

Ward 1 Neighborhood Planning Assembly (NPA)
Wednesday, November 12, 2025
In-person at the Friends Meeting House, 173 North Prospect Street
And Zoom online:
<https://zoom.us/j/96245939050>
Webinar ID: 962 4593 9050
Or by phone: +1 929 205 6099 ID = 962 4593 9050

Facilitator: Carol Livingston

Recorder: Gretchen Platt

6:15 - Welcome and Food (Namaste Kitchen Express)

6:30 - Formal Start - project & review agenda

Introductions: name, street

Announcements: share events, meetings, activities of interest to Ward 1 community.

6:40 - Speakout - an opportunity to raise concerns & appreciations about Ward 1 community

7:00 - Steering Committee - organization for 2025-2026

- NPA meeting vote on 2025-2026 proposed budget - Jonathan Chapple-Sokol

- Community Development Block Grant Advisory Board. We need a Ward 1 representative - Rob Gutman

- Status of NPA Resolution - Jonathan Chapple-Sokol

- Potential issues/priorities to raise with City Council - Carol Livingston

7:20 - City Council update - Carter Neubieser & Allie Schachter

7:40 - UVM Office of Student and Community Relations (OSCR) - Gail Shamprois,

Omar Talhouk

OSCR's staff and Student Government Association work with Burlington community

8:00 - State School Redistricting Task Force work

- Update on State Committee's work - Matt Price, Gary Golden, Martine Gulick

- Discussion of potential resolution from Ward 1 NPA about Burlington's options - Jonathan Chapple-Sokol and Carol Livingston

8:30 Adjourn

AT OUR NEXT MEETING - IN DECEMBER - WE'LL HOST OUR STATE LEGISLATORS.

Ward 1 NPA Steering Committee
Carol Livingston carol.livingston1951@gmail.com,
Jonathan Chapple-Sokol chapplesokol.npasc@gmail.com,
Sam Doherty samcharlesdoherty@gmail.com
Gretchen Platt gshuman7005@yahoo.com

Rob Gutman rgutman@gmail.com

Participation Guidelines:

The Ward 1 NPA is sustained by community involvement and encourages engagement at our monthly meetings per the following guidelines:

1. We are collectively responsible for following the NPA Meeting Agenda as closely as possible regarding both presentation/discussion topics and time.
2. Participants at the NPA will act in a positive, courteous manner that respects all of those present (both participants and presenters/guests) and their differing opinions, experiences and perspectives.
3. Any attendee requesting to speak who has not yet spoken at a meeting will be called on before others who have already had a chance to speak. Priority is given to Ward 1 residents.
4. Whenever speaking, please be sure to project your voice and use the provided microphone if provided.
5. If the facilitator feels the need to redirect activity in the room based on these guidelines, the facilitator will do so per point number 1 above.

UVM SGA!





COMMITTEES!

- Club Affairs
- Committee on the Environment
- Academic Affairs
- Committee on our Common Ground Values
- Committee on Legislative and Community Affairs
- Committee on Student Action and Welbeing
- Finance Committee
- Public Relations Committee

COMMITTEE ON LEGISLATIVE AND COMMUNITY AFFAIRS

- The purpose of the Committee on Legislative and Community Affairs is to serve as the student voice to the Burlington and Vermont communities. The committee shall deal with matters of local, state, federal, and international issues that pertain to UVM and the members of the student body at large and serve as a mediator between these organizational bodies.





WHAT WE DO

- COLCA works closely with the Office of Student and Community Relations (OSCR) to plan community clean-ups, assist with off-campus outreach, and to help chair the Community Coalition. Community Coalition is a setting for both students and community members to talk about previous work, progress, and complaints that involve the university and/or the Burlington community.

COMMUNITY CLEANUP!



Working Restoratively to Build More Resilient, Healthy, and Vibrant Neighborhoods

Gail Champnois

Director

gail.shampnois@uvm.edu



**University
of Vermont**

**Office of Student and
Community Relations**



Office of Student & Community Relations

- Creating a **safe and socially just** environment
- Providing **guidance, support, and resources** to off-campus students
- Cultivating a **sense of belonging** for students living in Burlington
- **Assisting** students transitioning to off campus living

Office of Student & Community Relations



- **Identifying issues** confronting off-campus students and their neighbors
- **Fostering dialogue and understanding** between students and non-students
- Coordinating **community development** efforts in neighborhoods
- **Resolving conflict** with roommates, neighbors, and landlords

Community Coalition Street Strategy:

The Story of Isham Street

Isham Street

BURLINGTON HEALTH & REHABILITATION CENTER



IMAGINE
SHAM
2018









NO PARKING ANY TIME

DRAG Specialties



 Pomeroy Park

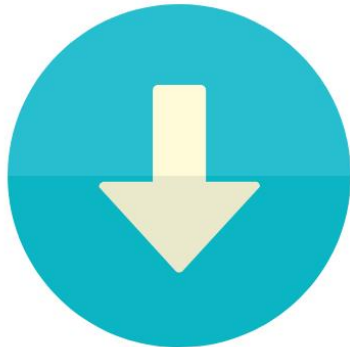
Booth St

DO NOT ENTER

DO NOT ENTER

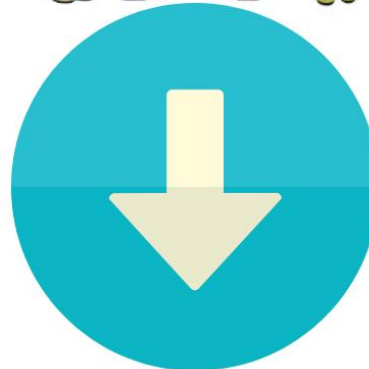
What was the data telling us during the early years of the Street Strategy's Isham Street pilot project?

Burglary



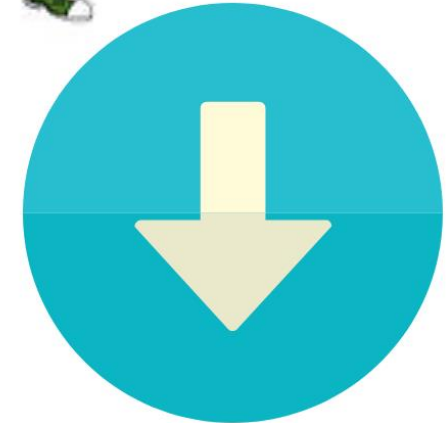
60%

Noise



68%

Vandalism



86%

Data: Burlington Police Department for 2012-2015



Positive Indicators

- Students renewing leases for 2nd year
- Families moving back on the street
- A rental turned back to owner-occupied
- Residents repairing vandalism on street (retaping damaged signs, rolling rocks back onto gardens)
- Trash and needles found on the street replaced by flowers
- Joy expressed by residents of the BHRC of seeing gardens out their windows





Isham Street Gardening & Other Optimistic Doings

ISG&D

The Babysitter Mingler

Phil Hammerslough, ISGOOD Co-Founder

“ Over the 17 years we have lived here attitudes have gone from 'What are you doing here, this is a student neighborhood' to a place where we say hello to each other. Many students take two-year leases, and there is an influx of young working people. The best part is that people from other neighborhoods walk through to admire the changes and enjoy the gardens and now they are asking us how they can do the same on their streets. ”



Lessons Learned

- Work from restorative principles and a social justice lens
- Trust that student and non-student neighbors know their own needs and how best to address them
- Cultivate grassroots decision-making
- Identify and nurture partnerships that support neighborhood initiatives
- Provide institutional support (funding, people power)
- Communicate needs, successes, and opportunities broadly
- Invest time in storytelling to get people excited and interested



To Start...

- Think big, start small
- Create a clear vision
- Assess who is better off because of the work
- **Celebrate!**



Is there a lower input version?





Questions?

Stay in touch!

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FOR IMMEDIATE RELEASE

Wednesday, November 12, 2025

Contact:

Rep. Edye Graning, Co-Chair

EGraning@leg.state.vt.us

Sen. Martine Larocque Gulick, Co-Chair

MGulick@leg.state.vt.us

Waterbury, VT – On Monday, November 10, the School District Redistricting Task Force met for the seventh of its eight planned meetings.

After an intense three-and-a-half months of steadfast work and collaboration, two proposals were considered. One was a map of 14 new school districts and supervisory unions, the boundaries of which were determined mainly by Vermont's career and technical education centers. District sizes under this configuration ranged from 21,000 students in the proposed Chittenden District to 2100 students in the River Bend Supervisory Union District.

“While the intentions were admirable – to ensure that technical education is more available to Vermont students – there was no data showing that this configuration of districts would reduce overall education costs, or improve access to technical education,” said Task Force Co-Chair Rep. Edye Graning.

The other proposal was a map of five regional cooperative education service areas (CESA). The boundaries for the CESAs were derived from current Vermont Superintendents Association regions, in which superintendents are accustomed to working together and sharing best practices. Research shows that cooperative education services can reduce costs and improve the quality of services provided to students.

The Task Force voted to elevate the CESA map in its report to the legislature, based on

data and research that point to the likely outcomes of both taxpayer relief and improved quality. This model can also be used to expand access to career and technical education throughout the state.

“The task force voted to put forward a roadmap for the future. This proposal includes maps of voluntary mergers, encourages regional high schools and construction aid, and lays out a plan to share resources across broad geographic regions. It will save Vermonters money now, and it provides a workable plan for the future,” said Sen. Martine Larocque Gulick, co-chair of the Task Force.

The Task Force will meet November 20th to finalize its report to the legislature which is due December 1, 2025.

The Task Force heard from roughly 5,000 Vermonters, both in writing and over several hours of public comment at Task Force meetings, through surveys and forums. Much of the feedback was in opposition to forced mergers, loss of local voice and a rushed process.

Two-Page Summary

Proposal: Cooperative Education Services, Voluntary Mergers, Regional Comprehensive High Schools

Purpose and Vision

The proposal outlines a strategic framework for advancing educational collaboration through **cooperative services, voluntary mergers**, and the creation of **comprehensive regional high schools**. Its central aim is to enhance educational equity, operational efficiency, and program diversity across districts while preserving community identity and local governance.

Rationale

Rural and small districts face increasing challenges, including declining enrollment, limited curricular offerings, and financial strain. The proposal argues that cooperative approaches and strategic consolidations can address these pressures by pooling resources, expanding access to specialized programs, and reducing duplication. The goal is not compulsory consolidation but **voluntary, community-driven partnerships** that produce sustainable, high-quality education for all students.

Key Components

1. Cooperative Services

- Encourages inter-district collaboration for shared services such as special education, technology, transportation, and professional development.
- Proposes regional frameworks for coordination to ensure equitable access and cost-efficiency.
- Highlights examples of successful cooperative models to illustrate benefits and scalability.

2. Strategic Voluntary Mergers

- Emphasizes **strategic alignment** over size, focusing on educational value and fiscal sustainability.
- Outlines a phased, consultative merger process with feasibility studies, stakeholder engagement, and transparent communication.
- Recommends legislative support and incentives for districts pursuing mergers voluntarily.

3. Comprehensive Regional High Schools

- Advocates for regionally governed high schools offering diverse pathways — academic, vocational, and experiential learning — tailored to 21st-century skills.
- Suggests shared facilities and faculty expertise to expand course offerings, advanced placement, and career-technical education.
- Promotes inclusive governance models to ensure representation from all participating districts.

Implementation Strategy

The document recommends a **multi-year, staged implementation plan**:

- **Phase 1:** Assessment and regional planning
- **Phase 2:** Pilot cooperative initiatives
- **Phase 3:** Evaluation and refinement
- **Phase 4:** Expansion and integration into a regional education framework

The process is guided by data-informed decision-making, local consultation, and policy alignment with state education goals.

Expected Outcomes

- Enhanced **student opportunity and program variety**
- Improved **operational efficiency and fiscal sustainability**
- Strengthened **regional collaboration and community engagement**
- A modernized educational infrastructure aligned with demographic and economic realities

Conclusion

The proposal calls for **collaboration over competition**, urging state and district leaders to embrace voluntary, strategic partnerships as a path toward resilient and equitable education systems. It positions these initiatives as a pragmatic and visionary response to evolving educational, economic, and community needs.

