

**CALEDONIA CENTRAL SUPERVISORY UNION  
BOARD OF DIRECTORS SPECIAL MEETING  
BARNET, PEACHAM, AND WALDEN BOARDS  
AND  
MEMBERS OF THE WATERFORD SCHOOL DISTRICT  
Monday, May 2, 2016, 6:00 p.m., Walden School**

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**Attendees:**

Barnet: Board Chair Louis Bushey, Board Members Sue Roberts, Jim Schenck, and David Warden; Principal Shawn Gonyaw

Peacham: Board Chair Adam Kane, Board Members Mark Clough, Cornelia Hasenfuss, Mike Heath, and Jess Philippe

Walden: Board Chair Ray Lewis; Board Members Judy Clifford and Rusty Shedd; Principal Liz Benoit

Waterford: Board Chair Heather Gonyaw; Principal Kelley Brooks

CCSU: Superintendent Dr. Mathew Forest, Consultant Peter Clarke

**Call to Order**

The meeting was called to order at 6:02 p.m. by CCSU Board Chair Louis Bushey.

The group split up into four smaller groups and discussed two questions, being advised to set practicality aside and dream a little.

1. What programs and opportunities do you wish your children were able to have that they do not have now?

\*Foreign language – Spanish, French, Latin; K-8; to increase global opportunities for students.

\*100% at grade level in math and reading by 3<sup>rd</sup> grade.

\*Immersion in foreign language so that it is taught with a purpose.

\*More gardening and outside education connected with community outreach. Outdoor education integrated into the curriculum; for health; special to Vermont; hands on learning (mops, hand tools).

\*Bring back home economics and industrial arts, cooking, financial literacy, makers' space or something similar.

\*Parental collaboration and constructive involvement; immediate feedback for decisions made, supportive or not. Children would be better served and the Board would be more effective. Parents bring skills to the table that are under-utilized. Could bring home the same message that students hear at school. Parents would see where teachers are going; instructional support. Parent and community involvement in the governance. Have funds to do a dinner or party before a meeting to draw people in.

\*Partnership with higher education; project based learning with colleges and universities that goes beyond the four walls of school; explore space or oceans.

\*Expanding the after school program until 5:00 (at Waterford and Walden specifically); provide transportation for the program.

\*Stipend (scholarships) for outside lessons for students who cannot afford these lessons; transportation provided.

- \*Year-round school year; new schedules set not school being held 365 days a year.
- \*Full day for school – 7:00 to 5:00 – serve all meals, read to students, interact with families outside the school.
- \*Community focus expansion; cohabitation of a graded school and a retirement home.
- \*Film or video opportunities; robotics.
- \*Coding; higher level technology.
- \*Regional middle school to better serve 6<sup>th</sup> to 8<sup>th</sup> graders by having something that is targeted towards them and not just an expansion of elementary; greater socialization; different education focus; targeted development; increased opportunities for learning.
- \*Drama; expansion of arts opportunities; creativity for students; bring them out of their shells; immersion/creativity.
- \*Artist in residence; cultural opportunities off campus.
- \*Expanded partnership with Fairbanks and Montshire Museums, VINS; external learning opportunities.
- \*Regional special education facility so those students are not tuitioned out; develop a program for them specifically.
- \*Resources to either create and expand class sizes (cohort) or have smaller groups work together, in particular for math. Proficient by 3<sup>rd</sup> grade. Small group intervention. Get away from multi-age classrooms and back to age based cohorts. Younger grades are okay in smaller groups but it is not so great for older grades. Combined classes versus multi-age classes. Multi-age is good if that is stuck to. Based on student population and not philosophy. Going back and forth is not productive. Increased cohort size versus multi-age classes. Multi-age as a philosophy; mixed grades as a necessity.
- \*Expanding gym (in Waterford, Walden, and Peacham specifically)
- \* Civics taught in school.
- \*Pay off politicians and hire lobbyists.
- \*More oversight of the implementation of curriculum.
- \*Sports and a wider variety of opportunities.
- \*More books; expand the library.
- \*Cartooning/creative arts.

There was discussion on role of the Board and what is actually discussed at Board meetings. Meetings should be focused on education opportunities only but Boards get caught up with other things like policies and finances. Strategic planning at Barnet was helpful in showing the community what happens at school.

Peter asked if any of the items discussed would be achievable in 10 years if they were looked at in a regional context. There are items that could be achieved but having a very large region may result in items getting lost. With a larger cohort, there may be an opportunity to get more people who are passionate about the education of students. The possibility of developing a regional cohort should be explored. Is there a case to be made for a regional identity as well as a regional plan? Can parents be involved in creating that regional identity? Some items on the list could be achieved in a regional context and not reached individually.

2. What things are you doing now that are important to you that could be done better or more effective; and what is getting in the way?

- \*Middle school; for the same reasons listed above.
- \*ELO (after school program) staff offerings and instructors.
- \*Enrichment for the tougher students.
- \*Food service; better school to garden, localization, bring schools and restaurants together.
- \*Better transportation for all programs; after school program, athletics, and for parts of town that currently do not have bussing options.
- \*Teaching of math; educating parents so they understand math; educating the people teaching math so they understand the continuum of teaching it.
- \*Collaboration time for teachers and continuing that collaboration; instructional accountability.
- \*Science; co-mingling with the real world better; approve how it is taught and where it is going.
- \*Program evaluations or audits; implementation of curriculum or technology integration.
- \*Authentic efforts that draw parents and the community into the schools.
- \*Review goals, vision, and mission statement and align them.
- \*Community building through the students.
- \*Better community engagement.
- \*Foundation of historic perspective within history and civics.
- \*Educational excitement; getting and keeping students excited.
- \*Stop changing things up constantly; continuity of process.
- \*Encourage students to be thinkers and creators.

What needs to happen to make these things possible in the future? What might be possible, what would be the advantages?

Regionalization makes us mediocre. How will we be effective as a regional body? Good leadership and mindfulness is necessary. A new culture would need to be built between the towns. There is concern regarding community involvement in a regional district.

### **Next Steps**

- The administrators will get together to discuss staffing and enrollment patterns.
- Based on scenarios, how can a case be made for regionalization. What makes sense to people personally? What challenges need to be addressed for this to be successful in the way we would like it to be successful?
- Discussion on ways of building culture in a regional district.

### **Next Meeting**

**The next meeting is scheduled for Monday, May 16, 2016 at the Walden School beginning at 5:00 p.m.**

### **Adjourn**

The meeting was adjourned at 8:04 p.m.

Respectfully Submitted,

*Ellen Hinman*

Ellen Hinman, Meeting Recorder