

TOWN: Middlesex

FACILITATOR: Chris and Daisy

NOTE TAKER: Ursula

HOW MANY PEOPLE IN GROUP 9: Katie Preston, Adrian ,? , Hanna brown, Kristi brown, Sharon Spector, Mr. Diddy, Veronica Fair (Ursula, Daisy, Chris, Patrick, Karolline, Jen Miller-Arsenault) 15 including facilitators and team members

	QUESTION	NOTES
1	What kinds of benefits or opportunities could come with multi-town school communities?	<ul style="list-style-type: none">• More social opportunities for the students - with small student numbers it is hard to have fluidity• Consistency and stability in offerings the where and who (doty/ Rumney combined events/ sports)• More academic opportunities more academic peers• Less academic stigma for students• Rumney/ middlesex could benefit from the strong community of Worcester• Anything that brings people together rather than isolates. A time to unite.
2	What concerns or worries do you have when you think about possible school closures?	<ul style="list-style-type: none">• Worry about resentment from communities• Chris - how do you bring these communities together - phoenix from the ashes?• Not whole sale removing one schools staff and keeping wholesale one schools staffs• Rumney has a great school culture, students, staff and families - Doty feels the same way with their own culture and will there be a couple of years of students that lose out due to resentment and upheaval. The unknown.• The students will reflect what they hear from the adults and the adults need to get on board and model positive attitude about this opportunities. Incumbent on the adults to start the kids off on the right foot• DD - how do we do that - you need to watch your language: we need to use that all 5 schools are dissolving and out of that will be... something new is coming out - it is also reflected in the town board members and siloing them.• Space to mourn what was, even to mourn what was before act 46• Patrick - would we feel differently if it was our school closing, having compassion for your neighbors
3	What feels most challenging about creating multi-town elementary schools?	<ul style="list-style-type: none">• Rethinking the whole thing• For worcester to know they have a school it just happens to be on Shady Rill Rd• Wonder- Financial nuts and bolts, property values in Worcester do they drop?• Chris - articles of agreement and stated that if the town uses the building for anything other than educational purposes and the town would be responsible for \$ of improvements• Rethinking town boundaries, access to good public education• Resistance to giving up town identity. Town identity is Strong in vermont. Possibly naming that includes both towns to convey belonging• Beauties of this merger the school are very close together• Adults sitting in the room with memories and structures.

		<p>Conversations about the memories of the last 10 years - the kids do not have that.</p> <ul style="list-style-type: none"> • Wonder if this is the time with all of the Act 73 turmoil • Hanna - some of this was to meet some of the demands of act 73 and get ahead of it. • Patrick - maybe this is a challenge because maybe we are making a change now that will be difficult for parties and the state may give us additional changes for different or the same parties • Making a decision and presenting to the students, the timeline for sharing information, and the unknown for right now
4	<p>If a closure of a school facility happens and a multi-town school were to replace a town's school, what should we emphasize in building new school communities?</p>	<ul style="list-style-type: none"> • All students belong, its a new school and we are all part of a new school, and all the teachers belong too • Emphasize what we have in common and our diversity • Culture is not the building, several new families at rumney this year, its not unique to have new people move here anytime, but on a bigger scale • Renaming • Getting a sense of the important traditions at each current school and deciding how to combine them and create new traditions • If there is uncertainty with students who are asking questions - emphasizing that the adults have them - they will be kept safe in the uncertainty • What is the timeline to get traditions together and transitions • That many people going through that many transitions at once will be huge •
5	<p>How can we help our new multi-town school communities grow, connect, and thrive?</p>	<ul style="list-style-type: none"> • Robust PTNO would be helpful, having more parents would be helpful, more people to share the load. A bigger community would allow more people to hold comminties events. Being intentional • Schools and organizations get trapped in our dustballs of our norms, communities are groups of people recognizing each other. Is there an oppotunity for our more flexible staff to work in both schools once a decision has been made - bring that integration early • Consider a Doty/ Rumney school play • Managing "its an adult problem" - see next question
6	<p>What would help families and community members feel real ownership and pride in a new multi-town school?</p>	<ul style="list-style-type: none"> • Being told what is possible for their kid(s) would make a big impact, More activities, athletics etc at the school your kid goes to - it would be exciting. It's easier to look forward to positive. • Sharing the benefit of having larger social groups as you enter the larger world of U32 • Older student input, would that influence the adults, sharing the social transition • What would make you excited/ vs ownership and pride - ownership and pride come from the things you do. • A sense of ownership and pride come with time • Show people what we have to offer • Aspirational, but yes these are the things they will have, full time nurse, world language, library, same tech integration • Also special education services • Stability of staff not being spread across multiple buildings

7	<p>What would help students feel comfortable, welcome, and at home in a new multi-town school?</p>	<ul style="list-style-type: none"> ● Familiar face, relationships, connections, being known ● Informal connections ● Two town spaghetti dinner ● Keep both pie breakfasts ● Everything I need to know I learned in Kindergarten - But kindergarten is a place where people come together and need to make connections ● Important to do it in terms of all of us are new to this new entity ● Having to have adults to have the positive message ● Intentional community events to also create connections with the adults ● Have the doty students know this school well before the start of the new school year ● How do you support your staff to help the students feel this way ● Paid opportunities for teachers to come together to create the community of the new school younger students should be able to come in and not notice that a change was ever made ● Adrian visited all of her students at home over the summer in person ● Showing kids that they matter and that they belong here ●
8	<p>What will make 6th grade students feel welcome and ready to move to the U-32 middle school?</p> <p>[How do we approach this new place and new group of 6th grade group in a new way]</p>	<ul style="list-style-type: none"> ● Many kids will be so ready to go to U32, eager for fresh blood and new peers. Their excitement will ● Students in 6th grade in the smaller community of an elementary school being able to explore gender, sexuality and who they are with people they know- if it is a safe culture ● Being at elementary school for an extra year give children a chance to prolong their childhood ● However we currently transition the rising 7th graders we would do for rising 6th graders ● Have people who are ready to bring opportunities for the students to grow and be themselves ● Moving to middle school provides a change from one teach to 4 core, some electives, maybe the new 6th grade could be a transition between those two experiences ● Elementary school can protect our younger students without the strong influence of pop-culture. ● Less interaction with older students
9	<p>What could the district do to address concerns and make this transition easier for everyone?</p>	<ul style="list-style-type: none"> ● Securing a time line to lower the uncertainty. The sooner we know what we are doing the sooner we can make the transitions start and happen ● Staff having time to connect to children they will be working on ● Timeline for early transitional work, cannot begin that work with uncertainty ● Check with ourselves for the voices that havent been heard tonight, BIPOC, disability, languages, we are not the only voices, those of us who are here tonight ●
10	<p>Are there any other things that you'd like to share as we move through this process?</p>	<ul style="list-style-type: none"> ● If this continues to move forward and there is a vote in January and the towns where the buildings would no longer have education vote no what would happen? ● Appreciation for the configuration committee and the work ● Change happens at the speed of trust ●
