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Articles printed represent diverse points of view and may be controversial in nature. It is the belief of the Association that the democratic process functions best through discussions which challenge and stimulate thinking on the part of the reader. Therefore, materials published present the ideas/beliefs of those who write them and are not necessarily the views or policies of the VSBA unless so stated. This newsletter is distributed at no charge to all members of the Association. Contact the Association by calling 802-223-3580.

Destroying the Myths

Annual Poll Shows Public Schools Not Losing Support

Sixty-nine percent of American parents assign a grade of "A" or "B" to the school their oldest child attends, according to the latest Phi Delta Kappa/Gallup Poll.

Confirmation for the American public's belief in our public schools again comes from the Phi Delta Kappa/Gallup Poll's annual survey on education. This, the 37th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools, published by Phi Delta Kappa International, Inc., in August 2005 reflected strong public opinion in support of public education and indicated a strident public call for increased funding and attention for our schools.

According to the poll's authors, an "important contribution of the poll results is that they should help to destroy one of the myths surrounding the public schools: that the public schools are losing public support. The trend lines in this poll suggest the exact opposite. The grades the public assigns the schools remain as high as ever and are truly impressive when public school parents give their evaluation; the public continues to express a strong preference for change through the existing public schools; support for choice shows no sign of increasing and could be said to be lagging; and it is the public schools to which the public turns for closing the achievement gap."

Some of the poll's findings include the following:

- Lack of financial support is solidly entrenched in the public mind as the major problem facing the nation's public schools.
- The high level of support Americans give to schools in their community is unchanged, and support for the public schools grows in direct proportion to the closeness of respondents to those schools.
- The public's strong preference is for improvement that comes by reforming the current public schools rather than by finding an alternative system.
- The public opposes permitting parents and students to choose to attend private schools at public expense.
- A plurality of respondents support the idea of charter schools.
- The public believes that the amount of achievement testing in schools is just about right, and a majority of respondents support additional testing in three grades at the high school level.
- The public is divided regarding the use of student scores on standardized tests for the purpose of evaluating teachers and principals.

Continued on page 2 in box

Quality Checks Mean Big Energy Savings for New England School

When the Hillsboro-Deering Middle School in southwestern New Hampshire built a new building in 2002, the school district wanted to be sure that the new school would be a healthy, comfortable and energy-efficient learning environment. They hired a commissioning agent to conduct extensive quality-assurance checks of the building. After the agent's extensive testing of the building, the district was able to fix problems in the school's ventilation, insulation and heating systems. As a result, the school's indoor air is healthier and the school is saving \$15,000 annually in energy costs. Those ongoing savings paid for commissioning costs in less than two years.

"Results like this are being found in new and renovated buildings throughout Vermont," says Sheryl Graves of Efficiency Vermont. "The benefits of commissioning are significant. They're especially great when commissioning is included early in the planning phase of a project."

This year, to spread the word about the benefits of commissioning, Efficiency Vermont published *Commissioning for Better Buildings in Vermont*. Available at no cost, the 30+ page publication provides a comprehensive guide to this quality-assurance process at key stages of design and construction. According to the guide, energy savings found through the process often pay for commissioning costs in less than a year. Commissioning in the design phase can identify problems early, can lower construction costs by as much as 9%, and can reduce change orders by 87% and contractor callbacks by 90%. 🚐

For a free copy of *Commissioning for Better Buildings in Vermont*, contact Efficiency Vermont toll-free at 1-888-921-5990.

IRS Changes Target School Employee Retirement Plans

The IRS will soon release the final version of its comprehensive changes to the way 403(b) programs work. Commonly called tax sheltered annuities or TSAs, 403(b) plans are the public school version of 401(k) accounts. In fact the new regulations are intended to make the two more alike. Historically, school districts had little involvement in the administration or sponsorship of defined contribution plans. In January 2007, however, 403(b) plans will change from self-directed "pass through" programs to employer sponsored retirement plans where school districts will assume more fiduciary responsibility for their employees' retirement.

The changes include new responsibilities for school districts who will effectively become the plan sponsors. 403(b) plans will be maintained under a written plan and must be offered and publicized to all school employees through events such as quarterly enrollments to comply with the new universal availability rules. School districts must also offer the new Roth 403(b) accounts and correctly allow for new catch-up contributions. The IRS also expects compliance regarding reporting of over-contributions,

hardship withdrawals and loan repayment delinquencies.

The selection of a competent vendor to administer the plans is important. A vendor or third party administrator has the ability to assist the school business office with IRS compliance issues and facilitate promotion of the plan. A good vendor should also offer investment choices far beyond what school employees have experienced in the past and should be available to educate and assist employees in the allocation of their retirement assets.

Originally proposed in 2004 and amended several times, the final regulations are expected to be published in July. Due to the extensive changes that must be made at school districts across the country the IRS has embarked on an education campaign targeting school administrators and their business office staff. Making matters more difficult is the mid school year effective date. School boards and administrators would be wise to consider some advance planning around this issue before the January deadline. 🚐

David Allen
Bethel School Board Chair and
Operations Design for
VT403(b) Financial Planning

Continued from page 1 ...

- The public believes that the current emphasis on standardized tests will lead teachers to teach to the test and does not regard this as a positive outcome.
- The public approaches consensus on the importance of closing the achievement gap, attributes the gap to factors other than schooling, believes parents and students have more to do with whether students learn than teachers, but still be-

lieves that it is the responsibility of the schools to close the gap. 🚐

Source: 37th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools, published by Phi Delta Kappa International Inc., copyright 2005.

Article excerpted from
Texas Association of School Boards
Texas Lone Star Magazine June 2006

Family Infant Toddler Program

When a parent, pediatrician or early childhood provider has a developmental concern about an infant or toddler, the Family Infant Toddler Program (FITP) is a great resource for answering questions about development and receiving services. Infants and toddlers birth to three years are eligible for evaluation and services under Part C of the Individuals with Disabilities Education Improvement Act (IDEIA), an extension of federal special education legislation. Vermont's program is a collaborative effort between the Department of Education and Agency of Human Services with other early childhood resources involved. Each local region prepares a regional plan that guides the requirements for referral, eligibility and development as well as implementation of the education plan for the infant/toddler and his/her family.

The Winston Prouty Center is the host agency for the Windham FIT Program. The program is based on the belief that with necessary adaptations infants and toddlers will make developmental progress and can participate in early childhood activities. We work closely with families to learn about their child and their daily family routines in order for the service plan to reflect their needs. We provide services to children in their early care programs, at home or other environments natural to the child and family. The FIT professionals provide services directly to the child or consultation to the child's early childhood providers. We collaborate with Essential Early Education (EEE), Infant-Child Guidance and others based on the child's needs.

If you have a developmental concern about an infant or toddler or a general question about early development, call 1-800-870-6758 for the Family Infant Toddler Program office nearest you.



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Study Questions National Certification


A study commissioned by the National Board for Professional Teaching Standards (NBPTS) found that teachers who earn National Certification are not more effective in raising student achievement than teachers who have not earned that credential.

The study was conducted by statistician William L. Sanders and his colleagues at the SAS Institute. It was completed in March, but the full report was not posted on the NBPTS website until May, after complaints that board was suppressing the results.

The study looks at more than 260,000 student records for fourth and eighth graders in two large North Carolina school districts, Charlotte-Mecklenberg and Wake County, from the 1999-2000 to the 2002-2003 school years.

According to the study, students who had National Board Certified Teachers (NBCTs) "did not have significantly better rates of academic progress than students of other teachers" There was a large variation in teacher effectiveness within both groups—those with national certification and those without it.

"As a result," the study says, "a student randomly assigned to a NBCT is no more likely to get an 'effective' (or an 'ineffective') teacher than a student assigned to a non-NBCT."

According to Sanders, "The findings of this study do not support the conclusion that, in general, students of NBCTs receive better quality teaching than students of other teachers." 

*Excerpted from
National School Boards Assn.
School Board News June 6, 2006*

Federal Support Declines

CHART 1: TITLE 1 FUNDING

(in billions)				
	Authorized	Appropriated	% Increase	\$ Increase
FY02	\$13.50	\$10.4	18.1%	\$1.8
FY03	\$16.00	\$11.7	13.0%	\$1.3
FY04	\$18.50	\$12.3	5.5%	\$0.6
FY05	\$20.50	\$12.7	3.0%	\$0.4
FY06	\$22.75	\$12.7*	-0.2%	-\$0.03*
5-Year Total	\$91.25	\$59.8	45.1%**	\$3.87

Cumulative 5-year shortfall: \$31.35 billion

* FY06 data: Actual funding for FY06 is \$12.713 billion, a decrease of approximately \$27 million from the FY05 level of \$12.740 billion.
** Percent that current Title I funding exceeds FY01 funding (\$9.8 billion), the year before NCLB was enacted.

CHART 2: IDEA FUNDING

(in billions)				
	Authorized	Appropriated	% Increase	\$ Increase
FY02	\$18.7	\$7.5	19.0%	\$1.2
FY03	\$19.4	\$8.9	19.0%	\$1.3
FY04	\$20.2	\$10.1	14.0%	\$1.2
FY05	\$12.4	\$10.6	5.0%	\$0.5
FY06*	\$14.6	\$10.6	-0.1%	-\$0.01
5-Year Total	\$85.3	\$47.7	66.9%**	\$4.2

Cumulative 5-year shortfall: \$37.6 billion*

* In 2004 Congress created an authorization funding schedule that lowered the maximum amount it could provide for IDEA in each year over seven years. At the promised 40% federal share for FY05 and 06, the cumulative 5-year shortfall would add about \$16 billion more to the above \$37.6 billion shortfall — for a total of \$53.6 billion.
** Percent that current IDEA funding exceeds FY01 funding (\$6.3 billion), the base year for the 5-year comparison.

SPECIAL EDUCATION & DISABILITIES

The U.S. Supreme Court has ruled, 6-3, that the Individuals with Disabilities Education Act (IDEA) does not require school districts to reimburse parents who prevail in special education disputes for the costs of experts. After the parents of Joseph Murphy won a lawsuit over reimbursement for private school tuition from Arlington Central School District (NY), they sought payment of a \$29,250 fee for an educational consultant. The district court granted their motion in part. The Second Circuit affirmed, holding that although the statutory language of IDEA does not specifically authorize awarding expert fees, to rely solely on the statutory text would lead to a result Congress did not intend.

Justice Alito, joined by Chief Justice Roberts and Justices Scalia, Kennedy, and Thomas, delivered the majority opinion overruling the Second Circuit. Justice Alito began his analysis with reference to the Spending Clause of the U.S. Constitution, under which Congress enacted IDEA.

Court noted that any conditions attached to a state's acceptance of federal funds under IDEA must be set out "unambiguously" so that states and localities "voluntarily and knowingly" accept these conditions with the funding. The Court defined the issue here as being whether "IDEA furnishes clear notice regarding the liability at issue in this case." While IDEA provides for award of "reasonable attorneys' fees as part of the costs," this provides no hint that accepting IDEA funds will obligate a state to reimburse prevailing parents for services rendered by experts, the court concluded, let alone the "clear notice" the Spending Clause requires. 🚗

FINANCE

Several school districts in South Dakota have filed suit against the state and state officials, claiming that the state has inadequately funded public education, leading to deficiency in test scores and diminished education for children. The Coalition of Schools, representing South

Dakota's smallest school districts, is the lead plaintiff in the case, which also includes individual students seeking to enforce their "constitutional right of an adequate education," says Scott Abdallah, an attorney representing the plaintiffs. Fifty-nine of the state's 166 school districts are now involved. Their 80-page complaint includes a detailed history of South Dakota's education system and an adequacy study showing that education is under-funded by hundreds of millions of dollars. The suit follows a trend across the country of states being sued for inadequate funding of education. So far, 20 of 39 suits have been successful. The South Dakota plaintiffs hope to follow the trend of increasing education standards when funding is increased. "You look at those states where the schools and students have won and additional money has been put into the system to help with education," says Mr. Abdallah. "You will see there's significant improvement in the test scores and education of the children within those states." The plaintiffs are now waiting for the defendants to respond to the allegations set forth in the complaint. "Their answer is probably going to be as unique as the size and the substance of the complaint," Mr. Abdallah predicts. 🚗

RELIGION

The school board of Howard County Public Schools in Maryland has agreed to consider continuing a school policy that allows Muslim students to leave school 20 minutes early on Fridays to attend prayer services. At least nine students leave early, but officials say the number may be higher. The policy was questioned after a policy review committee discovered the rules were being inconsistently applied. The review committee recommended to the board that students only be excused for religious holidays, not weekly prayers, reasoning that over the course of a year the policy results in a significant amount of missed instructional time. However, the board declined to accept the changes and instead will study the issue over the next school

year. While recognizing an obligation to make reasonable accommodations to those wanting to practice their religion, board chairman Joshua Kaufman says the board will look at the impact of the policy on the teachers and whether the policy would be fair or would have unintended consequences for students of all religions. 🚗

NO CHILD LEFT BEHIND

After initially questioning Connecticut's procedures for evaluating teachers, the U.S. Department of Education (ED) has approved the state's methods for determining whether teachers are "highly qualified" as required by the No Child Left Behind Act (NCLB). As a result, thousands of veteran teachers no longer have to be concerned about having to undergo additional training or testing to establish their credentials as "highly qualified." The qualifications of approximately 13,000, or 30%, of the state's public school teachers were called into question in a January 2006 report by federal monitors. The monitors noted that teachers certified by the state prior to 1988 were not subject to the Connecticut's mandatory subject matter test for knowledge. As a result, the monitors' report noted that those older teachers might not have demonstrated competence to teach core academic subjects such as English, reading, math, and science. However, the response submitted by state officials satisfied ED that the state procedures, including the local job reviews of teachers by local school districts, meet the necessary requirements of NCLB. In a letter to Connecticut Education Commissioner Sternberg, ED Assistant Secretary Henry L. Johnson said, "We commend your excellent work in responding to the concerns raised by the monitoring report." Ms. Sternberg, who had previously warned teachers might have to undergo testing or additional training to demonstrate their competence under NCLB, expresses relief. Still, Mr. Johnson informed the commissioner that because not all Connecticut teachers will meet the "highly qualified" standard this school year, the state must submit a revised plan for meeting the standard for the 2006-07 year. 🚗

Strategies for Small Districts

Lessons from the front runners about reforming teacher pay

How can small, rural school districts negotiate innovative approaches to teacher pay?

School board members, administrators, and even teachers have been criticizing the traditional salary schedule probably since its inception, but only recently have a number of school districts including those in Denver, Houston, and Hopkins, Minn.-actually overhauled their teacher compensation systems.

To accomplish this change, these districts invested a great deal of time and money, both of which may be easier to come by in large urban or suburban school districts. The Denver Public Schools, for example, spent five years developing its Professional Compensation System for Teachers. Four full-time employees worked on the design team, and the district received donations from at least seven major foundations -including more than \$1 million from one foundation.

In small, rural districts, it might not be realistic to completely change the compensation plan in one bargaining cycle. But these districts can take some of the lessons learned by the front-runners and use them to bring about change.

Here are some tips for small, rural school districts interested in modifying their pay plans to improve student achievement:

1. Make sure the board is committed to the goal. A change of this kind will take time and money and may draw criticism. A board that is fully committed to changing the compensation system and that recognizes the likely costs and consequences is less likely to be discouraged during the ups and downs of negotiations.

2. Seek the support of the union and the community. Changing teacher compensation will require the support of the majority of union members, not just the bargaining team. Proposals developed jointly by the board and union bargaining teams will likely be better received by the union membership. To come up with a joint proposal, the board and the union may want to form a committee to study this issue and make recommendations. If the district will need additional funds to pay for a new compensation system, it is crucial to inform the community about how the pay plan will work and how it is intended to improve student achievement.

3. Start slowly and small. The Hopkins, Denver, and Houston plans measure and reward success differently. For example Denver's plan rewards additional education, performance evaluations, working in hard-to-staff positions and hard-to-serve schools, meeting specific objectives, improving test scores, and working in "distinguished schools." Successful teachers can receive salary increases and bonuses.

Denver's ambitious pay plan started as a pilot program in which 13 percent of district teachers were eligible to receive \$500 if they accomplished agree on student growth objectives. Similarly, a small, rural district could begin by modifying 'One or two aspects of teacher pay, rather than trying to negotiate a completely new pay plan with many features in one round of bargaining.

4. Negotiate what you really need, not what you really want. Restructuring your salary schedule and giving bonuses based on performance on standardized tests might be your board's ideal pay plan.

But you might be facing an immediate need to recruit math and science teachers. Getting the union to agree to give starting bonuses or higher salary schedule placement to hard-to-staff positions might help pave the way for further negotiations over pay for performance.

5. Do your homework. A school district's biggest fear when modifying the compensation system is not being sure it can pay for its proposal. Getting a detailed financial analysis of what the proposed plan would cost over a number of decades will help you decide whether the district can afford the plan.

6. Finally, put all your research to good use. Don't lose union members' votes because they don't understand how your proposal may benefit them. While collective bargaining laws may prevent your bargaining team from negotiating with the general union membership, putting together easy-to-understand information on how your proposal works may help your proposal sell itself.

For example, Denver developed a web-site where teachers could calculate their pay under the proposal pay plan and the traditional salary schedule. What worked in a big city like Denver might work in small, rural districts, too. 🚌

*Excerpted from
National School Boards Assn.
Leadership Insider May/June 2006*



VSBA Around Vermont

By Winton Goodrich, VSBA Associate Director

Governance Initiatives

The VSBA staff continues to facilitate ongoing governance study processes with Rutland South, Rutland Southwest, and Windham Southwest Supervisory Unions. Each supervisory union is conducting governance analysis using the mission statement below:

Governance Study Mission Statement
"Study the possible benefits and challenges to school districts throughout the supervisory union for creating new governance options. The governance study will explore options to improve learning opportunities, contain education costs, and increase efficiencies of school operations."

Policy Governance

Policy Governance facilitators continue the implementation process with Montpelier, Washington South, Starksboro, and Hazen Union school board members and administrators. VSBA staff and facilitators are working with Dr. Judith Aiken and UVM Doctoral students to evaluate the effectiveness of Policy Governance and the Vermont implementation process.

Superintendent Searches

VSBA completed nine superintendent searches this spring. Below is a list of districts and their newly hired superintendents.

Barre - Michelle Fagan, former curriculum coordinator in Washington West and, more recently, assistant superintendent in Asheville, NC.

Hartford - Don LaPlante, former superintendent in Maine, but with roots in Claremont, NH and Windsor, VT

Windham Northeast - Johanna Harpster, former principal at Woodstock Union High School.

Chittenden South - Created an internal administrative team to cover the position for a year. Will begin a new search in the fall.

St. Johnsbury - Lou Lafasciano, former principal at Newton Elem. in Strafford, VT

River Valley Technical Center - Carl Mock, former superintendent in Hartford.

Essex Town - James Fitzpatrick, president of SchoolSpring.com and former superintendent in Barre and principal at Champlain Valley Union.

Rutland Southwest - Cheryl Chedester, former superintendent, principal, and Department of Education consultant from Kentucky.

Windham Central - Jim Peters, former Windham Ctrl. associate superintendent - hired on an interim basis to fill the vacancy.

Stay tuned as VSBA and VSA staffs are planning a two-part "Aspiring Superintendent's Workshop" next fall.

Board Development Workshops

Facilitated board work sessions with the Twinfield, Miller's Run (Sheffield & Wheelock) and Dorset Boards. Presented school board roles and responsibilities workshops at the Boy's and Girl's State events.

New VSBA Board Development DVD VSBA has now produced four board development DVDs for distribution; Board Chairs, Board Roles Responsibilities & Relationships, Negotiations, and Passing the School Budget."

(Each DVD with workshop materials costs \$20 - Resource Directory for the 3R is an additional \$15)

New VSBA Web Service

VSBA offers a variety of web-based survey services to member districts. We now are able to post surveys, board self-assessments, and superintendent evaluations that school leaders can complete on the VSBA web site. The data is then tabulated into a spreadsheet or a graphed report for easy review. We think this service will help board members streamline complex and time consuming tasks in a much easier way. VSBA will charge a small set-up fee for this service.

VSBA currently makes the board self-assessment and the Policy Governance UVM evaluation documents available electronically using this web format. We piloted an online superintendent evaluation process with the Washington West SU during the spring. 🚌

Got Email?

Do you have an email address to share with the VSBA?

The VSBA does not share your email address with anyone. We use our database of school board member emails to contact you for reminders or school board information. Email is much more time and cost effective. We try to keep our output down to 1 email per month or less.


If you are not currently receiving information from the VSBA via email please contact us at 800-244-8324 or mgilbert@vtvsba.org with your email address.

VSBA/VSA Annual Conference

- Who:** All School Board Members and Superintendents
- What:** VSA-VSBA Annual Conference - From the School House to the State House: The Politics of Education
- Where:** Capital Plaza Conference Center and Theater, Montpelier, Vermont
- When:** November 16 & 17, 2006
- Why:** Learn New Information and Acquire Key Legislative Advocacy Skills for your Leadership Team

Program Highlights:


The conference program will address:

- ◆ State and federal political influences on education
- ◆ The latest information on NCLB and Act 68 accountability
- ◆ School governance
- ◆ School choice
- ◆ Early education 

2006 VSBA Resolutions

VSBA Resolutions are the Association's official positions on important educational issues and are adopted by the membership for each biennium. These positions guide your Association Board of Directors and staff as they represent you in Montpelier and at the federal level. Resolutions adopted in November 2006 will remain in effect through the 2006 Legislative biennium but may be amended during the 2007 VSBA annual conference. The 2006 annual meet-

ing will be on **November 16 & 17 at the Capital Plaza**. Please check the current resolutions at www.vtvsba.org. If your board (not individual members) has additional suggestions for resolutions, please submit them for consideration by the Resolution Committee no later than **August 15, 2006**.

Resolutions may be submitted via the VSBA website or by using the form published in the May 2006 From the Boardroom newsletter. 

VSBA Leadership Award Nomination Procedure

Nominations are invited for the 2005 VSBA Leadership Award. This honor may be presented by the Vermont School Boards Association to a school board member or an entire school board that has demonstrated extraordinary leadership as defined below. Nominations may come from individuals or organizations throughout Vermont including, but not limited to, school board members, school boards, school administrators, teachers, or community members.

A VSBA selection committee will review all applications and recommend to the VSBA board up to one individual and/or one board for receipt of the this annual award. Final determination will be made by the VSBA Board of Directors and recipients will be honored at the VSBA Annual Conference in the fall. Individuals and boards nominated but not selected will receive certificates and recognition in the VSBA newsletter.

Nominations may be made via the VSBA website or by using the form published in the May 2006 From the Board room newsletter. The deadline for submission is August 15, 2006.





State Board of Education Meetings

For more information call Carol King at 802-828-5101 or carolking@education.state.vt.us.

◆ **August 8** - VSAC office located in Winooski

◆ **September 19** - the meeting will take place at the to be named Teacher of Year's school.

VSBA Professional Development Opportunities

◆ **10/10/06** - Developing the Budget workshop on VIT

◆ **11/16/06 & 11/17/06** Annual Conference at the Capital Plaza in Montpelier

◆ **1/16/07** - Budgeting PR workshop on VIT

VSBA Regional Meetings

◆ **Chittenden/Grand Isle Region** to be held at Winooski High School on September 5

◆ **Orange/Washington Region** to be held at Spaulding Union High School on September 7

◆ **Essex/Orleans/Caledonia Region** to be held at Lake Region Union High School on September 12

◆ **Windsor/Windham Region** to be held at Green Mountain Union High School on September 19

◆ **Addison Region** to be held at Middlebury Union High School on September 21

◆ **Bennington/Rutland Region** to be held at Manchester Elementary on September 26

◆ **Franklin/Lamoille Region** to be held at Bakersfield Elementary on October 2

Resources on Nontraditional Fundraising in Schools

(This information was researched and written by Brenda Gustafson, senior communications officer, Portland (Ore.) Public Schools, for the National School Public Relations Association.)

Most traditional school fundraising is centered on the sales of product and merchandise, most of which are dessert goods—candy bars, cookie dough, cookies. Schools are becoming more concerned about this type of fundraising as they focus more on nutrition and wellness issues, including the rise of childhood obesity. Selling highly caloric products is not in line with more and more schools' health oriented agendas.

Other product sales usually include seasonal items such gift wrap, cards and magazine drives, etc. Sales drives usually place a larger burden upon parents who do the majority of the fundraising work.

As more and more demand is put on

schools, while budgets are shrinking, many schools are looking for additional and different ways to raise money.

Talking points about nontraditional means of fundraising:

◆ As schools continue to receive non-funded mandates and loss of funding, there will be a need for fundraising.

◆ Childhood obesity concerns make it necessary to look to fresh ideas that will get us away from the traditional candy bar and cookie fundraisers.

◆ Schools need to implement methods which are commonly found in other nonprofit groups who rely on outside funding.

◆ There will never be pain-free fundraising and most fundraisers require a significant time commitment and coordinated planning from parents, staff, and students.

Nontraditional fundraising ideas and resource information:

Entertainment concert fundraisers: "Unplugged Sundays" series. Local musicians are contracted to do shows at a local venue with a portion of the money going to the school. This concept could also extend to comedy shows and dance troupes.

Meals: Charity style formal meals are aimed towards parents and community members. Students would sell tickets for individual plates or tables. Most of these functions tie in with silent auctions and local entertainment. Students could staff and help serve throughout the event.

Sporting games: Again, this could be a local celebrity drive, golf tournaments, basketball games...

<http://www.echaritygolf.com/>

Sponsoring activities: Students could solicit pledges much like runners whose pledges support charities. This could include jogathons, walkathons, or sponsoring activities in an Olympics style day. People would sponsor money per lap, mile, or physical activity. 🚌