecture firm in Boston. We already saw the backside of the baby bubble built into the demographics. You brought in slick firms to convince Hancock to destroy its gorgeous old high school for the soulless gray block. Move back to the old 4-room elementary school if you must, but don't leave towns without a school. [redacted] The towns won't recover losing a school. I send my kids to a charter school because of the crap you teach, but having a local elementary school was still a factor when I returned to NH.*
 - ◆ *I grew up in the area and attended ConVal. At the time, I lived in Frankestown. Having come from a private school out of town, it was very apparent the lack of programs for gifted children at FES and GBS. I actually really like the ideas of combining grades. Prior to attending FES, the school I attended had grades 2-4 all in the same class room with 2 teachers (a teacher and an aid). In a situation like this, it's quite possible and convenient enough to allow students to learn at whatever level they are already at. For an example: in second grade, I attended math with the 3rd graders. FES had no ability to accommodate something like this.*

Once I reached ConVal, it became quite apparent to me that GBS did not have the same resources as SMS. Now that I have a young child of my own, my husband and I are attempting to plan ahead and all of these changes will definitely impact our decision on where we send our daughter to school. Currently, we are leaning toward sending her to the Well, but for the moment, we would not move to a town that attends Greatbrook

- ◆ *I grew up with two grades, eventually three, in one classroom and received the highest education (long waiting list.) Good education does not depend on numbers but on EXCELLENT TEACHERS. PUT THE MONEY INTO ED. STAFF, NOT BUILDINGS. Also closing schools would save energy and resources.*
- ◆ *I have a friend in another district that would enroll her child at Conval if she was able.*
- ◆ *I have been through this situation in both my home school district and school district where I worked. It is painful and controversial, but the economics and learning needs of the students need to be most important.*
- ◆ *I have experience working with children re: mental health. I believe that too small classrooms can have a negative impact especially for a child who doesn't "fit" with his/her classmates. Very small schools also can have fewer resources, e.g school nurse, counselor, PE, art and music teachers as well as less opportunity for sports, band, chorus. For me it's not about the money but about the children.*
- ◆ *I have grandchildren in conval and care deeply about its future. I am working to help bring more young families to this town. But, we clearly need to consolidate.*
- ◆ *I have grandchildren in the district, raised my children in the district and I also attended. Spent 30 years working in the schools, now subbing. We need to make some changes. Top heavy admin needs to change, more pay for paras and subs to entice them to come. Adults need to take the reins and not leave it to the students.*
- ◆ *I have granddaughters who attend high school which they loved when they started but as juniors they tell me the atmosphere among students is toxic and seems disregarded by teachers and staff. For the first time they don't like going to school. I don't know what to suggest bc I don't know the roots of the problem.*
- ◆ *I have heard negative stories from parents of ConVal high school students about behavioral and safety issues at the school. I am currently not sure I want to send my children to ConVal for high school, and I know other parents who feel similarly. How can ConVal be innovative and progressive in addressing current mental health, social, and behavioral concerns presenting along high school students?
Separately—or maybe related—is the high school start time. Research on the benefits of later start times has been available for more than two decades. Currently a ConVal bus goes by my house at 6:15am; there is no way this is good for teens. A neighbor family drives their kid to school instead so he can get more sleep. ConVal should strongly consider implementing a later start time for the high school.*
- ◆ *I have only been seriously interacting with the district for just over 2 years now, but so far, I feel positively about the district's performance. No district will be perfect. I do think foreign language education is extremely important in navigating our world today and in the foreseeable future.*

- ◆ *I have witnessed a notable degree of variability in academic rigor (as well as social emotional support, support for neurodiversity, etc.), simply as it relates to individual differences in teachers. Greater availability and encouragement of researched based curriculum and continuing education as well as support for implementation i.e. mentors and learning communities across schools could help to reduce this.*
- ◆ *I haven't seen this yet, but it perhaps has already occurred. I'd like us to take a look at how the small towns around us (Lyndeborough, Mont Vernon, etc.) continue to support their small schools without threatening to close them. I'd also like there to be STRONG consideration for the many, many benefits to the small schools and how positive it has been for the children. Why couldn't extracurriculars be shared but the schools be left alone? Why not put more kids back into the smaller schools? Why not define what the need is to keep the schools operational and then outsource some of the planning/fundraising, etc.?*
- ◆ *I hope the SAU is able to provide residents of the district with more information during this phase of evaluation than survey results. It is difficult to have a thoughtful conversation with more information than just declining enrollment concerns. For instance, it would be useful to know the capacity and useful life of existing facilities, as compared to current and projected enrollment rates and current budgetary resources; it would be helpful to know how the schools compare to each other academically/student:teacher ratio/extracurricular/etc. from a more factual standpoint. I hope this study provides us with more information to have informed opinion. I'm not sure the answers in this survey will be reliable in gauging support based on the questions asked and how they were formulated.*
- ◆ *I like the idea of moving 5th and 6th graders back to elementary and then having a jr/sr high school 7-12.*
- ◆ *I personally went to a 2-school system. Elementary was k-6, and a combined junior/senior high. I feel like the junior/senior high was ideal, as it let us see what high school was like, and gave us access to all of the sports and academic opportunities the high school had.*
- ◆ *I pulled my children out of the conval schools because of the poor academics, lack of school spirit and community support as well as an inadequate athletic complex to support year round training.*
- ◆ *I strongly believe that each town should have its own elementary school, even if it is small.*
- ◆ *I support adding schools when enrollment increases but we must do the opposite when enrollment declines. There is no longer a need for two middle schools and all the additional expenses associated with operating them.*
- ◆ *I think 9 towns is too much to bring together for high school. We live in furthest corner at one of last bus stops so to be involved in events and school things is costly in gas and time without considering activity fees and such*
- ◆ *I think certain towns could combine some of the elementary schools without a huge impact to bus travel times. My child goes to SMS and I love the school. I don't know much about Great Brooke.*
- ◆ *I think Conval's problems lie more in the lack of discipline and appropriate*

- consequences for bad behavior, and a mediocre academic program. Things like fighting and sexual assault are ignored, there is too much "on line" or screen generated education and not enough interaction between students and teachers.
- ◆ *I think elementary schools should be K-5 at minimum and middle schools 6-8.*
 - ◆ *I think keeping the youngest children closest to home and with the shortest bus rides is very important to their physical and mental health, and to their ability to learn.*
 - ◆ *I think relief from the effort, every few years, to close small elementary schools would improve the ConVal school district. Hosting events at our elementary schools that welcome the wider community might help keep support for these schools.*
 - ◆ *I think some schools need to consolidate for financial and logistical reasons but maintaining as many community schools as possible is best for each town.*
 - ◆ *I think that having schools in every town doesn't make sense. I think there should be 3 major schools within each district, and parents shouldn't have to pay extra if they don't live in the district to send their child there. I think having 1 elementary school in some towns is unnecessary we could use that space better, and having schools in towns that don't offer sports doesn't make sense either. For example: Greenfield elementary should go to Peterborough elementary. I think how the grades are set up per school is fine.*
 - ◆ *I think that the only thing I would say is that for busing, if there are not many kids on the bus, maybe a consolidation of buses, routes etc. or even having larger vans instead of large buses to help with gasoline costs.*
 - ◆ *I think the best solution is to close both middle schools, and make the local schools K-8. If Peterborough Elementary doesn't have room for K-8 then the 7 and 8 grades could be housed in a wing of the high school.*
 - ◆ *I think the primary concern of the school district should be offering a quality product. There are a lot of people in the area who actively choose alternative schools largely based on quality, not cost.*
 - ◆ *I think the school district should partner with businesses to brainstorm ways to utilize buildings that do not have many students. Small business opportunities? Technical opportunities for businesses and elementary children?*
 - ◆ *I think there should be forums that are not town specific. People in Peterborough are not worried about their schools closing. They will have very different input than those in the smaller towns. It would be educational for both small and larger towns to hear the feedback from the others.*
 - ◆ *I think we need to look at how to reduce transportation costs - by reducing the number of routes or spoke-ing routes across town lines. Social emotional and academic impacts all need to be taken into consideration.*
 - ◆ *I thought we voted to provide preschool and I thought there would be no charge to the participating families. We should do this.*
 - ◆ *I used to work in the district schools, combine Frankestown and Bennington elementary, Temple to Peterborough, In favor of keeping 2 middle schools, but all 5th graders go to middle schools. Do not think there should only be one middle school.*
 - ◆ *I want my son who is now 3 to be able to go to a vocational school as I did to learn a trade.*

- ◆ *I went to school in the Boston area. I liked the grades separated as they were: Elementary 1-6; Junior High School: 7-9; High School 10-12. I believe that it's more age appropriate to have the grades separated in this manner. I think it's better to keep children in grade 8*
- ◆ *I went to school in the city and the grades were k to 6 middle school was 7-9 and high school was 10- 12*
- ◆ *I wish the inclusion of behaviorally challenged children (specifically elem level, although probably all grades) didn't create such a huge disruption to the learning of the kids that are ready to learn. I feel like these behaviours actually "steal" time/attention from the rest of the class.*
- ◆ *I wish this messaging was more focused on what respected, recognized educational research tells us about what will help kids learn best. I have no qualifications or background information to answer these questions other than my own experience & the experience of my kids. I'm trusting the school board and school administration to make decisions based on what widely accepted research in the field indicates is best for the education of kids. I feel like we are trying to reinvent the wheel here. What does educational research tell us about the MOST IMPORTANT things a kids needs in order to learn? Focusing primarily on dollars per student seems misguided to me. We all want excellent schools for all kids in all towns. My guess is that smaller & closer does not always equal better. Are test scores higher in the smaller schools of the district? Even if the scores are higher... do we know for certain that they are higher because of the size of the school? I don't know the research... but my gut tells me that a supported, engaging, qualified, & well-compensated teacher in a robust and rigorous community of learners will matter more to education outcomes than having a classroom within 3 miles of my home. Shift the messaging focus here to what respected research says is best for learning. I'm in support of closing grossly underutilized buildings & believe a good argument can be made for an improved educational experience & improved quality of the district overall. Let's get the most "bang for our buck" to benefit ALL kids.*
- ◆ *I wonder if we can restructure like having a junior high building like a 5-6 only and 7-8 only.*
- ◆ *I work for the [redacted] Library, for context. When we, as library staff, inquired about having a library event at the school, the proposed fees were too high. My limited experience is that if there high fees associated with even another town organization using the school, it may not be having the best utilization.*
- ◆ *I would consider moving the 5th or even 6th grade students back into the elementary schools and close one of the middle schools.*
- ◆ *I would like to request that all data collected be made transparent as well as the proposal from the consultant leading this analysis. If the results are compelling, the proposed approach will likely be more trusted by the community. Transparency is key and right now it really feels like the School Board is working to build a case to save money rather than improve educational experience and a sustainable community in each of the smaller towns.*
- ◆ *I would like to see the \$ allocated for HES playground to be used for that purpose.*

- ◆ *I would like to see the elementary schools stay open in each town. Unfortunately our State doesn't seem to value public education and the current (and past for many years) formula for funding places the burden on property owners. That needs to change. I agree we aren't attracting young families because they can't afford to live in our towns. I'm not sure what the answer is, but I would hate to see the elementary schools close.*
- ◆ *I would recommend that you solicit outside help to recreate a questionnaire that is less biased, and reflects the true underlying facts and opinions currently being discussed.*
- ◆ *I would strongly prefer that the district keep and maintain elementary schools in all towns. In the current era of school choice, we need to recognize that school choice is already built in to our district. I would like to see the district make it easier for district students to attend schools outside their town if they so choose. This already happens in the district, but it is not well known.*
- ◆ *I would suggest instead of cutting the schools the school board looks for additional revenue sources ie renting out the school on Sundays etc for additional revenue to the tax payers*
- ◆ *I would want to hear from our teaching staff about what they feel is the best sizes for classes at the different levels, taking into account that learning involves the intellect, the emotion and the social.*
If the building could be physically separated inside, perhaps combining the middle school with the high school would present a cost savings and would not involve too long of a bus ride for our middle school students - especially if the upper school students start later. This would also allow for middle school students who are academically advanced to take courses at the high school.
- ◆ *I'd like to see the arts enrichment program returned.*
- ◆ *I'm concerned that this process is a means to justify a decision to consolidate schools that is already the goal of the SAU. That said, I'm not totally opposed to considering consolidation, but want an open and honest dialogue. If feel that that hiring of an outside party was a poor allocation of resources that seems like a set up to create data that supports a specific narrative. The wording and ambiguity of many of the questions seems to support this suspicion which is unfortunate as does the request for my email for follow up surveys which makes this anonymous seem much less than anonymous...*
I support the district, always vote for the budget, but really!?
- ◆ *I'm just curious why you were not interested in whether survey participants had children who went though schools in the district.*
- ◆ *I'd like more context regarding the budget. It is difficult to understand what is being spent per student if we are unclear on how much goes toward sports vs. academics vs. music vs. art...etc. etc. Perhaps computers aren't as necessary, but more hands-on opportunities. It is hard to talk about money per student and budget without this perspective.*
- ◆ *I'd love to see all local elementary schools remain, but realize the financial stress is significant.*
- ◆ *If a child rides a bus for an hour now and going to a school in their town what would it*

be like if they were sent to another town?

- ◆ *If an elementary school should be closed it should be Peterborough Elementary and those students should be sent to the closest small town elementary school*
- ◆ *If it turns out that the decision is to keep all the schools, why not close off part of each one and rent those rooms out to small businesses. This would produce income to offset costs.*
- ◆ *If the decision is made to close some of the elementary schools, then the schools with the most sound structure and adequate size should be the ones that remain open, regardless of which town(s) they are located in. We should be looking at maintenance costs as our guide to making this decision.*
We should only have one middle school. There are too many inconsistencies between the our two middle schools and this has been a problem for many years.
- ◆ *If the goal is to close smaller elementary schools... NOT ONLY will doing so conflict with the current "original" contract that every town will have it's own elementary school....how will those children be absorbed in the larger schools? There will be addl costs ie. transportation etc*
- ◆ *If the other smaller towns refuse to give up their elementary schools due to low enrollment then Conval really should consider leaving the district. Or let those towns carry the extra tax burden of keeping their schools open. For a side note: While my children have graduated already, it has only been 2 years since they have graduated and this has very much been an issue since they were in Middle School. Also for the survey, you need a better plan to get the word out. Many did not even know there was a survey that needed to be filled out.*
- ◆ *If the school board votes to close my local school down, I would strongly advocate for my town to withdraw from the Conval school district.*
- ◆ *if the towns want their elementary schools to stay open they should step up and pay the difference*
- ◆ *If there is any way for each town to keep its elementary school, that would be best. I do not favor combining middle school students with high school students. Maybe keep 1-5 in each town, have one middle school for 6-8?*
- ◆ *If town residents don't have children in the ConVal school system; their town taxes should be lower.*
- ◆ *If towns lose their elementary schools, young families with children will not buy houses in that town*
- ◆ *If we are going to keep the little schools I think we should turn them into charter schools or magnet schools--each having a unique focus. I think people would support that in a way that would eliminate the Articles of Agreement.*
- ◆ *If we are to save money by consolidating schools, I would like to see that money go back to taxpayers.*
- ◆ *If we do not consolidate schools, then there should be some additional use in the other half of the buildings that aren't being used (community child day care, elderly daycare, emotional health services, etc.) to help off-set the costs. In addition, renting out the meeting rooms and multi purpose rooms after school hours to non-school groups to generate revenue. If we are going to keep the buildings, switch them all to lower cost*

alternative energy sources.

- ◆ *If we want young people to live here we need child care supported by the town. Before school and after school as well.*
- ◆ *If you reduce schools you need to increase resources for things like Pre K, across 8 schools you already have a long wait list for next year. Make it easier on parents to sign up for pre k as well and track their place in line*
- ◆ *I'm a graduate of the ConVal school district and we had high hopes for it for our daughter, who is now 7. We tried a ConVal elementary school for one year (kindergarten) and while happy with her individual teacher, were so disappointed in the overall administrative approach and philosophy (from the Principal up to the Superintendent) that we decided to switch to private school. That disappointed included facing unnecessary barriers to volunteering in the classroom (even after COVID restrictions were lifted), limited outdoor time, overuse of screens, and ineffective approaches of dealing with children with behavior issues and special needs.*
- ◆ *I'm happy with Conval, except the elementary schools, for the good of the students there needs to be a large enough group of students for learning and socializing. Restructuring could help.*
- ◆ *I'm ok with reconfiguration of schools if it makes sense and provides better outcomes but my understanding is it's not a great savings to just close TES alone. I want to see creative options and a way for Temple residents to maintain access to the school building and have it be used!*
- ◆ *Implement professional governance thereby decreasing the amount of administrative positions presently. Administration in this district is too large for the number of employees and students Also, need to stop contracting services... quality is just not there from what I can tell and contracted employees seem to not have the commitment to the organization.*
- ◆ *improve by keeping schools in town not closing them.*
- ◆ *Improve the excellence of the teaching staff. I went to public schools most of my life, and 2 years in a private high school. The private high school was FAR superior to the public school I attended. I would like that quality of education for everyone in public schools. Teach traditional core subjects rigorously and well. Hire intelligent and capable teachers. Public schools I went to (schools that were highly regarded) hired mediocre teachers. Attending a private school was a great eye-opener (which is why I strongly favor charter schools).*
- ◆ *Improved athletic programs beginning at a young age. Improved behavioral intervention at an early stage. Better support for educators. More community involvement that actually has an impact on the outcome of things, not just voicing your opinion into open air with no action to follow.*
- ◆ *In my experience, smaller neighborhood schools serve the community better than large schools.*
- ◆ *Increase parent engagement opportunities like some parent education sessions and partnerships with community agencies and resources. Some families are really struggling and lack access to resources.*
- ◆ *Instead of 7- 12 grades together I wonder about a different split such as*

PreK-3 (multiple campuses)

4-7 (multiple campuses)

8-12

- ◆ *Instead of possibly closing Francestown elementary school why not try to keep as many francestown kids in Francestown instead of moving them to the different middle and high schools. So if Francestown is kindergarten-5th grade maybe keep kids till 7th or 8th grade in Francestown before they go to conval highschool*
- ◆ *Instead of threatening to close all of the small schools in outlying towns, close PES and send kids to the school they live closest to.*
- ◆ *Institute a performance improvement plan for all Conval staff - deliver pay based on the achievements of teachers and not just test scores. Reduce overhead by having fewer administrators that do NOT teach.*
- ◆ *It amazes me that we are still starting at ground zero. I had hoped that analytics would have started with the last round of investigation could be brought up to date and develop viable alternatives at this point in time. You also should be looking at how much each school pays for nursing, extra curricular services per school per student enrollment. I do not agree with funding TRUST funds every year and then spending that money with a vote meeting at the end of the school year. This district should run as a business with transparency. The middle class retirees will be the next level of taxpayers to leave this expensive school tax structure. Some folks do not have to worry about "living on a budget" that looks like inflation riddled swiss cheese. I believe only tax paying citizens should have the RIGHT to vote/spend money. Peterborough's request for money via taxation always seems to be in favor, but I for one would never afford Rivermead and the ability to build on all the beautiful land that MacDowell controls/owns is just sad. I am not sure if the requirement of living in district for the management of ConVal S.D. should be re-instated or not. I often wonder if having a vested interest in the school district would impact its operation. Change is needed!*
- ◆ *It is hard to answer some of the questions unless one were in every school on a regular basis. Because of this many replies can only be made on preference to what one thinks. Without knowing exact numbers of students to teacher ratios and the amount each town pay's in taxes toward school funding it could make for an unbalanced opinion.*
- ◆ *It is important to consider the larger impact on a community if it loses its school - fewer young people moving to the town, value of housing, viability of community...A small town without a school can become a kind of retirement community, then losing young family support for the community and creating other costs to the community.*
- ◆ *It is more important to fund robust education AND extracurricular programs to consolidated schools than keeping low census schools open.*
- ◆ *It seems a bit of a farce that taxes would be lowered by cutting education--my sense is that is a false flag. The taxes are outrageous -- we do not know as two working adults without children if we can afford to stay here...our taxes on less than 4 acres of land are 10,000 per year. How can we afford that when we retire... husband blue-collar worker, I am a teacher. We can stay for now but not long. sad.*

- ◆ *It seems that the small towns are at the whim of the larger Peterborough when it comes to items being passed at voting time - in regards to school district items - and yet it impacts the small towns immensely.*
- ◆ *It should be priority of the school district to keep students in their town elementary school. If there is low enrollment extra space in the school could be rented out for business or other enterprises that will not conflict with student learning.*
- ◆ *It would be interesting to look at how many highly paid administrators there are. I hear complaints that there are too many. I have no idea if this is true but let's talk about the structure of the system as well as the schools.*
- ◆ *It would be terribly stupid to close any elementary school. We have had this discussion disrupt forward progress over and over again. Can we please stop this and move on?*
- ◆ *Its not all about money... A sense of community..*
- ◆ *I've lived in the Conval district since its implementation and before that. I believe strongly in local schools. But I also realize the burden of the current financial impact and the changing demographics.*
- ◆ *Just do something, we've already wasted too much money and just be honest, the schools do not have rigor and have steadily declined academically for the past 15 years*
- ◆ *Just keep extremist "parents" away from my child's education.*
- ◆ *K-6 in ALL elementary schools, a single middle school at SMS and pre-K in Francestown*
- ◆ *K-7 school would be better than 5-12. Adolescents would have a chance to be mentors rather than be children in a school of young adults. Closing rural schools is detrimental to communities and makes it very hard on working parents. I have had children that graduated conval and had wonderful experiences*
- ◆ *Keep all elementary schools open K- 6, close both middle schools, high school 7-12*
- ◆ *Keep all elementary schools. Have one middle school, move 8th grade to the high school.*
- ◆ *Keep all elementary schools. Move the 5th and 6th graders to the elementary school. Close 1 or both middle schools.*
- ◆ *Keep all of the elementary schools.
Consider moving 5th grade back into schools. Consider charter schools or STEAM focused schools.*
- ◆ *Keep all the schools open*
- ◆ *keep class sizes small
pay teachers well*
- ◆ *Keep elementary school students through 5th grade at least.*
- ◆ *Keep improving the quality of the education as much as possible, enrich the students w culture and get them outside*
- ◆ *Keep it up, kiddo loves her school*
- ◆ *keep our public schools from privatizers under any guise.*
- ◆ *Keep schools open and demand that the State of New Hampshire pay the full amount per student that the district and its students are owed. Demand wealthy residents pay their fair share of taxes instead of putting the burden on working class homeowners.*
- ◆ *Keep social issues out of public schools*

- ◆ *Keep the elementary school in town! Perhaps reach out to wealthier residents who could help cover some expenses. If they can contribute to organizations such as Peterborough Players, then why not the Elementary School?*
- ◆ *Keep the elementary schools in the small towns, move grades 5-8 back to the town elementary schools. Send the high school students to Peterborough.*
- ◆ *Keep the elementary schools the way they are*
- ◆ *Keep the middle schools open and combine the elementary schools. Have Antrim and Bennington go to AES and the other towns go to Peterborough.*
- ◆ *Keep the schools open!!!!*
- ◆ *Keep these small elementary schools, please! They are magic. We moved here recently and my kids already feel a sense of community and belonging that they never in multiple years at past schools felt. They are safe, seen, and understood here. They are connected and feel like they can take risks and be fully, unabashedly themselves. They didn't before. That's the only way towards education. This is it.*
- ◆ *Keeping residents informed most important.*
- ◆ *later start hours for middle school and high school.*
- ◆ *later start time for high school; more outdoor time for all ages; choices for more challenging work for kids who are bored and want to be stretched academically*
- ◆ *Later starting time for Middle and High School.*
Second language class for everyone
- ◆ *Leave the elementary schools open*
- ◆ *Less administration. More staff in front of students.*
- ◆ *Less emphasis on sports. Important, yes, but 4+ days a week mandatory? C'mon!*
- ◆ *Less spending would be appreciated*
- ◆ *Let towns out of the district if the voters don't want to be in Conval.*
- ◆ *Listen and consult the community before making decisions that will or could affect our community. The covid situation in schools caused a mass exodus. Protocols parents objected to but had no recourse other than to homeschool, relocate or send to a charter caused low enrollment. No one asked us democratically about the funds that this consultation cost either.*

This time slot is absolutely unacceptable to get community feedback. It is highly biased towards taxpayers keeping costs down rather than parents which are clearly not representing their children here. Its overwhelmingly older people without kids in the schools. Look at the roster list! The parents with something worth hearing are at home feeding their kids and getting them ready for bed!!

- ◆ *Look at other options for keeping schools open. Send some PES students to other towns, etc. The district paid to build beautiful schools and they should be used. Keeping students in elementary schools is sound educational practice. Students can't participate in sports until later in middle school. The other activities could be managed by the smaller schools with more students there. Also, who decides which schools would possibly close??? Unfair to have some open and some close. Why does Hancock get preschool and not others? Bennington is not that much bigger either. The small towns with fewer students pay more per student so we should all be allowed to keep*

our kids there. 50/50 tax split and now you are asking us to lose our schools????? Shameful. If that happens the rate should change back, and we all know that would never happen. IT'S YOUR JOB TO KEEP THINGS FAIR AND EQUITABLE IN THE DISTRICT.

- ◆ *Look at top heavy administrative costs. School population has dropped and administrative costs have risen significantly. This makes no sense. We have opportunity for fabulous small schools with outstanding education but are bogged down with overly paid top administrators, too many administrative staff, poorly paid teachers, lack of good educational leadership. Small schools need 1 principal per school to provide direction and leadership. Possibly look at having grades pre-school to grade 6 in the elementary schools and 7-12 at Conval. Maybe get rid of the middle schools rather than the local elementary schools. Until the spending is looked at as a whole by an outside/nonbiased source, it is hard to say what the best reconfiguration would be and make a recommendation for the most cost effective way to provide excellent education. The excellent education definitely will not come from the overly staffed SAU offices. Maybe the district as a whole is too big and needs to split apart.*
- ◆ *look at your administrative expense. seems like you have too many people in administrative positions. consider a reduction in money spent on programs not directly related to learning.*
- ◆ *Looking at trying to compare schools based on academic rigor and activities isn't the end all. Each of these towns has different socioeconomic bases that need to be taken into account when looking at what they need.*
- ◆ *LOW ENROLLMENT SEEMS TO BE A MAJOR PROBLEM. MORE MONEY NEEDS TO BE SPENT ON THE CHILDREN'S EDUCATION AND LESS ON ADMINISTRATION. A TEACHERS JOB IS TO INSTILL INDEPENDENT THINKING NOT THE TEACHERS POLITICAL VIEWS.*
- ◆ *Lower taxes*
- ◆ *Lower the cost of salaries of certain teaching positions, benefits and SAU front office staff.*
- ◆ *Lower the operating costs of School District to lower property taxes better continuity with tax payers. Seems there is a divide now*
- ◆ *Maintain what you build. Don't expect drastic short term measures to work for the long term.*
- ◆ *Make a plan for the schools if they close, hopefully parents can buy into that.*
- ◆ *Make certain the district is right-sized for staff to be compliant with state reg's but eliminate truly unnecessary salaries and benefits*
- ◆ *Make school and other taxes like a lottery. By paying/filing your taxes you are automatically entered in a single winner program with a payout equal to the average property tax rate (everyone's tax bill would be raised by an amount equal to that (avg tax bill) divided by the number of taxable properties.*
- ◆ *Make sure CRT is not being taught*
- ◆ *Make sure the teachers are non-partisan, enthusiastic and good. There are solid duds in the schools now, I know. I believe the superintendent is one of the reasons we have a high turnover rate in educators.*
- ◆ *Make the cost to support it be <50% of my tax burden while not raising the overall tax level.*

- ◆ *Make the school available for a charter school for the region if it is to be re-purposed.*
- ◆ *Maybe hire a company that understands rural New England and our sense of community to help assess our particular needs. City folks don't get it, until they move here, then they love it!*
- ◆ *Merge middle and senior high under one roof. Repurpose middle school as housing, given the present crisis. If elementary are closed these too should become housing.*
- ◆ *Middle school is beneficial and should be kept. Some of the smaller elementary schools should be closed like FES and parents have the option to “permanently” transfer students to another elementary school open of their choice*
- ◆ *Money is not the only consideration here, although it is the guiding incentive for hiring the outside consultants, understandably. The quality of life that a local school provides ALL residents is as important as any other issue, finances included. Some of the questions we were asked on the survey were problematical for me, and appeared to be “leading questions”, which would automatically lead a reasonable answer to be in favor of consolidation. I am a homeowner, teacher, and a retired employee of the district. I do care about the budget -and efficient use of resources - but also feel that the state should be paying its share of the cost per pupil to unburden property tax payers, encourage young families to buy in our towns, and help to allow local schools to stay open. If NH supported its public schools more fully would that allow us to keep our 8 elementaries and both middle schools open?*
- ◆ *Money spent doesn’t matter if there is a lack of housing in the area for teachers or if teachers don’t get the support they need. The good teachers and the nice kids leave the school. The drugs are rampant, the state of kids mental health is extremely poor and it makes for a toxic learning environment. Pay the teachers enough to live on, bring in licensed mental health workers, let kids sleep longer in the morning so their brains work, and change the drug culture.*
- ◆ *more affordable housing in every town so more taxpayers can live here and properly fill the schools*
- ◆ *more and more, I am hearing from my middle schooler how the teachers are always upset, they cannot go to the bathroom and/or punishing all of the kids of a single incident. The ideas of how to punish these kids needs to be rethought and push out the teachers that no longer want to actually teach. Teaching is an art, not everyone has it. These kids can be cruel BUT they have to be teach without being angry.*
- ◆ *more communication and parent involvement at the middle and high school levels. Strong PTOS in the elementary schools make for a stronger community.*
- ◆ *More communication between the community and the school district*
- ◆ *More discipline and improved classroom control*
- ◆ *More dollars on education - teachers and resources - and less on administration.*
- ◆ *More emphasis on academics than sports*
- ◆ *More emphasis on the arts.*
- ◆ *More equity*
- ◆ *More focus on teachers and fewer Administrative personnel.*
- ◆ *More funding needs to get to Conval high school. They need to find a way to pay their teachers more competitive salaries to retain and gain better educators.*

- ◆ *More hands on and outdoor learning*
Life skills classes teaching money management, career counseling and sociology/ethics
- ◆ *More money doesn't solve problems. Creativity does. Letting great teachers do what's best for their students is part of that. Not keeping teachers who have demonstrated repeated failure to elevate their students capabilities is not. Top down dictatorial control is contrary to a good education. Shared principles dilute what could be effective leadership.*

Community involvement (passionate parents) should be incentivized to participate in the school. Parents in classrooms and leadership teams is effective. Cutting parents out of education (as was done during COVID) was terrible for the students and a disservice to teachers who can use more hands in the classroom.

- ◆ *more opportunities for engagement with residents who do not have children in the schools*
- ◆ *More outdoor time from K - 12. Many parts of Conval High School have no windows and use overhead florescent lighting in the classrooms which is not conducive to learning. It feels like Conval is not inclined to take learning outside and I wish that would change. Sun, fresh air and open environments do wonders for the brain and attention spans.*
- ◆ *more staffing, consistent expectations, training for new teachers from BCBA's on classroom management*
- ◆ *More support for teachers. It's always been a tough occupation, and it's only gotten more so with the pandemic and current political climate.*
- ◆ *More systematic and nurturing connections between people, groups, and organizations in the towns. In particular, mobilizing volunteers who are retired and have incredible talents, experiences, and skills to enrich the curriculum, classrooms, individual students, after-school programs, and to support our teachers. We are blessed with very talented retirees in every town.*
- ◆ *More transparency, better Administration*
- ◆ *Most of these questions here and in this room are focused on people with school aged kids. My oldest will attend kindergarten next year. I'm willing to pay more money in taxes to have an elementary here. It's very important to me. Also, these questions on the survey are biased or I lack any background info to make an informed decision. It would be helpful to have an N/A button too. I do thank you for the opportunity to provide input though!*
- ◆ *Move 5&6 back into every elementary school. Developmentally they are still elementary students. CLOSE Great Brook we don't need 2 middle schools. Move all 7-8 to SMS they will all be sent to Conval together anyway so why not move them in middle school which would be a better transition if they did 7th all together. Implement self contained special Ed classrooms throughout the district to meet the needs of IEP and 504 kids who disrupt regular Ed classes. That impacts learning every day and staff can't handle it. Also these behavioral kids, and kids with learning delays often find solidarity with students with similar struggles which can actually help them progress. They don't feel alone when they are with other kids similar to them instead*

of watching and comparing themselves to regular Ed kids.

[Redacted] PE teacher has the kids walking more than running. Have kids actually engage in full physical activity during PE each week. Stacking cups for the entire time or being inside on a beautiful day is ridiculous.

- ◆ *Move Temple into another neighboring district*
- ◆ *Moving the middle and high schools to a later start time- it is so difficult for students to get enough sleep when they have to get up at 5:30 or earlier just to catch the bus.*
- ◆ *My "undecided" indicate none of the choices fit, not that I do not have an opinion. Size of class and student learning depends on the topic and the students. Different extra curricular opportunities often indicate the passion of a staff member which may differ from school to school. The same basic curriculum may be taught using a variety of methods and should be because students learn in different ways. The two middle schools have worked hard to align curriculum. "People" need a variety of approaches to reach the same goal.*
- ◆ *My husband and I raised our children in the Conval district. They are grown now. I am a [redacted]. Our community schools are the heartbeat of the town. Family and community members gather for various events annually. In a community with an aging population we face the danger of becoming a ghost town region if we close our schools. People move here for the very reason of having a small community elementary school. Eliminating our elementary schools will remove the enticement of moving to this area. Move 5th and 6th grade back to elementary where they belong and consolidate the middle schools. This is the right thing to do to preserve our communities and our economy!*
- ◆ *My kids are grown, now in college. One of the greatest benefits to living in temple is the Elementary school. I don't see how anyone in their right mind would want a kindergartener-4th grade sitting on a Bus for an hour in the morning and an hour in the afternoon.*
- ◆ *My nephew left SMS because the school could not meet the needs of his IEP. Now he is homeschooling and I think that is a shame.*
- ◆ *My son attended school in Hancock in nursery and Readiness- grade 3 before we moved. He made good friends there and employs two of them in his company today. I believe one of the hallmarks of strong American education is small local elementary schools. I am a retired college professor. If you don't learn to love to learn and to love to read, it is very hard to make it through college.*
- ◆ *My son came up through the Conval school district K through 12 [redacted]. He fought hard standing with fellow students and parents when at GBS holding signs encouraging voters not to close GBS as those select board members from Temple and Lawyer from Peterborough attempted to manipulate and force. The communities resoundingly spoke and voted to keep GBS from closure not once but twice. My son has supported the Conval district and still is a contributing member of the community about to graduate [redacted]. The Conval district has had a plethora of great teachers, mentors, administrators. At one time I felt that young kids shouldn't be bussed out of their local town because of their age. I felt that way about the middle school students being bussed on the same buses as HS students because of the age*

difference and behaviors. But now I see the other side of things having no kid sin the Conval school system. However, having gone through this same debate in 2014 saving GBS, if in fact the numbers dictate that consolidation needs to happen, I propose consolidation only of the elementary schools, and don't touch GBS or SMS. As previously stated: Temple, Sharon, Dublin to PES. Francestown, Greenfield, Bennington, to AES.

- ◆ *Need a large theater in the high school.*
- ◆ *Need to downsize, reduce the tax burden. Acknowledge that families today prefer educational choice, and not all will choose the public option. Why should those who chose alternative options effectively be taxed twice.*
- ◆ *Need to keep educating the community about finances and demographics.*
- ◆ *No raises for teachers they are high enough*
- ◆ *No town should be required to subsidize another in order for the other to keep a low enrollment elementary school.*
- ◆ *Offer Dave Ramsey course curriculum.*
- ◆ *Offer more competitive salaries for educators, not administration, to attract more staff here and to have them stay.*
- ◆ *Offer open enrollement from other towns. We know of several families in neighboring towns (New Ipswich/Greenville) who would prefer to drive their kids to Temple Elementary School instead of using their local district.*
Allow students in the district like Sharon / Peterborough to attend Temple Elementary School if they prefer smaller class sizes than Peterborough Elementary offers.
Pull 5th and maybe 6th grade back to the Elementary Schools and potentially combine all 7th & 8th into the High School (or the adjacent middle school).
- ◆ *Offer school of choice*
Implement language immersion schools in towns with low enrollment and open up to students from other towns
- ◆ *Offering pre-K in schools would help with enrollment and the child care crisis that this state currently has.*
- ◆ *Once we get rid of Edelblut, I hope we'll stop giving vouchers for private schools. I hope the state will also give districts more flexibility so that they can start their own charter experiments within the district so that innovation is easier to test and roll out to other schools as appropriate. This would help students seeking a different environment and also attract creative teachers. I think the district needs to better promote their absolutely amazing CTE facility and program. Can they make use of the facility in the summer, maybe for a different audience than high school?*
- ◆ *Open borders for parents to choose the school to send their child to if they are willing to drive them to and from school.*
- ◆ *Parental involvement is a key to quality education. ConVal has a track record of inviting parental involvement and then completely ignoring the advice. I served on a committee to review sex education programs where a number of parents spent hours revising the program only to have the administration completely scrap the whole program.*
- ◆ *Past reconfiguration proposals have always been based on saving money rather than*

student comfort and learning. Small towns are always targeted. Why not consider out of the box solutions like closing the biggest school and distributing its students to the smaller schools?

- ◆ *Pay our teachers fairly; consolidate our schools to a workable configuration; Increase state funding to lessen the taxpayer burden; stop unfunded mandates from the legislature as it interferes with the time administration and teachers can devote to students*
- ◆ *Pay people appropriately, from maintenance to paras to teachers, forget leadership because they'll make what they make regardless. But they do NOT make the schools in the same way that other people who genuinely, truly impact the students do.*
- ◆ *Pay teachers a lot more. Do not fund "charter" schools like Lionheart. Bus students in smaller vehicles (vans?) Teach more basic skills--personal finance, English grammar and spelling, and trades. Place equal emphasis on preparing students for work as well as for college.*
- ◆ *Pay teachers so they can live their jobs. Stop asking teachers to parent the children.*
- ◆ *Pay the teachers above the prevailing rates.*
- ◆ *Pay therapy staff a reasonable competitive rate. Our schools are only as good as their teachers AND supports.*

Example: The bargaining agreement lists COTA starting comp @ \$16.25 hr. Someone can literally make double down the road in Wilton(granted it's not currently a full time role). You can also walk into an intro level ABA job in many school districts and private agencies for \$20-25 an hour and being a COTA is a skilled job with legitimate healthcare training, testing, and state licensure where as an ABA role needs 40 hours of videos and a high five to qualify. Under \$22 starting isn't going to attract competent staffing and \$25 is a more reasonable start in 2023.

Reference Salem, NH bargaining agreement for reasonable competitive wage for position.

- ◆ *Pay your starting teachers better. Help solve the housing crisis do they have a place to live.*
- ◆ *Pay your teachers and cut administration overhead*
- ◆ *Payroll Cuts to the School Administrators*
- ◆ *Perhaps more training for teachers regarding ADHD and positive/connected discipline*
- ◆ *Perterborough middle and elementary schools alway had more challenging curriculum than Bennington and Hancock*
- ◆ *PES is a fantastic school that could use a bit more guidance on play based methods and how to incorporate those aspects into the classrooms curriculum. Middle school needs more hands on work, handwriting practice, reading and play based curriculum would be very beneficial for their age group as well. It makes learning an experience while still covering all academic fields. Children learn tasks so much faster through play and hands on learning and there are multiple ways to implement these concepts in any/all schools.*
- ◆ *PES was a great place for our 27-year-old son to go to school. They had to add a fourth class each year for his age group because there were so many kids in that age cohort. After his age group passed to the next year, I believe they reduced to three classes*

again. Friends in Hancock, on the other hand, had tiny classes, and if their son didn't connect with the other two boys in his year, he was out of luck. Small class size can be great or painful, depending on the social dynamics and connection of the kids in each grade.

Combining kids from 2-3 smaller towns might be a great solution—not too far from home, yet increasing numbers per year of students.

- ◆ Peterborough needs a third preschool classroom to keep numbers reasonable.
- ◆ Please change the start time for middle and high schoolers until later in the morning such as 8am or 8:30am!! This would benefit our kids academically and mental health-wise.

Add an orchestra option to middle and high school please.

More robust academic and extracurricular options for middle and high school.

- ◆ Please CONSOLIDATE and be wiser with the budget. If we SOLD 3-4 elementary buildings we would save \$, improve student experiences and have more opportunities for teacher collaboration. Also, the preschool program is instrumental for our families. If we had the whole preschool program in only two buildings (north and south) that would save time and money in many ways. But, early intervention & education is crucial for the future of our children.

We should also have the opportunity to replace the entire school board.

- ◆ Please do not close FES!!! There are several young families in town having babies who plan on going there (myself included)
- ◆ Please don't close the local elementary schools.
- ◆ Please don't make my 6-year-old get on a bus and travel at least 30 to 40 minutes early in the morning and in the early evening just to get to school and back for kindergarten. I will move out of town before I do that
- ◆ Please have later start times for older kids. Bring back the ski program to the middle school. Offer languages in the middle school. Bring back community service hours.
- ◆ Please make your RFP and proposed scope of your plan public. All of the questions I have answered so far make it seem like there is a definitive direction even though Prismatic keeps reminding citizens that there is no specific direction.
- ◆ Please think carefully before closing the small elementary schools. I think I giant connections exist between school & town, between old & young people within our towns, its churches, library & organizations, that our youngsters never forget because they didn't just live here before & after school—that this truly is THEIR town & they will continue care what happens here.
- ◆ Possible grade level schools combining several towns, such as the middle schools currently do.

Possible early childhood education at all elementary schools.

Possible charter (arts, STEM, environmental, etc) at some of the elementary schools.

- ◆ previously noted under alternate use of elementary schools, villages, to remain, viable need: (elementary) school, post office, policing, church (or comparable), store (or similar informal gathering place), town offices — probably in that order of priority

- ◆ *Prior to moving to Peterborough, I was an administrator in a merged rural school district in [redacted] that was also spread across 250 hilly square miles and it had over 2,000 students after years of declining enrollment. And instead of 8 elementary schools, there were two pre-K through 4th grade schools - one in the northern portion of the district and one in the southern end. There was one 5th - 8th grade middle school and one 9th - 12th grade high school. The district was thriving. I believe there are no good reasons why Conval, with even less students, can't be successfully configured the same way.*
- ◆ *Property taxes are too high*
- ◆ *Property taxes need to be lowered. We are needing to move because taxes are too high to afford to live here in future if they are not significantly lower. My children attended Conval schools, from elementary to middle to high school, and reorganizing and restructuring schools would be beneficial. I do believe that certain extremely small populations of students currently attending elementary schools in perhaps wealthier towns with more pull or power to continue this trend is not equitable, and with reorganization and compromise, all students might be afforded a better and more equitable educational experience while decreasing costs per pupil.*
- ◆ *Provide the Data and Research that is informing these questions to add context.*
- ◆ *Provided that the district does not spend the entirety of savings as a result of closing schools, it would be favorable. Taxpayers are looking for relief.*
- ◆ *Publish enrollment by school & grade the annual school report.*
- ◆ *Push 5 & 6 back to elementary school, close the 2 smallest elementary schools and close the middle schools - push 7& 8 up to the high school. Too many schools!!! Need some efficiencies.*
- ◆ *Put 5th in elementary, maybe Consolidate gbs, sms, close smallest schools, money for teachers and additional staff!*
- ◆ *Put preschools in all of the Elementary Schools.
Offer use of the buildings for before and after-school child care.
Stop wasting money. The school board has been told on voting day, numerous times that the towns do not want their schools closed, yet they continue to waste taxpayer dollars on trying to figure out how to close them.*
- ◆ *Put the teachers back in the lunch rooms, play grounds but because of their union you most likely can't. Take away the cell phones.*
- ◆ *Quit pouring \$\$\$ into charter schools*
- ◆ *Raise academic standards for the same budget.
Insist that teachers' professional days be taken during summer months.
Increase the number of annual school days to 200.*
- ◆ *Reach out to community members besides parents to become involved with the schools.*
- ◆ *reading writing and math.*
- ◆ *Reassess how many paraprofessionals are needed at the high school level.*
- ◆ *Receive much better state support!*
- ◆ *Redefine bullying and stop the practice of letting it go.*
- ◆ *Redistrict grades k-6 to elementary schools and consolidate middle school if closing*

some elementary schools is not feasible.

- ◆ *Reduce admin staff, close middle schools*
- ◆ *Reduce administrative costs*
- ◆ *Reduce administrative overhead costs.*
- ◆ *Reduce administrative personnel*
- ◆ *Reduce administrators, combine middle and high school.*
- ◆ *Reduce Conval admin. Divert resources to non-Conval educational opportunities, like vouchers.*
- ◆ *Reduce cost to make it possible for seniors to live here. The Schools have put a real burden on us.*
- ◆ *Reduce number of schools, increase number of students per classroom. Young people like larger, not smaller, class sizes. Reduce administrative overhead,*
- ◆ *Reduce numbers and salaries of SAU. Too Heavy!*
- ◆ *Reduce the administrators, they continue to add costs with little benefit. We cannot keep inflating the administrative roles for the sake of education.*
- ◆ *Reducing property tax burden is important and consolidating schools makes sense due to declining enrollment. Doing nothing and continuing status quo doesn't make sense.*
- ◆ *Re-evaluate SAU staffing to assess potential for efficiencies at that level. In other words, ensure the analysis encompasses all staffing and services (IT, HR, Maintenance, Food Service, etc.), not just the individual schools.*
- ◆ *regionalization is the way to go*
- ◆ *Regular communication to the community about what's going on at the schools.*
- ◆ *Remote learning has many benefits*
- ◆ *Remote learning should be a part of this equation. Buildings should be reduced in number and size.*
- ◆ *Removing a school from a community is not helpful.*
- ◆ *Restructure the entire system. Private schools only. If you have a student you pay what it costs.*

Schools should not be payed for by taxation!

- ◆ *Revise the taxation system so the state pays for its share of school costs even if that means an income tax as a way to lessen property taxes.*
- ◆ *Salaries of SAU staff are high while teacher pay is average or slightly low*
- ◆ *School choice! That will tell you if the public school is good or not. Conval is the worst!*
- ◆ *school closing should be based on a % of max enrollment not an arbitrary cap*
- ◆ *School Leaders MUST better support teachers! Bring back behavior standards!*
Teachers deserve kids and parents respect. They shouldn't need to spend time and energy with political noise! It has evolved to a state of despair and apathy. This is a leadership issue. I am a management consultant- and help change these patterns in organizations regularly. I know many Conval parents and staff and come from a family of educators. This issue should be boiled down to a set of options that are fiscally sound and documented for broad understanding. Not typical consultant/legalese. I'd even volunteer to assist.
- ◆ *School starting at 9:00am.*
- ◆ *schools must be closed before the cost to educate 10 children in one building becomes*

- the source of excessive taxes.*
- ◆ *Schools need to stay in the towns. The only way to offset it would be significant property tax reductions with public audits to see where the money is actually going.*
 - ◆ *Share research about the impact of multiple age groups learning in the same classroom on learning and the impact socially of going to tiny schools.*
 - ◆ *should consider dissolving the district and giving families choices and tuition to attend area schools (public and private)*
 - ◆ *Since articles of agreement will unlikely be voted on by smaller towns to close a town elementary school I would like to see closing 1 middle school occur and then require all 5th and/or 6th grade students back to elementary schools.*
 - ◆ *Since I am married to a lifetime Francestown resident I can say that this school was way over built for this town. There are many families in town that choose to home school or send their children to private school. These employees can be transferred to another elementary school and the school should be closed. They dont even use half of the space from what I have been told.*
 - ◆ *Small classroom sizes have helped my children greatly.*
 - ◆ *Small consolidations would help (ex. bringing Francistown/Bennington children to Greenfield) with kids having more social interactions with a more diverse population of children. One large school would be too much and would take away from the benefits of small schools and class sizes.*
 - ◆ *Small schools are key attractors for families and benefit all. I moved to Temple for the small school and there are great benefits to the local*
 - ◆ *Small schools that share staff (rotating specialists) don't let kids develop the same connection with staff and curriculum the way that fully staffed schools can consistently provide. I think that is detrimental to the kids who live for specials (art, music, library, and wellness).*
 - ◆ *Smaller class size is important.*
 - ◆ *smaller class sizes*
increase teacher pay
later start time for high school
 - ◆ *SMS physically is a dump. One of the highest priorities in the district should be building a new middle school.*
 - ◆ *So many parents are homeschooling let parents who homeschool have a percentage of a tax reduction so they can use that money for there child or there childrens education.*
 - ◆ *Some elementary school have a high cost per student and extremely low rating. It is time to put the quality of the education over false convenience. It is also time to think about the tax payer. How much more can they afford and continue to live in the area.*
 - ◆ *Some of the questions seemed to me to be leading in nature. I think a clear statement of what the problems that need to be solved are should be at the beginning of the survey. If it is low enrollment than you should say what the current enrollment is in each elementary school is, what it would be if older kids were moved back, and what the current costs per student is in each school. If this survey is indicative of the thoroughness of what this contractor will do for Conval then I would say we should*

- save our money and put it to keeping the schools open.*
- ◆ *Some of the schools need to be combined.*
 - ◆ *Some of these questions are unfair because we do not have children in the elementary school but we do have 6 grandchildren with whom we are very involved.*
 - ◆ *Some of these questions should have a does not apply choice. Think outside the box to fund each town school. Smaller class sizes are better for learning. Pay the teachers well so they can afford to live here.*
 - ◆ *Some of these questions you didn't have the option to provide a desired answer..the quality and rigor of schooling is continuing to decline. The curriculum and values in the basics education standards are appalling students are leaving with mediocre or poor reading writing and math skills as well as life skills the only students receiving benefit are the honor or IEP students. The majority is merely sliding through the system. More counselors .. psychologists and support staff are needed and opportunities or requirements for extra support and tutoring should be provided.*
 - ◆ *Sometimes the football field lights are on when there is no game. This is awful light pollution and a waste of money. Also, Games should be scheduled during the day to avoid the cost of these bright lights.*
 - ◆ *Spent MORE on things that matter. Arts, science, research, travel, and immersion. Add a required internship component sophomore year to connect kids with opportunities and inspire them to make their last years useful. More sharing activities, like the showcase at ConVal (pre COVID) that showed kids their work mattered. EVERY kid needs to be given leadership opportunities and not just the same kids over and over. MORE money for guidance. Let the teachers focus on academics. Less making a behavior rule and applying it randomly.*
 - ◆ *Spend money and energy to engage with the community and boost enrollment. You are having the wrong conversation. Consolidating is a last ditch measure. Show people that public education is safe, fight their misconceptions, and win back their trust. I'd also like them to demand hard data from you, prismatic, on all of your conclusions. I was not at all impressed with the engagement of our town. Your questions, and stations were belittling. You too could do a better job of outreach to get feedback from the town. Spending only a day in each town is inadequate to forming an understanding around each schools function and importance.*
 - ◆ *Standardized tests are not evil. Teach to them if necessary and do well. The community desires for empirical performance metrics, not "edu-speak" especially external data.*
 - ◆ *Start at the top. The SAU has grown over the last 10 years. Put your \$54 million budget into hiring competent and certified staff who work directly with the students.*
 - ◆ *Stop focusing on parent happiness and money and take care of your staff and students*
 - ◆ *Stop having middle school and high school students on the same busses. Change from town only busses to location based pickup. My child Ms child is picked up 1+ hour before school starts and has to swap busses on order to get to and from school. Swapping busses is ridiculous!!!*
 - ◆ *Stop increasing the school budget, which increases taxes. Stop retaining funds not used during the year. Stop hiring new staff during the year to have reason to increase*

the budget. Stop threatening reduction of services to keep increased taxes. Stop creating new administrative staff positions.

- ◆ *Stop political agenda in an environment for our children*
- ◆ *Stop the aggressive spending, Get the administration under control. TEACH, DO NOT SPREAD YOUR PERSONAL AGENDA. Keep politics out of the school. Support ALL students but do not push the BS on everyone.*
- ◆ *Stop the spending, blue collar jobs are the future. Try harder to bring back the trades programs... locally not in new ipswich or Nashua.*
- ◆ *Stop the trans gender BS!! Kids do not need to be indoctrinated about sexual issues*
- ◆ *Stop threatening to close the elementary schools. If numbers are so important..send the town's fifth and sixth grade students back to their own town.*
- ◆ *Stop using taxpayer \$ for private/religious/home schooling!*
- ◆ *Stop wasting money*
- ◆ *Stop wasting money by coding students as disabled so you can justify hiring more teachers and aids... and for christ sake, half my taxes goto school and then you have the gall to stick out your hand if I want to watch a football game.*
- ◆ *stop wasting tax dollars by paying this consulting firm to change something we don't want changed, and have told you that many times over the years.*
- ◆ *Stop worrying about gender, identification, and worry about teaching these children academics,*
- ◆ *stricter standards. In the 17 years we have lived here the schools have gotten progressively worst. I was happy when my children were finished in the school district*
- ◆ *Student population has dropped by 1,000 students over the years, but the SAU/ administrative staff continues to grow. When is someone going to look at the top to make cuts and reductions. We automatically jump to cutting schools. Start with cutting administration and operating budget. I've heard from some familiar with the district that you could easily cut \$5 to \$8 million from the operating budget and have little to no impact. Someone needs to do a deep dive into operating expenses. I would argue the School Board should do that, unfortunately nowadays it seems School Board representatives no longer represent the towns from which they come. They used to be the Town's representative to the School Board. Now they refer to themselves as School Board Representative from a town. the School Board should be holding the Administration in check, that does not appear to be happening at ConVal.*
- ◆ *Students are all individuals. Some will thrive in a very small, local setting while others will thrive best in a big school. There's no one answer to "what's best for students" - it's not a helpful question. Cost per student IS central as school taxes are burdensome for many.*
- ◆ *Students do not need the absolute latest and most expensive equipment to learn. Also, parents of school age children should bear more of the cost of public education than fixed income retirees.*
- ◆ *Students need a cohort. They are more likely to have that cohort within a larger school community. Small schools can't offer this.*
- ◆ *Study successful school districts in NH and compare ConVal's performance and operations with them.*

- ◆ *Tax in Temple are going in the wrong direction - we pay more in property tax then we did in Bedford NH -- around \$1500 cheaper in Bedford NH.*
- ◆ *Tax payers have stated many times that community schools are an important and valued area of small town culture. Listen to the people and Stop trying to close them. Don't waste more taxpayer dollars to find out what we have already heard. Find another way to save money. School vouchers and the states inability to be fiscally responsible make things difficult and unfair. But let's find a way to maintain some of the best parts of our district. Small schools are like hidden gems and should be cherished.*
- ◆ *Tax payers support the budget. Therefore they support having a school in each town. If they were to do anything, combine middle schools and bring 5th and maybe 6th back to elementary.*
- ◆ *Teach kids cursive and stop teaching them to be liberals*
- ◆ *Teach life skills not just to take a test, learn how each child learns and teach to that. Stop assuming everyone learns the same way. Teach children to think for themselves. Homework should be for if a student is struggling with a concept it should not be mandatory for the children who clearly understand the material. Take bullying seriously.*
- ◆ *Teach the students there are only two genders exist (Science) to pro-create as with all species, and stop teaching them that it's ok to act like a cat or something they are NOT! That would be a mental issue and should be treated as such...*
- ◆ *Teacher pay really needs to be increased. This area is a challenge to afford on such low wages. We will continue to lose teachers, as they simply can't afford to live and teach here. Not when other districts can pay higher wages.*
- ◆ *Teachers need to make enough money to be attracted to the job. A lot of teachers have to get a second job to make the ends meet if they work in our district and it's just not worth it.*
Bigger classes really need a paraeducator paired with each classroom. There's too many different learning levels in big groups that there is always somebody not getting the support they need. Students are often neglecting their own work because of distraction or because their classmates needs are greater.
- ◆ *Teachers/paraprofessionals in closed schools could be used in open schools to give extra help to special students. A plus for the extra help and as no one loses their jobs.*
- ◆ *Tell us how the ConVal students do compared with other, similar schools.*
- ◆ *Temple Elementary School is an absolute treasure. With 3 young elementary aged children of anything about the school were to change I would most likely move out of district.*
- ◆ *Thank you for finally taking concrete steps towards solving this long-standing issue.*
- ◆ *The administration and school board has shown a distinct lack of concern for the cost of education in the district. We need fewer schools, fewer administrators, and use the savings to better compensate teachers and relieve the tax burden on the towns.*
- ◆ *The admistration costs have risen dramatically even though there are approximately 1,000 less students. Work on cutting the budget*
- ◆ *the best resource are the teachers - they need good pay and benefits.*

- ◆ *The community needs to be educated on that smaller class size does not mean better education experience. Hiring the best teachers is what will influence children's education the most.*
- ◆ *The consolidated district plan is flawed. Each community should pay the allocated cost for their students irregardless of which school they attend. This would help to ensure that all of the taxpayers were treated equally.*
- ◆ *The constantly-increasing number of administrators while at the same time we have a decreasing student population is absurd. Fire half of them, put the money towards actual education.*
- ◆ *The ConVal school district and their teachers are doing a great job. I understand the difficulties and support whatever is decided. Education for my kids are of the highest concern! I wouldn't want less funding but would support more*
- ◆ *The Conval school system is too expensive for the quality of the education (60% reading proficiency, 36% math proficiency, 37% science proficiency), and not sure if just consolidating schools would achieve adequate cost savings while ensuring kids are adequately educated. What else is on the table to improve outcomes? I think I need more information to answer questions as effectively as possible, and will attend the event on October 5th.*
- ◆ *The conversation around school enrollment should include a conversation about zoning reform and the opportunities to increase enrollment and limit closures*
- ◆ *The cost per student needs to be reasonable, especially for the overwhelming population of tax payers who don't have kids in the district.*
- ◆ *The current model is not sustainable. We can't continue to pay exorbitant taxes to maintain this model. Regardless of what happens as a result of this process, if you do nothing, this problem will still be real.*
- ◆ *The curriculum should be set the same for each class in all of Conval's schools. If the program is not being followed by the teacher, then they should be held accountable for the outcome. Tenure or not.*
- ◆ *the discussion should not be about class size even though the 'bean counters' need to consider this. Education is the fundamental necessity for our entire nations success. Money is just one factor in the calculus, it must not be the first and last. Having experienced both large (top ten in the country) school districts and small (here), small is undoubtedly more productive and supportive of strong education. Small classrooms is a wonderful thing we should be cherishing, not considering for elimination.*
- ◆ *The district is too large.*
- ◆ *The district needs a new superintendent!! Close the elementary schools, meanwhile, hire a new principal at [redacted] !!*
- ◆ *The health of the local communities is about more than schools and about more than costs. Among other characteristics, what distinguishes is that small kids can walk to school. Even for those of us who are older, a feeling of community warmth includes seeing kids walk to school.*
- ◆ *The inequality in the educational opportunities offered between the schools is glaring. I don't feel like the majority of the school board cares about any school other than the high school, SMS, and PES. That culture needs to change.*

In terms of restructuring I think Temple and Frankestown should consider closing and possibly consider joining another SAU based on their geographical locations. Use that money saved to better support the remaining schools both in terms of behavioral/mental health needs and enriched academic opportunities.

- ◆ *The local elementary schools are an asset for those towns.*
- ◆ *The math department in the high school was seriously lacking when my child went there.*
- ◆ *The measure that will make your decision clearer is: What fraction of the school board budget goes to buildings and administration? Our buildings costs are out of sight per student. What is normal for these costs, and compared to teachers salaries, for example? How about huge savings on buildings shared between teachers and taxpayers? Also, if local schools are kept, which I am not opposed other than the building costs, then right-size the schools. Stop heating old drafty empty buildings, just please stop.*
- ◆ *The opportunities in larger schools with class size around 15 more than offset staying local.*
- ◆ *The problem is using property taxes to fund schools. That is what leads to the inequities. How do other states fund their schools?*
- ◆ *The purpose of a school is to provide a good, solid education that should include some phys ed. The amount of money spent on sports is outrageous, and this is where budget cuts should occur. Students end up spending far too much time and energy on sports that could be spent studying and preparing for life/work/etc. Sports is just one reason why the level of education in this country has been decreasing.*
- ◆ *The questions in some sections will have skewed results (like the Special ed Question), which assumed I had children. Other sections should have had an NA also. Some of the questions were leading and also result in skewed results.*
- ◆ *The School Board members should more frequently visit the public schools in the towns they represent; work to repeal the charter school laws as the charter schools seem resolutely determined to suck resources from the public schools.*
- ◆ *The school board needs to ask themselves why so many families turn to charter schools and private schools in the area. This area has more alternative school options anywhere else in the state. It also doesn't help that these small towns like Dublin have limited housing options available. Closing schools is not beneficial in the long term. My older children went to PES for elementary school and we hated how crowded it was. We looked at sending them to a smaller private school but decided to move to Dublin instead because of the smaller elementary school that was available and it turned out to be the absolute best decision we made.*
- ◆ *the school board needs to stop promoting savings through consolidation when they still (after many years of asking) CANNOT provide figures for what it costs to run each school and how consolidation would impact that figure. No models are presented, no data, no figures. This is a business of educating young people, the people in the SAU should be able to split out costs to be roughly accurate.*
- ◆ *ConVal has GREAT teachers.*
- ◆ *The school district should not be afraid to mix elementary schools from towns that*

may not attend middle school with. Big cities often have children attend elementary with kids that they don't go to middle school with based on school districts and that is ok!

- ◆ *The school system operates very well the way it is. I have no complaints.*
- ◆ *The school taxes are so expensive. We need them cut!*
- ◆ *The semi-regular agenda to close our schools needs to be taken off the table. We want our kids to have schools in their home towns. Small schools are the most ideal way to raise and educate connected happy kids. We have a great opportunity to help kids thrive and become fantastic adults who help our communities in the future as productive adults.*

The district admins, should fight for funding from Concord and Feds, stop hiring consultants and look at administration overlapping work areas to save resources.

- ◆ *The strength of the school district depends on having consistent, well-regarded schools at all levels. Teacher turnover has been high, and many families home school, which indicates a lack of faith in the system. Consolidating schools and eliminating local options will further undermine that confidence and weaken the system as a whole.*
- ◆ *The surveys questions were worded in a misleading way. Not enough information provided to accurately answer questions.*
- ◆ *There are several questions that should be left up to the teachers- like what size classroom or achool is too small, or if the classrooms should be mixed age- we expect the admin and teachers to make evidenced-based decisions on these topics and that THEY as experts in education know what is in the best interest of their students based on the staffing resources they have*
- ◆ *There are too many administrators. Their salary and benefits make up an unreasonable amount of our total budget considering the number of students in the schools.*
- ◆ *There is a lack of quality preschools in our district and really think we should consider expanding the first friends model to some of our lower numbers elementary schools.*
- ◆ *There is inadequate focus on academic rigor, and hopelessly inadequate focus on student behavior.*
- ◆ *There is not a simple formula that all 9 towns can follow here. Different things will work at different schools. One of the key things for each town to move toward positive age growth is to have resources such as elementary schools that build community. The financial cost of this cannot be assessed and our towns will die if without emphasis on these schools.*
- ◆ *There is well-established research that demonstrates travel distance can have a substantial negative impact on student performance and this makes intuitive sense. The more time spent traveling means less time for students to unwind, devote to coursework, spend time with family, etc. In addition, parents are less likely to be involved with their student's education..., especially considering consolidated schools are likely to be located in towns with higher median incomes. Peterborough's median income is approx \$101,000 whereas Antrim's is approx \$68,000..., a 65% difference. Socioeconomic status alone means that students in outlying towns are already*

entering the school system at a disadvantage. The inequity adds up fast when combining this with long commutes, less parental participation, less opportunity for after-school participation, etc. Yes, we have one centrally located high school, but by this time, most kids are starting to drive themselves and will already have a good foundation to work from.

The second point that I think is important to make is that the choice of private and/or charter schools is often more of a fundamental disagreement with how public schools educate their students. This could include politics, sex/gender education, traditional or alternative learning strategies, socioeconomic status, etc. Lionheart was not founded on the basis that Conval's education was poor, but rather that Lionheart would offer a more traditional/conservative approach to education. Consolidating schools will not change these fundamental disagreements with educational strategy and often the choice to send kids to private/charter schools is made without their child ever having attended any Conval school. I think it's disingenuous to say charter and public school selection is a response to inadequate education in the Conval district.

- ◆ *There needs to be reasons for the graduates to stay. To grow their families here. To fill the schools!*
- ◆ *there should be a detailed audit of how money is being spent within the Conval school district, to make sure that there is no waste, no excesses. that should be shared with the public. In the past too much money has gone to projects that only benefit a few, such as sports, rather than spreading the money around to offer better education and a variety of extracurricular activities.*
these types of survey questions should always have an option for "other". Many of your questions were difficult to answer accurately. answers are rarely yes or no, and gathering the finer details will make your data much more accurate.
- ◆ *There should be multiple grade classes do that a pupil is not stuck with same students in class year to year. The survey should ask respondents if they are parents of former now graduated Conval students. A serious omission in my opinion.*
- ◆ *there should be no state funding of charter or special schools. If all funding was applied to public schools the funding issues would be better addressed.*
- ◆ *There should be one middle school for the district, with a newer, larger, more accessible school built on the current footprint of South Meadow School in Peterborough. Furthermore, there should be two elementary schools (grades 1-4) for the district; Great Brook School in Antrim should be repurposed to function as the elementary school for Antrim, Bennington, Francestown, and Hancock, while a new facility should be constructed in Peterborough to function as the elementary school for Dublin, Greenfield, Peterborough, Sharon, and Temple. There should be two Pre-K/Kindergartens for the district, with the current Antrim Elementary School repurposed to serve as Pre-K/Kindergarten for the towns of Antrim, Bennington, Francestown, and Hancock, while the current Peterborough Elementary School should be repurposed to serve as the Pre-K/Kindergarten for Dublin, Greenfield, Peterborough, Sharon, and Temple.*
- ◆ *There was no option to indicate that since I currently have no children in the CVSD, I*

obviously have no kids with IEPs...

- ◆ *They need to stop spending money in an irresponsible manner.*
- ◆ *Thinking "outside of the box" about the declining enrollment in our schools: an engaged, educationally solid superintendent makes a difference. There was such an enrollment spike in the late 80s/90s with families moving into the district because of the school system. Regrettably a less than satisfactory superintendent caused families to pull their children out of the public schools - for private schools and home schooling. The current attention on the education system in NH (See the Boston Globe magazine article on October 1st, 2023) may be a factor on where families choose to move. Especially people who do not want a clone of the educational systems in Florida/ Texas. Again, it makes a difference as to whether those at the helm at the state level are educators !*
- ◆ *This area is forcing young families to move out. I grew up in Peterborough and went to the schools here but I'm constantly hearing about families leaving because it's just too expensive. I think closing a few of the lower populated elementary schools is more than overdue. I graduated with a class of 295ish in 2009 and ConVal enrollment has just been declining ever since*
- ◆ *This is not innovative. Why is tax payer money being spent to try to close schools again? If the district is worried about enrollment, why aren't you reaching out to families that home school to find out why they do so?*
- ◆ *This issue has been studied and debated for ever. Stop procrastinating and fix it. These studies are not cheap.*
- ◆ *This may not be the appropriate place for this particular comment, but anyway... My family does not eat meat. We are semi-vegetarian as we do eat dairy, fish, and eggs. Since the school meals provider always has two choices for lunch, I think that one of the choices should be meatless. It would be a very small change that would be so helpful for families who don't want to eat meat. (This applies more to the elementary and middle schools as the high school does have more lunch choices than whatever is the menu selection on any given day)*
- ◆ *This questioner is setup to provide bias in the responses, there is no basis to provide an educated answer for a lot of these questions... as an example: a school should be closed if it has less than 25, 50, 75, or 100 students... DEPENDS ON THE SCHOOL there isn't a blanket answer for all schools... If the school is already set up to function efficiently for 25 students, then it doesn't make sense to make a hard black and white cut off number... If the results of the survey were taken and used to make changes the changes may make no actual sense for the specific situation and/or the specific school...*
- ◆ *This school district assessment is an important action step. As Frank Edelblut and Governor Sanunu have systematically shifted public education funding to relatively unregulated "private" schools enrollment has increased significantly more than average attrition rates. VERY FRUSTRATING! And probably nothing you can do about but I hope you or the school board will use these results to advocate at the state level.*
- ◆ *This survey gauges attitudes in the abstract mostly and unfortunately provides no actual data to consider. No way to sense type/breadth/depth of data and analysis*

being undertaken. We are still in a transitional post Covid moment. Make sure the demographic analysis is adequately detailed. E.g, how many school age children overall are there/have there been/are there projected to be district and town wide? How many drawn off to private school at each age cohort? Etc.

- ◆ *This survey is an obvious “push poll”. You have left out questions that would illicit the survey taker to frame their answers to consider the advantages of having an elementary school that provides educational opportunities close to home, in an intimate setting.*
- ◆ *This survey was written in a somewhat slanted way which may affect the results and limit usefulness.*
Please get the grammar right. "If it were..."
- ◆ *Tie teacher pay to student performance.*
- ◆ *Transparent budget where funds go, and funds to go more towards teacher salaries and less towards admin. / excessive waste higher up. Taxes are extremely high as it is - we do NOT want them any higher. We need to look at where we can cut, where it can hurt the least.*
- ◆ *Try some serious re-imagining of what and how education is delivered. It could be that we are trying to work with an old out-dated model of one teacher/one classroom/15 kids.*
- ◆ *Try starting budget cuts by city high administration costs? Fat rises to the top.*
- ◆ *Turn schools into affordable housing*
- ◆ *Unfortunately, I think this process has lacked severely in transparency, I am quite disappointed in the way the surveys have been facilitated, and the information provided to families.*
- ◆ *Until the middle schools were rebuilt in the 1990s, all grades rode the school buses at the same time, and school opened about 8:30. Returning to that system is good for students, will save money, may help with the school bus driver shortage, and will reduce greenhouse gas emissions.*
- ◆ *Use competency based curriculum so that are students are retaining what is taught instead of “effort” based advancement. I truly believe that we are doing a major disservice to our children by allowing them to skim through their education without making sure that they comprehend what is necessary in order to move on/up in to next lessons.*
- ◆ *Use school for extra curricular activators.*
- ◆ *Use the high school extra space for affordable housing*
- ◆ *Utilize local talent and entrepreneurs...teach financial literacy to all students*
- ◆ *Very small town schools sound quaint, but it does not seem efficient as far as hiring teachers and staff. If any schools are closed, I hope the respective town(s) can use the building(s) for another purpose beneficial to the town as a whole. Having to ride a bus is not such a terrible thing.*
- ◆ *Virtual classes could augment in person. Say 2 or 3 days virtual and 2 or 3 in person. This would reduce pollution and costs.*
- ◆ *Vouchers*
- ◆ *Wait to see if conval wins the law suit that our superintendent has worked so hard on*

- the better fund education. The state needs more options for supporting education.*
- ◆ *Wait. May populations in the USA and in the world would love to live here and have their children attend ConVal.*
 - ◆ *We are not adequately preparing our children for academic success from grade 7 onward. Focus is on high achievers or special needs; not the average student in the middle. Pay teachers better and give them more support, stop standardized testing, prepare high school students for real life, more pen and paper learning (too much technology), stop pushing college as the only choice after high school, stop mainstreaming kids with severe behavioral issues.*
 - ◆ *We are strong supporters of Public Ed and anyone who argues about their property taxes being too high to support the schools has never lived someplace else.*

Cannot assess closures because the overhead of operating the schools/student is unknown to me and likely is dependent on the specific school.

Class size and mix is important. Teacher reward structure is important. Special ED is important. I am not convinced that putting 13-year-olds in with 18-year-olds is helpful. But Conval may be a special case.

Bus ride length for young children is VERY important. Would hate to see more than 60 minutes for older students, 5 and 6-year-olds should be no more than 45 minutes.

- ◆ *We are the Conval district and not individual towns*
- ◆ *We decided to seek an independent school for our son due to inconsistent educational opportunities at ConVal and lack of highly qualified teachers. We have paid tuition (in addition to our taxes) for his education for 13 years.*
- ◆ *We have been through this so many times and we have never seen a break down of multiple scenarios with cost and student experience implications. These questions can be better answered if one knew the results of a choice. How much is saved by closing this school vs that school? How much is saved by moving 5th back? What would the cost of increased bussing be? How does consolidation affect student's after school opportunities, sports, etc. how much does it cost to keep an empty building going? Are there examples to show population implications in a town from closing a school? Have we talked about quality of life for children? Are smaller grades better- what does the data show? What is the success rate of our current students? Recent grads? Let's ask recent ConVal grads within the last 10 years about their experiences. It's not all about savings - the savings may increase costs somewhere else- this is and has always been the missing information that would help the public form a less emotional opinion. The survey should ask if you have had a conval student in the past and when; not just current.*

There are pros and cons to every scenario. Please do an analysis on each option - what are the outcomes- implications on education, cost, student, family, town. Otherwise, we are making these choices and giving our opinions blindly and purely based off of emotion and/or our own personal experiences. What does closing an elementary school look like? Then what? People need to know how it would impact their child for

example, before forming an opinion- would one town be consolidated with another? How do we choose which towns? Do we just blur the lines, some kids in town go to one school, while others attend another?

So many unanswered questions that if answered, would help community members get on board and work together.

- ◆ *We have been tremendously happy with our child's experience at ConVal. No school district is perfect. But our child is tremendously happier in ConVal than the previous district he was in. I would love to see ConVal be able to offer more competitive salaries to entice teachers to come and to stay. Teachers deserve a fair salary. The value and impact teachers have in our lives is immense. We should treat them as the precious resource they are. Our children deserve a consistent and thorough education. If our resources and taxes are being spread too thin across schools for the simple nostalgia and/or relative ease of having an elementary or middle school in the town we reside, it makes perfectly logical sense to consolidate those resources. I am a firm believer that smaller classrooms do offer a better learning environment. But that doesn't mean each class needs 5 students to be successful. If we provide our teachers (and all associated educators) with the resources and support they know they need, it seems logical that students will also benefit. As a property owner and taxpayer, I have no issue paying my fair share of taxes. But I would like those taxes to be used in the most efficient effective way possible. I am of course open to hearing the opposing argument for keeping schools open in towns with tremendously low enrollment. I would like to hear the concerns that party poses. The best way forward is to think first of the education and safety of our children in the district. Everything else will follow if we move forward with clear heads not polluted by self-agendas.*
- ◆ *We live less than a mile from SMS and a few miles from PES our kids have over an hour on the bus now. Also consider that SMS students could have attended different schools than the town they live in for ELM.*
- ◆ *We moved to Peterborough from a smaller town and both of my children struggled with the smaller elementary school. Both had under 10 students in their class and once you are in those classes they were stuck with the same kids year after year. One was in a combined 3/4 class two years in a row and this was not a good fit academically or socially.*
- ◆ *We must find a way to deliver an exceptional education at a lower cost as the taxpayer currently shoulders a majority of the bill. Perhaps an independent review of the administrative personnel in the ConVal system would reveal savings through a restructuring and flattening of the organization.*
- ◆ *We need a lot more support and activities for our students struggling with their mental health.*
- ◆ *We need more social education learning at elementary schools, kids don't enjoy school meals, better communication about issues with our kids during the school day,*
- ◆ *We need to consider not using town lines for reconfiguration, but rather zones of attendance.*
- ◆ *We need to find a way to offer a more competitive pay across all positions. We are short staffed in addition to managing so many different schools, and it's hard to*

attract new staff to a more remote area with low pay.

- ◆ *We really love the staff at FES and they do an incredible job at giving the kids an educational experience that is both positive and fun. I think the small community at FES helps the kids to be flexible to make friends outside of their grades and that is something that you lose when you increase a school size. As someone who was bullied in elementary school, I find it very important to provide environments (as FES has) that are not tolerant to bullying and that teach kids to be flexible independent thinkers. If school size is too small, please consider giving local homeschool kids the opportunity to take extra curricular activities (P.E., Art, Music, Etc) at FES.*
- ◆ *We should consolidate into one middle school.*
- ◆ *We should have never approved a Charter School to open in the Monadnock area, Town of Peterborough, when we already had low enrollment in our local Elementary Schools. Enrollment was increasing in our Elementary schools and then the Charter School opened taking students and resources from the Local Elementary Schools.*

The are going to continue to add grades each year and as they do that the question will not be about closing Elementary it will then be about closing Middle Schools?

Now we are in an even more difficult situation. Not sure how this happened?

- ◆ *We should never close a local school.*
- ◆ *What if they combined middle schools with 7th and 8th graders, like a junior high and put 5th and 6th in the elementary schools. Or put a preschool in every elementary school. When we voted for preschool for all we were mislead. We thought it was for every school. This would increase enrollment in those smaller schools and increase revenue to offset the cost of those schools.*
- ◆ *What if we closed Peterborough elementary school and bussed those kids out to the smaller elementary schools? The kids who live near Dublin go to DCS, etc. The we could use PES for PD for staff*
- ◆ *What will happen when there is a baby boom in a few years? Lots of covid babies*
- ◆ *Whatever it takes to pay teacher's better, is what I would like to see happen. I don't want schools closed to give money back to taxpayers. I want the money to be used to increase teacher salaries and attract high quality teachers. The teacher shortage is a huge concern of mine. Quality teachers are necessary in order to provide a quality education. I am appalled that retired teachers have been called back since it was not possible to find adequate staff.*
- ◆ *When I do my household budget I often choose between what I want and what I need to balance my budget. The school district needs to do the same. What we need is a system that gives us a high quality education for our children at an affordable cost per student. That can not be done with our existing infrastructure. It is keeping young families from moving in and older people are leaving.*
- ◆ *When I was a child I had to ride on a long bus ride and much preferred when I lived where I had a short ride to school. Keeping fifth graders in our local schools will increase their local enrollment and is better for them socially. Change the middle schools so all students in one school. Why do we bus special ed students to Antrim*

instead of educating them in PES and SMS? Consolidated classes, my daughter had first/second grade in one classroom at PES and sixth/seventh with two years of same students/same teachers at SMS. I don't like the thought of busing or younger children out of their little towns to get their elementary education. consolidate classes, less teachers making it affordable and good for younger students to have a year older students. I had a first through third grade school and looked toward what the older students were leaning. In fifth and sixth grade I was in same small school classroom - same teacher and student wise it worked well. Fifth graders have more time to develop before being thrown into a large environment.

- ◆ *When you close the elementary school in a town, fewer people will want to move there. People don't want to send small children on an hour-long bus ride, which it would be if the elementary school in any of the towns closed. If I had children of elementary school age, I would have moved here because of the high quality of the school.*
- ◆ *while i understand the issues of low enrollment, I dont feel that combining schools further is the answer.*
- ◆ *While we no longer have students enrolled in the Conval district, we moved back to this region in 1998 specifically because we understood our child on the autism spectrum would be well served by the special education programs and staff (K-12) based in Peterborough. We can't say enough good things about the staff specifically at Conval when it comes to special education services that benefited our child.*
- ◆ *Why are teachers underpaid and the central office admin costs, including their salaries continually rising.*
- ◆ *Why does it matter what the 60+ age group cares about unless they are raising their grandkids?*
- ◆ *With all due respect, some of the survey questions feel loaded.*
- ◆ *With the need for preschool and daycare, buildings could be used for this. Putting 5th in elementary school would increase elementary enrollment; later start times would benefit children; other options: 4 day school week; extra outside time*
- ◆ *Without an elementary school our town will not attract families thus it will not be as diverse, it would lean toward an older population. Please actively involve teachers more in the decisions the School Board makes. Balance the finances vs respect and fairness to teachers & staff.*
- ◆ *Work hard to attract and keep top teachers. We need to educate the general public on th effort and time invested by quality teachers. Children are the future of our country*
- ◆ *Work on attracting home schoolers and those going to private and charter schools by focusing in on quality teaching. Merge the middle schools into a wing of the high school. Keep the local elementary schools. Increase the grades to 5 or even 6 if necessary to keep costs down. The high property taxes due to the school component is impacting the ability of municipalities to hire quality workers and provide basic municipal services and necessary infrastructure improvements, while trying to attract the younger generation who will have school age kids.*

- ◆ *Work on ways to increase enrollment based on most recent census data for number of school aged children in the district.*
- ◆ *Would like to see more school choice*
- ◆ *Would like to see teachers just teach reading writing and arithmetic.*
- ◆ *Would love to see high school start time pushed back to 8 or 830.*
My daughter is in the high school now so closing an elementary school or 2 doesn't really impact us at all, but I can see both sides of this issue. Classrooms with 10 kids and less are not great and certainly the schools with less than 50 kids total is problematic but if it were my town I wouldn't want my elementary school closed - which is why this reform always fails when put to a vote. My guess is that low enrollment has more to do with lack of affordable housing and declining birth rates than the location of the elementary schools.
- ◆ *You need to have a more competitive salary to get better qualified teachers- too many phenomenal teachers have left over because of this over the years. There also needs to be more equity across your policies- whether you see it or not students in this district are not treated equally and the policies are upheld for some while others get to “be exempt” from the expectations. It happens way toooo much.*
- ◆ *You should ask questions of residents whose children are graduates of the ConVal system, ask how they did--maybe there's something to learn from experience.*
- ◆ *You should include a category of N/A for those without children.*
And, I have lived in the Conval school district for 40 years, just different towns.

October Community Survey

Overall Results

1. Do you currently have school-age children living in your home (or in your family if you are a non-custodial parent)? (n=403)

Yes	36%
No	64%

2. Do you currently have children enrolled in a ConVal school? (n=402)

Yes	31%
No	69%

3. Would you be supportive of a plan that reduced the number of elementary schools from 8 to 5 or 6 schools? (n=404)

Yes	50%
No	23%
Not Sure	14%
Only if...	13%

- ◆ *it reduces my property taxes and keeps kids in a school within 15 minutes of their house*
- ◆ *We weren't funding lionheart*
- ◆ *they didn't decide that EVERYBODY attend PETERBOROUGH because it was MUCH MORE IMPORTANT*
- ◆ *We include a collaborative program for students with extreme behavior challenges so they can get support from professionals who can be central and local to their needs rather than spread out all over the district.*
- ◆ *I would be interested in whether preK and also 5th grade at all the elementaries would help, having only one middle school at SM grades 6-8 with access to advanced curriculum and using the other middle school GB for another purpose - senior activities? child care?for*
- ◆ *The budget would decrease drastically, taxes are way too high*
- ◆ *in addition to a district-wide vote, the individual towns in which schools would be closed also vote as such with a 2/3 majority.*
- ◆ *The town in question was on board.*
- ◆ *The students in the 2 or 3 schools to close would get a better education as demonstrated by higher proficiency levels.*
- ◆ *The cost of bussing is favorable and the children spend no more than half an hour getting to school.*
- ◆ *Families of schools that were closed could pick their new school.*
- ◆ *I'm in favor of consolidation for many reasons, but I would like to see a different breakdown of grades at each building. For instance a graded breakdown- a Pre-k - 1 school, 2-5 school, and a 6-8 school*
- ◆ *Absolutely if it's going to help with taxes*

- ◆ *If there is more in-depth examination of long term impacts on the communities losing their schools. I do think some schools can get too small (under 30-35 students)*
- ◆ *Peterborough Elementary was an option to close and move those students to the community, newer schools.*
- ◆ *Only if all the students in the district get the same resources across all the schools in the district*
- ◆ *Combined schools were close enough so the commute would not be excessively different than the present situation AND one super[-sized school would not be created AND the affected townspeople supported the change.*
- ◆ *It wouldn't put teachers out of their jobs and the rezoning would allow children to stay in school with their friends from their previous school.*
- ◆ *there was a small elementary school near Temple*
- ◆ *It lead to more opportunity for enrichment, better proficiencies and reduced costs*
- ◆ *We were promised there would be no more than 15 students per class. The proficiency rates of several elementary schools is less than 50%. Others are just above 50%. This is not good enough. It's not the time to make little kids spend an hour each way on a bus to go to school when they could be learning. When proficiency rates are above 75% in all schools, then you could consolidate.*
- ◆ *Special education services were adequately staffed and equitably distributed*
- ◆ *We couldn't reduce the number to between 2-4*
- ◆ *Class sizes stayed small (approx 14-16 students)*
- ◆ *Breakdown by geographical location rather than separated by town. Taxes should be spread evenly among towns regardless.*
- ◆ *The higher performing schools are kept*
- ◆ *Teacher/Student ratio remains balanced and travel to/from school is studied with goal to NOT extend students day.*
- ◆ *Older buildings close and prek for all*
- ◆ *Adequate infrastructure is developed. Existing facilities are not appropriate to support the increases in student populations and associated physical and personnel supports.*
- ◆ *Your data is not accurate. These numbers are not correct, and what is Dublin ES??? Do you mean DCS??*
- ◆ *If the budgets made sense.*
- ◆ *Send Temple to a neighboring district.*
- ◆ *Greenfield was still present*
- ◆ *Class sizes remained small and the supports are accessible in every school equally. No child is left without proper supports.*
- ◆ *the plan also reduced our district to ONE middle school.*
- ◆ *Not if it means closing Francestown Elementary, which has the highest test score in the Conval district.*
- ◆ *Will it lower taxes? Or just shift the budget to elsewhere? Will it require too much transport time for the kids having to go to different schools?*
- ◆ *it made financial sense and overall provided students with better education/more opportunities for services (I personally think PES satisfies a "good education")*
- ◆ *Class sizes did not drastically increase as scores are already low enough and not improving.*
- ◆ *A plan was concurrent to ensure use of the vacated school by the district or another agency to maintain upkeep for possible future flexible use.*

- ◆ *Elementary students are not on buses or traveling to school for more than 30 minutes. Their days should not be taken up by long travel times to school if possible*
- ◆ *closing was associated high cost per student*
- ◆ *Kids were not on buses for longer than an hour.*
- ◆ *How consistent are these trends over time?*
- ◆ *It was truly a significant cost savings that was going to make a significant difference in education AND their social emotional well being, which at this point I don't see being the outcome.*
- ◆ *There can be one school for all towns, thus enabling all students to access all resources.*
- ◆ *there were not an opportunity to close more schools (preferably keeping only 2 elementary schools)*
- ◆ *5th & 6th grades return to local elementary schools*
- ◆ *For the higher cost schools, the towns pick up the extra cost.*
- ◆ *Conval can prove through credible data that student court ones will improve. To my knowledge, data shows that student outcomes are tied to parent education and income, which will not be affected by closing schools.*
- ◆ *There was enough savings.*
- ◆ *The preschool programs don't go below the 4 schools that have a program*
- ◆ *Lionheart is one of the schools that close*
- ◆ *HES is kept open*

4. Would you be supportive of a plan that reduced the number of elementary schools from 8 to 3 or 4 schools? (n=402)

Yes	33%
No	46%
Not Sure	17%
Only if...	5%

- ◆ *it reduces my property taxes and keeps kids in a school within 15 minutes of their house*
- ◆ *This all depends on the supports in place and if our schools will still be short resources. Will there be more more counselors and psychologists on hand to help students with trauma and behavioral needs? Will the ratio of supports drastically improve? If not, I am not on board. I also don't want to increase class sizes as they are already so challenging. It isn't about the numbers, but rather the needs of students and how much trauma kids are facing. We need to stop looking at just class size. There is way more to this.*
- ◆ *Perhaps if a grade level school model were adopted, maybe with a preK-grade 2 school & a grades 3-5 school in the northern section of the district with the same in the southern section of the district - or east/west, whatever combination makes the most sense and again having 1 middle school, grades 6-8 at SM near the high school and using the other middle school for another purpose. Grade level schools can help with enrollment fluctuations and also provide more uniform educational opportunities.*
- ◆ *The assumption isn't that all elementary children go to Antrim or Peterborough.*
- ◆ *There is capacity at the receiving schools for the incoming number of students; 2) The students from the sending schools would get a better education as demonstrated bub higher proficiency levels.*
- ◆ *...the cost of bussing is favorable and the children have no more than half an hour ride.*

- ◆ *I'm in favor of consolidation for many reasons, but I would like to see a different breakdown of grades at each building. For instance a graded breakdown- a Pre-k - 1 school, 2-5 school, and a 6-8 school*
- ◆ *there was a small elementary school near Temple*
- ◆ *It lead to more opportunity for enrichment, better proficiencies and reduced costs*
- ◆ *Class sizes stayed small (approx 14-16 students)*
- ◆ *Dependent on location of those schools and necessary travel times for the students.*
- ◆ *Not if it means closing Francetown Elementary, which has the highest test score in the Conval district.*
- ◆ *it made financial sense and overall provided students with better education/more opportunities for services (I personally think PES satisfies a "good education")*
- ◆ *Elementary students should not spend more than 1 hour one way on bus; kindergarten less*
- ◆ *Hancock remained opened*
- ◆ *there were not an opportunity to close more schools (preferably keeping only 2 elementary schools)*
- ◆ *Pes doesn't change*
- ◆ *Too much time on the bus/transportation and too many kids per class*
- ◆ *Lionhart is one of the schools that close*

5. Would you be supportive of a plan that spent the same amount of money per student across elementary schools even if that meant some elementary schools would not get the same resources as others? (n=399)

Yes	19%
No	48%
Not Sure	27%
Only if...	7%

- ◆ *Opportunities were equal*
- ◆ *all the Special Ed students weren't concentrated in one school, as has happened*
- ◆ *This is already the model.*
- ◆ *The "exceptional" resources mentioned in so many earlier either or questions: what are they? are they really exceptional? See below where the questions offer apples for questionable oranges. Can they possibly outweigh the stultifying experience of sitting on a bus hours a day?*
- ◆ *There were 2 or 3 Elementary schools.*
- ◆ *If smaller schools want to remain open, the local towns should kick in the difference in cost to run their schools.*
- ◆ *This assessment should not be about \$\$ since Conval has yet to really separate out the costs per school.*
- ◆ *We need to understand why each elementary school does not have the same cost per student, what those resources cost per student, and how to deliver the same resources to every student at the same cost.*
- ◆ *If possible, I believe a town should be able to pay extra to keep their school open. If Temple taxpayers are willing to pay extra they should be able to keep the school open.*
- ◆ *My taxes don't increase.*

- ◆ *What kind of question is that*
- ◆ *This is such a loaded and poorly written question. It's not possible to spend the exact same amount on each student in the district, a school like Antrim has a much higher rate of students on IEPs than PES, of course it will cost more. There is a lot of socio-economic diversity within our district's communities.*
- ◆ *The schools had a major say in what this means. There are enrichment opportunities that might be provided by volunteers which might be different, but just as valuable as what other schools have to offer.*
- ◆ *There was a way to do this without great inequities to some students*
- ◆ *Much basic equipment as a fixed cost. The school bell costs the same if there are 16 students in the school or 36. A whiteboard in each classroom costs the same amount regardless if there are 10 or 20 in the classroom. Our schools have had mixed classes for over 30 years to help equalize class size. Teachers know how to do this.*
- ◆ *students got what they needed. That the individual town taxes would go up to cover the difference and ensure FAPE.*
- ◆ *That doesn't even make sense. As a school district, resources and taxes should be evenly distributed throughout all district schools.*
- ◆ *There is no agreement to reduce # of students in each school that remains open.*
- ◆ *all elementary students were getting the same educational opportunities*
- ◆ *Academic outcomes should be comparable as well (would be hard to make that happen)*
- ◆ *It's legal.*
- ◆ *Each town paid the same amount of money. Peterborough being a larger town should not be paying more than Temple*
- ◆ *Yes as long as it is an average of what is spent now. The graph shows it all where those schools with more resources are doing better. If that can be split fairly amongst the school district, then overall attendance may just increase.*
- ◆ *Only if students were not short changed in any fashion. ie student teacher ratio, not being transported any further than they are now.*
- ◆ *They should all be consolidated, for the good of the students.*
- ◆ *no consolidation happens.*
- ◆ *The individual town taxes should pay the difference so kids could get what they need.*
- ◆ *This is a leading question that appears designed to elicit a certain answer. Survey responders do not have enough information to answer this question. Very poorly designed survey.*

6. Considering the data in the tables: (n=402)

Option	Yes	No	Not Sure
Would you be supportive of a plan that moved all 5 th into the elementary schools, even if it meant less extracurricular opportunities for those students?	65%	21%	14%
Would you be more likely to support the closing of some elementary schools if it meant the district could offer PreK in all remaining elementary sites?	44%	38%	18%
Would you be more likely to support the closing of some elementary schools if it meant the district could offer afterschool care in all remaining elementary sites?	46%	41%	13%

Would you be more likely to support the closing of some elementary schools if it meant the district could offer more academic opportunities at the high school?	43%	40%	17%
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7. If closing some elementary schools becomes necessary because of district financial struggles, the best thing to do is: (n=293)

- ◆ *Ask the elementary staffs for suggestions they think could reduce costs while still maintaining the important work of educating kids. The District should have some leeway from State requirements that make sense in large elementary schools, but don't make sense in small elementary schools.*
- ◆ *Consolidate schools. A lot parents choose to put their kids on the bus for an hour to attend private or parochial school...this issue is all about control.*
- ◆ *Look at geography for k-4 and combine so bus routes remain reasonable. Combine middle schools so they take the same bus as high school.. GBS has its own routes, but SMS share with high school already...and the Sms/ high school busses are almost empty as it is!*
- ◆ *close 3 elementary schools and reduce property taxes*
- ◆ *Combine some elementary schools and combine the middle schools. When combining elementary schools' whatever side of town, the kid lives. Send them to the closest school. Like the big cities do for their multiple schools.*
- ◆ *Just do it and stop wasting time*
- ◆ *Figure out a way to make the budget work to keep all the schools. If some schools are so very small, perhaps the extra unused space in those schools could be leased to a community group, or a pre-K or daycare center to generate income to make up for the deficit*
- ◆ *Close the schools with the lowest enrollment. Academic performance and achievement result from a complex set of factors not just how much money is spent per student. Many of the factors that impact student achievement are outside of the district's control. For example, housing and food insecurity and the parents level of academic achievement.*
- ◆ *This is difficult to answer because this survey is still incredibly skewed. Is the district struggling financially?? If so, we should hear about it and why. If not, then this shouldn't be a question. All of these options/questions are poorly worded because the "data" provided above is still not enough information to answer. Of course the cost per student will be higher in a school with 30 students vs a school with 200+ students. The proficiency table is ridiculous because it does not include the whole school...and you didn't even include what grade this information was obtained from (or if it was even across the same grade in each school!). Poorly done*
- ◆ *Close two schools, stop funding lionheart. Then provide k-5 Elementary and keep two middle schools 6-8, and one HS*
- ◆ *Consider how to mitigate the extreme high costs of, especially bussing, to be done in alternative ways.*
- ◆ *close some elementary schools*
- ◆ *Put all the teachers and administration in buses (esp Peterborough staff) and spend at least part of a day field-tripping at each school so they can see first-hand what the "other schools" are like in their district.*
- ◆ *Soft borders in towns to allow closers*
- ◆ *Close Temple and Francistown school because low enrollment. Use the buildings for pre-K programs.*

- ◆ *Either move the 5th graders back into all of the elementary schools or if closing is necessary, close the 2 schools with the most consistent lowest census*
- ◆ *Put the preschool programs together in the building that was closed. For example, close Hancock and put all the preschool programs in that building.*
- ◆ *If the student "load" were spread out among the schools with smaller enrollment it would not be necessary. If the costs of busing: equipment, fuel, drivers (already hard to find); and the negative effects of sitting on a bus for hours, (a trip that for many children is often fraught with cruel and hostile interpersonal experiences) were factored in transparently, and the "district" were not burdened with the voucher/choice charade, "necessary" would be defined differently.*
- ◆ *Please see my previous responses. I know transportation will always be an issue but perhaps having the middle school and high school within walking distance of each other, you could have the middle school and high school students take the same buses. Bussing would have to be a part of the switch to grade level schools also but maybe smaller busses could be used, maybe electric or hybrid vehicles - I think there is grant money for that type of thing. You have to offer an attractive option for parents & students. You have to show the educational and social advantages above and beyond the monetary woes. NH is not going to change its funding formula anytime soon so the district has to be creative.*
- ◆ *Not close the elementary schools. Push back 5th or even 6th grade. Close 1 of the middle schools. Closing the community schools, regardless of numbers will be an economic disaster for this community. This is an aging community and not having an elementary school in each town will not attract young families to our area. What are the long range implications of that scenario? Has Kimberly Saunders and the school board considered that?*
- ◆ *Not close elementary schools. Send 5th and even 6th grade back to elementary, close 1 of the middle schools and stop this nonsense!*
- ◆ *Combine the schools with the lowest enrollments (put Francestown in with Bennington, etc)*
- ◆ *Wait...I get that operating schools with the current model may be more expensive than other models, but what indications are there that the district is experiencing financial struggles? By my understanding, towns are passing the school's proposed budgets. Even if not, the default budget will still go a long way. If the district is even close to "struggling" financially, the board needs to come right out and say it.*
- ◆ *Consolidate, pool resources*
- ◆ *Close the elementary schools as necessary.*
- ◆ *Be creative. Increasing the individual school's enrollment with younger (Pre-K) and older (5,6,7 and 8th grades); make this work through looping in nearby towns to increase the enrollment. Offer more specialized, needed subjects with traveling teachers/specialists.*
- ◆ *Close GBS also*
- ◆ *Start with most costly schools*
- ◆ *Close highest cost per student and work down from high to low*
- ◆ *Close schools in a way that minimizes the extra commute for students of the closed-school towns.*
- ◆ *Close as few as possible.*
- ◆ *Give the towns that lose their schools a huge tax break.*
- ◆ *close those with the highest cost per pupil*
- ◆ *1) Combine nearby grade schools:*
 - *Francestown, Greenfield, Bennington, Hancock, Antrim (406 kids)*
 - *Temple, Dublin, Peterborough (356 kids)*

- *if capacity can be held in one school, or break it up into four schools.*
- ◆ *There are four elementary schools the cost per student is out of range and the profienencies are not that high. I would want to know why the cost and not the performance*
- ◆ *Close smallest and most expensive*
- ◆ *Closing elementary schools to fund HS programs is contradictory to what's best for all.*
- ◆ *Combine Pierce and Antrim. Combine Dublin and Hancock. Do not increase enrollment at PES.*
- ◆ *Look very hard at the overall SAU budget and make cuts where areas are costing more for little to no value. Cut those areas first, then decide if it is really necessary to close any elementary school.*
- ◆ *Consider new innovative Teaching/learning methods (Low Scores may be due to teaching methods)*
- ◆ *Understand that the intrinsic value of an elementary school in town outweighs district financial troubles, figure it out.....*
- ◆ *integrate Temple elementary into PES.*
- ◆ *Combine Bennington/Pierce and Francestown into one elementary*
- ◆ *raise taxes*
- ◆ *combine Greenfield, Francestown, and/or Bennington , Temple would have to go to peterborough but I understand the concern about busing young children over Temple.*
- ◆ *revisit the entire budget and look at other ways to cut costs in order to keep our elementary schools open.*
- ◆ *Move my children out of the district. If you close my towns elementary school which means my child will be bussed to another town, why do I need to stay in this school district? I can instead chose to send my child to a school worth being bussed or driven to.*
- ◆ *1. shrink cost of administration 2, raise taxes*
- ◆ *Amend agreements to allow towns to pay extra to keep their local school. 2. If they don't want to or that is or its not possible, then close the smallest schools (while considering driving times/capacity at combined schools)*
- ◆ *Closing the elementary schools is not the answer to financial struggles. Combine the middle schools. Reduce administrators.*
- ◆ *close low number student school, anything under 60 students*
- ◆ *close some of the schools based on a well thought out plan that was developed before the need arose.*
- ◆ *Figure out how to address the significant challenges that would present for those living furthest from the remaining schools. Households with kiddos in the district have two full time working parents. Additionally the notion of having to put my child on a bus at 6 in the morning and having her spend more than an hour on the bus is awful.*
- ◆ *Have my town elementary school join another school district.*
- ◆ *Close all but two.*
- ◆ *Combine elementary schools. Very low enrollment limits students' circle of friends and social growth.*
- ◆ *Instead of closing schools we should think about ways for the schools to make money in other ways like housing an adult daycare center or becoming an incubator job site.*
- ◆ *Close TES; shift students to Greenville*
- ◆ *Stop wastimng money on the amatures, like the folks who wrote this survey*

- ◆ *Close the schools with the highest cost per student and reallocate those students the other schools by seat availability or geography.*
- ◆ *Lower taxes*
- ◆ *To save money, perhaps the district should consider the amount of administrators per school and at the main office. Instead of closing schools, look at how top heavy the district is and how teachers, students, and parents are treated by administrators. Also, I didn't see any graphs on how much this outsourced company is costing the district, how much is spent on non academic and non career/vocational education for students, and how much is spent on unnecessary testing. Spend more on mental health of students and teachers, more on special education, and more on before and after school programs while still keeping all schools opened if you want community support. It is not appropriate to bus elementary aged students over 30 mins to the next town just so you can keep your administrators and overpriced bs such as paying for these surveys to reorganize schools.*
- ◆ *Move other grades to elementary schools so schools do not close.*
- ◆ *Rename the schools.*
- ◆ *Give the students from the closed schools a choice about what school to attend.*
- ◆ *Unfortunately 4 schools need to be closed.*
- ◆ *Look at cost, consider student going to other school districts that may be closer, move students into the middle schools.*
- ◆ *The most responsible action in the interests of the students.*
- ◆ *Close the schools that are not 'living' up to potential enrollment*
- ◆ *Balance the high cost and low enrollment schools with geographical needs/access.*
- ◆ *Reduce the cost by cutting unnecessary curriculum and low level attendance courses*
- ◆ *Combine elementary and some middle schoolers*
- ◆ *Consolidate the Middle Schools*
- ◆ *Look at options that are best for ALL students. While combining schools is ultimately the best option, students shouldn't be on the bus for over an hour to get there. Every student should have the same access to specials, guidance counselors, nurses, extracurricular activities, etc.*
- ◆ *Close Temple Dublin and Fracestown ES*
- ◆ *bring the 5th graders and even the 6th graders back to the elementary schools.*
- ◆ *incorporate 5th grade into elementary*
- ◆ *ensure quality/equitable education for all*
- ◆ *Close Temple and Fracestown*
- ◆ *Close the School. We need to bring our taxes down !!!!!*
- ◆ *send students to a neighboring town*
- ◆ *One Elementary School in the North, one in the South and one in the middle (GES)*
- ◆ *Ensure students at closed schools get quality transportation to their new schools, support the families with the transition (ex. Excellent communication, intro to new school, etc), very importantly offer employment at remaining schools for teachers at closing schools and/or a good severance pay deal, and responsibly reallocate the closing schools' resources to places that need them (not just trashing usable materials - there are orgs that will reclaim school materials on a large scale, North Hampton School in NH did that ten ish years ago to declutter.*
- ◆ *Move*

- ◆ *Let voters and community members decide what they want to spend our student's educations, in other words give communities the opportunity to pass the needed budget. Investing in education in our community is one of the best things we can do.*
- ◆ *Move all 5th and 6th graders back to local elementary schools and combine the middle schools in Peterborough*
- ◆ *Close Peterborough and disperse those students. Also, close Great Brook and only have SMS for Middle school.*
- ◆ *Repurpose the closed buildings into juvenile detention centers / work camps, so the lowest performing students can generate income for the school district through forced labor.*
- ◆ *add pre-k and grade 5+ 6 so that the schools are more fully utilized. The buildings will still have costs to maintain them if they are empty. It is better to have them in use than to be empty. Elementary schools are an important part of each town. The benefits to the children should be the primary consideration.*
- ◆ *increase state funding to schools*
- ◆ *"I don't see closing elementary schools as an option. The data you have provided is not a true reflection of what is happening at each school. With the small schools the number of students is so small that the data is not statistically significant.*
- ◆ *Closing a school would have negative results for the small towns."*
- ◆ *A strong elementary education is vital. I would sacrifice sports for academics. Not totally, but if a student participates in after school sports, does s/he need in school gym?*
- ◆ *Rezone the schools in a way that teachers don't lose their jobs, students stay with their friends, and the trip to schools from children's homes is not unreasonably long.*
- ◆ *Keep bus time reasonable for elementary school kids - consider creative options such as a few centralized bus stops (such as at the town library) that are towards the end of the route before the bus drives to the other town where the open elementary school is so families have the option to drop their kids off at these so there is less total time on the bus; have affected families see the benefits and positive opportunities of being part of a larger elementary school.*
- ◆ *Close elementary schools which are close to other ones so the students don't have to travel far to get to the alternative school they are assigned to.*
- ◆ *Take away sports at the high school*
- ◆ *Still embrace and stay w some small town schools!! Please don't send our little ones more than a twin away!!!! So if FES is SUPER SADLY closed then the kids should go to BES!!! AES already had horrible ratings!!! As a parent I don't want them thrown into that!!*
- ◆ *Have one building house all pre-k students. All services and personnel in one place and no traveling from school to school.*
- ◆ *Not understood yet*
- ◆ *Not do this*
- ◆ *Not to do this. We can use our heads to figure out how to run pre-school and after school programs and tutoring services and charge parents on a sliding scale based on income as seen in tax forms. Some services such as tutoring may be sponsored by the state or federal programs as well.*
- ◆ *Leave the district*
- ◆ *There is not enough information about the consequences of each of the above questions to be able to make an informed decision. Nor is there enough information to answer this question.*

- ◆ *Every town deserves to have their own elementary school. If you close one you should close them all*
- ◆ *Move 5th grade and maybe 6th grade students back to ES*
- ◆ *combine the smallest schools with the larger ones (possibly Dublin and Temple with PES; Francestown with Greenfield; and Pierce with Antrim).*
- ◆ *"Close PES because it has the oldest building and the town could be cut into division to send students to the closest towns to aid in bussing. PES staff could be reassigned to the other schools to make up any staffing demands.*
- ◆ *Pre-K is not equitable. The voters were misled. Instead of Pre-K for all, it was doubled in the towns that it already existed in."*
- ◆ *Consolidate elementary schools*
- ◆ *Fire the school board and start over.*
- ◆ *transfer students to other elementary schools and then convert old schools into housing or offices.*
- ◆ *Consolidate the northern elementary schools in Antrim and the southern schools in Peterborough...both already have schools that could accommodate the increase in size with minimal or no additions.*
- ◆ *Operate effectively. Provide equal educational opportunities*
- ◆ *start with the highest cost/student schools*
- ◆ *Offer that the towns can pay the difference if they want to keep their elementary school open.*
- ◆ *What if you moved the 5th grade into the elementary schools, but had bussing for extracurricular opportunities to the middle schools.*
- ◆ *Start looking at administrative cost first, not closing schools. Across the board there should be a deep dive into excess costs.*
- ◆ *Break up the district and let each town contract school services individually as determined by the parents.*
- ◆ *It is not necessary to close elementary schools. Redistributing middle school children and closing 1 or both middle schools is the solution. I resent the way questions are poised to lead to only 1 conclusion namely closing some or most of the elementary schools while ignoring what most of the regions population is saying. These questions are leading and manipulative.*
- ◆ *"Breakdown by geographical location rather than separated by town. For example, residents of SE Peterborough could attend TES. Residents of West Peterborough could attend DCS. Hancock to either Peterborough or Antrim, based on family preference/distance, and BES could join FES if necessary.*
- ◆ *Taxes and resources should be spread evenly among towns regardless."*
- ◆ *Better understand the cause of the financial struggles, present unbiased information to the taxpayers (with comparisons to similar districts) to inform discussions. I do not understand why closing elementary schools is the only option if the district has financial struggles.*
- ◆ *move students from the two middle schools back to the elementary schools; support only one middle school if necessary.*
- ◆ *Assess each proposed plan for economic value and go with the option that lowers the per-student cost most overall.*
- ◆ *Keep the highest performing schools open! There s a reason they are high performing.*
- ◆ *it is time to close these small town schools, consolidate.*

- ◆ *Keep young students as close to their home town as possible.*
- ◆ *close the necessary schools*
- ◆ *Close PES and send those kids to the smaller schools*
- ◆ *It has become necessary imo*
- ◆ *Use facts, figures, and individual school performance to decide what schools to close. Then communicate it better than what happened at the previous public sessions. People came expecting a person to explain the problems, and got posters and post it notes. The consultants that were there had few answers and often said things like “that’s upto the board”.*
- ◆ *Close them. This should have been done years ago. Do it sooner than later. Keep middle school separate from high school*
- ◆ *Open a town-based / homeschooled / charter elementary school*
- ◆ *I am unsure what district financial struggles might occur, especially since local schools are locally funded.*
- ◆ *Provide morning and afternoon care so parents can drop off at the school to avoid a long bus trip for young children. Include free breakfast.*
- ◆ *Don't close EL. Administrative costs should be cut first. Districts are too top heavy.*
- ◆ *Raise taxes*
- ◆ *Pick the schools that have the closest proximity to elem schools that remain open so children so children do not have to spend much time on buses, and let parents in closed elem town have choices about where their children go to school.*
- ◆ *consolidate them. We do not need one in every town. These students in the small schools need more opportunities and peer choices. I do have grandchildren in the district and I sub in the district, retired last June.*
- ◆ *Temple and Dublin go-to Peterborough.....Hancock to Bennington and Frankestown to Greenfield.*
- ◆ *Bring 5th to ES and to close the few schools with less than 50 students.*
- ◆ *Close Dublin ES*
- ◆ *Make sure transportation is available and adjust the start time to allow families to travel.*
- ◆ *As I said previously, ask each town if they would like the option to run and fund their own elementary school.*
- ◆ *Ensure that the children of the closed schools stay together and with their beloved teachers. From what I can gather, there has been little to no thought of the actual children whose normalcy is being threatened and their emotional well-being. I am extremely concerned that my child, who is in a school most likely to close in this plan, will be impacted incredibly negatively by this change and I’m terrified for what it will do to him emotionally.*
- ◆ *I am not sure what district financial struggles entails.*
- ◆ *Make the decision. Stick to it. Move forward with compassion. Goal: provide the best education possible with the least disruption to the student(s). Be mindful of transportation and the child that has to travel the furthest. Provide vouchers for those families that do not want to stay within the Conval district.*
- ◆ *Close the smallest ones and move the kids to the schools with the most capacity closest to the town affected.*
- ◆ *Affected towns leave the district for a better-managed one.*
- ◆ *Do want needs to be done and is best for the students.*
- ◆ *Close the elementary school or schools with the lowest student enrollments*

- ◆ *Combine the ones closest to each other*
- ◆ *Close the schools with the lowest number of enrolled students*
- ◆ *Push 5th down to elementary. Put all 6/7 at sms. Make the new part of the new wing of the high school -or a badly needed remodel of cvhs-for 8th grade. Close gbs. Go further and close AES and split them into higher achieving elementary schools*
- ◆ *Close PES it is the oldest building and divide the town based on location and redistribute students into the schools closest to their home.*
- ◆ *The assumption that the financial struggles will be solved by closing elementary schools is not a well thought out assumption. The administration needs to look well beyond the elementary schools - start at the top and reduce administrators and staff. Look at combining middle schools. Fixation on closing elementary schools to the exclusion of other options shows true lack of leadership and broad thinking.*
- ◆ *Duh! Close some elementary schools!*
- ◆ *Do it*
- ◆ *Embrace the cultures of each school rather than pushing populations of the smaller schools to conform to the existing culture(s) of the larger schools.*
- ◆ *Find more funds.*
- ◆ *Move grades 5, 6 to elementary schools and move 7, 8 to high school, then close the middle school.*
- ◆ *Move 5th and 6th grades to elementary schools and close one middle school. Make the other a junior high school.*
- ◆ *Reduce number of schools however if a town wishes to keep their they could raise local property taxes to make up the difference in cost.*
- ◆ *I do not believe closing an elementary school is an option to keep our region desirable to move into. We should consider soft borders where families can choose which elementary school they want their child to attend.*
- ◆ *Move Temple to another district.*
- ◆ *Actively promote the benefits of consolidation*
- ◆ *Keep them open.*
- ◆ *Use the existing private schools who get tax benefits to absorb and offer reduced enrollment to students that live in the town.*
- ◆ *Close them!*
- ◆ *Do not use skewed data to sway people.*
- ◆ *be sure that the towns that lose elementary school can access neighboring town elementary school in order to avoid long bus rides*
- ◆ *How does one decide which towns get elementary schools -- it seems very unfair to pick on small towns to close their schools that contribute so much to the sense of community-- and it may not always be the same towns with the least number of students. So then what, reopen some and close the others that now have the least students? The graph shown at the top of the page is absolutely misleading by not showing the portion of the graph below 23K. Clearly it is a biased attempt to accentuate the cost of some of the small schools. I am disappointed to see that. There is no information regarding the reason for the higher costs per student at those schools with the highest costs -- is any of the increased cost due to higher cost staff and teachers or transportation costs? Asking us to consider proficiency data for these small samples is also flawed -- the data changes from year to year as the 4th grade students change.*
- ◆ *Consolidate*

- ◆ *Choose the schools to close so that the greatest financial gain is made with the least impact. Bussing young children a long distance is not great.*
- ◆ *close some schools*
- ◆ *Not spend valuable funds on evaluation company's and a 2.4 million dollar parking lot. Sounds like someone is making bad financial choices when they are having money problems. Fire that person(s).*
- ◆ *do it.*
- ◆ *Close some of the elementary schools or raise taxes.*
- ◆ *Remove Temple from the district and send to Wilton Lydenborough*
- ◆ *Close PES and move those students to the other elementary schools. Peterborough has 3 schools.*
- ◆ *Reorganize the students in each part of the district so not to overload one/two schools. Example if Dublin ES was to be closed don't just move those students to PES look at alternatives such as moving students to Hancock ES or vice versa.*
- ◆ *People are already having financial struggles. Total costs for schools needs to be reduced across the board or people are going to be losing their homes due to high property taxes. Need to focus on basic education without extras.*
- ◆ *Close whatever schools necessary in order to ensure an equal education for ALL students in the district, no matter which town they live in.*
- ◆ *Schools with less than 30 kids should be closed*
- ◆ *Ensure class sizes remain appropriate and not maxed out. Resources are sent where they are needed. The existing schools are used for before/after school care and we consider pre-k rather than using these buildings towards something else. We need to support our youth and their families otherwise people will choose towns with programs in place and people will not repopulate.*
- ◆ *Don't do it*
- ◆ *Consolidate the 8 elementary schools into 4.*
- ◆ *What is best for the kids.*
- ◆ *Close the smaller schools. Keep the stronger teachers. School is for learning. I'm tired of these kids not knowing how to read, write properly and do math without a calculator. Keep politics out of the classroom*
- ◆ *learn from past mistakes like when experts decided to move 5th and 6th graders out of elementary schools and then to build a elementary school in each town. I know there is no easy answer here and I don't have one. The data that is presented suggests closing Temple makes the most sense.*
- ◆ *also merge the two middle schools into one middle school.*
- ◆ *lower the property taxes of the town whose residents whose taxes will no longer pay for an in-town school.*
- ◆ *I'm not sure*
- ◆ *Close the elementary schools*
- ◆ *Close the smallest schools*
- ◆ *Consider the amount of time young elementary school children would be riding buses to and from schools, especially in winter and in rural areas*
- ◆ *"Homeschool.*
- ◆ *Make smarter choices with money."*

- ◆ *One or two towns can't be singled out. Elementary school consolidation needs to happen now, and it needs to be broad. Several elementary schools should close.*
- ◆ *Layout the number transparently for the residents to see exactly why their school has to be closed.*
- ◆ *Try to make sure the commute time for all students is similar*
- ◆ *combine some but give parents the option of where their student can go if their school is the one that is closing.*
- ◆ *Keep the higher performing schools and staff.*
- ◆ *Consider other financial strains (transportation, administrative costs, etc) before making changes for the STUDENTS!*
- ◆ *offer more academic opportunities at the high school (followed closely by pre-K)*
- ◆ *Close Temple ES, Dublin ES, and especially Francestown ES. These are the smallest and most expensive ES in the county.*
- ◆ *Merge the struggling towns with the more successful and get everyone up across the board.*
- ◆ *Keep AES, Pierce, GES, and PES open. Consider having Dublin and Temple bus to Keene/Mascenic*
- ◆ *How about bussing some kids from larger schools to smaller schools like temple?*
- ◆ *Ensure that the remaining schools still have the resources needed so students maintain the environment one is used too. For example, increasing class size in school where they are below standards will not help out the school district in any way.*
- ◆ *Follow through with closings to save taxes.*
- ◆ *Stop using state taxes to fund homeschooling, private school and christian school tuitions! That public \$\$\$ should fund public schools.*
- ◆ *redistribute resources and personnel to make sure class sizes remain viable, at or below the state requirements, and that special education, counseling services and that students of all abilities are offered the best support possible.*
- ◆ *Increased class sizes MUST (!!!) result in higher paid teachers and paras. Better pay will help retain great teachers and make it possible for paras to make living wages*
- ◆ *Move 5th and 6th grade to all elementary schools and close one middle school.*
- ◆ *Close some schools based on a carefully thought out approach.*
- ◆ *consider student performance and cost per student*
- ◆ *I am sure you have done this but look at the bus ride times, etc. Trying first to bring all elementary schools together in regards to curriculum and teaching methods needs to be executed, or tried first. Regional elementary schools could be the answer but only after much study, look at other districts, demographics, etc.*
- ◆ *To close them! No elementary school should have fewer than 15 students in each grade.*
- ◆ *close the under used elementary schools*
- ◆ *Educate the public*
- ◆ *Fixed costs excluding teachers is the same regardless of census*
- ◆ *Cost per student vs outcomes*
- ◆ *Students at low performance schools are underserved as the data show*
- ◆ *Consolidate in a way that avoids long bus rides (yeah, I know).*
- ◆ *Remind retirees that SOMEONE ELSE paid for their education! No one made it on their own.*
- ◆ *Hold open forums*
- ◆ *Use border towns to bring kids to schools that are at the larger elementary schools into the smaller sized schools instead of having the kids farthest from the schools that are larger*

combine into those to reduce class sizes and continue with the smaller classroom. The numbers do not tell the whole story as the smaller the numbers, the more cost per student due to the same resources for the students. As well as the smaller the numbers, the greater the impact a lower score will have on the overall percentage/performance of the school. Also demographics play a role, it isn't just dependent on the schools. There is a direct correlation with a families resources and finances with a child's education and level of reading/math skills at an early age due to what they are able to do in the home. Bring 5th grade back to elementary schools and add Prek to all elementary schools where younger kids are paying for private schools to increase the size of school. The plan to close schools and add more bus routes and more classrooms to accommodate students in the larger sized schools makes no sense in my opinion based on the above numbers.

- ◆ Select the nearest school to minimize busing time.
- ◆ Do a pilot and close one of the smallest. The school will likely turn to being a charter school and the district will still incur costs.
- ◆ Question assumes that it is necessary to close schools. It is not necessary, but an option to be considered - and not a very good one. This is a biased question.
- ◆ Close as few as possible and only the smallest schools.
- ◆ Combine some schools.
- ◆ re-allocate funding
- ◆ Consolidate as much as possible. We did this in the Mascenic district (I teach at MRHS), and it's been a huge advantage because we can focus resources, not have specials teachers driving to and fro, etc. Hardly any students walk to school anyway, so having the school nearby isn't really an issue, in my experience.
- ◆ Reduce the middle schools, reduce the size of buildings, reduce the number of extracurricular activities.
- ◆ Create a good process for giving parents information about how this would impact their children....keep town members apprised all along the way.
- ◆ An extremely difficult question. Possibly close the elementary schools which are closest to the schools to the outplaying destination towns.
- ◆ Clise Temple, Dublin abd Francestown schools.
- ◆ Close the ones with lowest population
- ◆ Reduce number of elementary schools to 4
- ◆ eliminate all but two
- ◆ 1. Move more grades to the elementary schools, and 2.Fire the administration.
- ◆ I would not support the closing of any schools and would mostly likely move out of the district if that were the case.
- ◆ Consolidate to 1-3 elementary schools and design bus routes across town lines to minimize bus times. Stop pretending that this is a sustainable model and drive the tough choices. Support the staff and preserve the best enrichment programs when the schools are combined.
- ◆ Keep both of the middle schools or I won't support any change
- ◆ Find an acceptable tax e.g. sales or other to fill the financial gap
- ◆ Close the schools we don't need. Taxes are way too high
- ◆ Close the schools with the lowest enrollment
- ◆ I am not sure how to answer these questions. I think evaluating a couple clear options and their expected benefits is easier than a ton of what if this or that things in isolation, aftercare, preschool adding programs, getting rid of schools all have different impacts.

- ◆ *Create a plan that takes into account student travel time as well as financial support.*
- ◆ *Close underpopulated schools before they all start spending tax money on private schools...which is BS*
- ◆ *If the towns with low enrollment want to keep their schools open, have the difference be raised by the individual town taxes. So towns are paying for their small school, not the district.*
- ◆ *Start closing schools by choosing those that are farthest from the center of town.*
- ◆ *Just close the schools with low enrollment without having other options attached to it. Schools were built to address increasing enrollment. Now that student enrollment has been down for years, the same standards must be applied in reverse. Eliminate the waste and consolidate attendance.*
- ◆ *Close as few elementaries as possible. Consider things such as the quality of community life in each town, related to its own school, and the downside of long busing distances for children to a new consolidated elementary.*
- ◆ *Do it fairly.*
- ◆ *Not sure*
- ◆ *BRING 5 & 6TH GRADE BACK TO THE ELEMENTARY SCHOOLS & CLOSE ONE OF THE MIDDLES SCHOOLS.*
- ◆ *Try to minimize bus ride time*
- ◆ *Close 3 schools to start.*
- ◆ *look at sharing existing space in the school buildings instead of closing the schools altogether. Reduce administration positions & salaries. \$33k per student seems excessively high; there is probably a smarter way of budgeting the smaller schools than the status quo.*
- ◆ *cut administration staff*
- ◆ *Plan for transportation to each of the new centralized elementary schools.*
- ◆ *Consider time on bus when consolidating schools. Ensure before and after care and prek are available at all remaining schools.*
- ◆ *close them and combine up.*
- ◆ *Consolidate other schools*
- ◆ *move 5th and 6th grade back to elementary schools, and reduce middle schools to one. so: one high school, one middle school, the rest elementary schools.*
- ◆ *Close the two middle schools and bring back 5th and 6th grade to all elementary schools - keep all elementary schools open*
- ◆ *move 5th grade to elementary schools and combine the two middle schools*
- ◆ *K-6 (2-3 schools) and 7-12 (1 school), with FULL resources to support needs and academics. Have a signature internship program in 9th grade to help kids set the course for their next 4 years. I don't think money should be cut from the budget, but should be spend efficiently and effectively. I'd rather have more teachers and guidance than several new boilers and roofs . .*
- ◆ *In my opinion, the two smallest elementary schools should combine (close one of them) and all 5th (and possibly 6th) graders should return to their "home" elementary school. The one thing I do NOT want to ever see is elementary schools which are over 300-325 so students. PES is by far the largest elementary school (people in smaller towns think it is shockingly huge) and I think it is the perfect size but would be fine with another grade or two added to it. I would not be okay with adding whole towns to PES, which already includes Peterborough and Sharon.*

- ◆ *Move 5th and 6th grade to the elementary schools and close a middle school. When my kids went through Conval, that move to middle school in 5th grade felt instinctively wrong, and the kids suffered because of it.*
- ◆ *Seek funding (grants, taxes, private, public but KEEP SCHOOLS OPEN!!!!!!)*
- ◆ *Can you guarantee transportation? Even for PreK?*
- ◆ *Pick the most cost effective plan.*
- ◆ *Close the ES schools with the lowest enrollment and consolidate academic resources into the merged schools.*
- ◆ *Fire someone. There's no reason for there to be a struggle given what we're paying in taxes.*
- ◆ *closing some, with much emotional difficulty*
- ◆ *Close some and combine.*
- ◆ *Consolidate based on geography, and spread the savings across teacher and staff salaries.*
- ◆ *Close the smallest ones. Temple, Dublin, Hancock, Francestown*
- ◆ *Bring 5th and 6th grade back to elementary, go to 1 middle school at SMS location so that 7-8th grade students could attend HS classes in subjects in which they are advanced.*
- ◆ *Have the students go to the closest school to their home address. So some towns might have kids in 3 different schools*
- ◆ *Close the smallest, most expensive schools. Towns have a responsibility in this as well. Some of our small towns have prohibitive zoning laws. If they want to maintain a school, change the zoning laws to support more housing.*
- ◆ *Close the two with lowest enrollment*
- ◆ *Reduce the high pay for upper administrators and raise teachers pay. Or raise taxes.*
- ◆ *ensure affordable childcare and preschool for everyone and then have 2 - 3 K-5 elementary schools, one 6 - 8 middle school, and one 9-12 high school*

8. Would you be supportive of one middle school instead of two? (n=401)

Yes	47%
No	26%
Not Sure	17%
Only if...	9%

- ◆ *5th and possibly 6th grade can be returned to the elementary schools*
- ◆ *Provide a new Middle School building*
- ◆ *of course you mean SMS, which needs to have its "sick building syndrome" cured first*
- ◆ *If class sizes were kept small and more academic and STEAM opportunities were made available*
- ◆ *Existing school can accommodate the numbers*
- ◆ *The one school has the ability to accept the extra students.*
- ◆ *there is not a large (50%+) increase in commute time*
- ◆ *...the current middle school population will fit in one school and keep or improve the educational offerings. Also bussing costs and ride duration should be a determining factor.*
- ◆ *No elementary schools were closed*
- ◆ *you bring the 5th and 6th grade students back to their elementary schools*
- ◆ *It meant a later start time*
- ◆ *If it were going to increase equity between the schools.*

- ◆ *It doesn't make the travel to school significantly more difficult for students and their parents*
- ◆ *It's at SMS*
- ◆ *Design flaw. You should be able to leave a comment without the program autoselecting "Only if...". Many school systems have 7,8, &9 in middle school, leaving more room in the high school for business, construction and other pre- professional programs.*
- ◆ *an idea is to have one middle school for 5th through 6th or 7th grade and then high school for 7 through 12 or 8 through 12, the junior/senior high school model*
- ◆ *it meant not closing an elementary school.*
- ◆ *there are cost savings benefits*
- ◆ *The class sizes aren't too large.*
- ◆ *It were able to offer appropriate resources without overcrowding.*
- ◆ *Yes, Middle school and high school should be separate and not combined*
- ◆ *Consolidated to SMS*
- ◆ *5th wasn't attending middle school*
- ◆ *It means that the elementary schools can remain open.*
- ◆ *Fifth grade was kept at elementary (potentially 6th as well)*
- ◆ *There was a clear financial benefit and efforts were made to optimize learning opportunities. I would be concerned about students making the transition going from a small elementary school to a even bigger middle school.*
- ◆ *lower grades moved back to the elementary schools*
- ◆ *Well, we live in Peterborough and would be very frustrating if our child could not go to a middle school in Peterborough.*
- ◆ *Travel times? Classroom and activity space? Control of larger groups? Cost benefit? (yes I know about fixed costs, but....)*
- ◆ *it would provide more educational and extracurricular opportunities.*
- ◆ *It increases opportunities for all students.*
- ◆ *Close both middle schools*
- ◆ *It is in Peterborough*
- ◆ *Only if you don't close the schools in Peterborough*
- ◆ *Students who were doing above-grade level work could take classes at the high school*
- ◆ *Only if the school gets expanded and there are more opportunities*

9. Research overwhelmingly supports a later start for secondary students and earlier start for elementary students. Would you be supportive of a plan to change school reporting times for secondary students? (n=401)

Yes	77%
No	8%
Not Sure	15%

10. In order to spend the same amount of money per student across middle schools, would you support adjusting middle school attendance zones to create two middle schools of roughly equal size? (n=401)

Yes	50%
No	15%
Not Sure	26%
Only if...	9%

- ◆ *Close 1. When I was at SMS I think we had 600+ students 5-8. We all fit just fine*
- ◆ *Have one middle school.*
- ◆ *you had an opportunity to request a different school if you were living in zone that changes from the current zone.*
- ◆ *Children aren't jelly beans in a jar*
- ◆ *I do think that one middle school is sufficient with the current and projected enrollment figures. Having walking access to the high school can provide many more options for enrichment, advanced classes, extracurricular activities that are understandably more difficult to provide evenly with two schools.*
- ◆ *Close GBS*
- ◆ *Do we need two?*
- ◆ *It depends: 1) capacity of current schools, can the receiving school really accommodate the proposed increase in students? 2) Will this in any way alleviate the teaching staff shortage? 3) Will the proficiency testing result in better or worse results?*
- ◆ *I think the towns that would be impacted should get to decide. If this means splitting up a towns students to go to two different schools, I don't think it's a good idea.*
- ◆ *the travel time isn't too long for students.*
- ◆ *Enrollment supports it and schools are not half full*
- ◆ *students were <10 miles from home to school (GBS is 14 miles away - too far!)*
- ◆ *These questions are like press asking questions*
- ◆ *Yes, but if this creates a costly building project, I am not sure I would be as supportive.*
- ◆ *It won't make it much more difficult for rezoned students to get to and from school.*
- ◆ *the idea to combine the 2 into one was not doable. My first choice is to combine the 2 middle schools into 1.*
- ◆ *Thought they already were fairly close??? Although knew some special services are only available in SMS!?*
- ◆ *it lowers the TOTAL cost per student across all schools, not only middle school*
- ◆ *Yes, middle school and high school are separated*
- ◆ *Towns are not split.*
- ◆ *Combine the middle schools. Maybe have middle school be grades 6-8 with 5th grade staying at the elementary schools or have grades 5-7 in middle school and move 8th grade to high school*
- ◆ *Sounds like a reasonable concept. Wondering about the implementation -- whether that means that the middle schoolers from some towns would go to a different school depending upon what part of town they live in? Would the line shift depending upon the enrollment yearly, or over time?*
- ◆ *Not sure what an attendance zone is. If this plan reduces overall taxpayer cost I support it*

- ◆ *Depends on the location of the schools.*
- ◆ *The boundaries didn't change substantially and the demographics were equal (not a majority of large population towns kids and a few rural)*
- ◆ *Only if there is equity. The current inequity of facilities, programs, and extra curricular opportunities at South Meadow vs Great Brook is unacceptable.*
- ◆ *Once again, what will be the time a student spends on a bus, and look at the culture of the middle schools too.*
- ◆ *What does this question mean? As the ES data show, cost per student is a poor predictor of performance!*
- ◆ *Is this questions talking about soft borders with in towns or moving a town like Greenfield to Antrim? It's not clear in the questions (a common problem in your questions). Ultimately equity in education and opportunity between the schools is most important to me*
- ◆ *Have only one middle school, with more grades at the elementary school.*
- ◆ *all middle school students cannot fit in one building. I am frustrated with the inequities between offerings at the middle school, which would be eliminated if there was one school.*
- ◆ *Close both, send 5&6 back to elementary schools*
- ◆ *It makes more financial sense than combining into one.*
- ◆ *This is a stupid question.*
- ◆ *Only if it means keeping Peterborough Middle School OPEN*
- ◆ *Towns are kept together and not ½ to Peterborough and ½ to Antrim*

11. If the district really needed to reconfigure due to finances or troubles finding enough staff, please rank these reconfiguration options (1 is first choice): (n=388)

Option	1	2	3	4	5	6	7
2 Elementary Schools, 1 Middle School, and 1 High School	28%	18%	11%	7%	8%	19%	10%
2-4 Elementary Schools and 1 combined Middle/High School	10%	21%	12%	13%	21%	16%	7%
8 K-8 and 1 High School	6%	8%	20%	21%	13%	18%	13%
8 K-5, 1 Middle School, and 1 High School	32%	17%	18%	21%	7%	5%	1%
8 K-5 Schools and 1 Middle/High School for grades 6-12	2%	15%	13%	18%	31%	14%	7%
8 K-6 Schools and 1 Middle/High School for grades 7-12	8%	16%	19%	14%	12%	25%	6%
Something Else	14%	5%	7%	7%	7%	3%	56%

12. You ranked “something else” in your top 3, please provide what you propose as an alternative option below: (n=92)

- ◆ *My kids went thru CV with 26 in their elementary class at GES, and almost 1,000 in HS. Also pre-k is not required, our tax dollars subsidizes this program at \$22k per student with no state/ federal aid available. I do not want to expand this program.*
- ◆ *2 Elementary. PES and Use GBS as Elementary. 1 middle 1 high school.*
- ◆ *1 hs 1 ms 2-4 elementary schools*

- ◆ Exactly what we currently have. 8 elementary schools, preferably with pre-K, TWO middle schools, ONE high school.
- ◆ I think the district should look at different ways to cut costs. Equalize enrollment across the schools based on where students live rather than what town they live in. For example if a student lives in Peterborough but are near the town line with Dublin, send that student to Dublin. That would spread the costs across the schools rather than having a school with low enrollment and high cost per pupil.
- ◆ (6)K-5 (2)6-8 (1)HS
- ◆ Two middle schools 5-8 1 high 4-5 elementary
- ◆ 6 elementary schools k-5, 2 middle schools. 1 high school.
- ◆ 4 elementary schools configured as grade level schools with 2 preK-grade 2 schools and 2 grade 3-5 schools (two schools per grade level would maintain small class size but also allow more than one class per grade). 1 middle school grades 6-8 at SM to be able to access the high school. 1 high school
- ◆ 8 K-5 Schools, 2 Middle Schools, 1 High School
- ◆ 2-3 elementary, 2 middle schools, 1 high school
- ◆ 8 elementary schools K-6, 1 middle school, 1 high school
- ◆ 4 -5 Elementary Schools, 1 Middle, 1 HS
- ◆ 5 or 6 K-5 schools; 2 middle schools (6-8); 1 HS
- ◆ Rethink the old model of kids sitting in a classroom for 6 hours a day to 'learn'...Can they learn without a classroom? Could we re-think configurations that are not 1 teacher:1 group of elementary students... re-think the teacher role for more efficiency. evaluate WHY the costs are so high.
- ◆ SIX (6) ELementary schools K-5; 1 or 2 Middle Schools 6-8; HS 9-12
- ◆ I'm not sure any reconfiguration is necessary. If we do need to make a change, consider moving fifth graders to elementary schools in order to adjust per-pupil costs.
- ◆ I do not think that middle school students should be in same building as high school students. I also think that middle school is a difficult time and having 2 smaller middle schools is better . than one. However, I would have 3 elementary schools, (Antrim, mid-district (any combo Bennington, Greenfield, Francestown, Hancock) Peterborough, 1 middle school 6-8 (prefer 2) High school
- ◆ Unsure. No one has provided enough information for any of us to make educated decisions. Saying 'save money' means absolutely nothing without showing what current costs are, what the savings will be and how it all relates to how the towns chose to incorporate that into tax savings.
- ◆ 6-8 K-4/5 schools. Two middle schools. One high school.
- ◆ Have Francestown join another school district. Neighboring school districts are better ranked and closer
- ◆ Don't have an idea yet.
- ◆ 4 or 5 k-5 elem schools 2 middle schools, 6-8, more evenly divided 1 high school
- ◆ Close the three most costly elementary schools, move those students to the elementary school to which they are closest and keep the two middle schools and the highschool.
- ◆ Close the schools but offer financial assistance for private schools.
- ◆ I think it's extreme to go from 8 elementary schools to 2-4 or even just 2. Maybe 5 elementary schools, 1 middle school and 1 high school? I don't like the idea of a grade 7-12 school unless the younger grades could be separated

- ◆ 3-4 elementary schools, 2 middle, 1 hs. I'm concerned with combining very young kids (3-4yr olds) with budding teenagers.
- ◆ Two middle schools, one high-school, 4-5 elementary schools.
- ◆ 1-2 schools of Prek – 1. 1-2 schools of 2 – 5. 1 school 6-8. 1 school 9-12
- ◆ 1 HS, 1 MS and 3 elementary schools - AES, PES and GES
- ◆ What about 6 elementary schools (closure of Temple and & Francestown) and 1 Middle, 1 High School. This option is discussed other places in the survey, but not included here.
- ◆ 7 K-6 Elementary(Closing Peterborough - This makes more sense for bussing), 1 7-9 Jr. High, 1 10-12 High School
- ◆ increase funding to school through more state funds and raising taxes
- ◆ Over the years the district administration has grown tremendously. I would cut this area before anything else.
- ◆ 3-4 elementary schools; 1 middle school; 1 high school
- ◆ I don't want us closing our important small town community schools!!!! Being in walking distance is why I bought my house!!!! It was important to me for the kids to be in walking distance of their elementary school and I love our FES!!!!... Great staff and ratings!!!! Awesome wonderful family!!!! :(
- ◆ Raise \$\$ by charging on a sliding scale based on income for preK-3 and preK4, afterschool enrichment and academic tutoring services. If necessary sell SMS and turn Great Brook into a common middle school. Ages 12 and above can better sit on school buses than little kids. Put 9th graders in a middle school if necessary, rather than close an elementary.
- ◆ 5 K-5 elementary schools, one middle, and one high school
- ◆ 8 (k-6), 2(7-8), 1 HS
- ◆ 5 elementary schools K-5, 2 middle schools, 1 high school
- ◆ Reconfigure all school boundries (soft boarders) ie: Sharon and/students west of Old St road go to Temple. Peterborough students West of say MtView drive go to Dublin. Be flexible.
- ◆ 4 elementary schools going from K to 6 (blending the smallest geographically closest to PES, Antrim, Greenfield and keeping Hancock since it is one of the larger small schools. Having SMS and Conval as combined junior senior high school.
- ◆ 1 vocational high school. 1 general high school/ with middle school. 4 elementary schools (Lots of HS self directed ELO's that incorporate regional business collaborations. And the middle school would have mandatory outdoor/ farm/ conservation curriculum.
- ◆ 2 elementary schools, 2 Middle schools, 1 high School
- ◆ 8 k-5 schools, 2 Middle schools (6-9), 1 high school (10-12)
- ◆ Breakdown by geographical location rather than separated by town. Taxes should be spread evenly among towns regardless.
- ◆ In general, I suspect having 8 elementary schools is the most expensive options, but since you have not attached a dollar value to each option, it's difficult to put those in order
- ◆ 2-4 elementary schools, 1-2 middle schools, 1 high school
- ◆ 2-4 Elementary schools but keeping a middle school and a high school.
- ◆ 4 out of 7 options combined middle and high school. I don't believe those should be combined at all. Keep middle and high school separated.
- ◆ K-5 4 elementary schools 6-8 2 middle schools 9-12 one high school
- ◆ 5 Elementary Schools (combine a few towns), 1 middle school from g 6-9, 1 High School Soph thru Senior.
- ◆ 3-4 elementary schools, 1 middle school, 1 high school

- ◆ 2-4 Elementary Schools, 1 Middle School, 1 High School
- ◆ 3-4 Elementary Schools, 1-2 middle schools, 1 high school
- ◆ Fewer elementary schools, 2 middle schools, 1 high school
- ◆ 6 elementary 1 middle 1 HS
- ◆ Adjust zoning for existing elementary schools to create more equal numbers for the elementary school population. Or create magnets.
- ◆ 8 K-5 Elementary School, 1 6-8 Middle School, 1 9-12 High School
- ◆ 8 elementary schools through grade 6, 1 middle school 7-8, 1 high school, preschool in every elementary school
- ◆ Keep current set up
- ◆ Elementary schools, 1-2 middle schools, 1 high school,
- ◆ More than four but less than eight elementary schools
- ◆ 2-4 K-5 elementary, 1 middle, 1 high
- ◆ 4 K-5 schools, 1 or 2 middle schools, 1 highschool
- ◆ i have no idea but I didn't like the choices
- ◆ 3 Elementary schools K-6, 1 Middle school 7-8, 1 High school 9-12
- ◆ Close underutilized elementary schools, or taxpayers in the small towns can pay the cost difference between the average cost per student in the larger schools and the underutilized schools. Taxpayers in the small towns should be responsible for their choices. It's a zoning/development issues in some small towns. Towns without strict zoning should not be paying for other towns development decisions.
- ◆ 8 elementary schools K-8, 1 high school
- ◆ 8 K-6 1 middle 1 high
- ◆ I don't see the option for 2 middle schools. I would be in favor of elementary school going through 6th grade.
- ◆ 4 pre-K-5 elementary, two middle, 1 HS
- ◆ 4 elementary schools, 2 middle schools, 1 high school Or 4 elementary, 1 middle, 1 high
- ◆ Dissolve the Conval School District. Each Town makes their own plan.
- ◆ Having 8 elementary schools is the problem. I don't agree with any option that includes so many schools
- ◆ 2-4 elementary, 1 middle, 1 high
- ◆ Close 2 elementary schools that are farthest out but closest to other elementary schools to combine them
- ◆ 2-4 elementary, 1 middle, 1 high school
- ◆ 4-5 elementary schools, 1 middle school and 1 high school.
- ◆ 4-6 elem schools with k-6, 2 equal middles, 1hs.
- ◆ Pursue the funding lawsuit. Look at reducing the programs/facilities improvements at the high school (we've been dumping huge amounts of money there for years) in favor of funding to the elementary schools. In short, overhaul the district budget, starting with the Superintendent who is under-performing. Make admin salaries contingent on performance metrics. Scale back and return to the basics. It's evident by the reading & math scores presented at the beginning of this survey that too much effort is spent on things other than educating our kids.
- ◆ Just something different that keeps elementary, middle and high school in separate schools
- ◆ Fewer than 8 elementary schools (but 2-4 is complete insanity, I would say 6-7 elementary schools) with grades K-6, and one 7-12 high school. This would allow closure of both middle

schools and at least one elementary school. We do NOT need to have some insane plan to halve the number of elementary schools (or worse) and have huge schools or make people who already have good sized schools, which make more efficient use of funds, leave town for the sake of “fairness.”

- ◆ *RAISE MONEY AND KEEP SCHOOLS OPEN AS K, ELEMENTARY, MIDDLE AND HIGH without closing schools or combining*
- ◆ *We should remove some towns from conval*
- ◆ *Keep two middle schools*
- ◆ *K-6 elementary schools, 1 7-8 middle school at SMS site, 1 high school.*
- ◆ *Close the small elementary schools, (Temple, Dublin, Francestown) so, 5 elementary schools, 2 middle and one highschool. Also consider reconfiguration of Hancock to just be the district pre-k program. This would maximize pre-k resources, including staff.*
- ◆ *Close 2 elementary schools, reconfigure middle schools to be even. I DO NOT believe elementary/middle/ and high school students should be mixed!!!*
- ◆ *4-6 elementary 2 middle 1 high*
- ◆ *2 - 3 K-5 elementary schools (Antrim, Peterborough, Greenfield (?), one 6 - 8 middle school (Peterborough), and one 9-12 high school (Peterborough). If Temple and Dublin don't like the ling bus ride then perhaps they can connect with other school districts.*

13. ConVal has considered reconfiguration options multiple times over the past 20 years but thus far taken no action. Student enrollment is not projected to increase much in the next decade. In your opinion, should ConVal take action on the reconfiguration question in 2024? (n=391)

Yes	63%
No	19%
Not Sure	18%

14. If there is a school district configuration question on the March 2024 ballot, do you plan to vote? (n=391)

Yes	95%
No	2%
Not Sure	4%

15. In what town do you currently reside? (n=389)

Antrim	6%
Bennington	4%
Dublin	8%
Francestown	8%
Greenfield	7%
Hancock	12%
Peterborough	41%
Sharon	3%
Temple	10%
Other	1%

16. How long have you lived in your current town? (n=391)

0-5 Years	23%
6-10 Years	19%
11-15 Years	10%
16-20 Years	12%
21+ Years	36%

17. What is your gender? (n=389)

Male	28%
Female	65%
Other	0.3%
Prefer Not To Say	6%

18. What is your age category? (n=386)

18-30	2%
31-40	16%
41-50	20%
51-60	17%
61+	44%

19. We have asked you these questions to help your school district improve. If you have any other ideas or thoughts about how ConVal could be improved, please tell us here. (n=182)

- ◆ *People are so angry and not trusting of their school board reps that I wonder if we should disband the district and let towns figure out elementary schools on their own, like in nearby Mason, NH.*
- ◆ *Stick to K-12 education before spending money on pre-k. We need foreign language earlier, more funding for STEM and arts during the school day. More focus on being work ready, how to act, dress, speak to others, etc.*
- ◆ *I'm glad you are trying to do something, my taxes are only going up and town and school programs are getting cut*
- ◆ *lower property taxes, increase field trips and more hands on learning, outdoor classrooms, hikes, gardens*
- ◆ *We need to start moving on this stuff. It has been years of talking. This problem has been around for a while. We all saw it coming. Start acting and less running around the bush.*
- ◆ *Respect students who achieve instead of the administration's handpicked favorites*
- ◆ *Stop fighting over the elementary schools and figure out how to make it work. Stop pitting the larger towns against the smaller towns. Stop pitting the smaller towns against each other. No one wants kindergarteners to spend upwards of an hour (each way) on a school bus every day. The transportation issues are extremely complex. No elementary school is currently in a position to absorb another elementary school. GES is currently at capacity as is BES/Pierce. If you have the idea to close FES, where are Francetown's children going to go? All the way to Antrim? All the way to Peterborough? What is the district going to do with the buildings that will be left unused if elementary schools are closed? Sell them? I don't*

- think so. They will still need to be maintained. The expense of re-fitting any of the existing schools to absorb all the additional students resulting from school closures seems unnecessary. Most of the options in the previous questions would seem to suggest that closing one of the middle schools is very much 'on the table'. This is not a reasonable idea. Neither of the middle schools could handle the number of students if the two middle schools were combined. I also feel that for children to jump from a school of 50-150 students directly to a school of nearly 2000 students in one year is too shocking, too much of an adjustment. The middle school years provide that opportunity for children to adjust to a larger school with a larger population more gradually.*
- ◆ *I appreciate the opportunity to give thoughts. I am, however, disappointed in the way the information is presented. Raw accurate data is helpful—data skewed towards the outcome you prefer is not. We have only lived here a short time, but we moved here specifically for the school and the community. I feel removing small schools will deter from new families moving in, as I know we are not the only families who have moved here for this reason. Our school is amazing, and we love the small class size. If something really needs to change because of finances, then give us the real reason and let us all talk about it, but please don't present the information in this way.*
 - ◆ *Better reach out. I did not receive any emails for this until today. And it was forwarded to me by a friend*
 - ◆ *More input and out of the box thinking provided by an entity that doesn't already have obvious leanings toward the solution.*
 - ◆ *I have lived here for many years and have found the secondary education system to be manipulative and uninformative, and its administration fundamentally dishonest. My children got through by keeping their heads down and dodging bullets. I wish I'd had the money to send them elsewhere.*
 - ◆ *There are just too many questions that are still to be answered before I can say whether or not I would support consolidation. Until these questions are answered. I firmly believe we can no longer look at just numbers. A class of 10 can feel like 30 depending on needs of students. Sometimes, a class of 18 can be comfortable. We have to address the lack of support and how we are going to meet the needs of the mental health crisis in our children. How will consolidation address this? This needs to be talked about and I need to trust the answers before supporting any plan.*
 - ◆ *The middle/High school need to seriously consider changing start times. I think 8am works for all of the ages. It would still keep after school activities on the earlier side. I realize that would mean fitting all of the kids k-12 on the same bus. Not sure the buses have room. If they switched with the elementary kids then their after school activities may start and finish too late.*
 - ◆ *Please use the information gathered from the public along with your institutional knowledge of the district and education in NH to develop several viable options for public consideration. Then hold more public meetings to discuss the various options. Use the media to make sure all stakeholders are informed. It is far more important to get community buy in and support than to rush to a solution. I have seen nothing regarding teacher and other school professional input. Their educational expertise must be included, especially for a reconfiguration. There is a persistent feeling within the communities of this being a "done deal". There will always be naysayers but the majority support their local schools and especially their teachers. Engage them to help redesign a district that is educationally sound and challenging, welcoming, nurturing, safe, enriching, enjoyable while addressing the*

difficult fiscal realities. A district they can be proud of and feel confident in its ability to provide an excellent education.

- ◆ *Insist that the state finally contributes the \$ amount per pupil that is consistent with its obligation to support public education; stop making citizens pay for private, religious and for profit schools under the false flag of "choice". Put that money toward public education for everyone.*
- ◆ *Normalize class sizes of 18-20 elementary students and close these small schools. Thanks for all you do to help kids!*
- ◆ *Have you looked at other options to provide revenue for local elementary schools?*
- ◆ *The discussion of closing elementary schools is at the expense of what is right for the ConVal economic community. This will stagnate any growth and we will become a ghost town. This is a short sighted concept and we need to think about and consider the implications of 10 years down the road and what becomes of the towns in the ConVal school district!*
- ◆ *I am not opposed to reconfiguration as a way to resolve potential challenges faced by changing demographics in the school district. At this point in time, I think that it is wise for the board to gather information about possible options and community ideas, but I also don't think that they should put anything on the ballot for at least 3-5 more years. The world is changing and we need good information so that we are prepared to make changes if and when we need to, but doing so prematurely will only cause more problems than it solves. Reducing district infrastructure (physical, administrative, and other) will essentially be a one-way process. Any infrastructure we loose will be extremely difficult to put back in place if we find that it is needed.*
- ◆ *Middle/high schools are a terrible idea. Consolidating elementary school kids with other elementary school kids makes a lot of sense.*
- ◆ *It is very tiring revisiting this issue. Do something now!*
- ◆ *1 middle school 4 elem if needed*
- ◆ *If we go through this process there needs to be a change, not another discussion that lasts 20+ years.*
- ◆ *We need management team to recognize they need to adjust staff when enrollment goes down.*
- ◆ *One concern I have is what happens if enrollment grows again in the future and we've lost ownership of all these schools? School populations tend to ebb and flow over decades. Could schools rent out space for programs for elderly people in communities and/or preschools? This could provide some great interaction between young and old, something sorely missing in our current society. Different countries and communities have had great success with this. Such an option could keep ownership of buildings but also generate revenue from elder programs, after-school programs, preschool programs."*
- ◆ *When considering per pupil costs, are you taking into consideration how young or seasoned the staff is that is teaching at each school? Schools with younger staffing (such as Hancock) will have lower personnel costs that a school like Dublin. In the question regarding test scores, what grade's scores are being represented? It doesn't seem very accurate to only show one grade's values considering the different levels of academic disruption that they might have experience with the Covid Pandemic. The sample that you are asking people to weigh in on is too narrow a view.*
- ◆ *Need better communication between parents and school staff. As a single divorced male it has been a constant struggle to get informed of school activity with my son.*

- ◆ *First, combine the middle schools offering the same combined programs and extra curricular activities, pause on any changes at the HS level-and only then combine some elementary with neighboring schools, i.e Francestown and Greenfield, Dublin and Hancock*
- ◆ *1) Take a hard look at the budget and administrative staffing levels;*
- ◆ *2) Decertify the teachers' union and pay teachers for results as well as experience;*
- ◆ *3) Insist on high behavior standards at every level;*
- ◆ *4) Stop wasting teaching and learning energy on gender identification nonsense.*
- ◆ *Re-think whole teaching/learning process and consider ways to deliver outcomes in reading/math that are not the same old thing.*
- ◆ *Tell me what I will save as a tax payer per 1000 dollars property value each year if DCS is removed.....*
- ◆ *Change is difficult. Proper planning, caring relocation of students and staff is critical. Also, what is Lionheart doing that parents like? dislike? 55 kids is significant district impact.*
- ◆ *We are proud to be a part of ConVal, and our children are thriving academically. Please support our kids and wonderful teachers, and keep our excellent schools open.*
- ◆ *I had 3 children attend Conval schools between 1983- 2006. what some parents in other towns need to know that in Peterborough even when families were a 10 min drive to Peterborough schools some kids were often on the bus up to an hour!*
- ◆ *There needs to be more info shared with the public to fully educate them. Writing your report in a vacuum (without actual feedback on the options, not just 'what ifs", is sure to keep us where we have been the last 20 years - spending money that seems to be in short supply on proposals that go nowhere.*
- ◆ *Bring Zoning reform into the conversation. We have towns/schools that are desirable and plenty of open jobs. The enrollment is dropping because we don't let people build enough houses. Just change the zoning and we can stop or even reverse the enrollment decline.*
- ◆ *Use of computers for instruction is excessive. Books can be better in many courses.*
- ◆ *I know middle school children need sports fields and hope reconfiguration does not eliminate fields. Preschool in Antrim is important considering the diversity of families there including my great grandchildren.*
- ◆ *communications to ALL tax payers with information collected*
- ◆ *Reducing schools should be avoided due to the impact that will have on the families who will have to make significant changes to their personal and professional routines to accommodate.*
- ◆ *Why waste \$200k on a consultant? This is a common sense question. Keeping schools open for less than 100 students is idiocy.*
- ◆ *possibly pair some neighboring town schools like bennington & francestown, temple & greenfield, hancock & dublin and have grades 1 - 3 (or K - 2) be at one school and grades 4 - 6 (or 3 - 5) be at the other in order to create larger classes and so need fewer teachers. I would keep K and pre-K in the hometowns if possible. I also recommend looping teachers teachers with a class for three years. In Finland students perform very well on standardized test and it is very common to have the same teacher with a class for three years. This way the teacher really knows the students' needs and learning styles and can more effectively teach. See: <https://www.nytimes.com/2023/10/22/opinion/education-us-teachers-looping.html#:~:text=Finland%20and%20Estonia%20go%20even,to%20specialize%20in%20their%20students>.*

- ◆ *We should like at more usage of on-line learning to help increase our course options and more individualization. We could put less emphasis on 4 years to graduate high school and graduate more students if they wish when they finish their requirements.*
- ◆ *Fix the toxic administration and look into how much is spent on unnecessary expenses. Raise taxes to pay for more vocational education pertinent to the businesses and needs of the area we live in which would actually interest high school students. Treat teachers better so you keep them.*
- ◆ *Data presented earlier was not helpful. Why was the chart with reading and math scores colored differently.*
- ◆ *Fewer standardized tests, more homework, tougher grading standards (e.g., no retaking tests for bad grades after 8th grade)*
- ◆ *Keep more students in town for longer before going to Peterborough for high school. Better for students and likely cheaper for district.*
- ◆ *Reduce administrative staff and sau to save money. Focus on skills that will get meaningful jobs at the High School level. Vocational training.*
- ◆ *Thank you for undertaking this effort.*
- ◆ *Need more information to how it could be improved.*
- ◆ *Reduce courses to reduce cost*
- ◆ *Get the Legislature to adequately fund education even if it means an income and/or sales tax.*
- ◆ *8 Elementary schools, 1 middle school, 1 high school (unable to rank choices 2 pages ago). families will not move to towns with no elementary school. Bring back 5 and/or 6 graders to the elementary schools*
- ◆ *Later school start times for Middle & HS*
- ◆ *I think this is a very critical process which has lacked the leadership and votes to move forward and it is way past due for the sake of our children's best interests and future as well as the infrastucture that can no longer support the status quo. We have grandkids in a different school district in NH and see the benefit of consolidation. Thank you!*
- ◆ *Increase tech/career education at middle and high school graduating students early but directly to community College or training program. Graduation with career skills.*
- ◆ *When are you going to start talking about reducing taxes. ??? I would like to hear about that. But I know that is not in the schools vocabulary*
- ◆ *The most cost efficient and best educationally effective way to educate all our students is achievable. Enough talking, Lets do it !*
- ◆ *Treat teachers with the highest regard and have their pay and benefits aligned with that. Teachers deserve more. If some teachers have to be let go in the school district improvement plan, give the departing teachers good payment packages. If some teachers have to be relocated to different schools, give them bonus pay to offset the longer commutes and inconvenience. Teachers deserve professional care.*
- ◆ *I think this process could be improved by using a truly unbiased company that knows how to write surveys. Through my own work and experience with surveys it's clear that these questions are generated by the board and the wording and inconsistencies across questions is giving poor data. There is a science to surveys and it's clearly not being used here.*
- ◆ *Preschools should be in all elementary schools. After-school care should be available in all elementary schools. The School Board should stop wasting taxpayer dollars for something the towns do not want, which they have heard loud and clear multiple times!!! They need to*

- remember that they work for us, the taxpayer and they need to stop trying to push their own personal agendas.*
- ◆ *Accept that different schools have different costs. It's a misguided goal to equalize the cost per student among different schools. Don't ruin our good school system.*
 - ◆ *Schools need funding and are the back-bone of the local communities in the smaller towns. I see no mention of increasing funds, only adjustments suggested based on funding levels decreasing. The result is both the previous meetings in each town and this survey present very limited options because they do not address the whole issue. This is especially true in the ranking options which could falsely make unfavorable options appear popular. You ask for other options, so please consider increasing funding through additional state/federal funding, taxes, grants, etc.*
 - ◆ *Re school starting time: Long ago the elementary students had the early start time. The time was switched so that athletes would not need to leave school early for games. With so many fields having "lights" now, this may no longer be an issue. Many questions seem to be "loaded". Most doing away with one middle school - bad choice unless the k-8 model is used, but does that mean a huge new building project? When dealing with scores, please remember we are dealing with people. Move the people and the same issues will just be relocated.*
 - ◆ *Thank you for raising the issue of delaying school start time. This is really important and our 2 middle schoolers would greatly value a later start time. However, please be careful on how it is approached. We'd love for it to be folded into changes - if they pass - but don't want voters to vote against it if they are voting against reconfiguration which could vote down a good idea around delaying start time.*
 - ◆ *Try to keep the kids no further than a town away IF this is ABSOLUTELY NECESSARY!!!!!! Allow us parents to be able to continue to send our kids to schools w GOOD ratings!!!!... Not all thrown into one big cattle pen!!*
 - ◆ *Stop threatening to close the elementary schools*
 - ◆ *Concentrate on reading and math proficiency at the elementary level. Unless you learn to love reading and numbers early, education will always be hard later on. Add more career counseling earlier to reflect the needs of the state in professions like tourism, medical services, construction, electricians, counselors, Teach kids the importance of communications, defusing anger, mediation, respect for others opinions, responsibility for school and class officers and how to cite evidence to back up an opinion. Start a foreign language early... Spanish and Chinese would be good options.*
 - ◆ *Increase staff pay to improve retention; separate clinical pay scales from teacher pay scales; allow certain positions (i.e. clinicians) the option of working from home on meeting and paperwork days; allow staff to do more PD courses from home*
 - ◆ *research how a child/adults sense of community is affected by large vs small schools*
 - ◆ *I think the data shown here is not fully representative of the whole picture. And you are asking voters to make decisions without all of the facts.*
 - ◆ *I think The conservation organizations, Town planning departments, farm / food organizations, and other large area companies need to have middle and high school internships where students receive credit and guidance as an active part students school experience.*
 - ◆ *Reduce administrators... increase teaching staff*
 - ◆ *All teachers have assistant teachers in their classrooms*
 - ◆ *All teachers be trained in Executive Functioning skills, it is beneficial for all students*

- ◆ *All kids have outside recess, including hs*
- ◆ *Teaching instruction/lecture should be no more than 20 minutes*
- ◆ *Teaching needs to be more than one modality, kids don't all learn the same way*
- ◆ *We need alternative ideas to traditional gym classes, not all kids are into sports.*
- ◆ *I think if the little schools mean so much the towns, ask them how much it's worth to them financially. If they want the schools bad enough, have them figure out how to make ends meet. We need more early childhood programs and after care. Dublin would be a GREAT location for that!*
- ◆ *I don't necessarily have more thoughts, but I think you should keep coming up with ideas, because they are not very appealing.*
- ◆ *Education is most effective when there is parental involvement. ConVal has not done what it could to encourage this involvement. They could assign a teacher to assist home education through out the district, and actively encourage this form of education instead of treating it as competition. Home educators can provide quality education for a fraction of the cost and it saves the district tons of money.*
- ◆ *Please stop with the biased manner in which questions are asked. Questions should be asked in an objective manner without including un proven assumptions like would you like this configuration "even if means less services" since one does not necessarily follow the other and implies severe bias and steerage toward a particular answer which smacks of an agenda. This makes me mistrust to whole process.*
- ◆ *I think practicality, efficiency and resource allocation are top priorities, but I also don't want elementary students spending all day on the bus, or being far from home. Additionally, I think it's important to keep 6th & 7th, but also even 8th graders slightly separated from the influences of high school-age teens. Children of this age have not developed enough yet to reason through safe and sound decision-making, and I worry about the consequences of prematurely exposing, or even immersing, them to the types of choices high school age kids face daily.*
- ◆ *Don't rush this decision to save a quick buck. I would delay a vote for a year to allow for a thorough and complete study to be performed. I would really like to see how a cross section of ConVals costs compare to schools across the state and even across the country*
- ◆ *Consultants to review options and show alternatives with cost savings for each for residents to review.*
- ◆ *I think you are doing a good job trying to cover all the bases and questions. This is a very difficult situation as most people with children don't want to lose their local schools. If you can work around keeping to local elementary schools and consolidating them and the middle schools, the vote might have a chance.*
- ◆ *I have grandchildren in the district, a question that no one asked. Close the elm schools in these small towns. These poor kids are trapped with the same kids for years, teachers have no peers to collaborate with.... lets just get it done. Resorces can be combined. There are so so many reasons to combine them.*
- ◆ *Young children benefit greatly from attending school in their home town and developing a close connection with their community. This benefit is difficult to quantify but I have seen it revealed clearly through the years. Following up with older students and later when these same students have children of their own, the value of such early community connection is reaffirmed. Please take this factor into consideration. Thank you. Older students benefit more by coming into contact with students from other towns and by having the opportunity to meet a greater variety of individuals with different personalities, backgrounds, ideas,*

- creative tendencies, etc. I believe that one consolidated middle school and one consolidated high school would work well.*
- ◆ *Do what is best for the education of the children within reasonable budgetary constraints*
 - ◆ *I've been through this process as an administrator and as a parent in my home district. Do your homework, and make decisions based on facts.*
 - ◆ *Be more transparent!! Safety steps should be taken and shared with the community. Address the pay scale of the superintendent and give that money to better teachers.*
 - ◆ *Stop serving children ultra-processed food*
 - ◆ *I am looking forward to another community presentation with open conversations about future school district plans. I think we all would come to a better decision after listening to taxpayers share pro/con opinions.*
 - ◆ *Start forcing parents to be parents. Quit trying to make teachers and the district responsible for the upbringing of children.*
 - ◆ *Focus your attention on improving student outcomes first and foremost. Allow teachers to be more creative and up-to-date on teaching and learning methods in the classrooms and beyond. Encourage more teacher development. Less unnecessary administrative burdens placed on districts.*
 - ◆ *I am a retired public school elementary principal and have never worked in a town where the 5th grade was not part of the elem school. Also am British and children in the U.K. go to Senior School at age 11-18. It works there.*
 - ◆ *We need a new Superintendent.*
 - ◆ *We need to seriously consider whether the requirements of taking federal funding are worth it. Clearly the costs to the tax payers to meet these requirements are not improving student achievements. Maybe we do not need the federal funds (what % of the school budget is from federal or state money), and then we can cut free to actually teach students in ways that are effective...the way teachers want to teach, rather than how they have to teach.*
 - ◆ *I think about the cost I pay to send my other child to daycare nearly an hour away because I can't find suitable childcare here and I consider it a huge missed opportunity for the region. If paid preschool were an option, I would gladly spend the nearly \$30k each year on that instead of a private daycare further away.*
 - ◆ *Increase salary for Teachers to attract the best of the best. Consider a larger Volunteer team - increase use of PTO. Inspire Communities to be more involved with Education/Extracurricular activities. Creativity is important*
 - ◆ *Use the tax savings from this for free school lunch for all kids, no means testing. Be an example to the rest of the state. The whole state of ME and MA do it.*
 - ◆ *Why do we have a declining student population yet an ever-growing number of administrators? Why have academics declined so much? The cost/benefits ratio is terrible.*
 - ◆ *The question where you are asked to list reconfiguration options best to worst is awful. There were no options for 4-6 elementary schools even though we were asked earlier if we supported that option. My top 2 answers were the only ones that I possibly support.*
 - ◆ *For the administration to stop giving in to every parent to make them happy and actually make decisions, including tough decisions, to benefit the students in the long run. Also helping teachers want to stay in the district by better supporting the teachers.*
 - ◆ *I do not support 5th and 6th graders with high school students*
 - ◆ *Please look at the administration. The leadership team is not good. There are many ways costs could be controlled with creative thinking, dedication to supporting our teachers and*

students but we need new leadership and fresh eyes and ideas. Reconfiguration may help in some ways but it is not the only answer.

- ◆ *Bring back self contained classrooms for students who need more support than they will get in a regular Ed classroom.*
- ◆ *If layoffs are necessary, just rip off the bandaid. Education is business; if the business is failing, close the business!*
- ◆ *Do what is best for the education of the children within the constraints of a reason budget*
- ◆ *Listen to your communities. There are reasons they have consistently voted to keep their small schools. Find a way to preserve the parts they love: community, positive individual relationships, traditions, support from and to the local area. Give them options rather than making them feel their being forced into something they've repeatedly said that they do not want.*
- ◆ *Research the value of small class sizes...*
- ◆ *By forming ConVal, the towns has said that they feel equal responsibility of the quality of education of students from all towns and not just the one they live in. Any decision should reflect this or ConVal should break up. I would find that a sad day. However if ConVal provide a baseline amount for a student from each town that is deemed adequate to provide a quality education in a number of schools that create cost effective schools and then an individual town wants to top off with local tax dollars to maintain a small school in their town I think that would be a fair resolution.*
- ◆ *Equal opportunities amongst the elementary schools in regards to 'specials'. Peterborough/Antrim students have a rotating special each day of the week while the other schools share one art teacher.*
- ◆ *Could we consider Pk-2 schools, 3-5 schools, 6-8 schools and 9-12?*
- ◆ *Administration improvement. Why is there so much turnover? Many are choosing to homeschool or seem alternative options due to the lack of faith in the district. This can be changed.*
- ◆ *I would appreciate honesty from Prismatic rather than skewed facts which shows a clear agenda. The surveys and the data-gathering nights at different towns was laughable and maddening. I was extremely offended that this is how Conval would gather data. It was an extremely poor reflection on the district.*
- ◆ *All the high school students I've spoken to say that their school is bad. What do the students want? Is it reasonable?*
- ◆ *Please consider the small communities. Many decisions appear to be based on what Peterborough wants.*
- ◆ *Using district finances more wisely is important.*
- ◆ *Cut administration*
- ◆ *New school district leadership.*
- ◆ *Please make a choice! Please move forward with this! We need a decision! This "threat" of closing isn't helpful for families. Something HAS to be done. Just move forward with the choice that has the most votes or benefits the most people. If we aren't projected to have a child increase in 10 years, why are we waiting?*
- ◆ *I have a lot of ideas but they do not pertain to the questions you have presented. I'm very disappointed in the quality of education these kids receive. My kids went to St. Pat's. If I had children in the school system now, they would not be attending ConVal!!*
- ◆ *kids with emotional and/or physical disabilities need a different environment than what the public school offers. housing these kids in the current schools is expensive, harmful to these*

students and to the other students, and it is extremely difficult on the teachers and administrators.

- ◆ *It is time for new leadership: It is time for a new superintendent.*
- ◆ *More emails informing on meetings times*
- ◆ *Consider whether Dublin students could attend elementary school in Harrisville - who would then have the option of choosing either ConVal or Keene High.*
- ◆ *Stop teaching to the bottom. Create more opportunities for the top half of the class. Emphasize excellence and performance. Back to basics building administration - Discipline, homework, etc. Show the community empirical data and results. Standardized testing is not evil! Teach to the test if necessary!*
- ◆ *Charge the towns what their students cost!*
- ◆ *It is not clear what happens if there is no reconfiguration. Will tax rates go down? Where will the savings be applied?*
- ◆ *I really don't like the idea of K-8 schools, I think that's way too many age ranges to successfully educate together. I also think middle school is it's own unique age group that should not be combined with high school. It seems the problem lies in having too many elementary schools, and that's where the focus of reconfiguration should lie.*
- ◆ *I worry about the bussing and how long kids will be on the busses for if we combine. I also worry about the age gaps of the kids being combined.*
- ◆ *I think it's important that you include a question about whether you've ever had a student at ConVal (not just if you have a student there now). My daughter graduated from ConVal and had a wonderful experience. While I don't have a student there now, I'm committed to an excellent public school experience for all students in the district. And my opinions are informed by her K-12 student experience. I feel that my opinion should not be discounted.*
- ◆ *I wholeheartedly believe middle/high school start time should be later- but also believe a single tier start time would be best. Please don't just flip the elementary to earlier- it's tooo early.*
- ◆ *Some parents may not object to having their kids bussed to smaller elementary schools if offered the same resources.*
- ◆ *Redefine bullying and hold others accountable versus trying to placate parents. This is the main reason I have heard of students being removed from school and placed into either private school or homeschooled, mine included.*
- ◆ *Have community support their own elementary school.*
- ◆ *Wrote above: stop using public tax dollars for private/christian/homeschooling. That \$\$\$ should support public schools & teachers.*
- ◆ *All these changes MUST include better wages for teachers and paras.*
- ◆ *Look at what the district does best, consider each school and the impacts if closed, look at similar size districts. Concord, though not like ConVal School District, they combined all their neighborhood elementary schools, maybe now ten years ago.*
- ◆ *The current political climate in NH is anti-public education. More than ever, teachers need support and the district should be making efforts to improve teacher morale.*
- ◆ *Anyone should be able to see that fixed costs are a major factor and that smaller enrollment does not equate with superior performance. Those students are being cheated. How do special education services factor into this? How limited are such services due to travel times? Just getting people together for an IEP must be a challenge. Why is there no discussion of this? Do we have no need for Special Ed services?"*
- ◆ *It is a very difficult situation but we cannot afford not to change!*

- ◆ *Hold more public discussions.*
- ◆ *Work with a consulting company that can actually help the process, the questions being asked are not developed from a professional survey research center and undermine the credibility of the process. There is absolutely no way costs can be equal among different towns, there are too many different variables, I can't understand why the survey would keep presenting that.*
- ◆ *Most questions seemed incredible biased towards the closing of some schools. Only until question 11 were other options fully addressed. Better surveys and forums would have included discussions of those options: feasibility, costs, etc.*
- ◆ *I don't feel like the long term impacts and ripple effects of closing elementary schools is being considered here, and I think that's really important. In terms of improving the district I think there are some issues aside from finances and student achievement not being discussed. For example, teacher shortages are a nationwide issue, but why are conval teachers leaving? I'm aware of some situations at the high school where staff is leaving because they feel unsupported by administration. What can the district do that doesn't cost money to improve the culture and support of teachers?*
- ◆ *Keep HES!*
- ◆ *The more schools can be consolidated, the more opportunities for support students will have.*
- ◆ *Reduce number of administrators, reduce the size of buildings to lower operating costs.*
- ◆ *Fill buildings with teachers and communities, not administrators.*
- ◆ *1. Don't spend so much money flying in a consultant to try to convince us to close schools because of money. 2. Do more PR!! Let the voters know what great things are going on at the schools. 3. Make the state pay its fair share of the school budget.*
- ◆ *As a former educator with a masters degree in Literacy and Elementary Education I think the idea of restructuring the schools to create a higher teacher to student ratio absolutely absurd. I would move my 3 children out of the ConVal school district if the school structure were to change.*
- ◆ *Having been a teacher of grade five in another state, grade five and hopefully grade six should remain in an elementary school.*
- ◆ *I think we need to get away from town lines and provide even offerings across schools. This isn't possible in the current model because of the funding discrepancies. Let's gather together and do what is right for our students.*
- ◆ *I have lived in Temple, Hancock and Peterborough for 30 years. My kids graduated from Conval. Please do not take rural schools from families that already commute too far for work. I am also sure that k-8 or k-7 is better than combined middle/high school. It really is too much for kids to be sent with these older but young adults*
- ◆ *We need more or higher taxes to pay for needed schooling.*
- ◆ *Reduce expenses- taxes way too high for retired people*
- ◆ *I love all the reconfiguration ideas but need to see the information in combination to make a decision ie # of schools, added/reduced programs, cost of building reconfigurations to make it work, bussing, plans for what is done with closed schools. I would love to hear some creative ideas to use the elementary schools if they do close.*
- ◆ *Whenever a plan is presented, it should be fully thought out and take into consideration costs, student travel time, future population changes, etc. Not just to make a deadline of this year.*
- ◆ *Keep conservatives and religion out of school decisions*
- ◆ *It looks like Dublin & Temple students could both go to PES.*

- ◆ *I am a retired educator and completely support public education. Most of our property taxes go towards supporting our schools. I expect our tax dollars to be spent responsibly. I have been disappointed with how those funds have been allocated by the ConVal District during the recent decade. If enrollment had increased, I would have supported increased funding to meet the associated needs of that. But, enrollment has decreased without responding in a related manner. It is wasteful and irresponsible to maintain two middle schools when either building can sufficiently meet the needs of students attending both. There is no need to maintain two campuses and certainly no need for two groups of administrators and teachers with low enrollment levels in some classes. The same is true with the elementary schools in a few towns. It is irresponsible to maintain elementary schools with less than 100 students simply because some people prefer to have them closer to where they chose to live. There has been reports of staffing shortages and a response suggesting higher pay is the solution. NO to that. Downsize the number of facilities and eliminate the excess that exists by having teachers and administrators working in schools with low enrollment. The staffing shortage will be addressed in a responsible manner that will result in a reduction of expenses rather than an increase. Enough already. The mismanagement of tax funds is making it very hard to continue being a supporter of our school district. It must stop.*
- ◆ *Consider sending teams comprised of teachers, board members, and current parents to visit districts that have implemented re-configurations like those being considered at Conval. Also, consider ways to facilitate sharing of teaching methodologies that emphasize relevance and stimulate creativity and independence—as reported by students.*
- ◆ *You have asked these questions based on financial issues. I didn't feel that the earlier community forums were useful at all. Next time don't use Prismatic. Have a real, in-person, question/answer/comment session in each town as part of the process.*
- ◆ *I've been taking these Conval surveys for 20 years now, and it's all [language]. Get your act together and make decisions based on credible educational data and expert best practices, not on what the uninformed public thinks according to these ridiculous, amateur-hour surveys, that people can complete as many times as they want. Show some educational leadership and make the decisions that are truly best for our kids! For example, we've known for years now that the high school start time is way too early for teenagers. We've also known for years that the district has no will to change. It's insulting to be continually polled, year after year, on this topic. Change the school start time already! Or, if you're not going to, stop asking us what we think!*
- ◆ *Unfortunately, your "public forums" were bogus and not at all as advertised so you didn't get to hear from the communities. If you are really interested in what the community has to say and possible ideas, hold TRUE public forums where folks can share their ideas freely and not walk around putting tokens in poorly written questions. The Conval district has never acted as though they really want to hear from the public. One way to improve Conval is to stop spending money on fancy sports fields and put money into the curriculum. Rejoin the Conant/Conval/Mascenic Coop that we used to have. Schools were able to offer more programs and kids could bus to whichever school had the course they were interested in. My kids who graduated back in 2005 and 2008 got a much better education choice because of the Coop (Conval/Conant/Mascenic) than my kid who graduated in 2012 when the coop had been disbanded. Bring it back and share resources.*
- ◆ *Change articles of agreement in order to make a change possible.*
- ◆ *My number one complaint is that there are no foreign language classes at the middle school level, and French is not offered in a district in a state which borders Quebec. I took a foreign*

language in 7th grade in 1989, and since that time, many schools have expanded foreign language instruction to the elementary level, so I have been shocked and disappointed that ConVal does not offer it until 9th grade. It seems like ConVal has gone completely backwards in this regard. And, French is a major language of international business, not just spoken in Canada and France, but in African countries and many other places. (As an aside, I would like to make clear that in Peterborough, many people do not have children until they are in their 30s or even over 40, so there are plenty of people in the over 40 category who have elementary school-aged children. Don't make assumptions when looking at the demographics of those who complete surveys.)

- ◆ *Better teachers that are not feeling they are at school to work.*
- ◆ *Close both middle schools. Bring 5&6 back to all elementary schools- one 7-12 middle, high school*
- ◆ *Don't hire so called experts to skew everything towards a pre-determined goal while projecting the facade of fairness. Leading questions, pitting towns against each other.*
- ◆ *More needs to be done to make Peterborough aware of our voting issue - the fact that our school vote is separate from the town voting.*
- ◆ *Stop asking people if they are ok with closing schools. It's just focuses on the negative without citing the positive. As I understand it, there are quite a few benefits to closing schools. Specifically, shorter bus rides for students across the district, improved educational performance at the larger more efficient schools, and potentially lower taxes. If you just ask people if they're okay with closing schools, the answer is going to be no. But if the trade-off is, do you want eight elementary schools, low performance and high taxes versus five elementary schools, high performance and low taxes... Well, I'm pretty sure I know how most folks would vote*
- ◆ *Well for one, I have noticed the reading percentile for ALL schools in the district to be less than 70%. After reading this survey it seems even the ones "in charge" cannot be bothered to use proper grammar or spell check their work before submitting it. Perhaps a stronger focus on the basics, i.e. reading, writing and arithmetic, and less focus on pronouns and serial orientation would be a better use of our tax dollars. Our public schools are a disgrace across the country and ConVal is no better. There's lots of reasons for the mass exodus from the public schools. Maybe the powers that be should pay more attention to THOSE THINGS.*
- ◆ *My answers are informed as a former public school teacher in a district that went through this process while my own child attended it.*
- ◆ *Keep the nuerodivergnt students in mind and have more proactive services verses crisis management and not having students fail before they get help.*
- ◆ *Consider greater taxes for the small school towns, to offset the cost difference. Want a small school, pay for it through your own taxes. The cost difference between Temple and the other schools is outrageous.*
- ◆ *Improve vo-tec at high-school and stop tuition to other schools. Get more certification programs and career training.*

By Town

Dublin Responses n = 32	Yes	Not Sure / Only If	No
Would you be supportive of a plan that reduced the number of elementary schools from 8 to 5 or 6 schools?	31%	19%	50%
Would you be supportive of a plan that reduced the number of elementary schools from 8 to 3 or 4 schools?	16%	13%	72%
Would you be supportive of a plan that spent the same amount of money per student across elementary schools even if that meant some elementary schools would not get the same resources as others?	20%	23%	57%
Would you be supportive of a plan that moved all 5th graders into the elementary schools, even if it meant less extracurricular opportunities for those students?	74%	10%	16%
Would you be more likely to support the closing of some elementary schools if it meant the district could offer PreK in all remaining elementary sites?	22%	13%	66%
Would you be more likely to support the closing of some elementary schools if it meant the district could offer afterschool care in all remaining elementary sites?	22%	13%	66%
Would you be more likely to support the closing of some elementary schools if it meant the district could offer more academic opportunities at the high school?	23%	13%	65%
Would you be supportive of one middle school instead of two?	59%	22%	19%
Research overwhelmingly supports a later start for secondary students and earlier start for elementary students. Would you be supportive of a plan to change school reporting times for secondary students?	78%	16%	6%
In order to spend the same amount of money per student across middle schools, would you support adjusting middle school attendance zones to create two middle schools of roughly equal size?	28%	41%	31%
ConVal has considered reconfiguration options multiple times over the past 20 years but thus far taken no action. Student enrollment is not projected to increase much in the next decade. In your opinion, should ConVal to take action on the reconfiguration question in 2024?	31%	25%	44%
If there is a school district configuration question on the March 2024 ballot, do you plan to vote?	100%	0%	0%

Fracesttown Responses n = 32	Yes	Not Sure / Only If	No
Would you be supportive of a plan that reduced the number of elementary schools from 8 to 5 or 6 schools?	22%	19%	59%
Would you be supportive of a plan that reduced the number of elementary schools from 8 to 3 or 4 schools?	19%	6%	75%
Would you be supportive of a plan that spent the same amount of money per student across elementary schools even if that meant some elementary schools would not get the same resources as others?	19%	34%	47%
Would you be supportive of a plan that moved all 5th graders into the elementary schools, even if it meant less extracurricular opportunities for those students?	66%	19%	16%
Would you be more likely to support the closing of some elementary schools if it meant the district could offer PreK in all remaining elementary sites?	19%	13%	69%
Would you be more likely to support the closing of some elementary schools if it meant the district could offer afterschool care in all remaining elementary sites?	9%	9%	81%
Would you be more likely to support the closing of some elementary schools if it meant the district could offer more academic opportunities at the high school?	16%	10%	74%
Would you be supportive of one middle school instead of two?	41%	28%	31%
Research overwhelmingly supports a later start for secondary students and earlier start for elementary students. Would you be supportive of a plan to change school reporting times for secondary students?	84%	9%	6%
In order to spend the same amount of money per student across middle schools, would you support adjusting middle school attendance zones to create two middle schools of roughly equal size?	31%	53%	16%
ConVal has considered reconfiguration options multiple times over the past 20 years but thus far taken no action. Student enrollment is not projected to increase much in the next decade. In your opinion, should ConVal to take action on the reconfiguration question in 2024?	28%	19%	53%
If there is a school district configuration question on the March 2024 ballot, do you plan to vote?	100%	0%	0%

Hancock Responses n = 44	Yes	Not Sure / Only If	No
Would you be supportive of a plan that reduced the number of elementary schools from 8 to 5 or 6 schools?	33%	37%	30%
Would you be supportive of a plan that reduced the number of elementary schools from 8 to 3 or 4 schools?	22%	17%	61%
Would you be supportive of a plan that spent the same amount of money per student across elementary schools even if that meant some elementary schools would not get the same resources as others?	16%	27%	58%
Would you be supportive of a plan that moved all 5th graders into the elementary schools, even if it meant less extracurricular opportunities for those students?	62%	24%	13%
Would you be more likely to support the closing of some elementary schools if it meant the district could offer PreK in all remaining elementary sites?	29%	27%	44%
Would you be more likely to support the closing of some elementary schools if it meant the district could offer afterschool care in all remaining elementary sites?	22%	16%	62%
Would you be more likely to support the closing of some elementary schools if it meant the district could offer more academic opportunities at the high school?	25%	30%	45%
Would you be supportive of one middle school instead of two?	48%	33%	20%
Research overwhelmingly supports a later start for secondary students and earlier start for elementary students. Would you be supportive of a plan to change school reporting times for secondary students?	72%	20%	9%
In order to spend the same amount of money per student across middle schools, would you support adjusting middle school attendance zones to create two middle schools of roughly equal size?	37%	52%	11%
ConVal has considered reconfiguration options multiple times over the past 20 years but thus far taken no action. Student enrollment is not projected to increase much in the next decade. In your opinion, should ConVal to take action on the reconfiguration question in 2024?	52%	30%	17%
If there is a school district configuration question on the March 2024 ballot, do you plan to vote?	93%	7%	0%

Peterborough Responses n = 159	Yes	Not Sure / Only If	No
Would you be supportive of a plan that reduced the number of elementary schools from 8 to 5 or 6 schools?	69%	25%	6%
Would you be supportive of a plan that reduced the number of elementary schools from 8 to 3 or 4 schools?	45%	31%	24%
Would you be supportive of a plan that spent the same amount of money per student across elementary schools even if that meant some elementary schools would not get the same resources as others?	19%	42%	39%
Would you be supportive of a plan that moved all 5th graders into the elementary schools, even if it meant less extracurricular opportunities for those students?	59%	16%	25%
Would you be more likely to support the closing of some elementary schools if it meant the district could offer PreK in all remaining elementary sites?	63%	18%	19%
Would you be more likely to support the closing of some elementary schools if it meant the district could offer afterschool care in all remaining elementary sites?	68%	15%	18%
Would you be more likely to support the closing of some elementary schools if it meant the district could offer more academic opportunities at the high school?	61%	21%	18%
Would you be supportive of one middle school instead of two?	49%	26%	24%
Research overwhelmingly supports a later start for secondary students and earlier start for elementary students. Would you be supportive of a plan to change school reporting times for secondary students?	80%	11%	9%
In order to spend the same amount of money per student across middle schools, would you support adjusting middle school attendance zones to create two middle schools of roughly equal size?	57%	30%	13%
ConVal has considered reconfiguration options multiple times over the past 20 years but thus far taken no action. Student enrollment is not projected to increase much in the next decade. In your opinion, should ConVal to take action on the reconfiguration question in 2024?	84%	11%	5%
If there is a school district configuration question on the March 2024 ballot, do you plan to vote?	95%	4%	1%

Temple Responses**n = 38**

	Yes	Not Sure / Only If	No
Would you be supportive of a plan that reduced the number of elementary schools from 8 to 5 or 6 schools?	19%	24%	57%
Would you be supportive of a plan that reduced the number of elementary schools from 8 to 3 or 4 schools?	8%	19%	73%
Would you be supportive of a plan that spent the same amount of money per student across elementary schools even if that meant some elementary schools would not get the same resources as others?	11%	41%	49%
Would you be supportive of a plan that moved all 5th graders into the elementary schools, even if it meant less extracurricular opportunities for those students?	87%	8%	5%
Would you be more likely to support the closing of some elementary schools if it meant the district could offer PreK in all remaining elementary sites?	19%	19%	62%
Would you be more likely to support the closing of some elementary schools if it meant the district could offer afterschool care in all remaining elementary sites?	22%	14%	65%
Would you be more likely to support the closing of some elementary schools if it meant the district could offer more academic opportunities at the high school?	22%	5%	73%
Would you be supportive of one middle school instead of two?	51%	19%	30%
Research overwhelmingly supports a later start for secondary students and earlier start for elementary students. Would you be supportive of a plan to change school reporting times for secondary students?	74%	21%	5%
In order to spend the same amount of money per student across middle schools, would you support adjusting middle school attendance zones to create two middle schools of roughly equal size?	45%	34%	21%
ConVal has considered reconfiguration options multiple times over the past 20 years but thus far taken no action. Student enrollment is not projected to increase much in the next decade. In your opinion, should ConVal to take action on the reconfiguration question in 2024?	37%	16%	47%
If there is a school district configuration question on the March 2024 ballot, do you plan to vote?	97%	3%	0%

Appendix C

Results

A total of 472 residents signed into a Town Meeting. Meeting participants were not required to sign in and Prismatic noted that some chose not to do so.

Town	# of Attendees
Antrim	41
Bennington	39
Dublin	87
Fracestown	54
Greenfield	40
Hancock	95
Peterborough	45
Sharon	16
Temple	55
	472

Town Meeting Input

Token Polling Results by Town

Option	Antrim	Bennington	Dublin	Fracestown	Greenfield	Hancock	Peterborough	Sharon	Temple
"Keep ConVal just like it is now, even if it is more expensive than other options and likely means reduced options for middle school and high school students."	#4	#4	#2	#1	#4	#3	#4	#4	#2
"Keep all the elementary schools, but move grades 5 and 6 back to them to help fill them up. This could save money, but would likely reduce academic and enrichment options for students in grades 5 and 6."	#2	#3	#1	#2	#3	#1	#3	#3	#1
"Combine only some of the elementary schools in order to provide students with better academic/enrichment options and save some money."	#1	#1	#3	#3	#1	#2	#2	#1	#3
"Combine as many schools as possible (including perhaps the middle schools) in order to provide students with better academic/enrichment options and save money."	#3	#2	#4	#4	#2	#4	#1	#2	#4

Be a Board Member Results by Town

Option	Antrim	Bennington	Dublin	Francetown	Greenfield	Hancock	Peterborough	Sharon	Temple
“Retain our small-town elementary school.”	17	7	48	41	0	36	3	0	36
“Improve our town, such as purchasing a new fire truck, improving roads, etc.”	2	1	0	0	7	1	1	0	0
“Expand student academic options at the middle or high schools, such as starting a World Languages Program, enhancing advanced coursework options, etc.”	11	10	1	1	1	14	19	9	5
“Improve student options at the middle or high schools, such as adding more sports, expanding music/theater activities, etc.”	6	9	0	1	3	1	6	1	1
“Lower property taxes by not spending those funds.”	1	6	7	3	13	8	13	6	6

Antrim Town Meeting

Token Polling Results

Option	1 st	2 nd	3 rd	4 th
“Keep ConVal just like it is now, even if it is more expensive than other options and likely means reduced options for middle school and high school students.”	2	4	16	12
“Keep all the elementary schools, but move grades 5 and 6 back to them to help fill them up. This could save money, but would likely reduce academic and enrichment options for students in grades 5 and 6.”	4	13	7	8
“Combine only some of the elementary schools in order to provide students with better academic/enrichment options and save some money.”	21	17	3	0
“Combine as many schools as possible (including perhaps the middle schools) in order to provide students with better academic/enrichment options and save money.”	11	6	5	15

Token Polling Comments

- ◆ Many of the advanced options originally at the new high school have been disbanned.
- ◆ Will happen again.
- ◆ Send 5th grade only back to small towns.
- ◆ Basics ok for K-5.
- ◆ 6th grade gradual middle school.
- ◆ Young children should spend as little time on the bus as possible.
- ◆ Town identity.
- ◆ Remember that the gym at AES is the Antrim Town Gym, not a ConVal facility. The same goes for what you might be introduced to as the “GBS Field” – it is Antrim’s athletic field, not ConVal’s!
- ◆ If grades 5 and 6 stay in Hometown Elementary, what happens to grades 7 and 8?
- ◆ Combine grades for larger classes.
- ◆ Allow open enrollment within the district.
- ◆ Send just fifth to elementary. Possibly 8th to high. Close GBS.
- ◆ Ask for more creative/innovative ideas to reduce cost/improve facility by using technology better.
- ◆ Leave 2 middle schools as is. Combine smaller elementary schools. Consider opening early childhood centers (preK-2nd) & move 5th grade back to elementary school.
- ◆ If middle schools combine, what happens to the empty one? Who assumes upkeep?
- ◆ How about combining the smallest elementary schools with larger ones and keep having a middle school with 5-8?
- ◆ Decertify teachers’ union.
- ◆ Raise academic & behavior standards.
- ◆ Pay good, innovative teachers what they are worth.

- ◆ *Combine all schools – regional approach to eliminate redundancies.*
- ◆ *If combine elem or mid schools – How will tax base be effected cost wise i.e., bossing*
- ◆ *Leave the ConVal district.*

Be a Board Member Results

Option	Votes
"Retain our small-town elementary school."	17
"Improve our town, such as purchasing a new fire truck, improving roads, etc."	2
"Expand student academic options at the middle or high schools, such as starting a World Languages Program, enhancing advanced coursework options, etc."	11
"Improve student options at the middle or high schools, such as adding more sports, expanding music/theater activities, etc."	6
"Lower property taxes by not spending those funds."	1

Be a Board Member Comments

- ◆ *I'd use the funding to help the school/town build a new community center/gym/athletic field, so the school could own the gym/field and the town could have a new facility.*

Post-It Activities

"What does a great school have?"

- ◆ *Teachers who love their job and want to be there for the students, but are also supported by the community. Devoted and passionate teachers, paras and admin.*
- ◆ *Great teachers.*
- ◆ *Community involvement.*
- ◆ *Regulated behavioral plans that foster a safe environment for all students not only the elevated students.*
- ◆ *Support for educators.*
- ◆ *Diverse programs & clubs.*
- ◆ *Appropriate educator to student ratio.*
- ◆ *Adequate pay for staff to ensure the relation of qualified and diverse educators.*
- ◆ *Special education services that encompass and follow IEPs.*
- ◆ *Common expectations for behavior and fidelity among staff.*
- ◆ *Flexible curriculum that adapts to the needs of learners.*
- ◆ *Good facility. Involved parents. Caring teachers.*
- ◆ *Access to support to ensure success.*
- ◆ *Hands on teaching.*
- ◆ *Caring teachers who have a common goal to ensure that every child gets the attention they deserve.*
- ◆ *A great school enables students – teaching them how to learn rather than what to learn.*
- ◆ *Solid education. Teach children their ability is one to be made above capability. Keep teachers who are devoted to their students.*
- ◆ *Great staff.*
- ◆ *Committed parents. Inspired/inspiring teachers.*

- ◆ *A great school is conducive to student needs and understands those needs.*
- ◆ *Strong sense of community.*
- ◆ *Strong connection with the community.*
- ◆ *Great teachers and motivators give children incentives/reasons for learning. Today's children seem to lack motivation and expect too much.*
- ◆ *Parents who volunteer in the classrooms.*
- ◆ *Small classes. Little to no bullying or at least a program taught. Parent involvement with parents feeling they can be.*
- ◆ *A great teacher/student relationship. Compassion.*
- ◆ *Challenges kids that need to be challenged. Help kids that need it. Let kids be kids without pulling in political beliefs. Discipline kids where needed.*
- ◆ *A great school has great teachers that know how to teach and care about the students.*
- ◆ *Good educators – compensated without hands tied. Good administration that listens to parent struggles.*
- ◆ *Great teachers!*
- ◆ *Strong parent involvement.*
- ◆ *Adequate facilities. Teachers and paras, great library and librarians. Involved parents. Free lunch and breakfast.*
- ◆ *Adequate support staff.*
- ◆ *Dedicated teachers and involved parents.*
- ◆ *Funding!*
- ◆ *Highly skilled staff who love education, are supported by the local community and are paid well.*
- ◆ *A safe, supportive community of residents, parents, students, and staff.*
- ◆ *Learning opportunities for all students.*
- ◆ *Great students, great teachers, great parents, great town support, and great administration. All of equal value.*
- ◆ *Motivated staff.*
- ◆ *Great teachers that listen for community input.*
- ◆ *Pride.*
- ◆ *Community buy-in.*
- ◆ *Parent involvement. Student accountability. Great staff. Community involvement.*
- ◆ *Good teachers. Good curriculum. Learning the basics!!*
- ◆ *An engaged staff and community.*

“What is the best part about having a school located in this town?”

- ◆ *Becomes a community builder.*
- ◆ *Keeps property values up.*
- ◆ *Close proximity to your children and school activities.*
- ◆ *Community spirit & support of the local economy.*
- ◆ *The northern end of district identity.*
- ◆ *Close to your children.*
- ◆ *Local schools have a positive impact on town's character and community participation.*
- ◆ *Proximity to a local school can have a positive impact on academic performance. Studies show that student performance decline the farther they live from the school.*
- ◆ *Small town feel with smaller classes.*
- ◆ *Less travel time.*

- ◆ *Smaller classes allowing for more 1 on 1 learning for students.*
- ◆ *There is a socioeconomic disparity between Antrim and Peterborough. Antrims mena household income is 68k and Peterborough is 101k. Antrim students are already disadvantaged as such and adding more disadvantage with travel and parental participation is not good.*
- ◆ *Proximity to a school impacts parental involvement in a student's education. Distance from a school can impact participation in activities such as sports/drama/etc.*
- ◆ *School in town advantage. Community involvement close to student, library, town hall, and community pride. Community support – Antrim has one of the highest (if not the highest) high school property taxes in ConVal, but has always voted for the budget.*
- ◆ *Less travel time for the youngest school children.*
- ◆ *Close community involvement.*
- ◆ *Attract new people to town. Bussing less of an issue. Sense of ownership of child's education.*
- ◆ *On site community involvement.*
- ◆ *Parents are more involved. Less busing for small children. Smaller classes.*
- ◆ *Travel time. Size of school community. Place based education. Adult/student co-learning.*
- ◆ *As per charter when the district was started. Important to be schooled in hometown.*
- ◆ *Travel time reduced need for buses.*
- ◆ *Sense of community.*
- ◆ *Children make friends locally and visits or gathering are not miles away in different directions with multiple siblings.*
- ◆ *The elementary school is usually the 1st place where families make connection to the community. Not only children make friends, but so do the parents.*
- ◆ *Travel time for the youngest.*
- ◆ *Towns with schools tend to be happy communities that are centered and focused on the well being not only of the students but on the community as a whole.*
- ◆ *Smaller schools for the younger grade – an easier transition to school that feels familiar.*
- ◆ *Preserve our community by educating them in it.*
- ◆ *The student connection to the local community.*
- ◆ *Sense of community. Some kids can walk to school. Easier for parents to get to school.*
- ◆ *Students are on buses with others the same age.*
- ◆ *Short travel time for young children. Builds sense of community. Brings youth sports to town. Easier for families to attend school functions being close to the school.*
- ◆ *Community connection to school and our children.*

“What town service or facility is currently lacking in this town?”

- ◆ *Community center.*
- ◆ *Highway department/road agent.*
- ◆ *Snow removal on town sidewalks.*
- ◆ *Updated easier to access webpage.*
- ◆ *A space for evening or weekend town/organization meetings. Senior center.*
- ◆ *Community center.*
- ◆ *Waste water management especially runoff – road maintenance.*
- ◆ *Community center. Flexible town hall/service hours. Our Red department could flourish with more community support.*
- ◆ *Communication of what is available.*
- ◆ *Active senior citizen groups and more socialization.*

- ◆ *Senior/community center with gym.*
- ◆ *Senior community center with gym equipped with weight machines. Make space.*
- ◆ *Healthcare clinic/facility.*
- ◆ *Senior center.*
- ◆ *A town gym/sports field specifically for the town so the schools(s) can have their own facilities (and the town can too).*
- ◆ *Community center. More kid activities enrollment is low in sports. How do you encourage more people to participate.*
- ◆ *Nothing. Love the town the way it is.*
- ◆ *Nothing is lacking.*
- ◆ *Community center. Pharmacy.*
- ◆ *Senior center. But it's a great town!*
- ◆ *Community center (could be in the schools like Antrim Rec), including senior center – great library, town center, family resource center, library nearby. Not all community events are well communicated.*
- ◆ *Community center.*
- ◆ *Public transportation.*
- ◆ *There is a lot more to add in facilities or services than a vacant building. There are maintenance and operational costs to consider. I think this question is disingenuous.*

Bennington/Pierce Town Meeting

Token Polling Results

Option	1 st	2 nd	3 rd	4 th
“Keep ConVal just like it is now, even if it is more expensive than other options and likely means reduced options for middle school and high school students.”	4	4	5	21
“Keep all the elementary schools, but move grades 5 and 6 back to them to help fill them up. This could save money, but would likely reduce academic and enrichment options for students in grades 5 and 6.”	11	7	14	5
“Combine only some of the elementary schools in order to provide students with better academic/enrichment options and save some money.”	14	11	8	2
“Combine as many schools as possible (including perhaps the middle schools) in order to provide students with better academic/enrichment options and save money.”	9	13	6	5

Token Polling Comments

- ◆ *It's time to fix the school issue that has been discussed for YEARS now. Make some OBJECTIVE decisions.*
- ◆ *School is the heart and soul of the community and should be present in each town.*
- ◆ *As a teacher in one of the small schools, there isn't any spare for 5th and 6th graders, we are full and struggle to find space for meetings.*
- ◆ *Don't close any school without that town first being in agreement.*
- ◆ *Combine K-6 at elementary schools to fill them.*
- ◆ *Have one junior high school for all 7-9th graders in the district.*
- ◆ *Have one middle school building be a “tech school” supported by local businesses partially.*
- ◆ *High School for 10-12th grade.*
- ◆ *Will combining schools actually reduce taxes?*
- ◆ *Keep MS & HS separate.*
- ◆ *Move 5th to the elementary, combine some, and drop some town lines. Go by distance/proximity to school.*
- ◆ *It is unclear how this would likely reduce enrichment options.*

Be a Board Member Results

Option	Votes
“Retain our small-town elementary school.”	7
“Improve our town, such as purchasing a new fire truck, improving roads, etc.”	1
“Expand student academic options at the middle or high schools, such as starting a World Languages Program, enhancing advanced coursework options, etc.”	10
“Improve student options at the middle or high schools, such as adding more sports, expanding music/theater activities, etc.”	9
“Lower property taxes by not spending those funds.”	6

Be a Board Member Comments

- ◆ *Spend funds in early grades to teach ALL students to read. It may take paying other professionals or qualified teachers. Struggling students need to have a schedule to include 1:1 opportunities to read.*
- ◆ *Expand opportunities at Elementary and Middle School by consolidating resources. (PE, Art, Music, ETC.)*
- ◆ *Our elementary is the heart and soul of the Bennington Community.*
- ◆ *Half towards expanding student academic options at the Middle AND High School.*
- ◆ *More tech/agriculture “blue collar” job training. Get local businesses to invest their money or time in this.*
- ◆ *Can small towns share/pool these resources.*
- ◆ *Expand trade programs such as building, automotive, forestry, ETC.*
- ◆ *Put the one million towards trades and show kids that college is NOT their only option if they want to be successful.*
- ◆ *Get more local individuals involved to see where there are free services available or lower cost. For example, churches or nonprofits could help with social-emotional needs.*
- ◆ *Invest in more intervention opportunities for kids.*
- ◆ *Reduce spending by eliminating several administrative positions.*

Post-It Activities

“What does a great school have?”

- ◆ *Qualified, engaging teachers.*
- ◆ *Free lunch for all.*
- ◆ *After school activities.*
- ◆ *Better students. Better parents.*
- ◆ *A qualified and FULL staff.*
- ◆ *Students that excel academically, socially, and emotionally.*
- ◆ *Before & After school care, a well rounded curriculum, teachers who are qualified and trusted.*
- ◆ *Qualified staff, board members, and teachers.*
- ◆ *Teachers trained in class behavior.*
- ◆ *Principals with strong leadership*
- ◆ *Best academics for students.*
- ◆ *A qualified principal that cares about education*
- ◆ *Great teachers, involved parents, supportive staff, and fun activities.*
- ◆ *Local support.*
- ◆ *Communication between teachers and parents.*
- ◆ *Teachers who are allowed and encouraged to teach the truth.*
- ◆ *Community support*
- ◆ *A comprehensive library.*
- ◆ *A comfortable environment.*
- ◆ *Many academic & extracurricular offerings.*
- ◆ *Support services for students with emotional and academic needs.*
- ◆ *High quality instruction/instructors.*
- ◆ *Safe & updated buildings.*

- ◆ *Teacher/Student/Parent connection.*
- ◆ *Quality education and after school programs.*
- ◆ *Children and teachers feeling safe.*
- ◆ *Diversity.*
- ◆ *Programs for the inclusion of ALL students.*
- ◆ *After school & summer programs.*
- ◆ *Social emotional support programs.*
- ◆ *Teams of teachers that collaborate well together.*
- ◆ *Enrichment opportunities.*
- ◆ *A full time guidance counselor or two to address student's needs.*
- ◆ *Proper heating, cooling, and access to food.*
- ◆ *Good role models.*
- ◆ *Supportive parents.*
- ◆ *Opportunities to explore more than just their local area.*
- ◆ *Balance between equipment, supplies, and opportunities.*
- ◆ *Quality teachers with certification & engagement.*
- ◆ *A sense of community.*
- ◆ *Well supported and well-funded programs.*
- ◆ *Caring teachers.*
- ◆ *A caring, involved, and knowledgeable community.*
- ◆ *School spirit. Fosters a love of learning.*
- ◆ *Paraprofessionals in all Kindergartens.*
- ◆ *Well paid teachers.*
- ◆ *Technical college courses.*
- ◆ *More contact with the school board at a town level.*
- ◆ *A sense of pride.*
- ◆ *Healthy teacher boundaries and reasonable workloads.*
- ◆ *More community support.*
- ◆ *Equal opportunity.*
- ◆ *Enough population to support extracurricular activities and sports.*
- ◆ *Diversity and a sizeable population.*
- ◆ *An effective student to teacher ratio.*
- ◆ *Core values.*
- ◆ *Push trade education has much as you push college.*

“What is the best part about having a school located in this town?”

- ◆ *It is a gathering place, and it can easily connect with other town departments/entities like the library, fire department, or historical society.*
- ◆ *Local playground.*
- ◆ *The elementary school is the heart of the community.*
- ◆ *It's a center for building a sense of community (or it should be), it takes a town to raise a child.*
- ◆ *A central place for students and their families to attend programs.*
- ◆ *Community pride.*
- ◆ *Teacher/student ratio.*
- ◆ *Safer, better access between teacher/parent friendships.*

- ◆ *Community structure.*
- ◆ *There isn't.*
- ◆ *Home to school distance.*
- ◆ *Community center for town activities.*
- ◆ *Community pride.*
- ◆ *Close to home, staff who cares.*
- ◆ *School is the heart of the town and kids can walk to school.*
- ◆ *A nice community playground.*
- ◆ *70* students benefit from our elementary school.*
- ◆ *Easier to see the kids.*
- ◆ *The kids are closer to home and are safe.*
- ◆ *Hopefully a handicap accessible playground.*
- ◆ *Meeting new people in the town and community.*
- ◆ *Community building for the students.*
- ◆ *Community for kids to create lasting friendship close to home.*
- ◆ *Being able to use it for other things. (Voting and craft fairs)*
- ◆ *Brings local families together.*
- ◆ *Smaller schools and & classes give children more opportunity.*
- ◆ *I don't see any particular advantages to having an elementary school in town, other than having a shorter bus ride.*
- ◆ *A school in town gives a sense of community, pride, and family unity.*
- ◆ *Provides friendly attitudes.*
- ◆ *It is centrally located.*
- ◆ *Available for community events.*
- ◆ *Gives the children a sense of pride when they see their school in town.*
- ◆ *The school brings families and kids together.*
- ◆ *A local school is a necessity.*

“What town service or facility is currently lacking in this town?”

- ◆ *Recreation center, daycare community.*
- ◆ *Country store, before/after school program.*
- ◆ *Lack of adult programs.*
- ◆ *Lack of programs for multi-generational involvement.*
- ◆ *Recreational facilities.*
- ◆ *Senior services.*
- ◆ *More family community activities.*
- ◆ *Road maintenance.*
- ◆ *More community events.*
- ◆ *Convenient transfer station hours.*
- ◆ *Playground*
- ◆ *Childcare options.*
- ◆ *We are not lacking anything.*
- ◆ *Better road maintenance.*
- ◆ *Services for senior citizens.*
- ◆ *The library needs expansion.*

- ◆ *An actual community center.*
- ◆ *Handicap accessible playground.*
- ◆ *All sidewalks cleared during winter.*
- ◆ *Better department of public works.*
- ◆ *Clean water.*
- ◆ *Clean sidewalks in the winter*
- ◆ *Services for seniors.*

Dublin Town Meeting

Token Polling Results

Option	1 st	2 nd	3 rd	4 th
“Keep ConVal just like it is now, even if it is more expensive than other options and likely means reduced options for middle school and high school students.”	14	14	5	9
“Keep all the elementary schools, but move grades 5 and 6 back to them to help fill them up. This could save money, but would likely reduce academic and enrichment options for students in grades 5 and 6.”	41	25	18	18
“Combine only some of the elementary schools in order to provide students with better academic/enrichment options and save some money.”	9	7	10	6
“Combine as many schools as possible (including perhaps the middle schools) in order to provide students with better academic/enrichment options and save money.”	0	7	13	12

Token Polling Comments

- ◆ *Dissolve the district.*
- ◆ *These are forced choices which don't address at all the benefits of small town schools. How bogus.*
- ◆ *Dissolve the district and let the towns make the decisions.*
- ◆ *Combine no schools.*
- ◆ *Combine the middle schools.*
- ◆ *All 5th and 6th graders push back to elementary school, close Antrim Middle and consolidate to SMS and enrich programs. Money saved.*
- ◆ *Slanted options, the choices are represented in a really negative light.*
- ◆ *Descriptions with debatable conclusions are inappropriate and reflect unknown parties agenda.*
- ◆ *I would consider moving back 5th grade but NOT 6th grade.*
- ◆ *All these questions are incredibly loaded & biased to what the school board wants. For years surveys have been taken and the results have been worked to best suit what the school board and the superintendent wanted the outcome to be.*
- ◆ *These questions are way too biased and loaded. I don't understand how moving 5 and 6 back would harm them academically.*
- ◆ *Baited questions. (A note like this was left in every box)*
- ◆ *Move 5th grade back to elementary only. 5th grade doesn't have sport options at SMS anyways.*
- ◆ *Put 5th grade back to elementary school. If possible, keep 6th in middle school.*

Be a Board Member Results

Option	Votes
"Retain our small-town elementary school."	48
"Improve our town, such as purchasing a new fire truck, improving roads, etc."	0
"Expand student academic options at the middle or high schools, such as starting a World Languages Program, enhancing advanced coursework options, etc."	1
"Improve student options at the middle or high schools, such as adding more sports, expanding music/theater activities, etc."	0
"Lower property taxes by not spending those funds."	7

Be a Board Member Comments

- ◆ Lower property taxes
- ◆ Dissolve the district, let the towns make their own choice.
- ◆ Dissolve the district, the model has outlived its usefulness.
- ◆ Fund small schools.
- ◆ Retain small school.
- ◆ Keep the schools and lower taxes so more families can afford to live in Dublin.
- ◆ A few months ago there was talk that Dublin was not going to draw families because how can they afford a 4-acre lot? Not having an elementary school would have a much bigger negative impact than the 4-acre issue.

Post-It Activities

"What does a great school have?"

- ◆ A sense of belonging in a safe, stable learning environment.
- ◆ Good teachers that care.
- ◆ Age/grade level appropriate enrichment opportunities. (Music, art languages, sports, extracurricular activities.
- ◆ Caring teachers and a lower student to teacher ratio.
- ◆ We moved here with our children, a great to school to have, keep it or we are gone.
- ◆ Highly skilled teachers and admin that are compassionate and available.
- ◆ Community connections inside and outside of the school.
- ◆ Students that feel heard and loved.
- ◆ A great school has a community of neighbors that are always there to help with families. Kids in a smaller school have more benefits than a big, combined school. Students learn better when they are noticed every day. Not when they are left in an oversized classroom.
- ◆ Committed teaching staff.
- ◆ Strong connections between schools staff and families.
- ◆ DCS Is all of these things, DCS will always be my home.
- ◆ ART integrated into curriculum at elementary and middle schools.
- ◆ A short bus ride.
- ◆ Quality, caring and invested staff.
- ◆ Strong relationships with families and the community.
- ◆ DCS Cares.

- ◆ *What DCS currently has.*
- ◆ *Small class size, engaged teachers, short commute.*
- ◆ *Exactly what DCS has.*
- ◆ *Amazing and attentive teachers.*
- ◆ *A Safe learning environment.*
- ◆ *A program for the children's benefit.*
- ◆ *What DCS has, do not take it away, add the 6th grade.*
- ◆ *Play based education.*
- ◆ *Nature/organic.*
- ◆ *Waldorf inspired.*
- ◆ *Invested teachers, all that is needed to meet student's needs, an involved community and extra curriculums.*
- ◆ *A great learning environment.*
- ◆ *Outdoor opportunities.*
- ◆ *Excellent teachers, supportive families, and a supportive community.*
- ◆ *A loving, curious and accepting community and mission.*
- ◆ *A community feeling.*
- ◆ *DCS has everything it takes to be a great school.*
- ◆ *Lower student to teacher ratio, higher test scores, caring and compassionate teachers and staff, a sense of community, and excellent communications and programs.*
- ◆ *Compassionate teachers, wonderful community with local events, excellent educational opportunities, and the ability to connect with families on a consistent basis.*
- ◆ *Great teachers.*
- ◆ *High SAT's*
- ◆ *Cohesive community.*
- ◆ *Excellent teachers, library and after school programs.*
- ◆ *Amazing staff, community feel, lower student to staff ratio.*
- ◆ *Lot's of opportunities to make friends.*
- ◆ *Nice teachers.*
- ◆ *At home in their own town.*
- ◆ *Teachers, accountability, deadlines.*
- ◆ *Great teachers and staff and a building that fosters a sense of community.*
- ◆ *The definition of a great school = DCS*
- ◆ *Do not shut down DCS!!*
- ◆ *Great teachers and supportive/involved parents.*
- ◆ *Great supported teachers. A sense of local community. A low staff to student ratio. DCS has it all.*
- ◆ *Everything that DCS has + all the other elementary schools in the district have.*
- ◆ *Great teachers, small admin, happy kids.*
- ◆ *Relationships with teachers and parents, kids feeling like they belong, DCS was home to my child.*
- ◆ *Over 75 kids per school.*
- ◆ *Small class size.*
- ◆ *DCS is wonderful!! Great community, strong connections, devoted teachers, and small class sizes.*
- ◆ *Critical reading skills.*
- ◆ *Community feeling safe, a feeling of family support.*
- ◆ *Strong relationships between family, teachers and staff.*
- ◆ *Great teachers, staff and admin.*

- ◆ Great parents, community involvement, and investment of the town.
- ◆ OUR school has everything it needs to be great!! DCS is a fabulous school. Can somebody use some imagination to keep the school and add the things they need. I have lots of ideas!
- ◆ DCS is amazing, my home, and a community.
- ◆ If there really is too much space, which I doubt, can we set up an elder care facility at one end. Something we need and it provides the opportunity to mix generations.
- ◆ Good teachers, small class sizes, support staff, and a sense of community.
- ◆ Happy children, invested teachers, and involved parents.
- ◆ Funding trust for teachers and the school board.
- ◆ Enthusiastic teachers (Let's pay them well!)
- ◆ A connection to it's community – investment from the townspeople.
- ◆ High test scores.
- ◆ Great teachers with small classes so they can teach.
- ◆ Small class size and community.
- ◆ The teachers are encouraging amazing education and DCS feels like home.
- ◆ Start at 8:30!!
- ◆ Small class sizes, a town's support, students, and teachers who love being present.
- ◆ There is a constant positive message, education for all students, opportunity for students to grow in self-esteem/self-confidence, and a chance to be known for your strengths.
- ◆ DCS is full of courage.
- ◆ Develops a sense of community.

“What is the best part about having a school located in this town?”

- ◆ Relationships with teachers, everyone knows each child and they all feel seen.
- ◆ Children represent the future.
- ◆ It's the heart of the town's community. Our children who are grown now made lifelong friendships. It continues to attract young families & helps to grow the economy. It is used for many town functions that keep the town of Dublin connected.
- ◆ My kinder-5th grader will not have to spend 1 and a half hours per day on a bus. Save that for middle and high school students.
- ◆ Local friends, close community, and it feels like an extended family.
- ◆ The kids grow with and know the community. We moved here because of the close school.
- ◆ Close to home.
- ◆ Community is key. Also a shorter community distance.
- ◆ Being part of our town-friends connection.
- ◆ We moved to Dublin so our kids could enter kindergarten in a school in our town which provides a sense of community that is close to home.
- ◆ The feeling of local community.
- ◆ A sense of community.
- ◆ Community values and social capital.
- ◆ I moved from a large city to here for my family and the local elementary school. To close DCS would be a huge disappointment and a hit to the town.
- ◆ Easy to get to, short bus ride, and living near friends.
- ◆ We do not have to drive far.
- ◆ We moved to Dublin to get away from an overcrowded school. The community in Dublin is amazing.

- ◆ *New families move here. Small classes.*
- ◆ *The town culture and investment in DCS kids.*
- ◆ *Kids know and confirm friends.*
- ◆ *Parents have close contact with teachers, which is important in elementary years.*
- ◆ *Keeps the town vibrant with families wanting to move here. Ease for parents and distance to school. Parents are able to be involved in school easily.*
- ◆ *Small class size and a sense of community. A shorter bus ride. It's all part of the reason we moved here.*
- ◆ *Attract families with children. No long busing for young children.*
- ◆ *Kids should not spend too long on a bus ride to get to school.*
- ◆ *A sense of connection and community.*
- ◆ *The closer the teachers are to the parents, the more effective the children's education.*
- ◆ *Builds community. Having a personal relationship with every staff member.*
- ◆ *Sense of community.*
- ◆ *Kids in town are good.*
- ◆ *Kids feel known. Little to no commute which steals time from the family afterschool time. Connection between grades, kids know everyone.*
- ◆ *A small student to teacher ratio.*
- ◆ *All staff know my child and my child's needs. Support for my child in school.*
- ◆ *Great teachers.*
- ◆ *Community activities, small class sizes, personal attention for each student and less travel for students.*
- ◆ *Close to home with a sense of community. Property values will not drop.*
- ◆ *Convenience, small town feel/appeal, adds value to the community.*
- ◆ *Community gathering place.*
- ◆ *Rural character/small class size.*
- ◆ *Community and better proven education environments than other towns.*
- ◆ *We are a family, we all have connections to each other.*
- ◆ *Short bus rides.*
- ◆ *Having local control.*
- ◆ *Makes it possible/easier for both parents to work.*
- ◆ *Children who are in school in their own towns are less stressed, which leads to a better learning environment. Smaller class sizes are better.*
- ◆ *Small class size and a short commute.*
- ◆ *Everything!! It's a huge thing for the community to have an elementary school central to the town.*
- ◆ *Strong knowledge of who is in town.*
- ◆ *It helps to set the stage for a tight knit community.*
- ◆ *Sense of community.*
- ◆ *Close community.*
- ◆ *Community.*
- ◆ *Students are "known" and helped to grow. No one is overworked. A strong sense of belonging and self-worth are developed here.*

“What town service or facility is currently lacking in this town?”

- ◆ Community garden.
- ◆ Ambulance.
- ◆ Nothing
- ◆ Childcare.
- ◆ More multi-family housing.
- ◆ A community garden.
- ◆ Nothing is lacking. Close the community schools and you are signing an economic death sentence to the Monadnock region.
- ◆ Nothing.
- ◆ Community garden.
- ◆ Lake access!! Recreation for youth and more youth friendly library services.
- ◆ Better parking at town boat launch.
- ◆ Pumpelly trail, parking lot.
- ◆ Assisted living/retirement housing so long time residents can stay in town. Pickleball courts.
- ◆ Recreation for all. (Hiking, Sports, Biking and Youth Activities.
- ◆ Ambulance, EMT, social worker, and a librarian.
- ◆ Before and after care. District preschool. Community events. Retail and restaurants.
- ◆ After school programs.
- ◆ Affordable housing.
- ◆ Missing middle.
- ◆ Preschool
- ◆ Adult day care – it should be here.
- ◆ Housing – a group is working on it, and it will allow young families with kids to live here.
- ◆ Community – What we have is great and it is growing.
- ◆ Improved public access to the lake.
- ◆ District preschool.
- ◆ Maintenance. Streetlights on main street are broken.
- ◆ A secure school, prismatic should not be roaming schools unchecked during the day.
- ◆ Nothing except the “middle missing” housing.
- ◆ Youth programs. Recreation department or others. General lack of able bodied volunteers.
- ◆ Affordable housing.
- ◆ More programs for children.
- ◆ Housing and infrastructure to support it.
- ◆ More community events and gatherings. Family and adult.
- ◆ Recreation for youth.
- ◆ Outdoor skate park and bike park. We have everything else, in my opinion.
- ◆ Community events, volunteers, paid rec for youth.
- ◆ Public preschool.
- ◆ Public access to the lake, that is not a boat ramp.
- ◆ Housing for young families.
- ◆ We are new to town and our family has really loved our experience in Dublin. It is exactly what we wanted.
- ◆ We have everything we need.

Franeestown Town Meeting

Token Polling Results

Option	1 st	2 nd	3 rd	4 th
“Keep ConVal just like it is now, even if it is more expensive than other options and likely means reduced options for middle school and high school students.”	13	0	2	2
“Keep all the elementary schools, but move grades 5 and 6 back to them to help fill them up. This could save money, but would likely reduce academic and enrichment options for students in grades 5 and 6.”	19	6	4	2
“Combine only some of the elementary schools in order to provide students with better academic/enrichment options and save some money.”	3	3	16	5
“Combine as many schools as possible (including perhaps the middle schools) in order to provide students with better academic/enrichment options and save money.”	3	1	0	17

Token Polling Comments

- ◆ *Keep schools in the towns.*
- ◆ *This polling is problematic. Saving money and increased academic options are not the only options. Increase state funding.*
- ◆ *What is it exactly that the middle school + high school want that they don't already have?*
- ◆ *Questions are poorly worded. Each makes assumptions that aren't necessarily accurate – ie if we combine schools it will lead to more enrichment. If we don't, middle + high schools will suffer.*
- ◆ *Lower SAU costs – Superintendent. Look at lowering costs in the budget – without closing schools as an option. Stop spending money/time on evaluations about closing schools.*
- ◆ *I disagree with the 'even if it means reduced services for middle and high school' part of this 'option.' You are implying that keeping all the elementary schools means lowering standards or services at middle and high schools. Which is not the case. Keep configuration as it is with all the services we currently have at all schools PLUS pre-K in small town schools.*
- ◆ *Likely means reduced options for middle school needs to be explained. If this is on the table then it should have items listed that would be reduced. Creating Fear is not the best way to get answers From the community!!*
- ◆ *Let's come up with some better options. Open the school to local homeschool students for extra-curricular classes (i.e. art, phys ed, music, etc) to increase enrollment/funding w/o harming the learning experience for the kids.*
- ◆ *As a parent, to be asked to vote on options possibly reducing options for our children, is just terrible. I don't like any of these options at all.*
- ◆ *Keep district configuration as it is. Retaining the same level of services.*
- ◆ *Keeping ConVal just like it is would be less expensive if we looked @ decreasing administrative salaries + dpts (?).*
- ◆ *Keep ConVal just like it is. Existing options for middle school + high school are great.*

- ◆ *This whole process has negative language towards the small schools. The status quo is not negative. Why do you have to lose services if we continue to vote for the budget? The wording seems purposefully negative to the elementary schools.*
- ◆ *Provide data and expertise to inform scenarios.*
- ◆ *Superintendent – spend more time focused NOW supporting teachers/staff in a positive way. Support BOD involvement in schools.*
- ◆ *Keep the schools in the towns.*
- ◆ *By combining middle schools the cost would be too great because would need to build a new larger middle school unless all went to GBS.*
- ◆ *Keep elementary schools – up to grade 6. Combine middle schools at SMS.*
- ◆ *Has homeschool involvement or recruitment been looked at??*
- ◆ *There (are?) (may be) creative ways to address the “but...”*
- ◆ *Decrease administrative costs. Use professional governance model.*
- ◆ *Or make K-8 schools. Move 5th grade to elementary school. Combine middle schools. If a town is too small to sustain its elementary school let them decide how to handle – max class size of 20 kids. Offer more district resources.*
- ◆ *For FES: combine the grades – kids/parents loved it. They all thrived. See how much room is left, lease space for day care/elder care. What will the cost of transporting wee ones be in your “cost-cutting” measures?*
- ◆ *Keep all the elementary schools open but reduce the costs of operation by combining grades, not requiring multiple administrators; allowing empty rooms to be sub-let for a day care or senior care. Other – OUTSIDE the box thinking.*
- ◆ *Closing FES and bussing kids in Frankestown would not be beneficial to their day-to-day health. They would need to be up earlier and lose time in the afternoons with family and their extracurriculars + homework.*
- ◆ *The options provided are misleading and guided ([something] someone’s point of view). You have made it clear that a public point of view is not wanted.*
- ◆ *Maintain small schools. [illegible]. Develop volunteer corps – retired teachers; professional experts; classroom assistants – including upper grade students.*

Be a Board Member Results

Option	Votes
“Retain our small-town elementary school.”	41
“Improve our town, such as purchasing a new fire truck, improving roads, etc.”	0
“Expand student academic options at the middle or high schools, such as starting a World Languages Program, enhancing advanced coursework options, etc.”	1
“Improve student options at the middle or high schools, such as adding more sports, expanding music/theater activities, etc.”	1
“Lower property taxes by not spending those funds.”	3

Be a Board Member Comments

- ◆ *Our town’s future is the kids. Giving the kids a school experience where they feel a sense of belonging (instead of being just a face in a crowd) is essential to their success. FES is a diamond in the rough and the reason we moved to this town 4 years ago.*
- ◆ *Our small town elementary school is the core of this small town.*

- ◆ *Preschool elementary world languages needed to be offered here if want everyone to be fluent in language other than English. We do our students a disservice not making everyone bilingual.*
- ◆ *FES is an asset and attractive to families who may want to live in Frankestown.*
- ◆ *Survey from 4/15/2012. The elementary schools were all designed using same plan and size based on economies of scale for lost savings. It was never intended they would be filled.*
- ◆ *This is awful selection of choices! Heartbreaking – why all funds to one selection? Truly disappointed its all come down this.*
- ◆ *Retaining local elementary school does not necessarily conflict with other state objectives. Creating a strong local school builds community, drives property values (tax revenue), and strengthens the middle and high schools.*
- ◆ *There are reasons why there has been an elementary school in the small towns in the ConVal district for hundreds of years. Wondering why it is different now that funding for these entities should change?*
- ◆ *We need an excellent elementary school to encourage young families to move here. It will be an assest for all future generations.*
- ◆ *Let's get creative and think outside the box – these choices are simplistic and not mutually exclusive.*
- ◆ *These choices are not mutually exclusive.*
- ◆ *Lower property taxes by abolishing teachers unions and the incessant demands of more funding to teachers pockets at the expense of good learning for the children and at the expense of the family unit (unless you happen to be a teacher)*

Post-It Activities

“What does a great school have?”

- ◆ *Kids who are given the tools to learn and the teachers and staff who will support them with where they are at academically. An environment that fosters creativity, independent thinking and compassion.*
- ◆ *Community. Educators willing to spend time with our kids to give them a good education. Safe place for our kids to go.*
- ◆ *Enthusiastic teachers/staff who are fairly compensated and like their jobs. Enrichment activities like art, music, science, outdoor education, etc. Happy students who have fun learning.*
- ◆ *Small classes. Family involvement. Nature based activities. Quality teachers. Easy commute.*
- ◆ *A connection to the community. Consistent dedicated staff. Involved families and community. An environment that is open to “all.” Everyone feels welcome.*
- ◆ *Support of the community. Safe places for kids to learn. Diverse teachers who connect w/ students. Parental support of teachers + curriculum.*
- ◆ *Strong leadership. Good (diversified), committed teachers. Strong community support/involvement. Resources for teacher development. Positive mindset.*
- ◆ *Great/leadership that respects their staff. Returning staff members that are paid adequately. Town support <-> school support. Open-ness to best practices.*
- ◆ *People that care about their learning. People that care that their learning is well rounded.*
- ◆ *Great teachers. Great PTO.*
- ◆ *Dedicated + passionate teachers. Variety of enrichment programs. Connection w/ students.*

- ◆ *A community in which it is rooted. Students, educators, parents, and administrators all working in support of each other. An institutional sense of purpose. Ways in which to nurture mind, body, and heart.*
- ◆ *A great school has enthusiastic and fully-engaged teachers. Happy children excited to be in school. Involved parents/families. Community involvement.*
- ◆ *Excellent faculty. Opportunities for extra-curriculum enrichment programs. Practical/useful courses to prepare for next level of education. Excellent technology and infrastructure. Excellent security.*
- ◆ *Staff that knows + cares about the families in the school. History of students in its town “When I was a kid @ FES”. Happy kids + staff. Safe environment. Staff that can recognize when students are struggling and may need extra help (IEP’s).*
- ◆ *Small class sizes.*
- ◆ *Teachers who like what they do + want to teach. Families + a community that is supportive. Resources + funding that support all children as they need.*
- ◆ *Local access. Community involvement. Access to local town history, buildings, people. Great teachers.*
- ◆ *Engaged staff and teachers. A strong sense of community pride in the school. Strong communication between all parties – parents, teachers, staff, students. An eagerness and energy to learn by all!*
- ◆ *Great caring teachers. A sense of a supportive safe space. Great caring staff. Volunteers. Connections to the community. Great outreach. Great curriculum creatively & enthusiastically taught. Small classes.*
- ◆ *Community. Staff that wants to stay & is enthusiastic. No fear of closing.*
- ◆ *Engagement with the local community.*
- ◆ *Dedicated teachers. Supportive parents. Enough funding to cover expenses for special needs kids and students with IEPs. Energetic principles and admin.*
- ◆ *Teachers with jobs security (not FES). Happy teachers. Happy kids. Volunteers. Education that challenges students. Outdoor learning.*
- ◆ *A great school has opportunities for many kinds of learning and attention to every learner.*
- ◆ *Quality education. Quality staff. Support for all children, including individual needs.*
- ◆ *Excellent teachers. A supportive community. Flexible programming with sound standards. Respect for learning. Respect for students and teachers.*
- ◆ *Great teachers/staff. Great curriculum that doesn’t include wokeness. Community involvement. Unity. Good communication. Love for student (all). Love for teaching.*
- ◆ *Strong connection to the community and families of students.*
- ◆ *Dedicated, passionate, well-prepared teachers + leadership. Supportive families.*
- ◆ *IT HAS HEART. Great teachers + principal (+ [administrative assistant]!). Outdoor programs. Beautiful gardens. WINDOWS. ART. HIKING. MUSIC. COOKING. READING. WRITING. MATH. SCIENCE.*
- ◆ *Has [administrative assistant] at the helm. Harris Center shows the children their backyard right here. The web of students, teachers, administration, extended community working together.*
- ◆ *Small class sizes. A teacher that can teach the needs of each and every student – emotional & academic. Differentiated instruction. Access to outside spaces beyond recess. Freedom to teach via project based learning/place based learning. Community involvement.*
- ◆ *Good faculty. Supportive families. Engaged students. Community support.*
- ◆ *Safe environment. Facilities. Good staff. Leadership that embodies the values of the org + advocates for them. Convenient location. Connection w/ community.*

- ◆ *Quality educators. Involved parents + community.*
- ◆ *Great teachers + staff like ours. Things to learn that are fun + things that are important + exciting to dig into + learn. Very important to get a good sense of yourself + have confidence in a group, being encouraged to try new things and leave negativity behind.*
- ◆ *Resources to support ALL students.*
- ◆ *Parental involvement*
- ◆ *Kids that are loved by their parents and neighbors. A curriculum that teaches reading, writing, typing, some art, some singing, some [illegible] AND leaves out dogma of what ever is popular that year.*
- ◆ *Do not shut it down.*
- ◆ *Well trained staff. Involved parents. Strong leadership. Bright, clean facilities. Caring staff.*
- ◆ *Long term teachers who have seen generations of Francestown youth. Excellent academics.*
- ◆ *Good staff + facilities.*
- ◆ *Empowered staff. Front line decision making. All staff as leaders.*
- ◆ *Great teachers + principal. A clear + inspiring mission. Sufficient funding. A community that supports all students + their families.*
- ◆ *Sense of community. Leadership. Focus on the real life situations. Feeling of home.*
- ◆ *Teachers & staff that know their jobs are safe. Enough support from district to teach at their best. Great consistent leadership. FES has had 3 principals in 5 year! Support of supertendient.*
- ◆ *Opportunity to learn new things at students own pace. Be challenged. Groups w/ grades – school spirit.*

“What is the best part about having a school located in this town?”

- ◆ *The kids at FES have an amazing advantage as they really feel a sense of belonging here. You don't get that feeling at big schools! It is called “the best little school in New Hampshire” for a reason...and draws young parents (like me) to this town.*
- ◆ *Proximity for young students. Community.*
- ◆ *Proximity to home. School bus ride times. Ability to get to know the educators & staff. Volunteering. Local town pride.*
- ◆ *Hope you will get to ask parents of GBS students who attended open house tonight for their input too.*
- ◆ *Ability to visit & volunteer at the school with a busy work schedule.*
- ◆ *A sense of community! Young families and people bringing life and enrichment to our town! Young families bringing their own skill sets to benefit other elements of the town. Volunteering on boards, taking part in events, etc. Young children have friends in their own town – opportunity for social/emotional development for children in the community. Less transportation time for young children. Look at the FES test scores!*
- ◆ *FES as part of the fabric of our town – for example at the annual holiday fair*
- ◆ *Community involvement. Shorter bus rides. Smaller class sizes = better learning environment. Easier for parents to volunteer.*
- ◆ *Children are close to home. The community feels the school is part of the community. Children have town friends. Education is local. There is greater community ownership.*
- ◆ *The children (5) are close to their home in case of illness or needing to be picked up. Events at our school are wonderful with neighbors from FES. Does not seem cost efficient or beneficial to the kids @ FES. Convenience. My kids LOVE this school and teachers.*
- ◆ *A small town without an elementary school will NOT be attractive to young families.*

- ◆ *Access to local history. Access to the community. Community access to the school for activities + events. Frankestown children learning in the town in which they live.*
- ◆ *I like having FES in our town because I like school and love our teachers and school staff. – from a third grade FES student*
- ◆ *It's part of the Frankestown family. We have lost so many other things like church, MASONS, grange, women guild*
- ◆ *Close to home. Makes it easier (mentally) to drop kids off and know they are close by when they are young. Makes it easier to help and volunteer at the school.*
- ◆ *Greater community relationship & responsibility for education. Attracts younger families. Source of community identity.*
- ◆ *Keeps our elementary children part of our community. Helpful to new families – welcoming. A wonderful way to begin your education – close to home.*
- ◆ *Community involvement. Local control. No bussing. School-town connections. Personal relationships with staff.*
- ◆ *Local kids need schools closer to their homes. It adds extra stresses on kids and parents when they are forced to travel for education.*
- ◆ *Small classroom sizes. One on one resources for kids. Individualized lessons when needed. Kids are not lost in the mix*
- ◆ *Closer to home*
- ◆ *Frankestown Elementary School is a foundational part of our community. It provides our young people a chance to connect with each other and their local community. It's also a place for parents and other community members to connect with each other. The small town, small school atmosphere works so well here.*
- ◆ *Keeps kids local. Improves property value. Encourages families to move here/stay here. Community pride.*
- ◆ *Connecting with other local parents in town.*
- ◆ *It helps build community for all concerned. It helps generate pride and success for students and community. Think of this gem in our town compared to PS 47 on Eastside NY city. Where would you rather send your child. Smaller classes where children benefit for more attention is best. Invest in education is investing in America.*
- ◆ *Contributes to a strong sense of community. Collaboration between town organizations and school classes. Gives students a strong supportive sense of community. Students make friends with their local peers (In Frankestown we don't have neighborhoods). Elementary school is the neighborhood.*
- ◆ *Small schools allow the teachers to work at the kids level. Unite the community. It feels safe. Outdoor learning.*
- ◆ *The school draws community together. It contributed to a safe, stable comm. + builds our future.*
- ◆ *Shorter school days – not on a bus for too long. Brings the community together. Brings families to town.*
- ◆ *Why have a school in town? The children learn to become invested in their community. It is good for all the adults in town to know who + what is going on in their elementary school. It is safer for the children, less worry for the adults. It is right.*
- ◆ *Builds community and roots [drawing of a tree]*
- ◆ *Helps and is the heartbeat of the community! Sense of comfort for our children, nevermind convenience.*
- ◆ *Definite plus for property values, people with families more inclined to buy homes in towns with schools. It is better for the children to attend a small school when they are young.*

- ◆ *Be able to grow up in a small town and appreciate the people around them. Smaller class rooms.*
- ◆ *A lot of parental and community involvement in the school. Young children not bused great time/distance. Small school, small class size, good for children. The school is actually a part of the community fabric of the town.*
- ◆ *A town with a school is more attractive for families that are looking to relocate. This was true for us. We would not have moved to Frankestown if the town didn't have a school.*
- ◆ *It promotes the future of this town. With an aging + dwindling population this town and district needs double down on our children's education. Local schools keep our kids in a safe learning environment without these schools this area will suffer.*
- ◆ *It creates a common space for students and parents of a multiplicity of backgrounds to have something in common; it's a shared place of experience. The students in the school are "ours" (in the best way possible). It makes education with a 'place-based' orientation possible (e.g., our local Memorial Day observance had kids learn about the contributions and sacrifices by people in their town); rooting education in place makes it more meaningful. It is a locus of the community. It is attractive to potential homebuyers.*
- ◆ *Convenience. Shorter bus commute. Hometown pride. Smaller classrooms.*
- ◆ *Community*
- ◆ *It puts children/the next generation at the heart of the community. It draws + supports young people. A town has to have a school – without a school it's just a collection of properties.*
- ◆ *It's a center of community. Convenience for students + their families. It's a excellent school, so why travel to one that's NOT as good*
- ◆ *Our children are connected to their town. Their involvement is local. Transportation is reasonable. The townsfolk support their education. We CAN think outside the box-thinking and make it happen.*
- ◆ *Tradition and identity. We live here, this is where we are schooled!*
- ◆ *Convenience for parents + children. Attractive to possible new residents.*
- ◆ *Welcomes new families. Keeps property values steady. Builds community.*
- ◆ *Creates community among children + families. No long bus rides. Can walk to school. Sense of town for all.*
- ◆ *Builds community. Kindergarden could be close, no bussing. Better property tax value for real estate. Attract young families to town.*
- ◆ *Towns like ours in Frankestown thrive on the families who are raising kids. We see families moving in buying homes. It's so important to have a school here. Our school kids are scoring high here + doing lots of outdoor adventures, learning why our town is unique. Don't send out of town – it makes no sense. I don't think it's a cost issue or a tax issue. Lose a school + then buy too many buses to transport and then long bus rides + our kids + parents like that they are in a school in their home town.*
- ◆ *Reason for young families to move and stay here.*
- ◆ *It creates a sense of place for children to grow and learn in.*
- ◆ *Helpful to property values. Encourages families w/ young children to move here. Children might gain time w/ family vs. bus. More convenient for parents. Might be safer for children.*
- ◆ *Safety, convenience, response times, local community*
- ◆ *Community unity, involvement, spirit. Children don't have such a long bus ride to school. The school attracts young families. You get to know more people in town. Property values would decrease w/o school. Taxes won't go down you bus the kids.*

“What town service or facility is currently lacking in this town?”

- ◆ Child care/elder care options.
- ◆ We need to have dances @ the town every Saturday or Friday night. Recreation dept could make a dance committee.
- ◆ Care services for the elderly.
- ◆ After school child care or a central location for sports training or music lessons. Keep children of working parents supervised in a learning environment.
- ◆ After-school care and recreation options for the kids (similar to Antrim rec dept options)
- ◆ A gathering place – as the town articulated in its strategic planning + we hoped for in its village store/café – but it is not.
- ◆ Community center. Before after school. Pre-k
- ◆ After school programs grades 5 & 6.
- ◆ Nursery school. After/before school care. Adult day care. Sidewalk from town to school.
- ◆ Grades 5 + 6
- ◆ Grade 5 + 6
- ◆ A community hub. A fully functioning recycling center.
- ◆ Child care
- ◆ Childcare
- ◆ Child care
- ◆ Nursery school. Indoor pickle-ball. Being Mortal model for elderly. Compassion for homeschooler inclusion.
- ◆ Daycare – infant, toddler, preK
- ◆ Child care/after school care
- ◆ 5th grade. Pre-K program. Before/after school program. Rec program (if children + families are really interested) – school district elementary rec program may be a good plan.
- ◆ Grades 5 + 6. Preschool + First Friends program. Access to childcare. Sports options. Community services for elder care.
- ◆ Elder care
- ◆ The school needs more state funding.
- ◆ Field maintenance. Baseball. Soccer.
- ◆ Pre-K
- ◆ Child care. Elder activities.
- ◆ Pre-K. Volunteer corps/focused on education; the elderly; community engagement. Entrepreneurial development center (for adults + teens).
- ◆ Grades 5 + 6
- ◆ Community daycare. After/before school care.
- ◆ In regards to using a building, I can't think of anything. Seniors + those who get an injury that prevents driving, a service for that is important. Remodeling a building that should be a school is costly.
- ◆ Meeting spaces. Child care – before + after school care.
- ◆ A community ctr with a working kitchen.
- ◆ Grades 5 + 6
- ◆ Safe biking + walking to school
- ◆ Rec dept that involves the whole community. Before/after school programs. Bring 5th grade back.

- ◆ *There is NO “facility” lacking. One doesn’t choose to live here if one wished easy walking access to barrooms, theaters, other night life activities or expensive tax-payer “places.” Fun is cheap when friends are aplenty.*
- ◆ *Add pre-K to FES*
- ◆ *Early education*
- ◆ *Grades 5 & 6 here & expand high school to 6 ys w/ an associates degree.*
- ◆ *Pre-K at FES*
- ◆ *Senior center. Day care for working parents’ convenience. Youth center. Nature center.*
- ◆ *Lights on the soccer field at FES.*

Greenfield Town Meeting

Token Polling Results

Option	1 st	2 nd	3 rd	4 th
“Keep ConVal just like it is now, even if it is more expensive than other options and likely means reduced options for middle school and high school students.”	2	9	17	19
“Keep all the elementary schools, but move grades 5 and 6 back to them to help fill them up. This could save money, but would likely reduce academic and enrichment options for students in grades 5 and 6.”	8	12	12	14
“Combine only some of the elementary schools in order to provide students with better academic/enrichment options and save some money.”	21	14	10	3
“Combine as many schools as possible (including perhaps the middle schools) in order to provide students with better academic/enrichment options and save money.”	16	13	3	8

Token Polling Comments

- ◆ *Verbage is implying that students are missing out as they are now.*
- ◆ *Could this be done for only 5th grade. MS attitude of 5th grade is extended to elementary anyway.*
- ◆ *Mount Vernon (where I went to school) had elementary up to 6th grade.*
- ◆ *Put the 5th/6th back into the elementary would allow a more supportive environment. Having kids in a combined school puts young children in too big of an environment for them emotionally. Bullying is already an issue for our children.*
- ◆ *Move 5th grade back to the 11 schools. Open preschool in all 11 schools.*
- ◆ *Why “perhaps middle schools”? Skewed questions. The Antrim middle school should be first on the list for closure.*
- ◆ *I don’t think it would be smart to have so many kids in one class coming from the south where the class sizes are big. Kids aren’t going to get the academic help they need. Small class sizes are best.*
- ◆ *Focus on messaging to the public as to the value of public education. Dispell the misinformation about public school education and bring people back to the schools. This is the problem that needs solving.*
- ◆ *I think that combining some of the elementary schools is good, but young students need to identify with their towns, so this would need to be worked out.*
- ◆ *Offer numbers of current schools to look at how cohort.*
- ◆ *Consider moving just 5 back to the elementary schools.*
- ◆ *Reduce taxes anyway possible. Give elderly tax credit!*
- ◆ *I believe if you combine a few elementary schools is would make great elderly housing. 1 floor living, big common rooms, sprinkled buildings, and plent of parking. Classrooms could be 2 bedroom units.*

- ◆ *Combining elementary schools on bringing 5 and 6 back to the town with elementary school. It will be beneficial in saving \$\$.*
- ◆ *Better recruitment and retention to help enrollment. Too much misinformation about public schools and as a result losing enrollment to homeschool and “classical education” charter school.*

Be a Board Member Results

Option	Votes
“Retain our small-town elementary school.”	0
“Improve our town, such as purchasing a new fire truck, improving roads, etc.”	7
“Expand student academic options at the middle or high schools, such as starting a World Languages Program, enhancing advanced coursework options, etc.”	1
“Improve student options at the middle or high schools, such as adding more sports, expanding music/theater activities, etc.”	3
“Lower property taxes by not spending those funds.”	13

Be a Board Member Comments

- ◆ N/A

Post-It Activities

“What does a great school have?”

- ◆ *Teachers who are paid well and motivated. Small class sizes. Kids not “slipping through the cracks.” Before and after care for working parents.*
- ◆ *Happy teachers.*
- ◆ *Happy teachers.*
- ◆ *Happy teachers. Support staff and counselors for students. After school programs. Open communication between staff and parents.*
- ◆ *A safe learning environment. Quality instructors that develop and deliver engaging lessons. Focus on student achievement and student needs.*
- ◆ *Good teachers. Challenging curriculum.*
- ◆ *Great teachers and leaders. Great playground. It’s clean.*
- ◆ *Music, art, outdoor opportunities and field trips, good lunch/food options, small class size, sports, and aftercare.*
- ◆ *Engaging classes. Robust curriculum.*
- ◆ *Community support. Great teachers who feel supported.*
- ◆ *Ability for all children to learn.*
- ◆ *Animals – kids can pet and raise.*
- ◆ *Connection to the community. Relationship with families. Classes that are not too large for 1 teacher. Parents that support. Extra help for struggling kids.*
- ◆ *Opportunities for students (more than 1 class of each grade). Great teachers.*
- ◆ *Good/happy teachers. Happy students that are well adjusted. Satisfied parents.*
- ◆ *Small class sizes. IEP support.*

- ◆ *Good teachers. Well organized administration. Adequate, smart, strategic funding. Emphasis on education.*
- ◆ *Great teachers and leaders.*
- ◆ *Resources. Things for kids to do like sports, etc.*

“What is the best part about having a school located in this town?”

- ◆ *Personal experience has been excellent. Small numbers, increased [illegible], community events.*
- ◆ *Really close relationships with neighbors of the same age.*
- ◆ *Provides avenue to keep adult residents close together and cooperative.*
- ◆ *It isn't a big drive like it could be for some highschoolers.*
- ◆ *For kids in the town meet. Builds close relationships.*
- ◆ *Not every small town needs a school. Think of cost savings!*
- ◆ *Friendships being made.*
- ◆ *Having school located in town not only allows convenience to parents, but provides connection. I have personally been able to meet and interact with many neighbors because of meeting them through school functions in just the 4 short weeks since school started (we are new to town).*
- ◆ *As a parent with a special needs child, the small classes with access to shared resources has been incredibly important. The staff/faculty are able to really invest and get to know the kids. Having a small school is part of living in a small town and a draw for families not wanting to expose kids to larger town/city issues.*
- ◆ *Builds community convenient transportation. Involved with school and families. Pride in local town.*
- ◆ *A sense of community. Shorter bus routes; less time for transportation for the kids. Small class sizes.*
- ◆ *It is our community. It's our pride. It's our future.*
- ◆ *Teacher/student ratio. Keep it low.*
- ◆ *Convenience/time management.*
- ◆ *The sense of community connection it provides. Parents and children interact with teachers both in school and throughout town.*
- ◆ *Connection with the community.*
- ◆ *Brings students together with short distance but does not outweigh what they could have in larger school.*
- ◆ *Older town [illegible] have opportunity to be involved. Children always add to the quality of town functions.*
- ◆ *Small class sizes, should give more teacher attention per student.*
- ◆ *Close to home. Small class sizes.*
- ◆ *Kids know friends that are local to them. An elementary school draws young families. The school and community can develop support for each other.*
- ◆ *Sense of community. Town meeting center.*
- ◆ *It keeps our children close to home while they're young and shorter bus rides. It also engages them with local friends and friendships.*
- ◆ *Shorter bus routes.*
- ◆ *Teacher/student ratio is lower. That is a great benefit.*
- ◆ *Sense of community.*

“What town service or facility is currently lacking in this town?”

- ◆ *Volunteerism is lacking.*
- ◆ *Swimming pool.*
- ◆ *Dog park, rec center, and daycare. Oak park needs many improvements.*
- ◆ *Lifeguards.*
- ◆ *DPW.*
- ◆ *We’re happy the way it is.*
- ◆ *So am I!*
- ◆ *Improvements to Oak Park. Sidewalk from oak park/GSP to downtown.*
- ◆ *Outdated playground. No “drop in” central rec center. No before or after school care for working parents.*
- ◆ *Gym for adults and children. Boys/girls club/afterschool.*
- ◆ *Day care and aftercare.*
- ◆ *Preschool and daycare.*
- ◆ *Public WiFi at all municipal buildings.*
- ◆ *Afterschool programs and daycare.*
- ◆ *Full time specials teachers and special education.*
- ◆ *Nothing. Some people just want to live in the country, with low taxes.*
- ◆ *A really nice children’s playground facility.*
- ◆ *Before and afterschool care for working parents. Peterborough has a great program but it’s only for Peterborough. We are all ConVal. Why one town when there is a need?*
- ◆ *Improvements to Oak Park that has aging infrastructure. Walkable downtown/main street. Rail trail from Oak Park to town.*
- ◆ *Recreational options. Rail trail. More sports for all ages.*

Hancock Town Meeting

Token Polling Results

Option	1 st	2 nd	3 rd	4 th
“Keep ConVal just like it is now, even if it is more expensive than other options and likely means reduced options for middle school and high school students.”	12	16	9	26
“Keep all the elementary schools, but move grades 5 and 6 back to them to help fill them up. This could save money, but would likely reduce academic and enrichment options for students in grades 5 and 6.”	31	16	24	1
“Combine only some of the elementary schools in order to provide students with better academic/enrichment options and save some money.”	19	28	16	4
“Combine as many schools as possible (including perhaps the middle schools) in order to provide students with better academic/enrichment options and save money.”	14	6	13	32

Token Polling Comments

- ◆ *By combining 5th and 6th grade would that mean middle school? What if just 5th could move back? Could we be more specific about enrichment? What does that look like? The language on these choices is very skewed to all or nothing.*
- ◆ *I was just asked to spend \$1M on 5 options which included TWO for increasing programming for middle/high school students. I'd spend that on an elementary school that included grades 5+6.*
- ◆ *Cur administrative costs.*
- ◆ *Look at reconfiguring grade levels. Keep the elementary schools and combine K-5.*
- ◆ *What about K-5 elementary, 6-8 middle, and 9-12 high school?*
- ◆ *If 5th and 6th stay at elementary schools, elementary kids need MORE enrichment and sports for 4th-6th grades AT LEAST.*
- ◆ *No reason that moving grades should mean lowering academic/enrichment options.*
- ◆ *I feel there are too many schools. The need is not there for the number of available students.*
- ◆ *Please consider + make an option putting pre 3 and pre 4 into the elementary school.*
- ◆ *Close Great Brook and send 5th grade back to the elementary schools.*
- ◆ *Decertify the teachers union.*
- ◆ *Pay them for performance.*
- ◆ *Cut admin staff in half.*
- ◆ *Cut superintendents salary by 25%.*
- ◆ *ConVal school system is poorly run fiscally. Teacher salaries are too high.*
- ◆ *I would like more options thinking outside the box.*
- ◆ *It would be good to know what the expected cost of keeping the status quo would be.*
- ◆ *These questions are highly skewed and do not use neutral words. This process feels arbitrary and does not fully provide substantiated numbers, data, and what is best for kids.*
- ◆ *The wording on these options is not neutral. Also, there is not enough information to decide.*

- ◆ *There are biased forced choice descriptions. Keeping as is only suggests the negative. Consolidating is only presented as better. There is no recognition of what is lost and gained by each choice. Poorly worded... or intentionally so.*
- ◆ *I don't think any of the options are nuanced enough or explained well enough.*
- ◆ *My top choice for this option is to combine the two middle schools.*

Be a Board Member Results

Option	Votes
"Retain our small-town elementary school."	36
"Improve our town, such as purchasing a new fire truck, improving roads, etc."	1
"Expand student academic options at the middle or high schools, such as starting a World Languages Program, enhancing advanced coursework options, etc."	14
"Improve student options at the middle or high schools, such as adding more sports, expanding music/theater activities, etc."	1
"Lower property taxes by not spending those funds."	8

Be a Board Member Comments

- ◆ *If a school is closed in a given town – if the district owns the building and parking lot – rent it out to the town on a temp basis. If the population goes up in 10-15 years, there is already a school building available and it will save the cost of building new.*
- ◆ *My property tax is being wasted.*
- ◆ *Expand these options in elementary grades. Why wait for middle school? Time to think outside the box with multi-grade classes and more teachers.*
- ◆ *I am not voting; these are not reasonable either/or choices. (x5)*
- ◆ *Options for improving academics should extend to Elementary schools.*
- ◆ *Expanding programs like language are a great idea but there is limited time to include this. I believe Phys Ed should only be required one quarter.*
- ◆ *Easy - Fire the superintendent, lower admin salaries.*
- ◆ *Academic options need to be improved.*
- ◆ *The decision must be about education, not funding. The state needs to fully support PUBLIC education. Stop nickel and diming the students and teachers.*
- ◆ *Why are these only "forced choice" options? I'd like to see foreign language started in elementary school, for instance.*
- ◆ *I'd like to see the two middle schools combined so that there is equity between the two middle school experiences. Which, currently I don't think is the reality.*
- ◆ *Expand academic, language, advance work starting in elementary school.*
- ◆ *The programs that we have at the middle school are great, but they need more funding.*
- ◆ *Parent opinions will likely be heavily skewed by where their child is currently attending school.*
- ◆ *Less sports, more academics.*
- ◆ *No other sports, need more options in the arts.*
- ◆ *Sports are only for the few, more is needed for students not physically capable.*
- ◆ *This is just such a biased survey.*
- ◆ *Improve our town by encouraging/supporting/financing – Affordable homes for families, and high speed broadband internet. We can't have vibrant schools if we don't have families.*

- ◆ *Improve assessment scores.*
- ◆ *Improve offerings to motivated/advanced students.*
- ◆ *These choices are unreasonable and not nuanced.*
- ◆ *Not mentioned is a recalibration of administration expense/overhead.*
- ◆ *Alternative: Close a middle school (or both) and expand grades in the elementary schools.*
- ◆ *If I was on the select board, I hope we'd all (board members) be thinking more creatively than these limited options offered. Why are we only offering expanded options for older students.*
- ◆ *Look at administrative SAU costs.*
- ◆ *Reconfigure grade levels – possibly close one or both middle schools.*
- ◆ *Retain local elementary schools.*
- ◆ *Fill up the elementary schools with public pre 3 and pre 4 for 3+4 year olds so moms can work.*
- ◆ *Yes, let 5th and 6th grades stay in elementary if you can't do the above.*
- ◆ *Bring back the Arts Enrichment Program and other opportunities in the elementary and middle schools.*
- ◆ *Expand the elementary school to include the 5th and 6th grade. Keep the elementary school.*
- ◆ *Retain the smaller schools and expand grades K-5.*
- ◆ *Some elementary schools need to be closed like Hancock.*
- ◆ *Don't lose the elementary school.*
- ◆ *These choices shouldn't be mutually exclusive. We'd be willing to pay higher taxes. I'd love to see programs enhanced but keeping elementary schools local is SO important.*
- ◆ *Have one middle school.*
- ◆ *There is nothing here about expanded options for elementary schools.*
- ◆ *How about RAISING property taxes so that these other options are also possible. I support this even though I have no school age children.*

Post-It Activities

“What does a great school have?”

- ◆ *Caring, compassionate, and well educated teachers.*
- ◆ *Creative thinking, curiosity, a healthy level of challenge to encourage each student, arts exploration, and well supported teachers/staff.*
- ◆ *Great, well paid teachers.*
- ◆ *Parental commitment.*
- ◆ *Small classes and teachers that stay and form connections.*
- ◆ *Parent + family participation, community involvement, caring staff, happy students, and support for growth.*
- ◆ *Dedicated teachers, a good teacher to student ratio, and arts/music.*
- ◆ *Great teachers who can use their passion to connect with their students. To get great teachers we need highly competitive pay and supportive administration.*
- ◆ *Engaged teachers, knowledgeable teachers. Look for ways to involve all students.*
- ◆ *Caring teachers, small class sizes, fun/age appropriate outdoor space, lots of specialty classes, and research based protocols and curriculum.*
- ◆ *Local community support and presence.*
- ◆ *Longevity in staff to make better connections across grades.*
- ◆ *A sense of community to be an important part of the fabric of a community. To be a resource to the community. A place where children receive positive and memorable experiences.*

- ◆ *Small classes and a local school in town.*
- ◆ *Diversity of all kinds. Making sure EVERY student is and feels and seen and valued and liked!*
- ◆ *Dedicated, caring, well-educated teachers.*
- ◆ *Engaged ready to learn students.*
- ◆ *Engaged, caring, and educated community members.*
- ◆ *A great school has as many enriching and high leverage, engaging activities, and high performance academic opportunities for students. A place where students have in depth subject study and time to form and be part of a growing community.*
- ◆ *Leadership, staff, and community support.*
- ◆ *Great teaching staff and volunteer parents who support the staff and their kids.*
- ◆ *Good leadership and a low turnover rate of staff.*
- ◆ *Full time principal enrichment.*
- ◆ *Manageable class sizes.*
- ◆ *A well maintained playground and field.*
- ◆ *Great teachers.*
- ◆ *A place where parents, children, and teachers come together.*
- ◆ *Strong leadership and teachers who are supported and well paid.*
- ◆ *Active learning opportunities – science, STEM, and a robust curriculum.*
- ◆ *Small student to teacher ratios.*
- ◆ *Caring and qualified high quality teachers.*
- ◆ *Strong educational outcomes in reading, math, and science.*
- ◆ *Sense of community, belonging for students.*
- ◆ *Enrichment programs.*
- ◆ *Dedicated teachers.*
- ◆ *Community and parent involvement.*
- ◆ *Engaging academics.*
- ◆ *Up to date facilities.*
- ◆ *School pride amongst all stakeholders.*
- ◆ *Supportive staff and community involvement.*
- ◆ *After school activities and clubs.*
- ◆ *Robust arts program.*
- ◆ *Good/reasonable/small student to staff ratio.*
- ◆ *A culture of acceptance and tolerance.*
- ◆ *Excellent qualified and experienced teachers.*
- ◆ *Class sizes that aren't too large.*
- ◆ *Administration, staff, and a community that is committed to educating and empowering students to succeed. Regardless of funding, resources, and class size.*
- ◆ *Enthusiasm for learning and play.*
- ◆ *Great teachers – well supported.*
- ◆ *Great students of all abilities.*
- ◆ *Vocational training that is hands on and not just high tech.*
- ◆ *Business mentors & inspiring community participation.*
- ◆ *Elder connection and service component.*
- ◆ *Balance of academics + arts and music.*
- ◆ *In town – in the community.*
- ◆ *Opportunities for enriched learning like programs we have.*

- ◆ *Enrichment opportunities.*
- ◆ *Community support goes both ways where the school is part of the fabric of the community.*
- ◆ *Curriculum that address the social emotional well-being of students + staff.*
- ◆ *Community, love, and dedication.*
- ◆ *Excellent (unarmed) teachers and staff.*
- ◆ *Access to Advanced placement learning opportunities.*
- ◆ *Kind, caring staff and teachers.*
- ◆ *Community support.*
- ◆ *Great teachers.*
- ◆ *Enough well paid staff.*
- ◆ *Students, staff, resources for teaching, parents, specialists, community volunteers, local expertise, and local history.*
- ◆ *Excellent teachers, supportive parents, community volunteers, and a local school.*
- ◆ *No guns ever.*
- ◆ *Conservative teachers, more students than in Hancock, and a business approach.*
- ◆ *State funding, great teachers, well paid teachers, and volunteer support.*
- ◆ *Kind and talented staff.*
- ◆ *Comfortable facilities that are conducive to learning.*
- ◆ *A community focus, enforced by special events.*
- ◆ *Resiliency in the face of change.*
- ◆ *Community.*
- ◆ *Community involvement, resources, committed staff, school wide expectations and a sense of community.*

“What is the best part about having a school located in this town?”

- ◆ *It would be even better if the school was used for more community gatherings and engagements.*
- ◆ *Without kids here, I don't feel very connected.*
- ◆ *Community to attract young families to buy.*
- ◆ *Families are more likely to live in town.*
- ◆ *Seeing children walk to school.*
- ◆ *Local friends/easy to meet up.*
- ◆ *Easy to get kids to and from school.*
- ◆ *Small/ideal size classrooms.*
- ◆ *Community connections, less time away from home for children.*
- ◆ *It makes the community feel more alive.*
- ◆ *We do not want to be a town of old people.*
- ◆ *Builds community. Easy access to the school/events/playgrounds.*
- ◆ *The sense of community.*
- ◆ *It is a great school with great teachers.*
- ◆ *Smiling, happy, and safe kids.*
- ◆ *Just look at his room, very diverse.*
- ◆ *The community it creates.*

- ◆ *Having a school in this town has allowed my children to be part of a small, welcoming community. They are provided with the tools that they need through quality instruction and enriching opportunities that not all public schools can provide.*
- ◆ *Heart of the community.*
- ◆ *Attracts young families.*
- ◆ *Was a great school for our young children.*
- ◆ *A small school, good for teachers, a place for community involvement.*
- ◆ *It is an important part of connection for the children.*
- ◆ *Attract young families.*
- ◆ *Diverse town/lively.*
- ◆ *Not a retirement community.*
- ◆ *School is centered on the children of this community with important connection between all parts/types of residences.*
- ◆ *Community community community.*
- ◆ *Kids are close to their houses and friends.*
- ◆ *My kids are able to meet their peers through town activities. They are able to create friendships that span outside of their grades.*
- ◆ *Close commute is wonderful.*
- ◆ *Kids make connections that last.*
- ◆ *Having my children go to school so close and building a tight knit community.*
- ◆ *So much support for the kids and schools in this town.*
- ◆ *So many activities for kids to participate in here – it all leads to a strong community.*
- ◆ *It can be a unifying force but if too small can also divide and also NOT provide an adequate education.*
- ◆ *Children are the future of these communities. If they go to other towns, ties are broken. They will not have any interest in staying nearby.*
- ◆ *Being part of a community makes school feel like home.*
- ◆ *Becoming and learning about the town the kids live in.*
- ◆ *The best part is having a center for learning in Hancock that the children know is home.*
- ◆ *Potential for family growth, new blood into the town.*
- ◆ *Public elementary schools, including HES, are vital to our community. They provide effective and fair educational opportunities and support local engagement, service, and economics.*
- ◆ *Community connection.*
- ◆ *Attracts young families.*
- ◆ *Diversifies the town.*
- ◆ *Smaller class sizes enable more personal and individual attention for students.*
- ◆ *Community/local connections.*
- ◆ *It is a community focus. Brings the community together.*
- ◆ *Children can walk to town to visit the public library and other community spots.*
- ◆ *Public schools are the bedrock of our democracy, they provide community cohesion.*
- ◆ *School is our future and the heart of our community.*
- ◆ *Seeing the kids bicycle to school.*
- ◆ *Having a school close to us is convenient for our family. It is also nice to have a playground and field available after-hours and on weekends.*
- ◆ *Small class sizes, family-like feel in the classes, and proximity to our home.*
- ◆ *Kids are near their friends.*

- ◆ *The children know who is in their community, the school yard is a value during and after school.*
- ◆ *People have moved to this town to attend this school.*
- ◆ *Having a school contributes to a sense of community. Additionally, the lack of a local elementary school, that feels personal, will contribute to deterring young families from moving to Hancock. Also, the classroom size at Hancock fosters connection and increased attention and focus for each child.*
- ◆ *Community cohesion.*
- ◆ *Connection to the local community.*
- ◆ *Local elementary schools attract families with young children.*
- ◆ *Strengthens community.*
- ◆ *This was an amazing school for our children. There were caring and dedicated teachers, enrichment opportunities, and an amazing playground/field.*
- ◆ *Kids are close to home, get to be in small classes with friends which is important for elementary ages.*

“What town service or facility is currently lacking in this town?”

- ◆ *Would love to see the farmers market expanded.*
- ◆ *Affordable housing for families.*
- ◆ *More after school and childcare opportunities.*
- ◆ *Senior housing.*
- ◆ *Use of the HES gym by the public for REC programs should be easier.*
- ◆ *The arts.*
- ◆ *Broadband for everyone.*
- ◆ *Affordable housing.*
- ◆ *Affordable housing for families.*
- ◆ *Affordable housing and good jobs for young families.*
- ◆ *Good connectivity, gas station, more housing options, town park set up for picnics and family gatherings.*
- ◆ *Housing and broadband internet.*
- ◆ *Public preschool for 3+4 year olds so moms can work.*
- ◆ *Affordable housing and ethnic diversity.*
- ◆ *More affordable housing.*
- ◆ *Cell and broadband.*
- ◆ *Downtown cell reception, broadband and housing that is affordable.*
- ◆ *Broadband for all.*
- ◆ *After school childcare, affordable housing, and broadband.*
- ◆ *Rec center/community center and activities for kids.*
- ◆ *Dog park, bigger playground, and broadband internet throughout the town.*
- ◆ *Senior center. Meals on wheels.*
- ◆ *Public transportation options.*
- ◆ *High speed Wi-Fi/internet.*
- ◆ *There is little care and keeping of the recreation areas. No handicap facilities and the pond.*
- ◆ *Affordable housing for families and people with average income and in-town childcare options – including before and aftercare.*
- ◆ *Recreation center.*
- ◆ *Broadband/cell services throughout town.*

- ◆ *Cell service/coverage.*
- ◆ *Internet.*
- ◆ *Gas/charging station.*
- ◆ *Recreation area that is connected to the town.*
- ◆ *Affordable childcare and afterschool activities.*
- ◆ *ATM*
- ◆ *Elderly housing.*
- ◆ *Work force housing.*
- ◆ *Hancock is darn near perfect.*
- ◆ *Diversity of all kinds.*
- ◆ *Broadband.*
- ◆ *Upkeep of the REC areas.*
- ◆ *Ethnic diversity.*
- ◆ *Broadband cell service in all parts of town.*
- ◆ *Affordable housing and opportunities to build in town.*
- ◆ *More childcare options, gas stations, and more recreation funds.*
- ◆ *Event/sports field.*
- ◆ *I don't feel that there is any part of the town that is lacking.*
- ◆ *Swimming pool, skate park, hockey rink, dog park.*
- ◆ *Community dinners.*
- ◆ *Cell service.*
- ◆ *Internet connectivity.*
- ◆ *Lack of porta-pottys at the soccer field.*
- ◆ *Good connectivity.*
- ◆ *Well equipped elementary school playground.*
- ◆ *Internet service.*
- ◆ *Affordable housing!*
- ◆ *Well-equipped elementary school playground.*
- ◆ *Wi-Fi-internet service. Cell service.*
- ◆ *Liberal arts college.*
- ◆ *More rec events for adults.*

Peterborough Town Meeting

Token Polling Results

Option	1 st	2 nd	3 rd	4 th
“Keep ConVal just like it is now, even if it is more expensive than other options and likely means reduced options for middle school and high school students.”	0	3	3	36
“Keep all the elementary schools, but move grades 5 and 6 back to them to help fill them up. This could save money, but would likely reduce academic and enrichment options for students in grades 5 and 6.”	5	7	26	3
“Combine only some of the elementary schools in order to provide students with better academic/enrichment options and save some money.”	15	21	9	2
“Combine as many schools as possible (including perhaps the middle schools) in order to provide students with better academic/enrichment options and save money.”	26	15	4	3

Token Polling Comments

- ◆ *Please close the small elementary schools that have so few students.*
- ◆ *Add middle school grades to elementary schools, especially in the smaller towns/schools.*
- ◆ *Retaining all elementary school is wasteful especially as northern schools are only a few miles from each other.*
- ◆ *Close both middle schools & create K-8 schools in each town.*
- ◆ *Community obligations and school support are fundamental to civilization. It costs money to meet the needs of everyone.*
- ◆ *I feel like we need to focus on academic + social + emotional + meeting kids where they are.*
- ◆ *There already is a world languages program at middle & HS!! (& advanced course work). Consolidate elem schools for enhanced student opportunities!*
- ◆ *K-8 schools are great places to build community & leadership (my favorite) skills. These programs already exist. They also keep older kids young longer. Combine middle schools. Bring 5th graders home. Maybe 6th too.*
- ◆ *The board member question is the toughest of all of the stations. Housing issues/affordability reduce the number of kids in the districts. If we can address housing comprehensively, that would be one step towards reversing student populations.*
- ◆ *Academic options should include music & art. I don't think they should be relegated to “extra-curricular.”*
- ◆ *Expand academic options at both middle & high. There is so much for students to explore! Let's work to build on kids' strengths & interests to help them see that the community needs everyone's [illegible].*
- ◆ *It makes sense to have an elementary school in Peterborough. Empty school buildings or empty rooms could house many other community programs. What community programs need a home base?*

- ◆ *I would combine middle schools so kids have = opportunities and get to know each other as younger students rather than waiting til 9th grade.*
- ◆ *Purchasing new fire trucks, improving roads – those are necessary community obligations which must be funded outside of school obligations.*
- ◆ *This is a luxury which is not sustainable.*
- ◆ *This is a bit of a false choice w/ academics – can (& should) do some of each.*
- ◆ *I think we need to change beginning times for HS/JHS students be later & elem to be earlier. If sports need more time, have some practice before school (students could go on elem buses?) as well as after.*

Be a Board Member Results

Option	Votes
“Retain our small-town elementary school.”	3
“Improve our town, such as purchasing a new fire truck, improving roads, etc.”	1
“Expand student academic options at the middle or high schools, such as starting a World Languages Program, enhancing advanced coursework options, etc.”	19
“Improve student options at the middle or high schools, such as adding more sports, expanding music/theater activities, etc.”	6
“Lower property taxes by not spending those funds.”	13

Be a Board Member Comments

- ◆ *All the elementary schools have distinct wings. Why not divide them – move all the school functions into one wing, and lease out space in the other wing to businesses or even housing?*
- ◆ *5th grade in [illegible] elementary school, perhaps 6th grade too. Keep little children in home towns. Combine middle school students – not 2 schools.*
- ◆ *Why be reduced options for middle & high school students. Pear down CVHS staff only < 700 students.*
- ◆ *Like the idea of another attendee to block off wings of some of the bldgs. & renting office space.*
- ◆ *Status quo makes no sense and costs much cents.*
- ◆ *What about moving 5th grade to elementary? (Option is only for 5th & 6th to move)*
- ◆ *Move grade 5 only to elementary since they have less extracurricular options (sports).*
- ◆ *Please don’t send 7th & 8th graders to the high school. My 2 middle schoolers really do not like the idea – worried they’ll get exposed to drugs, etc. SMS has a really great school culture. We are open to combining middle schools.*
- ◆ *Combining schools would be fine, but 7th and 8th grade should stay in middle school. I strongly disagree with sending 5th and 6th grade to elementary school. I am in 6th grade, and I’ve loved SMS.*

Post-It Activities

“What does a great school have?”

- ◆ *Teachers & facility > supported, engage, paid.*
- ◆ *A library. Teachers with open minds and hearts. A sense of caring community. NO BULLYING; social & emotional supports. Nurse in the building. Encourage creativity, exposure to arts and nature.*
- ◆ *Sports, many classes, many extracurricular programs.*
- ◆ *Great staff and families with children.*
- ◆ *Engaging teachers/curriculum. Arts/music/sports/tech. Enough kids per class that kids aren't constrained to same tiny crowd every year for elementary and middle school. EMOTIONAL/ACADEMIC support. Hands-on learning (not just book learning) to address multiple styles of learning.*
- ◆ *Well paid teachers.*
- ◆ *Great teacher to pupil ratio, open communication w/ parents, extracurricular activities, good reputation.*
- ◆ *Great & creative teachers. Lots of outside time. High academic standards balanced w/ meeting students where they are. Teach the whole child – head, heart & hands.*
- ◆ *Shared vision of growth, intellectual, emotional & physical, for the students.*
- ◆ *Engaged teachers & students. Challenging academics for all levels. Diversity of subjects to explore: STEM, arts, vocation.*
- ◆ *Time outside, choices, professional teachers, arts enrichment, environmental education of local landscape, community partners, project based learning, a vibrant library, well paid teachers who stay, social-emotional literacy.*
- ◆ *High quality & well paid teachers. Enriching activities. Meeting kids where they are at and supporting/challenging them academically. Counselors, food, whatever supports kids/families need. Safe spaces – gender expression, racial identity, income levels – so all kids feel valued.*
- ◆ *Positive experience with support from their community in: education, enrichment, sports, extra activities.*
- ◆ *A-M-A-Z-I-N-G learning opportunities. HIGH RIGOR – in academics to the work, in activities reach for excellence. Doesn't need to be elitist. Make it EXCELLENT on every level & not going to a low, low bar (as it has been).*
- ◆ *Outdoor opportunities.*
- ◆ *Competent, caring, capable, compassionate & wise teachers!! A caring community which recognizes indiv needs & the larger community of learners. Clean – safe – welcoming – interesting.*
- ◆ *Well funded: ARTS, SCIENCE & GUIDANCE & LANGUAGES (all decimated). High community involvement. Opportunities for meaningful connection (more internships, more Harris Center, more trips -> less bizarre ways to de-emphasize academics).*
- ◆ *DIVERSITY (people, curricula, activities). INFORMED INSTRUCTION. PASSIONATE (adequately paid) teachers. Up-to-date equipment, books, media, supplies, nourishing food. Well-planned schedules. Stable staff/faculty.*
- ◆ *Well paid & educated teachers.*
- ◆ *Great teachers. Smart administration that leads. Community support & connection. High expectations for academics, social interactions.*

- ◆ *Dedicated, caring teachers. Good ideas and learning. Hands on learning. Ability to push oneself as student into levels past grade. Loving environment.*
- ◆ *Good teachers. Safety.*
- ◆ *Well paid teachers and a challenging curriculum.*
- ◆ *An atmosphere that encourages risk-taking. Opportunities for students to direct their own learning with adult partners who promote self-assessment.*
- ◆ *All options available for kids.*
- ◆ *Opportunities for children to grow academically, intellectually, socially, emotionally.*
- ◆ *A great school has a sufficient number of students to have a variety of classes and clubs, and the teachers are well paid and effective and the leadership clearly communicates w/ parents.*
- ◆ *Great teachers. Engaged parents.*
- ◆ *Support for children from all walks of (socioeconomic) life and differing abilities.*
- ◆ *A great school has: academic, social, emotional, sports, clubs, opportunities, as well as, community involvement and confidence in oneself and others.*
- ◆ *Inspiring teacher/mentors. Promoting a multiplicity of perspectives. Greater value assigned to good questions than to good/"right" answers.*
- ◆ *Great teachers.*
- ◆ *Caring & competent teachers who are respected & supported administratively & compensated financially.*
- ◆ *Great teachers & facilities. All specials. Strong curriculum – with lots of hands-on learning. Communication w/ families. Quality materials. Library. Computer ed.*
- ◆ *Community. Connection w/ people and organizations outside the school.*
- ◆ *Great teachers. Lots of opportunities for students. Well paid teachers.*
- ◆ *An environment that is SAFE and the focus is on creating an environment where COMMUNICATION skills are taught – reading, writing, discussing!*
- ◆ *Great programs that engage students in purposeful activities! Communication w/ parents, students, teachers and most important community -> let us know about achievements.*
- ◆ *Academic rigor. Strong social/community ties. Services for ALL -> special services integrated w/ regular classes. High quality teachers (well paid). Equity – walkable/busable/afterschool activities plus transport.*

“What is the best part about having a school located in this town?”

- ◆ *Shorter bus rides. Get to know the community & other people w/ children of similar age.*
- ◆ *Community engagement & participation.*
- ◆ *Creates a happy and vibrant community as long as there are enough families to run it!*
- ◆ *Kids can walk or bike to school, meet kids in their neighborhood or community, use existing nice learning facilities.*
- ◆ *It's located near the high school.*
- ◆ *It's important to the community, but housing costs & lack of inventory makes it hard for families to live here.*
- ◆ *Community building. Can ride bike to school. Sports at school. A local playground.*
- ◆ *Easy access to events, way to build community. Grade school/middle school/HS all in town.*
- ◆ *I love classes being able to walk into their “village” so easily & integrate downtown resource into school studies. The Monadnock Center, the architecture & history studies, the Nubanuset Brook confluence with Contoocock River, elder communities, to name a few.*

- ◆ *Peterborough has so much to offer students: academically and many extracurricular activities. It has the population to support a great education all around.*
- ◆ *It provides a hub of activity in a variety of ways.*
- ◆ *P'boro is the largest town in the district...It makes sense to have it here!*
- ◆ *A center for interaction. Probably least important for Peterborough because we have an actual downtown.*
- ◆ *It is the town they live in. Close to all of the community they live in.*
- ◆ *Of course it's nice for connection BUT so many kids from other towns come to PES when they have needs. It disproportionately impacts the school. If everyone were here, there would be sufficient resources to meet needs. Instead, the ConVal "private school" system (as the small schools are called) continues.*
- ◆ *High present of kids able to walk to school. Kids forming friendships/relationships with kids that live nearby. Creating community.*
- ◆ *It allows children to go to school with their neighbors, which builds community. NOT on a bus ride for hours!*
- ◆ *Peterboro already has an excellent existing elementary school which could accommodate MANY more students. A ready made solution to "problem" of closing some under-enrolled small town schools.*
- ◆ *Large elementary allows more enrichment and academic opportunities for the kids.*
- ◆ *Schools are great community builders – kids, families, teachers, staff & admin.*
- ◆ *Halloween parade. Interactions with library & Monadnock Center.*
- ◆ *Save on gas. Shorter ride to & from school.*
- ◆ *Being local in every sense of the word. Not limiting children's relationships based on town of residence – harder to spend time w/ kids 30 +/- min away.*
- ◆ *Not having young students traveling out of town for early education grades.*
- ◆ *The school has a healthy student body (good numbers), so it is able to give the students a well-rounded education.*
- ◆ *Know your neighbors.*
- ◆ *More to offer.*
- ◆ *Short bus ride.*
- ◆ *Shorter bus ride. Friends are more local, easier to get together outside school hours. Fosters community spirit. Easier to participate in after-school activities – rec dept, scouts, etc.*

"What town service or facility is currently lacking in this town?"

- ◆ *Community education classes.*
- ◆ *Infant/early childcare.*
- ◆ *Housing. Recreational area. Indoor sports complex.*
- ◆ *Pool – at or across the street from ConVal.*
- ◆ *High performing schools.*
- ◆ *Housing for all levels. Indoor pool/YMCA. Childcare. Trader Joes.*
- ◆ *Affordable housing.*
- ◆ *Sports complex.*
- ◆ *More mountain bike/connected walking paths.*
- ◆ *A rec center (YMCA/gym). More bikeable areas. More of a culture of biking (to school, downtown). Anything that would increase diversity (of all kinds).*
- ◆ *Daycare.*

- ◆ *Services for high school graduates with special needs. Affordable child care.*
- ◆ *ACTUALLY affordable single family homes.*
- ◆ *Affordable DAY CARE for families that are working! Both parents!!*
- ◆ *Common sense leadership. Not losing 2 mil to a scam.*
- ◆ *Childcare.*
- ◆ *Housing for all income levels.*
- ◆ *Sports place indoor – basketball & soccer. Everyone drive 30min – 2hrs to get to one.*
- ◆ *Indoor pool.*
- ◆ *Updated fire station.*
- ◆ *Transportation – should be a bus looping around town.*
- ◆ *Housing.*
- ◆ *Housing.*
- ◆ *Housing. Childcare.*
- ◆ *Larger fire station.*
- ◆ *Enriching discussions for all ages (e.g. science café).*
- ◆ *Lack affordable housing. Transportation. Affordable day care. Affordable senior center: 250 hr/ [illegible] use community ctr programs???*
- ◆ *Sidewalks out to the rural areas.*
- ◆ *Too many to list.*
- ◆ *Affordable housing!!!!*
- ◆ *We need more sidewalks and pedestrian friendly infrastructure.*
- ◆ *Housing available and affordable to adults with disabilities.*
- ◆ *The wellness center closing left a big hole. Very healthy, physically, socially, emotionally.*
- ◆ *Affordable daycare(infant to pre-school). More housing/house/rentals for people earning \$20-40,000/yr (our kids who want to stay). Indoor pool/YMCA type of facility.*
- ◆ *Community solar serving LMI residents.*
- ◆ *A large performance or gathering place w/ a stage. Gymnastic school. Adult ed classes.*
- ◆ *We need to have more “missing middle” housing to provide much more rental and moderate income housing.*
- ◆ *Child care.*
- ◆ *Wellness center. Indoor pool.*
- ◆ *Bike lanes. Bike racks. Sidewalks on 101 & 202 & other side union.*
- ◆ *Affordable housing.*
- ◆ *Indoor pool. Swim lessons.*
- ◆ *Day program for adults! Who are not able to go to Rivermead!*
- ◆ *Affordable housing.*
- ◆ *Programs for young adults who graduate with an IEP.*
- ◆ *More affordable housing.*
- ◆ *Affordable housing. Rentals the are affordable.*
- ◆ *Affordable daycare.*
- ◆ *A place for teens to meet. Could be a dance place 2x a week or a late night café.*

Sharon Town Meeting

Token Polling Results

Option	1 st	2 nd	3 rd	4 th
“Keep ConVal just like it is now, even if it is more expensive than other options and likely means reduced options for middle school and high school students.”	0	0	0	1
“Keep all the elementary schools, but move grades 5 and 6 back to them to help fill them up. This could save money, but would likely reduce academic and enrichment options for students in grades 5 and 6.”	0	1	5	5
“Combine only some of the elementary schools in order to provide students with better academic/enrichment options and save some money.”	2	7	3	0
“Combine as many schools as possible (including perhaps the middle schools) in order to provide students with better academic/enrichment options and save money.”	0	1	3	3

Token Polling Comments

- ◆ *Design a system with as few schools necessary with a max bus ride of 50 minutes*
- ◆ *Two K-3 lower el., two 4-6 upper el., 7-12 H.S.*
- ◆ *Bring back reading, writing and math. Get rid of Dept. of Ed and teachers union*

Be a Board Member Results

Option	Votes
“Retain our small-town elementary school.”	0
“Improve our town, such as purchasing a new fire truck, improving roads, etc.”	0
“Expand student academic options at the middle or high schools, such as starting a World Languages Program, enhancing advanced coursework options, etc.”	9
“Improve student options at the middle or high schools, such as adding more sports, expanding music/theater activities, etc.”	1
“Lower property taxes by not spending those funds.”	6

Be a Board Member Comments

- ◆ N/A

Post-It Activities

“What does a great school have?”

- ◆ *Space, good teachers*
- ◆ *Focus on teaching reading, writing, arithmetic & to think*
- ◆ *A great school has a sense of security and belonging, where learning is fun and individual needs can be met*

- ◆ *Reading, writing and math*
- ◆ *Library; competent, caring, well paid staff; sports and PE programs; art and music programs; well supported Special Ed*
- ◆ *Opportunities for all children – not all services can be available to all of the smaller schools*

“What is the best part about having a school located in this town?”

- ◆ *We did not have an elementary school in town + the children had a wonderful experience in Peterborough.*
- ◆ *We don't have a school and did fine sending our children to Peterborough.*
- ◆ *We do not have a school in this town. Our daughter rides the bus for 15 minutes in the morning and 60 minutes in the afternoon. The best part of having a consistent school is the consistency in relationships that have been built.*
- ◆ *Withdraw from police (?), go to Jaffery or New Epswich*
- ◆ *Good? No school in our town because we have so few students. Maybe other small towns can do the same.*
- ◆ *Sharon does not/has NOT had an elementary school...no problem!*
- ◆ *Other towns don't realize that they will be fine without a school. We are.*
- ◆ *Our daughter did not have a school in our town to go to. It served her well to go to PES – she met other children, had opportunity to have different classmates as she progressed through school. Benefited from the resources available for PE/Art/Music.*

“What town service or facility is currently lacking in this town?”

- ◆ *Not enough people stepping up to serve the town*
- ◆ *Withdraw from the school system*
- ◆ *We need better internet*
- ◆ *It appears difficult to get back-up support for town functions because we have so few townspeople. The same people keep stepping up. May rezone for some multi-family dwellings*

Temple Town Meeting

Token Polling Results

Option	1 st	2 nd	3 rd	4 th
“Keep ConVal just like it is now, even if it is more expensive than other options and likely means reduced options for middle school and high school students.”	13	16	9	11
“Keep all the elementary schools, but move grades 5 and 6 back to them to help fill them up. This could save money, but would likely reduce academic and enrichment options for students in grades 5 and 6.”	35	14	5	2
“Combine only some of the elementary schools in order to provide students with better academic/enrichment options and save some money.”	4	15	19	3
“Combine as many schools as possible (including perhaps the middle schools) in order to provide students with better academic/enrichment options and save money.”	4	4	6	24

Token Polling Comments

- ◆ *The elementary schools in the small town are relatively new. There is room to expand if needed. PES has no room to add on if needed and the bus pick up is dangerous. What if PES students were split among small schools and bused to the AM schools? So, a Peterborough child riding on the Temple side of town would be bussed to Temple, Dublin side to Dublin, etc. We tweak the school starting times so the bus starts on Peterborough and picks up PES kids, then comes to Temple and picks up those elementary kids and bring them to school. Then bus picks up Temple Middle and high schoolers and takes them to school, saving time and bus money.*
- ◆ *Bringing 5th and 6th grade back would not have to be less enriching. Teachers/principles are creative and could together create interesting activities for the whole school, or for groups of grades.*
- ◆ *It's a shame that this option only has ONE solution and the wording of the outcome is EXTREMELEY and INTENTIONALLY limiting and negative. BE AN EDUCATOR!! Think outside of the damn box.*
- ◆ *Combine the middle schools. Move grade 8 to HS, move 5th back to town schools.*
- ◆ *Soft boards.*
- ◆ *Educate 5th graders in the elementary schools, 8th graders at the high schools, 6-7 at SMS. Close Great Brook.*

Be a Board Member Results

Option	Votes
"Retain our small-town elementary school."	36
"Improve our town, such as purchasing a new fire truck, improving roads, etc."	0
"Expand student academic options at the middle or high schools, such as starting a World Languages Program, enhancing advanced coursework options, etc."	5
"Improve student options at the middle or high schools, such as adding more sports, expanding music/theater activities, etc."	1
"Lower property taxes by not spending those funds."	6

Be a Board Member Comments

"Retain our small-town elementary school."

- ◆ *Yes! Give the kids the support that helps them flourish!*
- ◆ *Retain our school and use it for more than just school.*
- ◆ *Towns need a sense of community and that is born through the school. Put Preschool into our town. Why give to other towns and not us? People would move to our town if preschool was an option and they knew their children would remain in town.*
- ◆ *Keep our schools!*
- ◆ *Yes – worth a million bucks*
- ◆ *CRUCIAL to keep elementary school in communities*
- ◆ *Expand – positive word. Improve – positive word. Lower taxes – positive word. "Retain" – neutral wording here is very loaded. Money should be spent on education.*
- ◆ *Keep our schools in our town. Send our 5th grade students back to their towns!! STOP!! Threatening to close the elementary schools!*
- ◆ *This is the only option? Taxes will never go down.*

"Improve our town, such as purchasing a new fire truck, improving roads, etc."

- ◆ *Where would we be without a community center and emergency shelter?*
- ◆ *This has nothing to do with the schools!*
- ◆ *Combination of all SAU's. Administrative costs are more money than school costs are.*

"Expand student academic options at the middle or high schools, such as starting a World Languages Program, enhancing advanced coursework options, etc."

- ◆ *Educational options are vital.*
- ◆ *This is crucial. Start with elementary school (language).*
- ◆ *Expand life skills (taxes, how to buy a home). Expand the trades: plumbing, electrical, mechanical.*
- ◆ *Expand the trades: machining, electrical, plumbing.*
- ◆ *Ask the students what they want for the arts, languages, music, and extracurriculars. It's not the same as it used to be.*

“Improve student options at the middle or high schools, such as adding more sports, expanding music/theater activities, etc.”

- ◆ *Music and theater are vital parts of education. SPORTS ARE NOT. ConVal has consistently spent far too much money on SPORTS.*
- ◆ *Music – Yes. Sports – Optional.*
- ◆ *Expansion of music and theater brings out creativity and acceptance to the student. I loved both as a child and it built my imagination and gave me confidence to show my talents.*
- ◆ *Music and theater are a vital part of education. SPORTS ARE NOT and ConVal has consistently spent far too much on sports at the detriment of REAL EDUCATION.*
- ◆ *Expanding arts and theater options in middle and elementary schools when kids are open to being creative.*
- ◆ *Add the trades to reduce college debt and we have a lack of trades people!*

“Lower property taxes by not spending those funds.”

- ◆ *Taxes will not go down no matter what!*
- ◆ *Closing TES doesn’t save Temple significant tax money.*
- ◆ *If we did not have school vouchers we would probably be able to lower our taxes.*
- ◆ *Let’s see the state pay for their share first!*
- ◆ *Good schools need money BUT taxpayers’ \$ must be spent efficiently. Maybe ConVal should dissolve...*

Post-It Activities

“What does a great school have?”

- ◆ *An institution TRULY appreciates how different kids are and respects that not all of them will learn well in the same framework/setting. A great school is not afraid of the fact that some kids are best served elsewhere (homeschool, private school, alternative school, etc.)*
- ◆ *Perhaps a better question is what makes a good public education system. Unfortunately, funding something as important as education through taxes does not make for an equitable, fair, robust, or otherwise “good” system.*
- ◆ *Small classes. Outstanding teachers. Parent-teacher relationships with easy access to each other for communication. Natural world access.*
- ◆ *Small class sizes. Energized staff that love their students. Supportive community members. Outdoor space to allow kids to play and learn from the world around them. Strong support for staff to expand their knowledge, skills, and resources.*
- ◆ *Academic and enrichment options that meet a diversity of learning styles.*
- ◆ *Small classes in elementary grades. Larger classes as kids get older so that they can be divided into more different options- being able to have non-college prep, college-prep, and honors, for example. When I went to school, my school offered the worst of all worlds: 39 kids in the 1st grade. The classes started getting smaller after 5th grade when 16 year olds dropped out. By 8th grade, there were 8 kids in my grade. My parents took me out after 8th grade and I chose the largest girls school in New England, graduating in a class of 200 girls (& 200 boys across the river). When our kids were young, TES was so crowded, we sent them to the Well School, where they were in classes of about 8 kids. They went to ConVal for 9th-12th where they had lots of educational choices because the school was large.*
- ◆ *Personal attention to each student.*
- ◆ *Sense of community.*

- ◆ *Teachers who love what they do and are passionate about helping us to raise our children to be thoughtful and caring as well as informed and educated. The small classrooms allow that opportunity to happen.*
- ◆ *Great teachers. Interaction with adults. Thanksgiving dinner for seniors.*
- ◆ *Small or multi-grade classes. Not at desk all day.*
- ◆ *Outdoor time/recess. Community involvement. Committed and well-trained educators.*
- ◆ *Support and energy from community members, school leaders, teachers, and the “power to be” entity to set the best example to our youth and younger generation of what it takes to believe in what is possible. For the BEST community outcome. Vision to act on the idea and possibilities for the best educational curriculum and learning environment. Diversity incorporated into the home base instead of shutting down with outcome that only serves to separate and divide.*
- ◆ *Engaged children who feel safe, supported, and challenged. Small class sizes. Excellent staff who are passionate about what they do.*
- ◆ *No book bans!*
- ◆ *Smaller classes. Good teachers. Close to home.*
- ◆ *Great teachers who are well paid. Minimal overhead. All activities equally funded, whether sports, art, music... not one over the other*
- ◆ *In addition to academic studies, teach children to be respectful of other children's beliefs and social concerns regardless of their own beliefs. Help children see the world from other's point of view.*
- ◆ *Community involvement and engagement.*
- ◆ *Super teachers. Lots of enrichment. Academic rigor.*
- ◆ *Children excited to come to school. Small class sizes. Staff willing to go above and beyond. Community connections.*
- ◆ *Passionate teachers. Strong sense of community. Small class sizes. Local experience representative of where the children live.*
- ◆ *Traditions and connections to ALL of the community.*
- ◆ *Great teachers. Strong community support.*
- ◆ *Small classes. Committed teachers. Schools are the heart of the communities. Schools make towns vibrant and alive.*
- ◆ *Trade school choices.*
- ◆ *It takes a village to raise a child.*
- ◆ *Engaged students. Excellent teachers. High expectations for all. Friendly/supportive environment. Life experience classes. Happy/involved students.*
- ◆ *Temple teachers. Temple students, Temple support staff. Temple administration. Temple bus drivers.*
- ◆ *Small class sizes. Community involvement. Amazing teachers and staff.*
- ◆ *Great teachers.*
- ◆ *Great teachers and staff who care about our small school and the Temple community. Fabulous connection between students and teachers. During COVID year, we would receive handwritten greeting cards or picture from students every season! Thanksgiving dinner at school is SO important to us seniors.*
- ◆ *Happy kids. Happy families. Happy teachers.*
- ◆ *A machine shop.*
- ◆ *Community.*
- ◆ *Small class size.*

- ◆ All staff know all students.
- ◆ Small class sizes, parent volunteers, and a sense of community.
- ◆ School/town events.
- ◆ Teach kids how to read, write, and do math. Teach basic life skills. Happy kids.
- ◆ Good teacher to student ratio. Good American history trade. Good recess program so that kids can use up their energy.
- ◆ Parent support.

“What is the best part about having a school located in this town?”

- ◆ *Parents and townies will donate time, money, and materials especially in small towns.*
- ◆ *Pre-school parents from this town and others, even if we pay! PBO has PS free as taxpayer in the district (money for town and district). Temple has nothing to accommodate this for parents whose money goes elsewhere (max \$500/wk). 5th grade at TES.*
- ◆ *The individual attention for a child at a small school, especially below 50 is beyond measure. The transition to SMS and HS on bus at 6 is not acceptable or safe.*
- ◆ *Sense of community. Small class sizes. It takes a village to help raise a child and what better way to nurture than with the village you live in. Feeling like you are seen as a parent and not just a number.*
- ◆ *Shorter bus routes. Building local community. Emergency shelter for our town.*
- ◆ *Education is the best use of tax money.*
- ◆ *Long bus rides for the youngest kids is not good. School in town is critical.*
- ◆ *Small town schools are like extended family.*
- ◆ *It strengthens community and friendship among kids.*
- ◆ *TES brings townfolk together so it seems like a town.*
- ◆ *Sense of community. Helps bind relationships that then spread further through town.*
- ◆ *Close community. Creates close bond with all students. One on one with teachers! Stop with the “close the school threats”!!*
- ◆ *Community connection. Going to school with neighbors, etc. Connection and access to teaching staff. Be out in national environment.*
- ◆ *My kids both feel school is a home away from home. They are never anxious about going to school and in fact look forward to going to school every day. The small classes allow students to become individuals that are supported to such an extreme that I believe helps to develop self esteem at a much higher level than in a larger school with larger class sizes, where kids become more of a number. I have had two kids go through a large school in this district and I feel the smaller school does a better job at individualizing the kids' education. It strengthens our community having a school and brings more families to our town.*
- ◆ *Local school: community center, a place to gather and meet, and an emergency shelter.*
- ◆ *It's a place for the town to gather and strengthen the community.*
- ◆ *Brings young children close to the community and the families.*
- ◆ *The children learn about their town.*
- ◆ *I have very little trust that ConVal makes financial decisions that are unbiased.*
- ◆ *Reduced commute, more time for family.*
- ◆ *A school in town is a magnet that draws the community together.*
- ◆ *Kids should be educated whenever possible with their hometown peers to develop friendships and support from their community in their formative years.*

- ◆ *Local community based enter of education. Academic support at younger of age close to home. Reduction of time of transport. Core value of town demographic of young age group to form relationships between themselves and parents. This band is strong for community.*
- ◆ *Because of the number of students, the teachers are able to know all students in the school.*
- ◆ *Small student population allows for teachers and staff to give special attention to all. Please keep Temples students in Temple.*
- ◆ *Kids are closer to home in elementary school. Keeps classes smaller so more focus on kids.*
- ◆ *School is a community center for our town. Learning to be a good citizen and connect with all generations is very important.*
- ◆ *Our own school is a central part of a town. Property values will drop without it.*
- ◆ *Having a local school not only provides children with a sense of local community and pride, but also enriches all members of the community through engagement in local school events and local community outreach programs.*
- ◆ *Young children do not have to sit on a bus for a long ride.*
- ◆ *Community involvement. Smaller classes.*
- ◆ *Education starts at home. A local elementary school supports the entire community.*
- ◆ *It binds kid and their families to their own schools.*
- ◆ *Younger kids closer to home.*
- ◆ *Our community.*
- ◆ *The community.*
- ◆ *Local schools builds community friends for kids and support system.*
- ◆ *Close friends when going to large school. Feel of community.*
- ◆ *There's a strong sense of community among students who have attended Temple Elementary School(s), least to present. In addition, property values are higher in towns that provide their own elementary schools vs those that do not.*
- ◆ *I'm not originally from the USA. I believe local schooling is preferable. Putting a child on a bus you do not know the skill of the bus driver and NO SEATBELTS! I would drive but that is not always convenient to all parents. Local schools YES!*
- ◆ *Community. Smaller class sizes. Close to home.*
- ◆ *It's a necessary part of our community.*
- ◆ *It draws community together.*

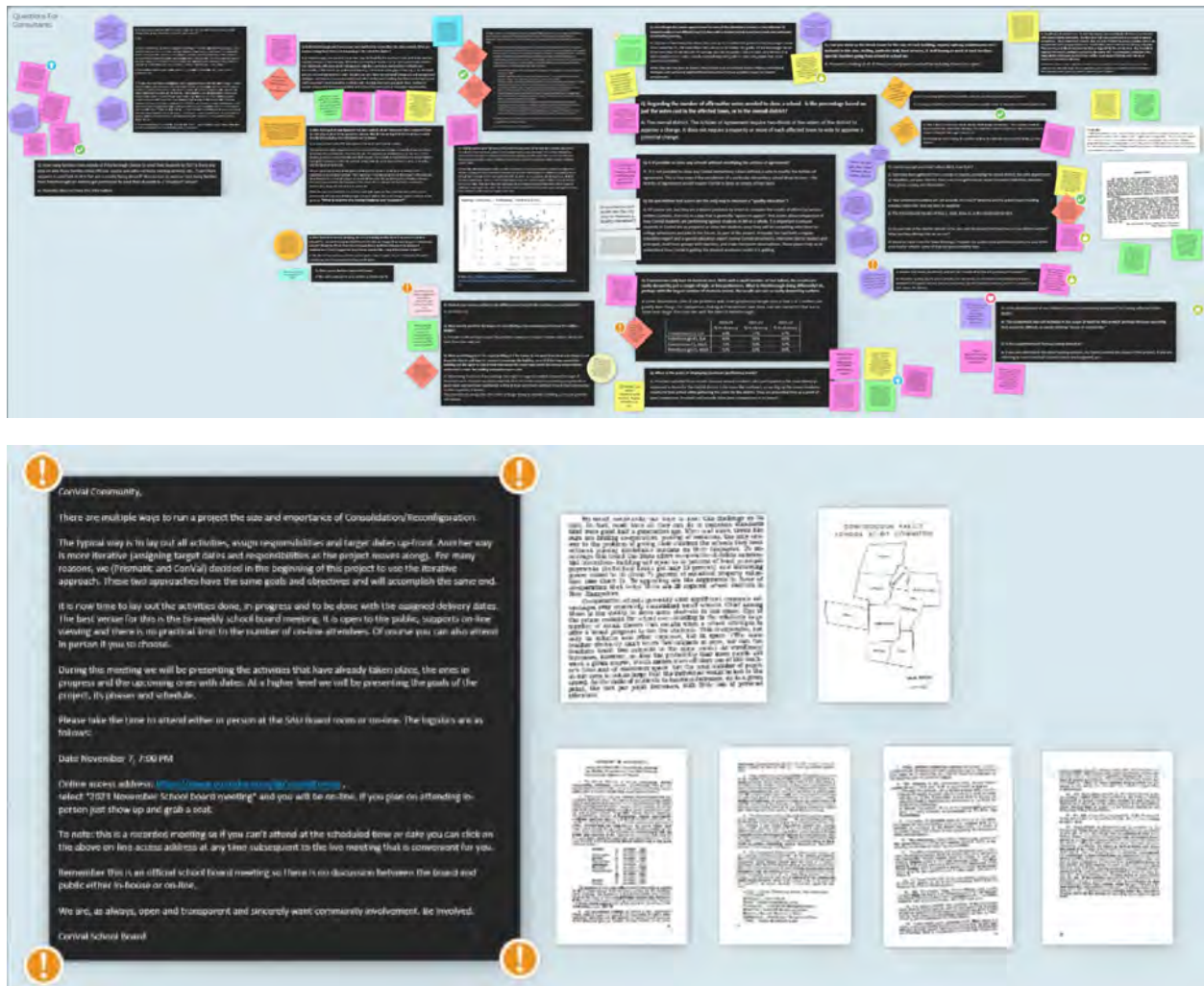
“What town service or facility is currently lacking in this town?”

- ◆ *There are NO services or facilities missing. It's good the way it is.*
- ◆ *Don't know. It's pretty great.*
- ◆ *More trade options.*
- ◆ *Childcare, eldercare.*
- ◆ *Proper highway department.*
- ◆ *Combine SAU's (School Administrative Units). There is no reason for so many in such a small state.*
- ◆ *Can't think of anything we can't get nearby. There are no fast food restaurants or mini malls here, just a top quality elementary school with caring staff, a great general store, restaurant, and working farms. That's why I've moved here and have stayed for 43 (& 52) years.*
- ◆ *Elder care and childcare. Wish there were more opportunities for seniors and school children to interact and more outdoor recreation areas such as well groomed hiking trails, a swimming pond/pool, etc.*

- ◆ *There are more capital improvement needs that are costly in near future: fire department, highway garage, etc.*
- ◆ *We need numbers! It would be good to know how many students (or participants) we would have for these options. Thanks!*
- ◆ *Childcare.*
- ◆ *Does not apply to this discussion of school reconfiguration.*
- ◆ *Teen center.*
- ◆ *None.*
- ◆ *Nothing.*
- ◆ *Why such a negative question?*
- ◆ *If there is no school, we need an emergency shelter and places for town meetings. Our town hall is too small capacity for all our needs.*

Appendix D

Screenshots of IdeaFlip



Simply start typing while on this page and a window will appear that will let you choose your post it note color and the message you would like for your post it note. After typing your message and hitting enter it will add it to a stack, allowing you to make multiple notes. Then just simply click "add" for the note to appear on the board.

Clicking the stationary tab to the right will also let you pick your notes then just double click the note you added to edit its text and color.

Your school/town colors:

Antrim Hancock Pierce
Greenfield Temple Dublin
Peterborough Great Brook South
Francestown

(#number of students in tested grade)

	Reading	Math
Antrim ES (29)	40%	43%
Pierce ES (26)	68%	32%
Dublin CS (24)	97%	40%
Francestown ES (16)	87%	87%
Greenfield ES (29)	56%	54%
Hancock ES (29)	48%	56%
Peterborough ES (91)	92%	88%
Temple ES (14)	43%	57%
Lionheart Classical (55)	42%	59%
State	48%	51%

The New Hampshire Statewide Assessment System is typically administered March through June. (End of Year)

Cost per Student

BES = Pierce/Berrington Elementary

2022-23	
School	Enrollment
Temple	33
Francestown	45
Dublin	61
Pierce	68
Hancock	70
Greenfield	93
Antrim	130
GBS	227
PES	262
SMS	344
ConVal HS	666

Our mission is to provide the highest quality of education for all students. We are committed to creating a safe, supportive, and challenging learning environment for every student. We strive to ensure that every student has the opportunity to succeed and reach their full potential.

Questions For Consultants

Q1. How can we ensure that the school board is well-informed and able to make decisions on the school's financial health?

A: The school board should have a dedicated committee to oversee the school's financial health. This committee should be composed of members with diverse backgrounds and expertise, including finance, education, and community relations. The committee should meet regularly to review the school's financial statements, budget, and other relevant information. They should also be responsible for developing and implementing policies to ensure the school's financial stability and transparency.

Q2. How can we ensure that the school board is able to make decisions on the school's financial health in a timely and effective manner?

A: The school board should have a clear process for making decisions on the school's financial health. This process should involve the school board committee, the school administrator, and the school's financial staff. The school board should also have a clear timeline for making decisions, and the school administrator should be responsible for providing the school board with the necessary information in a timely and effective manner.

Q3. How can we ensure that the school board is able to make decisions on the school's financial health in a way that is consistent with the school's mission and values?

A: The school board should have a clear understanding of the school's mission and values, and they should ensure that their decisions on the school's financial health are consistent with these values. This may involve prioritizing certain areas of the school's budget, such as education and community relations, over other areas, such as facilities and transportation.

Q4. How can we ensure that the school board is able to make decisions on the school's financial health in a way that is consistent with the school's legal obligations?

A: The school board should have a clear understanding of the school's legal obligations, and they should ensure that their decisions on the school's financial health are consistent with these obligations. This may involve consulting with legal counsel to ensure that the school's financial policies and procedures are compliant with applicable laws and regulations.

Q5. How can we ensure that the school board is able to make decisions on the school's financial health in a way that is consistent with the school's long-term goals?

A: The school board should have a clear understanding of the school's long-term goals, and they should ensure that their decisions on the school's financial health are consistent with these goals. This may involve developing a long-term financial plan that takes into account the school's future needs and aspirations.

Q6. How can we ensure that the school board is able to make decisions on the school's financial health in a way that is consistent with the school's current needs?

A: The school board should have a clear understanding of the school's current needs, and they should ensure that their decisions on the school's financial health are consistent with these needs. This may involve prioritizing certain areas of the school's budget, such as education and community relations, over other areas, such as facilities and transportation.

Q7. How can we ensure that the school board is able to make decisions on the school's financial health in a way that is consistent with the school's future needs?

A: The school board should have a clear understanding of the school's future needs, and they should ensure that their decisions on the school's financial health are consistent with these needs. This may involve developing a long-term financial plan that takes into account the school's future needs and aspirations.

Q8. How can we ensure that the school board is able to make decisions on the school's financial health in a way that is consistent with the school's overall health?

A: The school board should have a clear understanding of the school's overall health, and they should ensure that their decisions on the school's financial health are consistent with this health. This may involve monitoring the school's financial performance and making adjustments as needed to ensure the school's long-term success.

Q9. How can we ensure that the school board is able to make decisions on the school's financial health in a way that is consistent with the school's community's needs?

A: The school board should have a clear understanding of the school's community's needs, and they should ensure that their decisions on the school's financial health are consistent with these needs. This may involve developing a long-term financial plan that takes into account the school's community's needs and aspirations.

Q10. How can we ensure that the school board is able to make decisions on the school's financial health in a way that is consistent with the school's overall mission and vision?

A: The school board should have a clear understanding of the school's overall mission and vision, and they should ensure that their decisions on the school's financial health are consistent with this mission and vision. This may involve developing a long-term financial plan that takes into account the school's overall mission and vision.

Q11. How can we ensure that the school board is able to make decisions on the school's financial health in a way that is consistent with the school's overall health and well-being?

A: The school board should have a clear understanding of the school's overall health and well-being, and they should ensure that their decisions on the school's financial health are consistent with this health and well-being. This may involve monitoring the school's financial performance and making adjustments as needed to ensure the school's long-term success.

Q12. How can we ensure that the school board is able to make decisions on the school's financial health in a way that is consistent with the school's overall mission and vision, and the school's community's needs?

A: The school board should have a clear understanding of the school's overall mission and vision, and the school's community's needs, and they should ensure that their decisions on the school's financial health are consistent with this mission and vision, and the school's community's needs. This may involve developing a long-term financial plan that takes into account the school's overall mission and vision, and the school's community's needs.

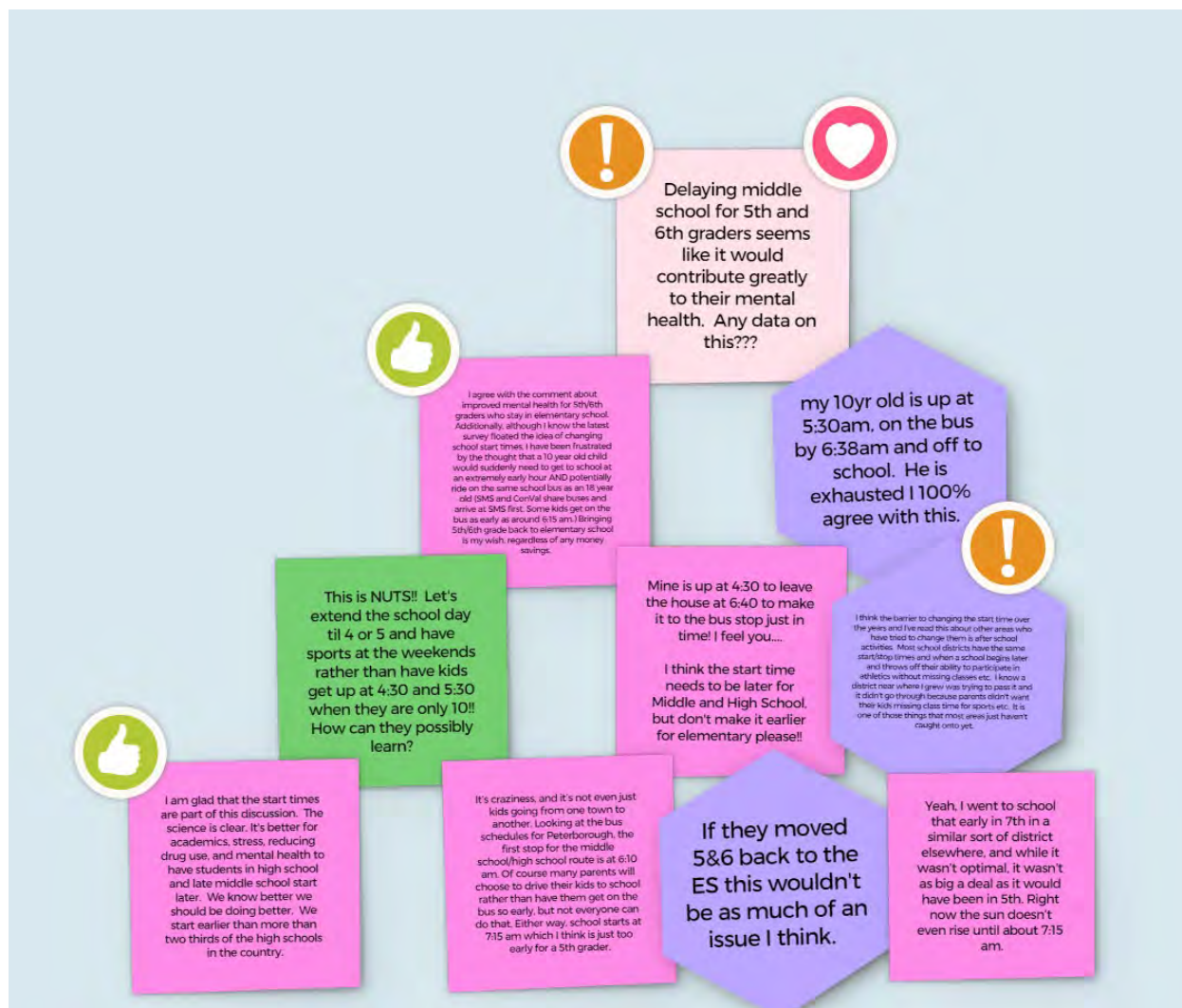
Q13. How can we ensure that the school board is able to make decisions on the school's financial health in a way that is consistent with the school's overall mission and vision, and the school's community's needs, and the school's overall health and well-being?

A: The school board should have a clear understanding of the school's overall mission and vision, and the school's community's needs, and the school's overall health and well-being, and they should ensure that their decisions on the school's financial health are consistent with this mission and vision, and the school's community's needs, and the school's overall health and well-being. This may involve developing a long-term financial plan that takes into account the school's overall mission and vision, and the school's community's needs, and the school's overall health and well-being.

Q14. How can we ensure that the school board is able to make decisions on the school's financial health in a way that is consistent with the school's overall mission and vision, and the school's community's needs, and the school's overall health and well-being, and the school's overall financial health?

A: The school board should have a clear understanding of the school's overall mission and vision, and the school's community's needs, and the school's overall health and well-being, and the school's overall financial health, and they should ensure that their decisions on the school's financial health are consistent with this mission and vision, and the school's community's needs, and the school's overall health and well-being, and the school's overall financial health. This may involve developing a long-term financial plan that takes into account the school's overall mission and vision, and the school's community's needs, and the school's overall health and well-being, and the school's overall financial health.

[illegible]



Q&A

Q: What is the goal of reconfiguration? Is it lower cost? Is it better test scores? More programs? There are a lot of great ideas in the survey but understanding the intended goal of the School Board would be helpful in analyzing their effectiveness and relevance.

A: As stated in the ConVal RFP, which governs the work that Prismatic is doing:

The Contoocook Valley Regional School District School Board was charged, by a petition warrant article, to evaluate the consolidation of district schools. The purpose is to evaluate the pros' and cons' of this request, as well as a recommendation on that request. The evaluation should include the impact that the closing/not closing has on the educational, safety, financial, social, organizational control, community, and the future of the district.

We are requesting an outside company to evaluate this matter, in order to be as neutral in this evaluation as can be accomplished. There have been many considerations of this request in the past, but none have led to a complete answer to the overall concerns. We are looking for a complete overview

that can be presented to the tax payers of the school district. We are also looking for community involvement, along with school district personnel.

When the report is completed, we are then looking for a plan on the recommendations that can be presented to the Contoocook Valley Regional School District. We want to bring a viable conclusion to the question, **“What is Best For the ConVal Students and Taxpayers?”**

Q: What is the school boards end goal? Is it to close elementary schools, combine middle schools? and remodel SMS and/or the high school?

A: Please see the response to the question “What is the goal of reconfiguration?”

Q: Have there been studies analyzing the cost of building modifications if we were to combine schools? i.e. can we fit everyone into PES and AES with no changes if we were to go to 2 elementary schools? Would the MS or HS need to be expanded or modified with any of the proposed combinations? The K-8 suggestion in particular sounded like a large infrastructure project!

A: The district has previously studied various options over the years. As part of its work, Prismatic is considering costs of any needed building modifications.

Q: Everything is about fixed costs. It costs the same to open a building for 10 students as it does for 100 students (slightly overstated). The data show that cost per student does not result in superior performance. Those students are cheated. Also, the costs of delivering special education services are increased due to the geographic distances. And the best time to intervene is in the very early years. There are very real educational outcomes that are degraded by the current setup. Also, it would be important to know the staffing issues faced by the smaller ES's. Is performance a reflection of too many substitutes/temporary/new teachers without good support? (Admin, assistants, more experienced teachers to talk with)

A: Prismatic does not see a question in there to be answered, but thanks you for your input. One additional consideration might be the opportunity cost of choosing to spend in the current manner. What does the district give up in order to fund the current system?

Q: Regarding the number of affirmative votes needed to close a school - is the percentage based on just the votes cast in the affected town, or in the overall district?

A: The overall district. The Articles of Agreement require two-thirds of the voters of the district to approve a change. It does not require a majority or more of each affected town to vote to approve a potential change.

Q: Can you show us the break down for the cost of each building, repairs, upkeep, maintenance etc.? Included in this also, staffing, janitorial staff, food services, IT staff having to work at each location, specials teachers going from school to school etc.

A: Prismatic is looking at all of these cost components and will be including them in its report.

Q: Even though the census appears lower in some of the elementary schools, a class with over 15 students makes it real difficult to get 1:1 time with a student to help learn their needs and participate in facilitating learning.

A: The State of New Hampshire allows class sizes up to 25 students for grades K-2 but encourages classes of not more than 20. The state allows class sizes up to 30 students for grades 3-5 but encourages classes of not more than 25 (Ed 306.17). The average class size for grades 1 and 2 in 2021-22 in NH was 15.4, with a median of 15.9. Only 7 schools statewide reported grade 1-2 class sizes greater than 20 (as reported by NHDOE).

While class size may have an impact, other factors such as collective teacher efficacy, instructional strategies, and curriculum alignment have been shown to have a greater impact on student achievement.

Q: Why are there so few educators at your company? While you boast a "team that has been there," most of you are experienced in busing and food service, with as many corrections officers as educators. There seems to be a real bias within your company, and our kids should NOT suffer from that!

A: Prismatic does have safety and security consultants with backgrounds in K-12 on its roster. None are "corrections officers." Moreover, none of our safety/security consultants were assigned to this project. Our team on this project included 8 education consulting professionals with many decades of experience in administering, researching, assessing, coalition building, and implementing audits in a variety of K-12 environments. Our team has "been there, done that" in large and small districts as former teachers, principals, administrators, and superintendents. Specifically, our ConVal Reconfiguration team included:

- ◆ Prismatic's president, who has managed the majority of Prismatic's 300+ projects since its founding in 2007.
- ◆ A former superintendent of a mid-sized school district (~19,000 students) and special education expert who has been a Prismatic consultant since 2010.
- ◆ A former teacher, principal, and district administrator in a mid-sized school district (~21,000 students) who has been Prismatic's primary regular education expert since 2022.
- ◆ An architect with 50+ years of experience who has worked on Prismatic projects in 15+ states, including facilities master planning for Lebanon School District (NH).
- ◆ A school transportation expert who has been a transportation director in multiple New York school districts, managing operations in large, urban and small, rural environments, as well as a Prismatic consultant since 2020.

- ◆ A school nutrition expert who is the past president of the national School Nutrition Association, the former director of student nutrition in Denver Public Schools (CO), the recipient of numerous industry awards, and a Prismatic consultant since 2013.
- ◆ A CPA who previously served the Texas Legislature as a manager of that state's School Performance Review program and who has been a Prismatic consultant since 2010.

All have worked on Prismatic projects for districts of similar size to ConVal. The consulting team is supported by a team of analysts.

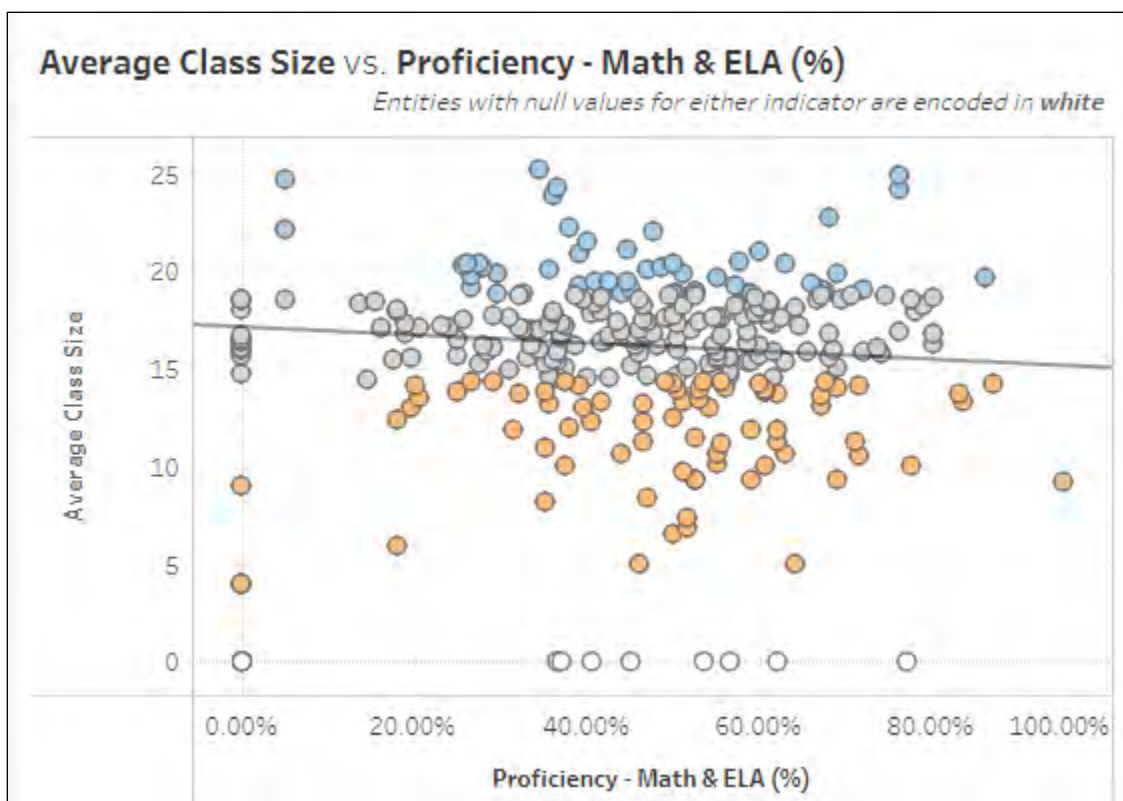
As for "bias", that is not a Prismatic value.

Q: Both Peterborough and Frankestown have much better scores than the other schools. What are teachers doing there that is not happening in the rest of the district?

A: At Peterborough, one piece of the answer may be the ability for teachers to talk with other teachers regularly and in a structured way. When there are multiple teachers at the same grade level, teachers can collaborate with same grade colleagues to align the curriculum and practices vertically and horizontally. Collaboration via professional learning communities allow gaps in learning to be identified and instructional adjustments made. Teachers can also share instructional, behavioral, and management strategies and resources on an as needed basis when in the same building. Real-time mentoring for new staff is also much more accessible in schools with multiple classrooms per grade level. Teachers in smaller schools tend to be more isolated and without the same kinds of interaction opportunities.

Q: I feel like we end up in the same conflict with this discussion. What does the academic data show? For a district that combined, what are the academic and social outcomes? For a school with 40 kids, what are they missing? I'm curious what the best practices can offer since there is a lot of emotion in these decisions (losing a school building is hard, having your kid's academics suffer to keep a building open is hard).

A: Prismatic absolutely agrees that just about any change is hard and emotions tend to run high when change is being discussed. Prismatic's experience has been that changes in a district are typically more difficult for the adults in the community than the students. As to questions about academics, NHDOE has some great tools. Here is a chart of elementary class size and the results of 2021-22 math and ELA proficiency rates. Note how there are high levels of performance among elementary school students with lower and higher class sizes. The reverse is also true: Low levels of performance among elementary school students with lower and higher class sizes.



Source: <https://dashboard.nh.gov/t/DOE/views/iExplore/Explore-Dashboard?%3Aembed=y&%3Aiid=2&%3AisGuestRedirectFromVizportal=y&%3Atabs=no&%3Atoolbar=no>

Q: What is the point of displaying Lionheart proficiency levels?

A: Prismatic included those results because several residents who participated in the Town Meetings expressed a desire for the ConVal district to be more like Lionheart, so we dug up the recent academic results for that school while gathering the same for the district. They are presented here as a point of peer comparison. Prismatic will provide other peer comparisons in its report.

Q: Is it possible to close any schools without modifying the articles of agreement?

A: It is not possible to close any ConVal elementary school without a vote to modify the Articles of Agreement. This is true even if the enrollment of a particular elementary school drops to zero – the Articles of Agreement would require ConVal to keep an empty school open.

Q: Do you believe test scores are the only way to measure a "quality education"?

A: Of course not, but they are a decent yardstick by which to compare the results of efforts by various entities (schools, districts) in a way that is generally “apples to apples”. Test scores allow comparison of how ConVal students are performing against students in NH as a whole. It is important to ensure

students in ConVal are as prepared as other NH students since they will be competing with them for college admissions and jobs in the future. As part of this project, Prismatic has had both a regular education expert and a special education expert review ConVal documents, interview district leaders and principals, hold focus groups with teachers, and make classroom observations. Those pieces help us to understand how ConVal is getting the student academic results it is getting.

Q: How many families from outside of Peterborough choose to send their students to PES? Is there any data on why those families chose PES (ex: special education services, nursing services, etc...?) Are there requests to send kids to PES that are currently being denied? Also curious in reverse- how many families from Peterborough (or Antrim) get permission to send their students to a "small(er)" school?

A: Prismatic does not have this information.

Q: Will the public be invited to watch or sit in on your presentation of your findings with the school board or will this be a closed meeting. Even over Zoom will the public be allowed to hear your presentation?

A: School board meetings are public meetings.

Q: What is the time frame for your data collection and information gathering? My understanding is the board is hoping to have something to vote on by March, how is it even possible to gather everything you need in such a short amount of time?

A: This project began in June 2023. Prismatic began collecting data from the district and other sources in July 2023. The final report will be delivered to the school board in December 2023. That will provide the district with time to prepare for March 2024, if a recommendation is made that requires a vote.

Q: Who designs and creates the questions on the surveys? Is it you or the School Board? I ask this because they feel like they have one agenda and aren't covering a greater spectrum of information gathering.

A: Prismatic developed the survey questions after initial review of background data, then reviewed them with district staff prior to launch.

Q: Schools need funding and are the back-bone of the local communities in the smaller towns. I see no mention of funding data or options to increasing funds, only adjustments suggested based on funding levels decreasing. The result is both the previous meetings in each town and this survey present very limited options because they do not address the whole issue. This is especially true in the ranking options which could falsely make unfavorable options appear popular. When will the financial

considerations that are crucial to the options suggested be presented? Why is this consulting group not presenting these crucial data to share a comprehensive picture?

A: Prismatic is analyzing the financial (and other) implications of a variety of potential options. We do not have those data ready yet. Finding ways to increase funding for the district was not within the scope of this project.

Q: How do you get your data? where did it come from?

A: Data have been gathered from a variety of sources, including the school district, the state department of education, and peer districts. Data have been gathered via extant document collection, interview, focus group, survey, and observation.

Q: Your enrollment numbers are not accurate DCS had 57 students and the school board meeting minutes reflect this. Will this data be updated?

A: The School Board minutes of May 2, 2023, show 61 as the enrollment for DCS.

Q: Do you look at the charter schools in the area and the impact that they have on our district number? What are they offering that we are not?

A: Based on input from the Town Meetings, Prismatic has pulled some performance data for one of the area charter schools. Some of that has been provided here.

Q: Besides test scores, enrollment, and cost per student what else are you taking into account?

A: Education quality, equity across schools, bus ride times, social-emotional development impacts, availability of support services (nurses, counselors, Special Education services), access to special classes (art, music, PE, library).

Q: Who is supplying you with the data you are using? How was the data collected?

A: Data have been gathered from a variety of sources, including the school district, the state department of education, and peer districts. Data have been gathered via extant document collection, interview, focus group, survey, and observation.

Q: Is the development of our children's sense of community important? Is it being reflected in this study?

A: This component was not included in the scope of work for this project, perhaps because assessing that would be difficult, as would defining “sense of community.”

Q: Is the apportionment formula being looked at?

A: If you are referring to the state funding process, no, that is outside the scope of this project. If you are referring to how individual ConVal schools are budgeted, yes.

Q: Do you compare our school district to surrounding districts in the state? Such as looking at similar demographics, geographical layout, population, and numbers?

A: Yes.

Q: Does enrollment include preschool programs according to the school board meeting on May 2, 2023, Hancock had 70 students 13 of which were preschoolers. That brings Hancock down to 57 students by the end of the year DCS had 61 students without a preschool according to the May 2, 2023, numbers. are any of those numbers being taken into account when looking at which schools to consolidate or are you only looking at the first day of school numbers? And with preschools not being in every school is it really fair to include them when some of those students will not remain in those schools

A: The enrollment figures shown in the Online Forum include PreK students. Yes, Prismatic has the grade-level data.

Q: Do you look at each towns demographics such as aging population, real estate and housing, education level of residents, socio economic status etc.? I ask this because for example when we focus on student enrollment Dublin is a town where many homes are seasonal and the population is older therefore by default would have less school age children than a town that has a younger population. Also in towns that would be considered more affluent some families may choose to send their children to private schools such as the Well School, Mountain Shadows, High Mowing, Dublin School, Dublin Christian Academy. Does your team take into consideration that there are several alternative schooling options for such a small area? Do you look at why so many residents choose to send their children to these schools over the public school? What are they offering that ConVal is not? Is consolidation the answer and would that really attract more families to this area, and would parents want to send their child on a bus further away to a public school when they could choose to drive them and send them to a private school or charter school.

A: Local demographics are part of the data collected. Determining why families might choose alternative schooling arrangements is not within the scope of this project.

Q: If students were to be shifted to other buildings what would be involved in getting those spaces up and running to accommodate those students? for example teachers would have to be moved around, class sizes would increase causing a possible need for renovations to the building. Our taxes would not go down if renovations of any building regardless of consolidation or not because between construction costs, materials, time and displacement during that process the school district budget would be increased. The ES have had modifications, and work done over the past 6 years what were those costs compared to what it would cost to close schools and move students into other buildings.

A: To the first question, those impacts are being analyzed as options are being considered. To the second question, the costs of closing and mothballing facilities are being analyzed as options are being considered. Any previous expenditures to maintain or renovate facilities are sunk costs.

Q: If you have a few outliers, that data should be excluded from the final numbers to give you an accurate picture of the majority of the population. You can manipulate data to persuade people one way or another, it is all about how you interpret the results. Is this being done or are those outliers being included in the final numbers? And if they are not being excluded why not?

A: Prismatic does not manipulate data.

Q: Can you give some financial data on how different scenarios would affect the total cost for ConVal?

EX: What would closing 2 schools do? What would consolidating Middle School to one do? It's really hard to "vote" or even express opinions on the matter without more concrete information on the outcome.

A: Prismatic is currently working on those pieces, including assessing the costs (and savings) from possible changes in facilities, transportation, food services, and staffing. We do not have those data ready yet.

Q: What has PES cut? They take lots of field trips and have art and music and wellness and a great library, and several community organizations partner with the school... they also have small class sizes. What did they have before that they don't have now?

A: In general, Peterborough Elementary School has larger class sizes than the other ConVal elementary schools.

Q: Can the school board guarantee a maximum student-teacher ratio? How will parents be sure that neither students nor teachers will be more burdened than in the current configuration?

A: The school board could choose to adopt student-teacher ratio guidelines.

Q: What is the value to a town, parents, children, teachers? We tend not to assign a dollar value to the things that really matter.

A: Through the ConVal RFP, Prismatic has been charged with answering the question, “What is Best For the ConVal Students and Taxpayers?” Answering the first part of that question requires assessing things outside of dollars.

Q: The school boards goal is to save money. Will this translate to tax payer savings? Probably not.

A: According to the ConVal RFP, the school board’s goal on this project is to “bring a viable conclusion to the question, ‘What is Best For the ConVal Students and Taxpayers?’”

If a recommendation is developed (and adopted) on the basis of this project that reduces the ConVal district budget, that could translate to taxpayer savings.

Q: If the goal is truly reconfiguration the why not adjust catchment areas and add students to smaller schools for more equal distribution?

A: The 2022-23 enrollment across the 8 elementary schools was 762, including PreK students (May 2023 data included in ConVal board minutes). Depending on how you calculate the capacity of the 8 schools (architectural design, state-mandated class sizes, state-encouraged class sizes, average peer class sizes, etc.), the student capacity of the 8 elementary schools exceeds 1,300. The projections for the next 5 years are that the enrollment will only increase slightly, and the longer-term projections indicate the same, barring any disruptions, such as the construction of a massive new subdivision that brings 200 new families to the area.

If the district simply spreads the elementary students across the 1,300+ seats, each school will still be only slightly more than half full. Running a facility twice the needed size has a cost. Running classes with fewer students has a cost. Running half-empty buses has a cost.

Q: Students just so many widgets to be shifted around to get better numbers on a spreadsheet?

A: Absolutely not.

Q: What exactly would be the impact of consolidating a few elementary schools on \$54 million budget?

A: Prismatic is still working to assess the potential savings (and costs) of multiple options. We do not have those data ready yet.

Q: What would happen to the empty buildings? if the towns do not want them back and a buyer is not found the district will have to continue to maintain the building correct? If the town wanted the building and did agree to take it back how would this lower taxes when the money would only be redirected to cover the building and maintenance costs.

A: Determining the future of any buildings that might no longer be needed is beyond the scope of Prismatic's work. Prismatic has determined that all of the ConVal elementary buildings are generally in good repair and have been maintained, so they do have potential to continue to serve their communities in other capacities, if desired.

The potential cost savings from the district no longer having to maintain a building is only one potential cost savings.

Q: Where can we find the results of this study?

A: Prismatic's work will not be completed until December 20th.

Input from Constituents

The 2022-23 student assessment data (right) do not seem to indicate a relationship between smaller schools and better student achievement. What are your thoughts?

- ◆ *I agree that there is no clear relationship between smaller schools and better student achievement. It would be helpful, also, to see average class sizes. I know that in Peterborough, the town with the largest elementary school, class sizes still remain relatively small. My child, for instance, is in a kindergarten class which has only 11 students. Small class size is important. I don't believe that extremely small school sizes are beneficial. There is a sweet spot in which a school is small enough for a student to feel known and not lost in the shuffle, but large enough to provide a vibrant school community with many opportunities. I think that PES, even as the largest elementary school, falls into that sweet spot.*
- ◆ *How can you compare school scores with varying classes with the same test? Just the class size alone would be comparing apples to oranges. How is the data gathered and compared as even the mean score would not be accurate.*
- ◆ *We should combine as many of the elementary schools as we can. No grade level should have fewer than 15 students in it.*
- ◆ *There are more layers than are listed here when it comes to student achievement. For example, what is the percentage of students with IEPs at each school? What percentage of students qualify for free and reduced lunch? I would imagine we'd see more correlation with those numbers than class size.*
- ◆ *There is more to a quality education than test scores can show or represent*
- ◆ *We are losing quality educators because of the demands of increase in class size along with many other demands. Teacher burnout is at an all time high. Not looking at the bigger picture of the education field in general is a mistake.*
- ◆ *Class sizes in the ConVal elementary schools have strict caps. If we were to look at the education field in general we would find that ConVal elementary schools have tiny class sizes in the grand scheme of things. Even the largest elementary school is also tiny in the grand scheme of things.*

Large class sizes are not causing ConVal elementary school teachers to burn out. An absurd obsession with assessments and corporatized curricula certainly contribute to burnout.

- ◆ *I left the profession as a "highly qualified educator" (Masters degree, 10 plus years experience, Teacher of the Year award winner, etc) and I agree that an obsession with assessments contributes to teacher burnout and corporatized curricula. It appears however this is the only tool being used to show school performance.*
- ◆ *You can't say that because one of the small schools has relatively high test scores that there is a clear relationship between smaller schools and better student achievement. Consider the low scores at some of the other small schools, and, importantly, consider the fact that Francestown tested 16 children and Peterborough tested 91. Such a small number is easily affected by a small number of high- or low-performers. We also need to know a lot more about the population of students tested, and, frankly, about these assessments.*
- ◆ *How is that possible, when one of the smaller schools, Francestown, has the best score. Seems there is a direct relationship between size and results.*
- ◆ *Nonsense! Most educational research shows that smaller elementary schools produce better educational results throughout school! And Francestown (2nd smallest school) has the highest scores in Conval district!*
- ◆ *What are the top measures for student achievement? I recall parent participation as a big factor, but what else?*
- ◆ *No doubt, but let's define "larger." There are caps and some classes are very small. I believe all Kindergarten classes this year are in the 10/11 range.*

The 2022-23 financial data (left) show a wide variation in the cost per student at the school level. What are your thoughts?

- ◆ *I think we can try to close this gap but I think this is just a reality and things are never going to be entirely equitable. We are in Peterborough, the town with the smallest per-pupil cost, but I really feel for parents in the smaller towns who do not want their children to leave town to go to elementary school. That is a very valid concern. Concerns over somewhat larger schools are, I think, often rooted in lack of experience with a larger school. Larger schools can offer a lot of opportunities and a vibrant culture. Still, I was pretty shocked at some of the proposed reconfigurations in the survey. I do NOT want to destroy the elementary school experience by reducing the number of schools to 2 or even 2-4 and I don't believe most voters would go for that.*
- ◆ *Don't really get the colors thing, but I am a Peterborough resident. Look, we can't go on as 9 towns paying ever-increasing costs for what we're not using. At the same time, having a local elementary in each of 8 towns clearly benefits the towns as well as the students. Sure, there are educational advantages to be gained by scale, but they can also be lost in scale. I happen to think that bringing together kids from 9 towns later rather than sooner is a good thing, as it provides for diversity of thought and experience as the middle and high school stages. To me—although it would be complicated and expensive to have an outside party figure out—the answer is to have taxpayers in towns with longtime under-used schools be given the option of paying a little more, on a town by town basis, to keep their school open. Not 100% of the difference but, say, 50%, inasmuch as there is indeed benefit to the school district and region derived from having local schools. So, every year, a new 3-year lookback is done to determine average occupancy rate. Then the rates for the various scenarios are calculated: If the difference between full consolidation and keeping school A open is \$X, are the voters of town A willing to pay this*

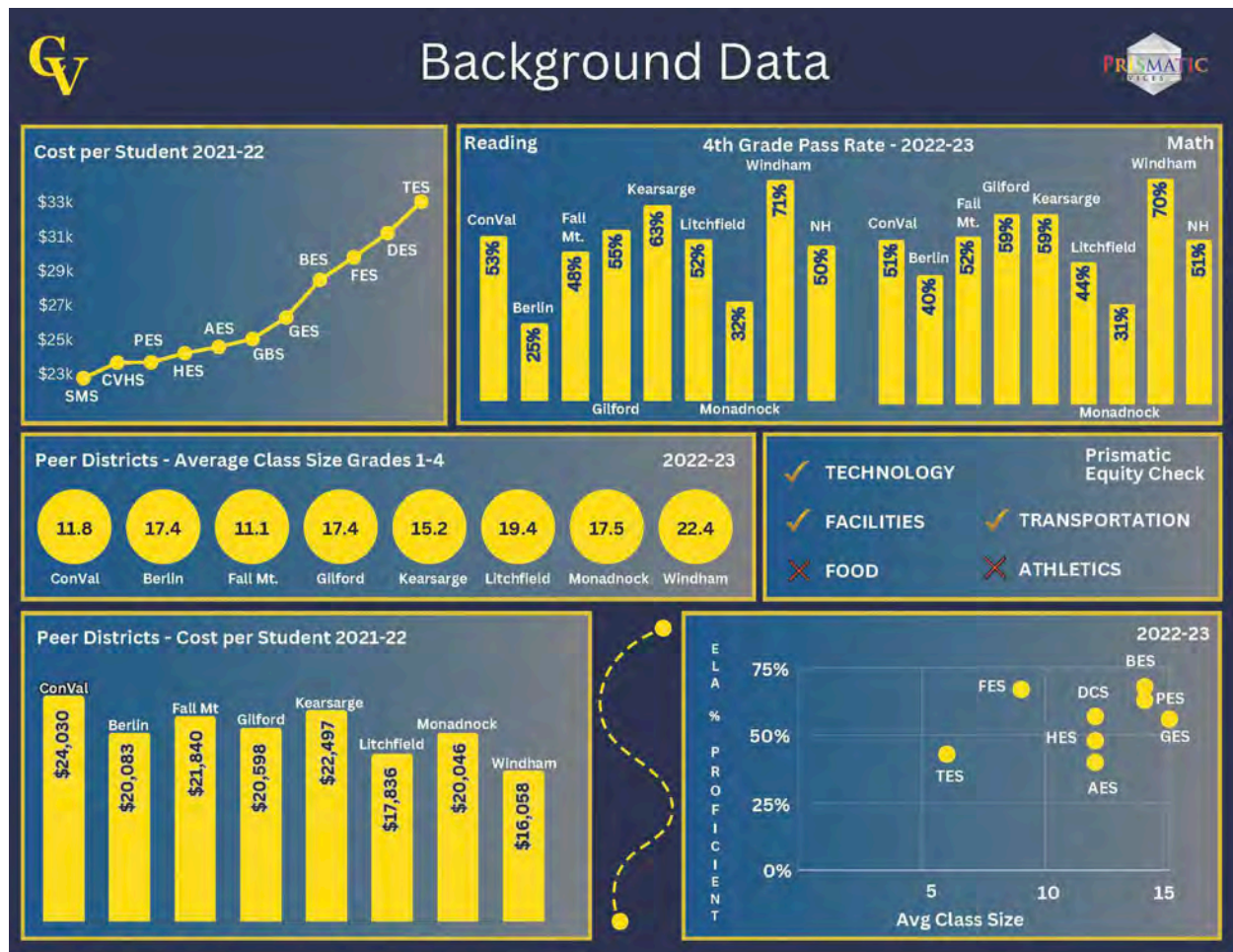
extra. Same thing for school/town B. Etc. Of course, this gets complicated, since towns A, B, and C may want to stay open and the rest may vote to close. But there should be some way that the voters in each town can be presented with a choice: Are you willing to pay between \$X1 and \$X2 more than other district taxpayers to keep your school open? If this is illegal, then get our reps to introduce a special bill. Education is the real world, and in the real world, if you expect extra benefit, you expect to pay extra for it. Challenge solved! You're welcome! :)

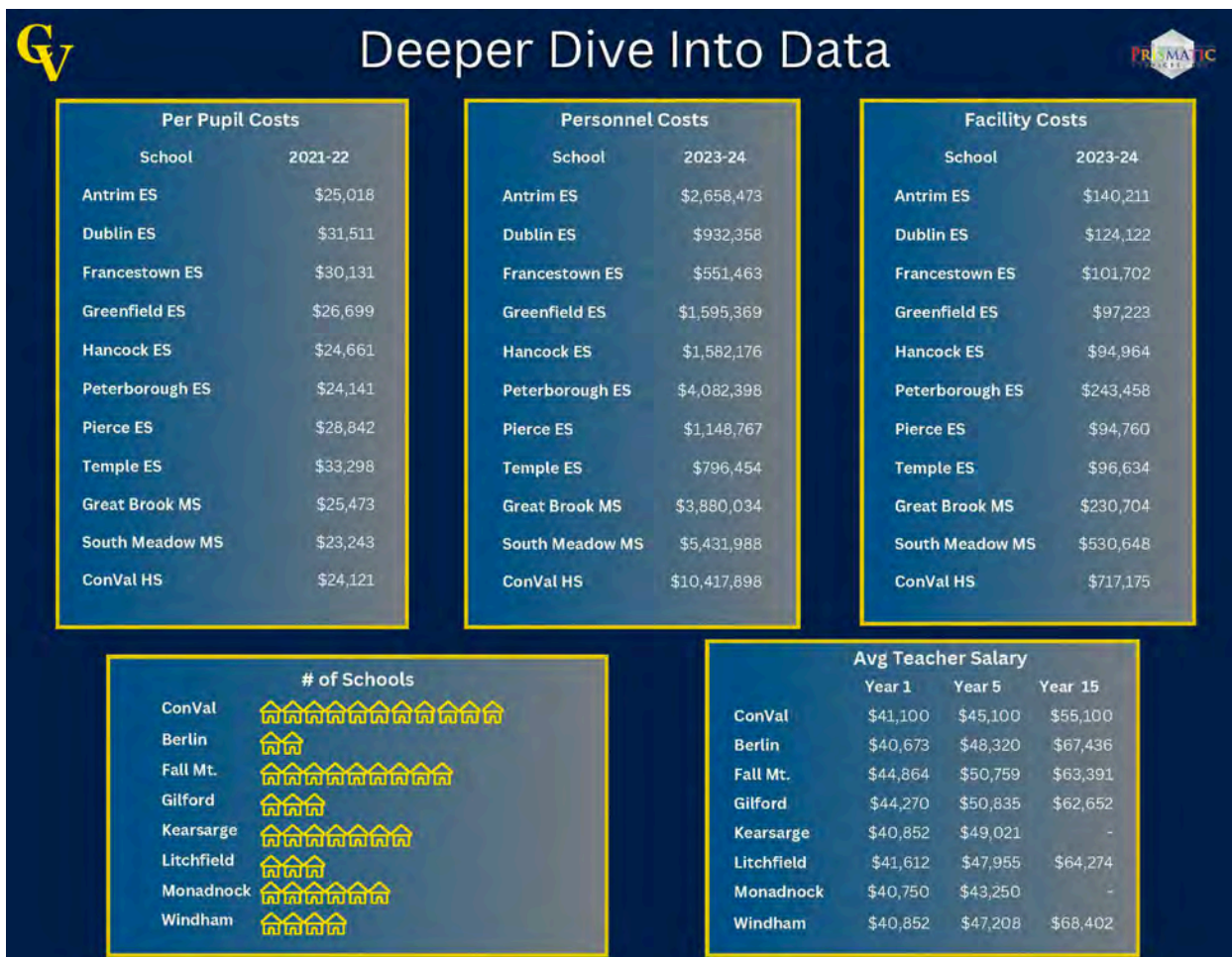
- ◆ *The proposed restructuring plan of elementary schools is not one I would support in any way. If the change to 2 or even 4 schools were to happen I would move all 3 of my children out of district. An elementary school within a town is an attraction.*
- ◆ *That's a lot of money for Peterborough to pay out to other towns . . .*
- ◆ *I think that as a whole people don't like change. I also think that it's pretty eyeopening to see how much more per student it costs for several of the smaller schools. It's a higher cost for an equivalent education (I won't say equal because that's not my experience with the district). Smaller schools don't necessarily mean more academic, social, or emotional supports.*
- ◆ *Aren't there many more issues then financial when dealing with closure? What about safety, social aspects, community wants, control etc?*
- ◆ *I would rather combine elementary schools and keep vibrant enrichment in all grades then pay for buildings - all the building maintenance and upkeep means that there is less money for staff and programs.*
- ◆ *Cost/student should be uniform across grade levels.*
- ◆ *33K per student at Temple is outrageous!, particularly when you look at their test scores. Time to merge Temple with another school. Those students would do well to go to Peterborough or Greenfield*
- ◆ *Lets combine tiny towns before we ask PES to absorb more students from out of town. Sharon students already attend PES.*
- ◆ *The chart displayed is for a point in time. Is it possible to show historical trends in this data (past 5-10 years) as compared to student enrollment over this same timeframe?*
- ◆ *The rate difference in Temple is concerning, that is significant. Aside from that I think it would be helpful to see spending comparisons across several years and how spending is broken down. In some of these schools there are high rates of poverty and greater student needs, thus the spending per student is greater. You also may have a building with younger newer staff that will inherently cost less than a building with a majority of teachers with 20 years of experience. There is also the flip side of the cost of losing a town's elementary school. What does that do to property values, etc...?*
- ◆ *When I compare PES and TES that's approx \$10,000 more per student, and while that isn't insignificant it's not clear to me how significant the saving of closing that school would be? We're talking roughly \$400,000 dollars. What's the cost of bussing these students elsewhere? Maintaining the building. What's the cost to the community if they lose their school?*
- ◆ *Perfect should not be the enemy of the good. Fixed costs are the problem. Plus the geographic distribution makes it costly to provide support to younger or temporary teachers, deliver special ed services and resource teachers. I suspect this lies at the heart of the performance issues in the smaller schools and that would mean those students are cheated. I am retired and this has nothing to do with my taxes. I am a strong supporter of Public Education and am willing to pay whatever it takes for the community to provide the BEST educational opportunities for our children. Someone else paid for MY education. It is part of being a member of a community. As is looking realistically at how many ES's we can afford without depriving ALL students of the education they desire!*

- ◆ *How much of those costs are fixed and how much related to student costs. Has the district looked at reducing costs at all schools, increasing class size, sharing with otehr district schools, adapting expenses for those smaller schools to reduce costs. Just because the cost is less does not mean the education is better!*
- ◆ *The overall tax rates you cite combine municipal, county, state education, and local education tax rates. The rates are based on the amount of money needed to be raised for all of those things, and on the valuation of properties in town. Valuation differs widely and different towns are on different revaluation cycles. With respect, this is not a meaningful comparison.*
- ◆ *Interesting that residents of Francestown (a small school) pays the same property tax rate (\$25.89) as those in Peterborough (\$25.86), a much larger elementary school with more resources for its students. And Francestown students test higher. Small schools work AND save money in the long run (requiring less remediation in later grades)!*
- ◆ *I dont think you can expect the cost to ever be equal across sites, but it could be closer between buildings if that is a goal. Is closer at a lower number the goal? A quick google shows ~\$19K is the current NH average per pupil but is that ideal or is that too low?*
- ◆ *How does the preschools play into this? I know there is a huge demand for childcare in the area. I feel this would fill a void and could produce an income source.*
- ◆ *I'm curious to know if anyone has done any modeling with respect to potential school closures and subsequent population shifts. If there is data, can that be shared?*
- ◆ *I don't think the schools will even reach full equity. I think each school offers its students something different that another does not. If we consider extras only one school in the district offers a ski program, while others have after school programs. Some schools offer field trips and presentors are able to come in more frequently. Specialty programs that the smaller schools get the larger schools cannot just due to size such as the circus. So while equity is great in theory it will never fully be achieved. I think it is unrealistic to expect that and instead we should be looking at what our students are being offered. Those enrichment opporutnities only add to their education and by consolidating I believe you will be causing even less of these opportunities.*
- ◆ *This comment about pre-school (and general childcare) is an excellent idea that seems not to have been explored*
- ◆ *Why is there such a discrepancy in cost per student?*
- ◆ *What are some advantages of larger schools and what benefits can we expect for our students. I am less concerned with test scores and more interested in student enrichment and social emotional wellness.*

Appendix E

Background Data Placemat





District Leadership Feedback

Thought Question	Responses from Board Members, District Administrators, and Principal
What are the data telling you?	<ul style="list-style-type: none"> ◆ For the larger part, the schools that are larger cost less to run. ◆ The cost per student for CU is higher than our district peers and our class sizes are lower. ◆ Cost per student higher in ConVal than peers. ◆ Lowest class sizes – which research does not support – limit resources. ◆ Facilities costs for small schools are high for low students. ◆ That our long-term salaries are not likely conducive to retaining staff. ◆ That our district is reasonably comparable to similar districts in the state. ◆ Smaller class sizes cost more and do not yield better “pass” rates ◆ Smaller population, higher cost per pupil. ◆ Salary, distance for experience educators (in salary). ◆ Cost per student with other districts higher.. ◆ ConVal has higher per student cost, but lower teacher pay. ◆ Food service/athletics are different at smaller schools. ◆ Per students costs are higher in smaller schools.

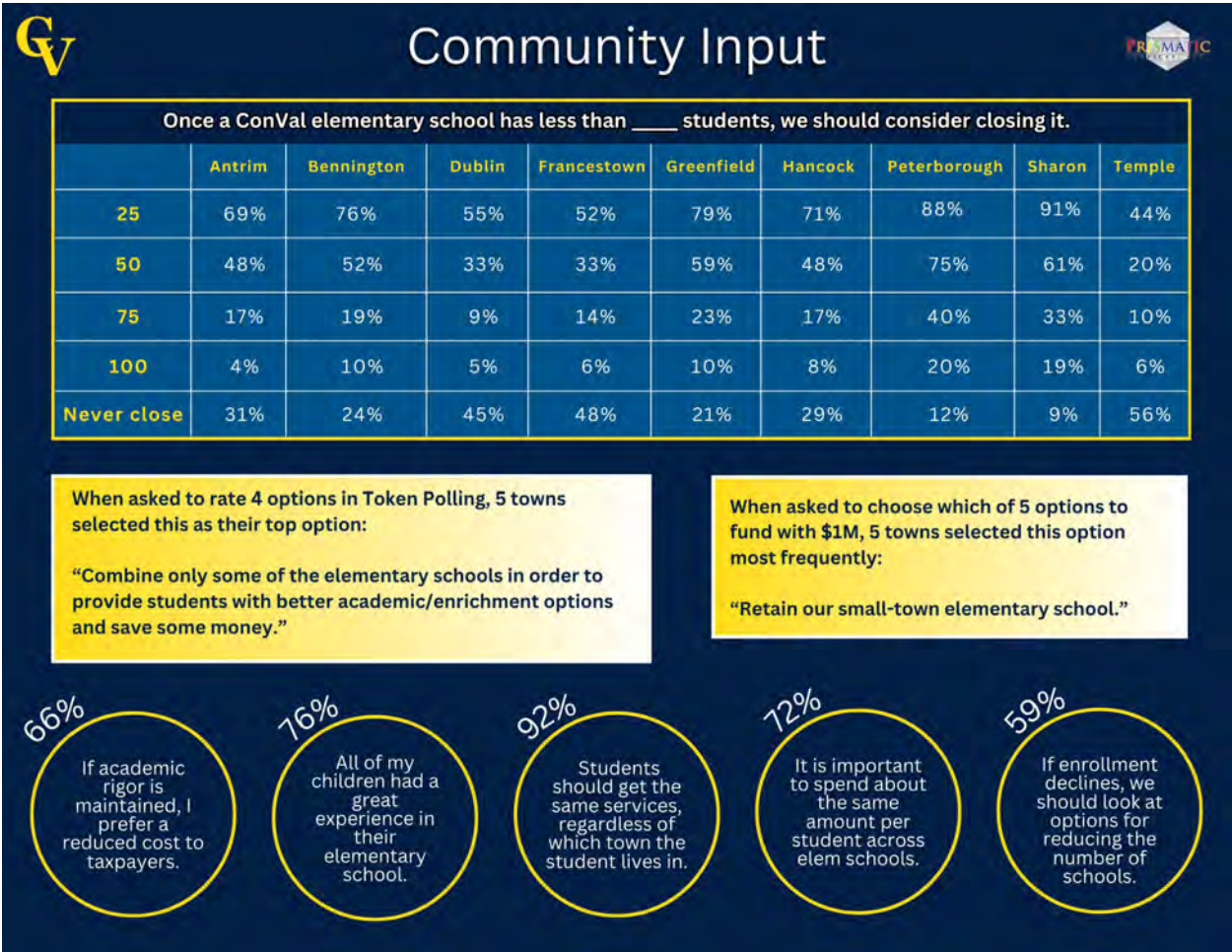
Thought Question	Responses from Board Members, District Administrators, and Principal
	<ul style="list-style-type: none"> ◆ ConVal consistently scores at the state average. ◆ Small schools are expensive to run. Our biggest schools are the most cost efficient. ◆ Class size doesn't appear to correlate with higher achievement. ◆ Socioeconomic factors appear to affect resources available (financial). ◆ Inequity in what we spend per student. ◆ ConVal has small classes and is expensive to educate smaller class sizes. ◆ In general, the smaller the schools, the higher the pupil cost. ◆ Class size and cost per student do not directly predict performance. ◆ We spend the most per student, but least (by far) on experienced teachers. ◆ Three biggest schools have the lowest cost per pupil. ◆ Class size 1-4 is low. ◆ Something needs to change. ◆ ConVal is more expensive, however teacher costs are not when comparing to other districts. ◆ Larger schools in the district have lower costs. ◆ Cost/teacher salary does not equal pass rates. ◆ Comparing ConVal with local districts of similar size.
What most concerns you about the data?	<ul style="list-style-type: none"> ◆ Any time there is an equity issue, there is a concern in food and middle school athletics. ◆ Spending most per student in smaller school which is costing the most to run. ◆ Teacher salaries. ◆ The districts with the least cost per student have the highest pass rate and highest class size. ◆ Lowest teacher pay after 15 years compared to other districts among lowest all years. ◆ Temple: food program equity. ◆ That DCS as a building costs so much. ◆ Disparity between spending and achievement. ◆ Highest number of schools compared to other districts. ◆ Cost per student within district – average class size. ◆ That ConVal has more buildings than comparable districts. ◆ Food service. ◆ Small class sizes aren't always better. ◆ The school with the smallest class size has the lowest scores. ◆ Cost per student among district and difference in teacher salaries across time (Joffrey and Hillsborough). ◆ Not about data, but teacher turnover; increasingly difficult to fill positions with qualified people. ◆ Spending more and getting less. ◆ Too much emphasis (in towns) on small class sizes. ◆ TES costs 33,000 per student. ◆ Demographics of comparison are not considered in the data. ◆ Lack of demographics of included towns per pupil cost are concerning to me.

Thought Question	Responses from Board Members, District Administrators, and Principal
	<ul style="list-style-type: none"> ◆ No demographic info. ◆ Demographics. ◆ What about transportation? ◆ Costs. ◆ Results. ◆ Belief of class size differences.
In discussing the data at your table, what concerns were raised that you had not considered?	<ul style="list-style-type: none"> ◆ Class sizes comparisons to our peer districts with personnel costs given class size recommendations. ◆ That PES costs much more than AES. ◆ That specialists are not included in costs. ◆ We pay more money per student and our scores are average. ◆ What is Windham doing to be successful? ◆ Turnover rates in future years, not the beginning. ◆ SMS higher costs for personal, but likely due to special ed programs. ◆ Low class sizes do not hold Fall MT either ◆ That Peterborough ES and SMS have such significantly higher costs for Personnel and Facilities compared to other schools in the district. ◆ Windham has the largest student number. ◆ Number of buildings. ◆ The comparison to alike schools. ◆ Highest achievement. ◆ We are spending the most but performing lower on assessment data and have low average class sizes. ◆ Food equity.
How do the data align with your expectations?	<ul style="list-style-type: none"> ◆ We don't expect what we are seeing. ◆ Enrollment and class size are low, costs are highest, and academic results are middle of the pack. ◆ The district seems comparable to other similar districts. ◆ Fairly well aligned with what I expected. ◆ No surprise. ◆ Was known and now validated. ◆ Not sure the facility costs are completely adequate – they reflect special costs like parking lot at high school or boilers. ◆ Fairly well – just surprised at how many areas demonstrated that cost and class sizes. ◆ This was what I expected. ◆ Was surprised the ConVal class sizes were one of the smallest. ◆ HES cost per student out of line with other small schools. ◆ This is no surprise. ◆ We have been looking at these comparisons for years! ◆ Generally what I expected. ◆ Surprised that class size does not equate to achievement. ◆ Yes, it is consistent with what I expected.

Thought Question	Responses from Board Members, District Administrators, and Principal
What surprises you about the data?	<ul style="list-style-type: none"> ◆ <i>Teacher salaries – especially as your tenure evolves with the district.</i> ◆ <i>Did not know the number of schools in peer district, most fewer schools.</i> ◆ <i>We also have more schools than our peer districts.</i> ◆ <i>That tech, facilities, and transportation have passed the equity checks (we are happy).</i> ◆ <i>That it costs 20% more to operate DCS.</i> ◆ <i>Disparity in cost per student, facilities costs, and class size.</i> ◆ <i>That year 15 salaries are so much lower in ConVal.</i> ◆ <i>To the public, salaries might be a surprise.</i> ◆ <i>We are spending the most, but not on experienced teachers (year 15).</i> ◆ <i>What happens to salary comparison between year 5 and year 15</i> ◆ <i>Windham test scores.</i> ◆ <i>We may be over emphasizing lower class sizes when prioritizing budgeting/spending.</i> ◆ <i>I am not surprised.</i> ◆ <i>We have been analyzing this data for years!</i> ◆ <i>Cost of teachers at ConVal and peer schools.</i> ◆ <i>Schools have different costs.</i> ◆ <i>Success of Windham at cost.</i> ◆ <i>Costs at GBS are greater than high school.</i> ◆ <i>We have low teacher salary but are the highest cost per student.</i> ◆ <i>Per pupil costs (schools within district) compared to peer districts.</i> ◆ <i>HES has lower cost per student.</i> ◆ <i>Number of schools comparatively.</i> ◆ <i>Teacher salary (veteran)</i> ◆ <i>Class sizes in other districts.</i>
What factors may explain the data results?	<ul style="list-style-type: none"> ◆ <i>Our operations plan has not changed even though enrollment and other factors have determined a need.</i> ◆ <i>Lots of money goes into small schools teaching and facilities that could be used to support students if we consolidate.</i> ◆ <i>DCS cost per pupil is due to Veteran staff.</i> ◆ <i>Less children equal higher cost per student.</i> ◆ <i>Socioeconomics.</i> ◆ <i>We need to make some significant changes.</i> ◆ <i>Low student to teacher ratio.</i> ◆ <i>School size/enrollment differences in costs.</i> ◆ <i>Multiple buildings.</i> ◆ <i>ConVal has too many elementary schools.</i> ◆ <i>Socioeconomics.</i> ◆ <i>Staff retention.</i> ◆ <i>Shared resources across buildings.</i> ◆ <i>One assessment data point.</i>

Thought Question	Responses from Board Members, District Administrators, and Principal
Based on the data, what actions does ConVal need to take?	<ul style="list-style-type: none"> ◆ <i>Review consolidation based on the data.</i> ◆ <i>Ask our peer district schools what they are doing with their resources.</i> ◆ <i>There is a need to make changes.</i> ◆ <i>Consider consolidation of elementary schools, so there is richer programing, instructions, and equity.</i> ◆ <i>Increase class sizes to reduce costs and provide resources</i> ◆ <i>Looking at advantages of reducing cost.</i> ◆ <i>Equity in cocurricular/athletics.</i> ◆ <i>Equity in planning time.</i> ◆ <i>Clearly showing impact of population growth in next 10 years.</i> ◆ <i>Correlation between local schools and home values.</i> ◆ <i>Reduction everywhere in district except for teachers (admin, facilities, food services)</i> ◆ <i>Temple needs additional supports, ways to grow class sizes</i> ◆ <i>Increase class sizes to decrease costs.</i> ◆ <i>Do something about small schools.</i> ◆ <i>Consolidation!</i> ◆ <i>Look to consolidate some of the schools and reevaluate spending priorities outside of consolidation.</i> ◆ <i>Consolidate.</i> ◆ <i>The high number of buildings creates inequities.</i> ◆ <i>Not enough resources to be fully equitable.</i> ◆ <i>Chosen to prioritize tech/facilities/transport over food and athletics.</i> ◆ <i>Reconfiguration that includes consolidation.</i> ◆ <i>Increase class sizes (consolidate).</i> ◆ <i>Increase teacher salaries.</i> ◆ <i>Something needs to happen, we are spread too thin.</i>

Community Input Placemat



Community Input



32%

Our middle school does not offer some academic or extracurricular opportunities I would like my children to have.



44%

I worry about how I will pay my tax bill each year.



56%

The district's current school configuration, with low-enrollment elementary schools, is not the best use of financial resources.

Select Comments from Town Meetings:

- "A great school has great teachers that know how to teach and care about the students." - Antrim resident
- "A school in town gives a sense of community, pride, and family unity." - Pierce resident
- "A strong sense of belonging and self-worth are developed here." - Dublin resident
- "We need an excellent elementary school to encourage young families to move here. It will be an asset for all future generations." - Francestown resident
- "I think that combining some of the elementary schools is good, but young students need to identify with their towns, so this would need to be worked out." - Greenfield resident
- "We can't have vibrant schools if we don't have families." - Hancock resident
- "Status quo makes no sense and costs much cents." - Peterborough resident
- "Other towns don't realize that they will be fine without a school. We are." - Sharon resident
- "Music and theater are vital parts of education. Sports are not. ConVal has consistently spent far too much on sports." - Temple resident

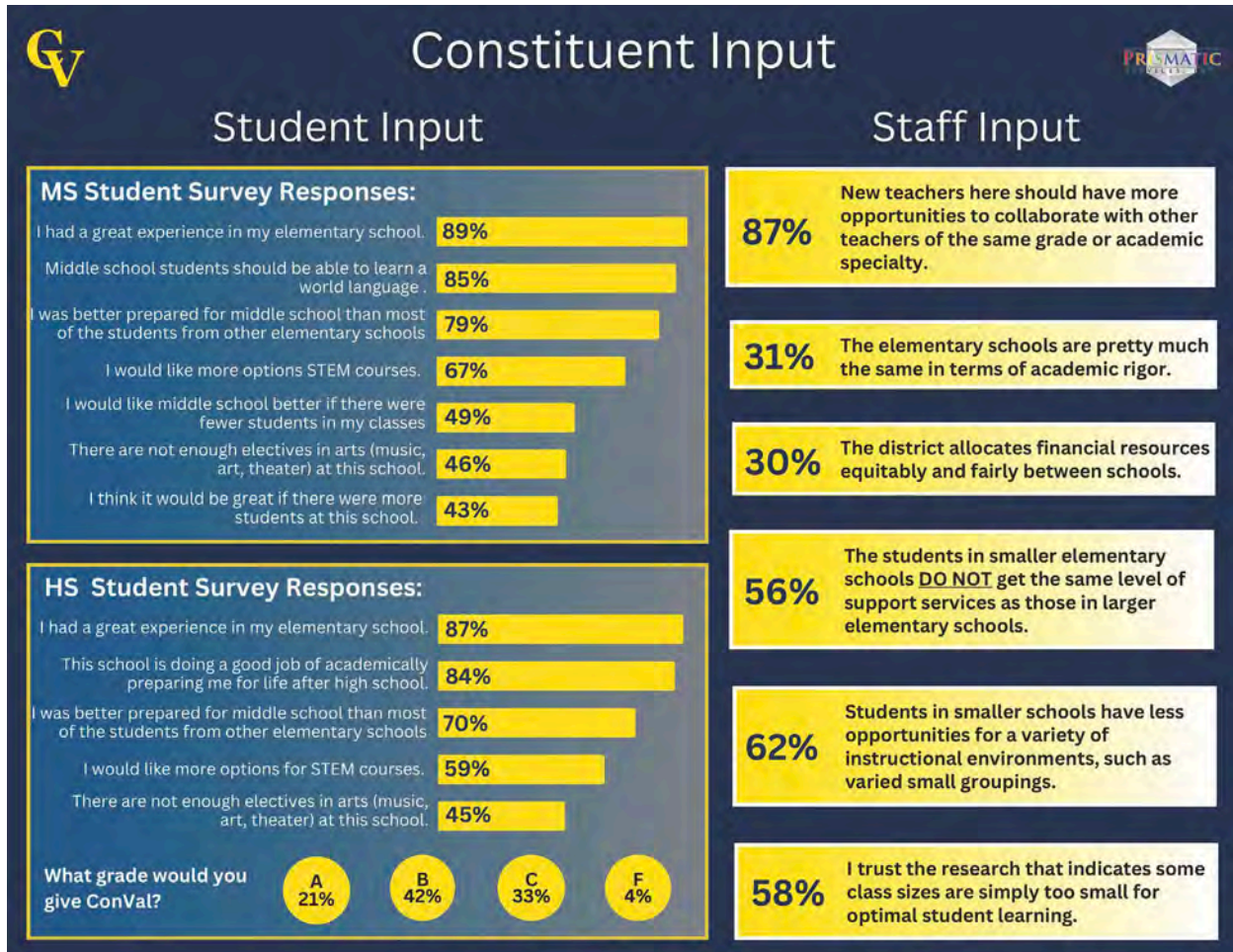
74%

If the research shows that a later start time for ConVal high school would benefit those students, then it would be good for ConVal to do that.

90%

One of the best ways to ensure ConVal has great teachers is to offer salaries that are competitive regionally.

Constituent Input Placemat



District Leadership Feedback

Thought Question	Responses from Board Members, District Administrators, and Principal
What are the data telling you?	<ul style="list-style-type: none"> ◆ Collaboration. ◆ People in many smalls don't want changes. ◆ Kids have had good experience overall (4% "F") ◆ The community is invested in keeping their schools but not paying for them. ◆ Nothing surprising. ◆ So many varied opinions... varying communities, varied ages. ◆ People have conflicting opinions and want different things. ◆ The data shared re: elementary schools they want them open ◆ That people love their elementary schools – which is consistent with the Kappan survey. ◆ The most costly schools are most likely to say to never close. ◆ High percentage middle high school reported having a great elementary experience.

Thought Question	Responses from Board Members, District Administrators, and Principal
	<ul style="list-style-type: none"> ◆ Most towns identifies less than 50 students as the most frequent response of when to consider closing. Dublin, Francestown, and Temple had the highest %'s. ◆ Data shows that we really need to pay attention, 44% worry about tax bill ◆ 56% believe current configuration is not the best use of financial resources. ◆ That people do not want to close schools. ◆ Change is difficult ◆ 74% believe later start for high school would be good. ◆ People do not want elementary to close. ◆ 56% make up not good. ◆ Small towns want their small schools. ◆ 50% of the board think current configuration is the best use of financial resources. ◆ 59% believe they should look at options to reduce small schools. ◆ The challenge we face is clear in the yellow boxes on community input sheet. ◆ Combine schools but retain school in our town. ◆ Students had great elementary experiences. ◆ Staff are aware of inequities. ◆ Parents feel their children had good elementary experiences. ◆ The smallest towns are most against closing elementary schools.
What really stands out for you?	<ul style="list-style-type: none"> ◆ Only 58% trust research about class sizes too small – 33% don't want change, even if it saves money. ◆ Rigor inequities. ◆ Small schools have less opportunity. ◆ People strongly believe small class sizes aid in learning. ◆ The conflict between how to reduce costs and meet community desire to have a school in town. ◆ Nearly 70% of staff agree on difference of elementary academic rigor and that financial resources aren't allocated fairly. ◆ 3 of 9 towns say never close my school (45%+) ◆ 79% better than other schools less than 50% said never close. ◆ Some communities have no understanding of the lack of affordable housing. ◆ Most student input reflected a positive experience at their respective elementary school. ◆ That the % of people saying "never" is consistent and trends with the population of the school. ◆ HS students (84%) think the HS is doing a good job. ◆ 31% think ES have some rigor. ◆ Difference between staff input and community input regarding the small school. ◆ 44% of the district worries about the tax bill. ◆ Collaboration is very important to staff, but opportunities don't exits. ◆ Student want a foreign language. ◆ 62% of students in small schools have less opportunity. ◆ Small towns resistant to closing schools. ◆ Middle school students want foreign language.

Thought Question	Responses from Board Members, District Administrators, and Principal
What most concerns you about the student data?	<ul style="list-style-type: none"> ◆ 67% want more STEM (MS) and 59% HS. ◆ Not enough students included in the data (not enough participants). ◆ 66% (community input) state if rigor is maintained, I prefer a reduced cost to taxpayers . ◆ They would like more options without considerations of costs. ◆ That the students almost 50% at the middle and almost 60% at HS feel that something is missing ◆ Both middle and high schools reported wanting more STEM and arts opportunities. ◆ No huge concerns – but more STEM (what would that look like to students?) ◆ Desire for more electives. ◆ Looking at new data – asking for larger schools for more friends, maybe less bullying. ◆ 50/50 for wanting smaller classes predominantly female replies. ◆ Students should get same services belief (92%). ◆ Retain small elementary school. ◆ 30% different in rigor staff input. ◆ That students do not feel that there were enough art/music. ◆ That so few students think there are enough arts electives; that there are so many looking for additional STEM options.
What most concerns you about the community data?	<ul style="list-style-type: none"> ◆ Limited desire for any type of change/consolidation. ◆ 31% staff with rigor equity and 30% staff with money equity. ◆ For the question that asks if MS students were better prepared (3rd question on student response) – what school did each student come from – who answered them based on home elementary? ◆ See what stands out and that 1 million can provide enough money to keep equity and not cut MS/HS programming. ◆ 44% worry about paying tax bill! ◆ That will continue to go up. ◆ 5 towns selected to retain our small school. ◆ Community not understanding the measures/supports – transportation, special education, instruction. ◆ Not making the connection of keeping school open and paying taxes. ◆ 44% worry about how they will pay their tax bill. ◆ 56% believe the low enrollment elementary schools believe it is not the best use of financial resources. ◆ 92% of the community believe students should get the same services across all schools. ◆ Comments seem to indicate that great schools are most drawn for young families to move into town. ◆ A great factor is the lack of affordable housing. ◆ 72% said every school have equal student spending.

Thought Question	Responses from Board Members, District Administrators, and Principal
	<ul style="list-style-type: none"> ◆ While were need to reduce costs (by increasing class sizes), community and staff agree that smaller class sizes learn better. ◆ That 5 towns chose diametrically opposing options with token polling vs \$1 million activity. ◆ That only 66% state agree with keeping rigor and reducing taxes (seems that would be a logical yes). ◆ They want equity, but not apparent changes to structure. ◆ 44% tax concerns. ◆ 92% want “Equity” for elementary schools – to achieve 92% would further increase tax burden.
In discussing the data at your table, what concerns were raised that you had not considered?	<ul style="list-style-type: none"> ◆ Most people don’t want to consider closing small schools. ◆ Comment that 44% close to half worry about tax bill. ◆ Contradictions in response, worry about taxes, but keep schools open. ◆ Change school time 74% parents. ◆ 92% same services impossible with so many schools without ways to reduce costs ◆ That the community believes students should get some services 92% at whichever school they attend. ◆ Setting benchmarks for size to close schools. ◆ Electives, world language. ◆ That teachers may not be aware of mentoring/collaboration opportunities for new teachers. ◆ Educational rigor questions – do the respondents feel like they excel or like they fail to achieve?
How do the data align with your expectations?	<ul style="list-style-type: none"> ◆ Aligned with expectations. ◆ Not surprising. ◆ How community members define great schools – perspectives on what the smaller school have to offer students. ◆ I would expect the community to say a way to ensure CV has create teachers to offer competitive smarties. ◆ Expectation that students have had a good experience. ◆ Glad to hear 89% of students had a great elementary school experience. ◆ Student data more positive. ◆ There seems to be more support for later start times than closing a school. ◆ Data does not suggest 60% support for a closure. ◆ About what I expected. ◆ They met my expectations. ◆ There are strongly held beliefs around the elementary schools. ◆ Mostly align, but somewhat surprise that 59% agree to look at reducing the number of schools.
What surprises you	<ul style="list-style-type: none"> ◆ Contradictions. ◆ Not surprised. ◆ Only 58% of staff trust true research that indicates some class sizes are simply too small for optimal student learning.

Thought Question	Responses from Board Members, District Administrators, and Principal
about the data?	<ul style="list-style-type: none"> ◆ 43% of students think it would be great. ◆ There were more students. ◆ Same residents do not make connection between costly schools and tax bill. ◆ I am surprised by this data. ◆ 30% believe that resources are allocated equitably ◆ 90% - offer teachers competitive salaries. ◆ 96% of students gave C or better. ◆ That many teachers feel they do not have enough time to collaborate with peers as we do have opportunities to do so. ◆ 90% parents said offer competitive salaries. ◆ That 44% worry about paying their tax bill each year. ◆ 90% agree with competitive salaries. ◆ 74% support early start time!!!
What factors may explain the data results?	<ul style="list-style-type: none"> ◆ Taxpayers without students in building or are not aware of the conversations around consolidation. ◆ Culture and context – personal experience. ◆ Change is challenging. ◆ Small towns. ◆ People are not basing their decisions on data. ◆ I wish I could see the student data broken out by which elementary they went to. ◆ Not knowing all ramifications of closing schools. ◆ Not fully understanding the social-emotional challenges of small schools. ◆ Emotional responses. ◆ They are purely emotional responses and they have no understanding how a school is run. ◆ The way questions were asked. ◆ Who responded to the opportunities to provide feedback? ◆ Community thought this was done just to close their schools. ◆ Community knowledge of school resources. ◆ 92% same service across school and 90% increase salaries, but also want small school and better experiences. ◆ Strong attachments to local schools – sense of community and pride. ◆ Some community members influence by whether their town school would most likely be one to close. ◆ “Never close”% seems influence by that.

Beliefs and Research Placemat

Beliefs and Research

Belief: More students will come.

School	Student Enrollment			
	2013-14	2022-23	# Change	% Change
AES	152	128	-24	-15.8%
BES	54	65	11	20.4%
DES	61	57	-4	-6.6%
FES	58	42	-16	-27.6%
GES	97	93	-4	-4.1%
HES	77	69	-8	-10.4%
PES	246	238	-8	-3.3%
TES	65	31	-34	-52.3%
GBS	261	224	-37	-14.2%
SMS	441	339	-102	-23.1%
Conval HS	845	683	-162	-19.2%
District	2,357	1,969	-388	-16.5%

Belief: Property values benefit from having an ES in town.

- “Prices rise with school quality.” - NYT 2017
- “Parents do pay more to live in areas with better schools.” - Wulsin, 2009
- Prismatic checked with local realtors - no local effect noted.

Belief: Smaller is better.

- Of influences which impact student achievement, reducing class size ranked 186 out of 252, with an effect size of 0.21. Collective teacher efficacy, teacher quality, curriculum, and instructional strategies have a greater impact than reducing class size. (Hattie, 2018).
- Class size research typically refers to classes with 20 or fewer students as “small” in size. In elementary classes with 20 or fewer students, achievement, engagement, and long-term success were better overall, than classes with more than 20 students. - NCTE, 2023

Belief: ConVal students have the same opportunities and performance of those in peer districts.

District	2020-21		2021-22		2022-23	
	ELA	MATH	ELA	MATH	ELA	MATH
ConVal	47%	32%	48%	37%	51%	40%
Fall Mtn	48%	33%	50%	36%	51%	36%
Gilford	53%	53%	57%	50%	54%	49%
Kearsarge	60%	44%	56%	44%	59%	41%
Litchfield	56%	39%	52%	37%	55%	38%
Monadnock	37%	25%	38%	29%	39%	31%
Windham	74%	64%	73%	68%	75%	70%
State	52%	38%	51%	40%	52%	42%

Beliefs and Research

Belief: MS/HS students are not missing opportunities.

- Only Spanish/German offered in HS; no world language offered in MS
- Some seniors run out of electives after they meet 26 credits because of lack of classes and teachers.
- Students would like to have more music, visual and performing arts, literature, culinary, engineering, trades, and STEM courses in middle and high school.
- Some students are unable to participate in afterschool activities because they lack transportation.
- Some neighboring districts have clubs that ConVal middle and high schools do not have (Builders Club, Coding Club, Game Club, School News, Guitar Club, Honor Societies, etc.)

Belief: Multi-age classrooms are bad.

- There is currently a lack of equity of curriculum currently in ConVal schools. Teachers shared that they pick and choose from available resources.
- In multi-grade classes, “older children have the opportunity to serve as mentors and to take leadership roles. Older children model more sophisticated approaches to problem solving, and younger children are able to accomplish tasks they could not do without the assistance of older children. This dynamic increases the older child’s level of independence and competence.” - ACEI
- Multi-grade classrooms can be successful if the following are in place:
 - time for adequate teacher planning
 - appropriate instructional resources for both grade levels
 - careful consideration of which students are selected to be assigned to the multi-grade class
 - classroom support to ensure the teacher has adequate time to teach curriculum for each grade level as appropriate, and offer support for students who struggle

District Leadership Feedback

Thought Question	Responses from Board Members, District Administrators, and Principal
Which beliefs do you find hard to believe?	<ul style="list-style-type: none"> ◆ <i>That some students have the same opportunities and performance.</i> ◆ <i>Also smaller is better.</i> ◆ <i>Smaller is not always better, one of my kids moved from a smaller elementary to a bigger one and the larger class sizes and increased opportunities helped them.</i> ◆ <i>MS/HS students are not missing opportunities.</i> ◆ <i>Smaller is better.</i> ◆ <i>No surprises.</i> ◆ <i>% of ELA data/math data don’t touch on “same opportunities”, only performers</i> ◆ <i>Multi-age classrooms are bad.</i> ◆ <i>More students will come.</i> ◆ <i>MS/HS students are not missing opportunities.</i> ◆ <i>Multi-age is bad.</i> ◆ <i>That the people believe the students come.</i> ◆ <i>Because we provide a late bus, it is hard to believe they can’t participate due to transportation</i>

Thought Question	Responses from Board Members, District Administrators, and Principal
	<ul style="list-style-type: none"> ◆ <i>More students will come.</i> ◆ <i>Multi-age classrooms are bad.</i>
Which beliefs do you find easy to believe?	<ul style="list-style-type: none"> ◆ <i>Property values could decrease.</i> ◆ <i>Prices rise with school quality and people look for good schools when purchasing a home.</i> ◆ <i>Population is not growing.</i> ◆ <i>That curriculum, quality of teachers and efficacy, and instructional strategies have a greater impact than class size.</i> ◆ <i>Class size data showing smaller is not better.</i> ◆ <i>Multi-age can work if certain things are in place.</i> ◆ <i>Access to school/not having a school matter for property values</i> ◆ <i>Smaller is better.</i> ◆ <i>Property values benefits from having an ES in town.</i> ◆ <i>More students will come.</i> ◆ <i>That people think home values will increase with a school in the district.</i> ◆ <i>That people believe smaller class sizes = better scores.</i> ◆ <i>Smaller is better.</i> ◆ <i>Multi-age classrooms are bad.</i> ◆ <i>Smaller is better.</i> ◆ <i>Home value will decrease without a school.</i> ◆ <i>All of them, I have heard them all.</i>
What really stands out for you in the data?	<ul style="list-style-type: none"> ◆ <i>That consideration should be given to who is assigned to a multi-age class.</i> ◆ <i>Seniors are running out of electives, lack of world language options.</i> ◆ <i>Why German?</i> ◆ <i>Enrollment decline.</i> ◆ <i>The general declines in student numbers.</i> ◆ <i>They will not come. Smaller is not better.</i> ◆ <i>The belief of multi-age.</i> ◆ <i>ConVal math scores were up 8% and ELA was up 4% (both were more than all others).</i> ◆ <i>There is no distinction between multi-age and grade.</i> ◆ <i>Doesn't accurately reflect the reality of our small school reality of multi-grade classes.</i> ◆ <i>16.5% decline in district.</i> ◆ <i>Lack of equity in curriculum.</i> ◆ <i>The student enrollment declines and the comments from the community regarding this.</i> ◆ <i>Projected enrollment decline.</i> ◆ <i>Belief students are not missing opportunities.</i> ◆ <i>Population drops over time (come on slowly, not dramatic).</i> ◆ <i>Student opportunities.</i> ◆ <i>Decrease in enrollment.</i>

Thought Question	Responses from Board Members, District Administrators, and Principal
In discussing the data at your table, what concerns were raised that you had not considered?	<ul style="list-style-type: none"> ◆ <i>How planning for multi-age classrooms occurs – they need more planning time.</i> ◆ <i>The cost of housing.</i> ◆ <i>Concern is that change may rest on voter decisions and turnout the beliefs of smaller/better real estate prices.</i> ◆ <i>They welcome other things over research based plans.</i> ◆ <i>How much homeschooling, private and charter.</i> ◆ <i>Affordable housing.</i> ◆ <i>There is no place for the average person to live.</i> ◆ <i>The want of more electives.</i> ◆ <i>Instructional statistics/equity in curriculum .</i> ◆ <i>How did the realtor data reflect a town with no ES vs one with and ES.</i> ◆ <i>Seniors run out of electives.</i> ◆ <i>That the children are not being born.</i> ◆ <i>How to validate/support “no local effect noted” on property values.</i>
Which of the beliefs do you think will be hardest to counter with research? Why?	<ul style="list-style-type: none"> ◆ <i>Small class sizes – parents and students love their small schools and teachers.</i> ◆ <i>Smaller is better. I feel that class size has been a high priority consideration for so long that it’s part of the cultural discourse.</i> ◆ <i>Smaller is better – research resistant. It is a feel-good perception – a nuturist philosophy.</i> ◆ <i>None.</i> ◆ <i>Smaller class sizes are best.</i> ◆ <i>Class size, people believe small classes are good and that bigger classes may affect student learning and experience negativity weekly)</i> ◆ <i>More students will come. Hope is hard to counter.</i> ◆ <i>MS not missing opportunities unless only speaking about foreign language. There are a ton of extra opportunities at both SMS and GBS.</i> ◆ <i>Belief that smaller is better. People will think they are right.</i> ◆ <i>Property value based off school in town.</i> ◆ <i>Smaller is better.</i> ◆ <i>When is too small, too small.</i> ◆ <i>Multi-age classrooms are bad.</i> ◆ <i>Range is the range.</i> ◆ <i>Small class size is 20.</i> ◆ <i>Smaller is better.</i> ◆ <i>That MS/HS aren’t being short changed.</i> ◆
Based on the beliefs and research shown, what actions does	<ul style="list-style-type: none"> ◆ <i>Educate the community regarding the data to help alter beliefs.</i> ◆ <i>Educate populace about research. Lack of affordable housing makes it unlikely that more students will come.</i> ◆ <i>ConVal needs to make a big effort to help communities.</i> ◆ <i>There is a sweet spot where large classrooms (average 20) are better than the very small classes.</i> ◆ <i>What we are giving up for is the very small class sizes.</i>

Thought Question	Responses from Board Members, District Administrators, and Principal
ConVal need to take?	<ul style="list-style-type: none"> ◆ <i>Prepare for less students.</i> ◆ <i>Strong focus on curriculum.</i> ◆ <i>They need to look at increasing class sizes and consolidation schools.</i> ◆ <i>Reduce class size.</i> ◆ <i>Increase collaboration.</i> ◆ <i>Recognizes there will not be an increase in enrollment.</i> ◆ <i>First – share info about how they will not come.</i> ◆ <i>Accept things that we can't tame and take action with what we can do.</i> ◆ <i>We need to come to terms with the data and make some changes.</i> ◆ <i>Public awareness of inadequacies (pros and cons)</i> ◆ <i>Something about elementary schools.</i>
Based on the beliefs and research shown, what new questions do you have?	<ul style="list-style-type: none"> ◆ <i>What would happen to “empty” school buildings?</i> ◆ <i>Current GPA system discourages high school students interested in class rank from taking advantage of already limited electives and graded opportunities.</i> ◆ <i>Expand the research.</i> ◆ <i>Under 20 outcomes do not improve.</i> ◆ <i>Need to increase teacher efficacy and lack of equity in curriculum</i> ◆ <i>Consolidation along with other components such as training collaboration, etc. is needed.</i> ◆ <i>Need more cited research in this area.</i> ◆ <i>What can towns do to enhance the resources, values and experiences for families that they would miss if their school closed?</i> ◆ <i>Can we build mentorship programs for all teachers and staff?</i> ◆ <i>How would consolidation benefit our community?</i> ◆ <i>How do we capitalize on the information about teacher quality and instruction and impact upon achievement?</i> ◆ <i>On December 4th, will prismatic offer multiple choices/recommendations to move forward to the school board?</i> ◆ <i>Will the options be ranked based on professional rec's/data from prismatic.</i> ◆ <i>When is too small, too small? Reference of “20 or fewer” in NCTE, 2023 quote.</i> ◆ <i>None.</i>