

# **Henniker Community Profile Report**

**Henniker, New Hampshire  
November 13 and 14, 1998**

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## OVERVIEW OF COMMUNITY PROFILES

The Community Profile is a process by which communities take stock of where they are today and develop an action plan for how they want to operate in the future. Whether the issue is a quality school system, an air pollution problem, lack of adequate affordable housing or solid waste disposal, the need for effective problem-solving skills is the same. A community must have strong leaders, from all sectors, who are able to work together with informed involved citizens to reach agreement on issues. The Community Profile assists communities to develop their problem-solving ability. It is a self-evaluation tool that draws heavily on the collective wisdom of the participants and is not a test or a comparison between communities. It provides a method for citizens to affirm community strengths, identify concerns and problems, and then to help a community structure collaborative approaches to meet these challenges creatively, set directions for the future, and manage change.

The original Civic Profile emerged from the Governor's Commission on New Hampshire in the 21st Century as a process and a mechanism that communities could use to strengthen their civic infrastructure. The National Civic League, along with several university studies, identified those qualities that make a community work - that help communities plan for the future and survive such dramatic change as extreme population growth, plant shut-downs or military base closings.

In 1995, the League of Women Voters in the Upper Valley, working with UNH Cooperative Extension and UVM Cooperative Extension, identified ten key qualities that help a community to work well now and sustain its social, economic, and environmental health for the future. This is the model that was adopted by the University of New Hampshire Cooperative Extension Profile and are the "tools" of the community self-assessment.

## CREATING A COMMUNITY PROFILE IN HENNIKER

### History

The Board of Selectmen initially received information on the Community Profile Process from the Town Administrator. After much discussion and meetings with Judy Bush, the Board of Selectmen decided to support and move forward with the initial phases of planning a Community Profile in Henniker. The Community Profile was seen as a neutral way to bring citizens and business people together to assess Henniker's past and future.

Funding in the amount of \$1800.00 was placed in the 1998 budget. \$500.00 would be paid to UNH Cooperative Extension and the balance would be utilized to cover outstanding costs that the Steering Committee could not get donated. The Community Profile was discussed with the Town of Henniker's advisory budget committee and the Profile gained the support and blessings of the budget committee and was included in the 1998 budget that was eventually approved at the March, 1998 Town Meeting.

### Organization

Many of Henniker's existing organizations were contacted to identify one representative from their organization that could participate on the Steering Committee. As a result over fifty people representing a broad cross section of Henniker were contacted to participate on the Steering Committee. The final Steering Committee consisted of thirty people who then selected co-chairs, a treasurer, secretary, and sub-committee chairs.

The first Steering Committee meeting was held on Monday, June 15, 1998. The Steering Committee developed several sub-committees to carry out specific tasks. Each sub-committee took their tasks very seriously and diligently move forward to prepare for the event which was scheduled for November 13<sup>th</sup> & November 14<sup>th</sup>. Monthly Steering Committees were well attended and always included jovial moments.

### Participant Recruitment

Invitations were mailed out to community members as well as placing brochures and invitations in display racks at local businesses and gathering places in Henniker. Posters were displayed, two radio talk show were done, and follow up telephone calls were made. Approximately 220 people attended the event on Friday and over 150 people participate on both Friday and Saturday.

### Facilitation

The facilitation sub-committee asked community members and students to assist with the facilitation of the small group sessions at the Community Profile. Small group facilitators and scribes include: Jim Crane, Kurt Bastian, Priscilla Dube, David Foley, Sarah McGraw, Lisa Hustis, Austen Furness, Lorin Mulligan, Steve Neuhoff, Greg Champlin, Kelly Dearborn-Luce, Cathy McComish, Amy Jowers, and Russ Jowers.

### Follow Up

The Steering Committee debriefed and evaluated the event on Monday, December 7, 1998. All members felt the event was a huge success, however they recognized that the work is just beginning for the community and that every journey begins with one small step. A report of the proceedings has been prepared by UNH Cooperative Extension. It records the day and a half event and list the seven major topics and working projects that were identified by the participants. Copies of the reports will be available for everyone that attended as well as any one that is interested in the report.

Community members will be commencing their work on the specific projects identified. Information will be shared through the Henniker Herald and other mediums to update residents and local businesses on the progress.

# UNH Cooperative Extension

## Henniker Community Profile

### Henniker Community School

November 13 and 14, 1998

### Agenda

#### Friday Evening

**5:30 Sign-In, Potluck Supper**

**6:15 Welcome**

- Overview of Community Profile Process
- Who is here?

**6:45 Mosaic and Vision**

- What is Henniker like now?
- What do we want Henniker to be like in the future?

**7:30 Historical Presentation**

**7:50 Presentation of Community Profile components**

- 1) Effective Community Leadership: *A Broader Definition*
- 2) Informed Citizen Participation: *More Than Voter Turn-Out*
- 3) Intergroup Relations: *Celebrating Diversity Within the Community*
- 4) Keeping Our Cultural Heritage Strong: *Arts, Festivals and Celebrations*
- 5) Education and Social Services: *Meeting our Citizens' Needs*
- 6) Community Infrastructure: *The Basics that Serve Our Needs*
- 7) Natural Resources Base: *Water, Energy and Materials*
- 8) Working Landscape: *Village, Farm and Forest*
- 9) Economic Vitality: *Stability through Diversity*
- 10) Local Business, Local Wealth: *Re-Circulating Money Within the Community*

**8:00 Small group discussions of components (Small group facilitators)**

Random assignments to small groups, one component per group

- Strengths of Henniker in the component area
- Weaknesses of Henniker in the component area
- What would you like to see in the future?
- What are the 5 key issues that need to be addressed?

**9:30 Formal adjournment**

## Saturday

**8:00 Coffee and check-in**

**8:30 Small group reports**

- Each of the ten small groups report to the large group, five minutes each.

**9:15 Selection of key issues**

- Discussion to refine list of 50+ keys issues down to about 10, based on consensus.

**Individual selection of key issues**

- Participants select small group/issue to work on.

**9:45 Break**

**10:00 Small groups meet for key issue discussions**

- Define the problem or opportunity
- Project goals - identify what you want to accomplish
- Identify potential projects/solutions
- Evaluate potential projects using impact-feasibility grid
- Select 3 projects to bring to the full group

**11:30 Report back from small groups**

**12:15 Lunch and voting**

- Which projects do you think we should move forward on?
- Which is the most important project for Henniker right now?

**1:15 Individual selection of project development groups**

**Break**

**1:20 Project development - small groups** (small group facilitators)

- Goals and objectives
- Potential obstacles, solutions
- Action steps
- Resources needed
- Principal leadership
- Timeline
- Coordinator, first step

**2:45 Where do we go from here? - full group**

- Action format - task forces or full body.
- How to communicate with each other and the community.
- Future meetings
- Who should be included?

**3:30 Adjourn**

# Henniker Community Profile

## Friday Evening

The Henniker Community Profile was conducted at Henniker Community School over two days: Friday evening, November 13 and all day Saturday, November 14, 1998. About 204 participants attended on Friday, with 125 people attending on Saturday. The list of attendees was slightly different each day.

The event began Friday with a potluck supper. Judith Bush, Extension Educator, Strengthening New Hampshire Communities Coordinator, gave us an overview of the Profile process and an introduction to the goals for the two days. A Community Profile is something like a potluck supper - a feast of ideas. Its goal is strengthening community involvement; its key idea is sustainability - balancing economic and environmental factors while thinking about the impacts of our actions for the next seven generations.

We spent a few minutes meeting each other, learning how long we had lived in town, where we live in town, where we work, and how we get our primary source of information. We were then asked to offer descriptions of what our town was like right now and what we would like it to be like in the future. Adjectives and phrases were called out and recorded on large easels labeled "NOW" and "FUTURE" at the front of the room. Here are the results:

### **The Mosaic - What is Henniker like today?**

Peaceful community	Town and gown activities
Children are important	Not racially diverse
Very caring	Good place to spend money on taxes (property)
Aesthetically appealing	Fantastic place to retire to
Nice size	College town
Recreational opportunities	Supportive community
People who work together	Expensive
Strong town for people who volunteer	Center core
Many small businesses	Open space and wetlands
Shortage of truck parking downtown	The Contoocook River
good kids that are having to live in Henniker	Highway - easy access in and out of town
Great Parent Teachers Association	Not much for older kids to do
Rotary Club	Easy public access to hiking, biking, cross country skiing
Great Lion's Club	White Birch Community Center
Rural	Historical Society
Safe place for kids	Excellent library
Comfortable	Good fishing and kayaking
Center for different levels of education	Art exhibits at college and theater
Mixture of old and new	Town meeting voting process
Mixture of old and young	

Clean water  
 Centrally located in the state  
 Farms are gone  
 Sports for children are important  
 Community band  
 Welcoming  
 Quaint  
 Lots of character  
 Lovely churches  
 Unspoiled landscape  
 Increasing diversity  
 No public beaches  
 No local public transportation  
 Traffic issues  
 Still have Quaker Meetinghouse that's active  
 Great school staff  
 Uniform architectural style  
 Involved parents  
 Coverage bridge and arched bridge  
 Legally confusing  
 Dangerous downtown (traffic)  
 No big chain stores  
 Very effective fire, police and rescue squad  
 Strong sense of community  
 Good economic employment mix  
 Fresh air, no smog  
 The College  
 Lots of tasty restaurants  
 A lot of talented people willing to share talents  
 Good public library  
 Nautilus facility  
 Good dedicated doctor  
 Good drinking water  
 Lack of community park

Large natural areas north and west of town  
 Too many federal mandates that filter to community  
 Excellent transfer station  
 Amy Brook park  
 Declining property values  
 Strong economic base  
 A torn community that needs to be healed  
 Overcrowded High School  
 Great Memorial Day parade  
 Increasing property values  
 Shortage of parking downtown  
 Access to federal flood lands  
 A sister community project  
 Sense of own history  
 Second highest tax town in state  
 A good transfer recycling station  
 Wonderful wildlife  
 A sense of history  
 Pat's Peak  
 Group dedicated to studying history of town  
 No nice swimming places  
 Easy access to Concord  
 Everything you need but a clothing store  
 College hockey rink get used by community  
 Access to mountains, oceans and cities  
 Too many trucks  
 Plenty of unpaved roads  
 Town without a Rite Aid  
 The only one on earth  
 New England College graduates that have enriched our community.

### **The Vision - What do we want Henniker to be like in the future?**

Lower taxes  
 Education moved off property taxes  
 Greater cultural and racial diversity  
 Large increase in local jobs  
 Extend sidewalks.  
 Cleaner air, water, and open space

Whole town on waste water treatment  
 Strong educational system  
 Encouragements to improve personal property  
 Youth center and park  
 A safer Proctor Square

Strong town-college partnership  
Higher tolerance of how people have to  
make a living  
Health and recreation center  
Curbside pickup  
Preservation of character of town  
Talented artisans and craftspeople  
Too many sand and gravel pits  
Too many people restricting other  
people's activities  
No Family Practitioner or Pediatrician  
Good support groups and community  
help in town  
Shortage of commercial space  
Strong forest products industry  
Community church concerned with  
community activities and strong  
Sunday school  
Supports strong education  
Edina Dean Proctor, poet, & Amy  
Cheney Beach, composer  
Beautiful retail-oriented downtown  
and separate industrial area  
Adequate services for young and elderly  
Ability for seniors to retire comfortably  
in our community

Public transportation  
Programming for adolescents  
Nursing home residences  
No more big lights  
Traffic light in center of town  
Ability to encourage growth of business  
and yet maintain rural flavor  
Affordable for our children  
Creative art program for youth and  
adults  
Opportunity for residents to build a  
sense of community  
Great school  
Noise restrictions  
Wise utilization of our natural resources  
Less regulation  
A million dollar donor like Peterborough  
More music and community events  
Letters to businesses from town less  
aggressive  
Better walking facilities  
Better transportation to other towns  
People ready to help each other  
Continued upgrade of roads and  
highways

## **Historical Presentation**

Angela Robinson gave a brief narrative of the history of Henniker.

## **Community Profile Ten Components**

After we developed a mosaic and vision for Henniker, Judith Bush introduced us to the idea of discussing Henniker within the framework of 10 qualities which can be used to profile a community. These topics, drawn from the work of The National Civic League and adapted by UNH Cooperative Extension are important components of any successful community. These components make a community work well now and sustain the cultural, economic and environmental health and vitality for the long-term future.

### **Civic Infrastructure**

1. Effective Community Leadership: A Broader Definition
2. Informed Citizen Participation: More Than Voter Turn-Out
3. Intergroup Relations: Celebrating Diversity Within the Community

## **Community Infrastructure**

4. Keeping Our Cultural Heritage Strong: Arts, Festivals and Celebrations
5. Education and Social Services: Meeting our Citizens' Needs
6. Community Infrastructure: The Basics that Serve Our Needs

## **Environment**

7. Natural Resources Base: Water, Energy and Materials
8. Working Landscape: Village, Farm and Forest

## **Economy**

9. Economic Vitality: Stability through Diversity
10. Local Business, Local Wealth: Re-Circulating Money Within the Community

Next, 10 small groups of approximately 18 people each were randomly formed, one group for each of the components. The small groups adjourned to various rooms where facilitators lead the groups in their discussions and recorders made notes on more large tablets. Each group considered the definition of their component and was asked to consider the statements listed below in order to begin the discussion. Participants were asked to list the strengths of Henniker as they saw them, and then to list its weaknesses. Next the groups gave some thought to the problems and issues they thought were important to the town's future. Finally, each group was asked to identify five key issues which need to be addressed in the town. These were brought back to the whole group and highlighted in five-minute summations presented by a member of each small group.

## **1. Effective Community Leadership: A Broader Definition**

(Facilitator: Jim Crane; Recorder: Nancy Evans; Participants: Martha Sunderland, Laurie Graub, Maguerite Walsh, Cynthia Burns, Peter St. Lawrence, Paul Renaud, Marant Chase, Eleanore Kjellman, Carol Hamilton, Judith Englander, Laura Starner, Charles Farwilla, maria Cann, Jay Zax, Edith Butler, Jane Morrill-Winter, Marc Aucoin.)

### Statement of Purpose

The public, private and non-profit sectors must all develop leaders who can cooperate with each other in enhancing the long-term future of the community. Leadership must be responsive, honest, efficient, enlightened, fair and accountable. Leaders should be representative of their community, and should have both a grasp of the community's problems and the ability to envision an economically secure, environmentally sound and socially viable future. Leaders should be attuned to the potential to exploit opportunities and to solve problems of the community by cooperating with other neighboring communities.

### Statements a community should consider:

- There is active leadership in all three sectors in the community: public, private and non-profit.
- Leaders seek out the interests and ideas of local citizens.
- They represent diverse community interests (age and gender groups, length of time they have resided in the community, etc.).

- Leaders demonstrate knowledge, accountability, professionalism, and innovation.
- Leadership is results-oriented.
- Leaders demonstrate long range (20+ years) thinking. They understand the impacts of their actions on the long term health and vitality of the community.
- Leaders are willing to consider and utilize alternative methods for delivering services, and to undertake regional solutions where appropriate.
- All three sectors actively recruit, train, and empower new leaders.
- Leaders have a common forum to discuss issues with other leaders in the region.
- Regional policy conflicts get resolved.

#### Group Response: Community Leadership Strengths

- Town administrator system.
- Leaders most effective when come in on an issue (focused) and fragmentation is missing and have needed support.
- Strong leaders in emergency.
- Self motivated people who assume responsible with no reward.
- History of working with elected officials (between citizens and elected officials.)
- Cooperation among elected leaders.
- Officials/leaders are well informed on issues.
- Committed leaders.
- New England College graduates have stayed in town.
- Natural leaders in community (citizens leaders) - they are organizing and volunteering.
- Strong listeners and communicators.
- Things seem to get done.
- Town generally well run.
- Strong level of personal investments in town and willingness to work.
- Test of effective leadership is if they have followers and support.
- Leaders show sense of balance with what town's people want and what they think (leaders respond to the people).
- Focus balance on town and larger community.

#### Group Response: Community Leadership Concerns

- Town has been directed by strong leadership that is biased and working to a specific personal goal.
- Effective leaders who can or do no longer (burn out) continue in leadership role.
- Town has no means of communication; lack of intra-community news - people don't know what is going on.
- Can not evaluate leaders.
- No vehicle in place to communicate.
- Need to define "effective leaders".
- "Natives" no longer participate in town government.
- Polarization of groups in town - leaders can decrease or increase this.
- Leaders can increase polarization around an issue.
- "Old leaders" allowed town to grow - with influx of "new" people - the "old" leaders no longer were effective (issue of changes).

- Leaders tend to lean toward lack of growth - don't want change.
- "Senior citizens" are not able to keep homes because of taxes - leaders not responding to senior's needs.
- Town leadership cannot control property taxes - this is a state issue for state leaders.
- Effective leaders need to motivate the people to act.
- Lack of communication.
- Many resources exist at no cost (regional, federal) - town leadership not tapping resources.
- Lack of cooperative with New England College.
- Undervaluing the college as a resource.
- College leadership affects the town; avenues need to be made to bring college and town leadership together.
- Leading for the present and not the future (college as well as town)

#### Community Leadership: Vision for the Future

- Put welfare of town before personal interests.
- Has awareness of variety of constituencies in town and is responsible to them.
- Empowerment by townspeople to accomplish future goals for their benefits.
- Leaders change as a community changes.
- Will have and utilize a vehicle for communication with townspeople on regular basis.
- Future way of communication: webpage.
- Develop a method of communication and how to fund it.
- Leadership to become professionalized - causes polarization (trend).
- People with informal power taking more power or leadership.
- Need to avoid polarization and burnout.

#### Key Issues for Now and the Future:

1. Need citizens to stay involved in community leadership.
2. Need a channel of communication between leaders and community/college/state.
3. Need leaders who are sensitive and responsive to the needs and issues of the "non squeaky" wheels.
4. Need ability to bring factions together and build consensus in order to earn respect and receive respect from citizens.
5. Leaders need to have inspiration for long range visions and solutions with the skills to recognize and tap into resources.

## 2. Informed Citizen Participation: More Than Voter Turn-Out

(Facilitator: Kurt Bastian; Recorder: Marilyn Sullivan ; Participants: Wayne Colby, Dague Clark, Gail Kennedy, Benjamin Ayer, Neal Martin, Janet Romanelli, Jean Lewis, Brad Routon, Jean-Louis Nicknair, Hilary Aucoin, Harry Umen, John Echternach, Daphna Anderson, Cordell Johnston, Susan Williamson, Nicky Frost, William Fraser.)

### Statement of Purpose

If a community is to be strong, citizens must participate through voting in local elections, serving on governmental boards, attending public hearings and being active in civic organizations. Declining ability of government to meet community needs means that philanthropy and volunteerism become even more important. All citizens need to develop knowledge and skills to contribute to community life. All sectors within a community – private, public, and nonprofit -- must each take responsibility for the community's civic education and generate and share information with the public. Sharing in problem solving and planning for the future as a community increases pride in the community and can result in an ethic of giving and sharing as a way of life.

### Statements a community should consider:

- Citizens know how the system works.
- It is easy for newcomers to learn how to get involved in the community.
- People can find out what is going on in the community.
- We have a \_\_\_\_\_ level of volunteerism and philanthropy in the community. The best and weakest areas are \_\_\_\_\_ .
- Citizens are actively involved in major projects.
- Citizens volunteer to serve on local boards and committees.
- Participation is proactive instead of reactive.
- Civic organizations and local businesses actively contribute to community functions.
- Citizens have the information they need to make good decisions.
- There is both adequate and balanced media coverage of local events and issues.
- Local committees and boards communicate well with each other and the public and with other boards and committees throughout the region.
- Local citizens are actively involved in civic and business organizations and clubs that involve interaction with residents of neighboring communities.
- Civic education efforts involve the entire community.
- Schools, churches, youth and civic groups provide citizen education and promote community service.

### Group Response: Strengths in Citizen Participation

- High level of volunteerism.
- A lot of communication through schools and college.
- Number of activities where people can become active.
- Interwoven ties of citizens.
- We're small enough that we're tied together- small community.
- Local businesses get information out - post it, counter flyers (mail).

- Henniker Herald (newsletter).
- Volunteerism is valued– people will ask neighbors and friends to get involved; not a shy town.
- Town minutes and meetings are posted throughout town.
- Citizen’s forum before town board meeting.
- At least two local newspapers.
- Elementary and middle school volunteers; recreation committee volunteers.
- Welcoming atmosphere to new folks.
- Word of mouth.
- People “jump” at chance to volunteer in sports and in other areas too.
- Good fire and rescue organization.
- People interact in community.
- Through churches, real estate agent, town hall, and library, service organizations, and clubs.
- During election time strong political candidates forum.
- School notices - Friday.
- The New England College graduates remain in area.

#### Group Response: Concerns about Citizen Participation

- Henniker Herald only comes out twice per year– could come out more often, like monthly.
- Lack of understanding on how to get involved.
- There’s always room for more participation.
- Takes awhile to develop contacts if you don’t have kids in school.
- No central clearing house for volunteer opportunity and needs.
- Kids (adolescents especially) don’t have enough volunteer opportunity and have the education about opportunities.
- Need parents to step forward on service type opportunity in addition to sports opportunity.
- Kids need to see beginning to end of project; “community service” concept is stigmatized.
- Lack of scouting leadership and 4-H.
- Lack of a youth center or youth service organization.
- Lack of curriculum in service learning in middle school.
- New England College students could be more involved in Henniker issues, events and in school.
- Kids should be educated about citizenship and giving back to community.

#### Citizen Participation: Vision for the Future

- Monthly Henniker Herald and same information on website.
- New England College is a resource we could utilize more effectively.
- Volunteer bulletin board or electronic clearinghouse or coordinator to match opportunities or liaison to match service needs and opportunities (it could list human assets/capacities).
- Revitalize Town/Gown Committee.
- Publicize good things that groups are doing in town.

- Kids learn more about town government operations and procedures.
- Community service learning as part of curriculum in middle school.
- More social/recreational activities for adults.

#### Key Issues for Now and the Future:

1. Increase and diversify communication methods and deliveries (i.e. Henniker Herald, website and volunteer bulletin board, liaison, clearinghouse and/or volunteer coordinator).
2. Bring about wider community participation and opportunities to serve.
3. Provide database of community skills, talents, and interests of the citizens.
4. More civic and service learning education through curriculum at elementary and middle schools.
5. More activities for youth and adults (to strengthen community networking).

### **3. Intergroup Relations: Celebrating Diversity Within the Community**

(Facilitator: Priscilla Dube; Recorder: Tim Fleury; Participants: Tim McComish, Bill McGraw, Martha Taylor, Paul Fraser, Lillian Ayer, Roni Hardy, Dale Clement, Montford Sayce, Mark Anderson, Gary McGrath, Larry Parrish, Maria Colby, Jackie Cowell.)

#### Statement of Purpose

A community is made up of different people with different interests, experiences and backgrounds. These characteristics may divide a community into natural groups but there must be cooperation among them if the community is to work well. Increasing social complexity presents challenges to reaching consensus or resolving conflicts but also provides opportunities for cultural enrichment. As disagreements arise, neutral forums and processes are needed where all opinions can be heard and consensus encouraged. In addition, programs are needed to increase communication and understanding of different perspectives among groups and within the community as a whole.

#### Statements a community should consider:

- There is adequate communication among diverse interest groups in the community such as natives/newcomers, summer/year round residents, young parents/retirees, as well as business community, commuters, etc..
- Groups like the above are involved in identifying community goals and in resolving community issues.
- All groups have skills to become involved in the community.
- Formal and informal forums exist for sharing ideas and resolving public issues.
- Collective decisions which represent broad input are reached and implemented.
- Groups cooperate in resolving broad disputes.

- Small, specific conflicts do not escalate into larger issues.
- The community deals with critical issues before they become crises.
- The self image of the community is a positive one.
- Social and cultural diversity are celebrated in the community.

#### Group Response: Strengths in Intergroup Relations

- Individual vs. group.
- Respect viewpoints.
- Henniker has a lot diversity such as socioeconomic and age.
- Stratification - economic.
- Diverse educational levels.
- Striving to be a tolerant inclusive community.
- Constructively disagree; non-divisiveness.
- Bringing the community together rather than separating.
- Seeing diversity as a resource.
- Celebrating community within diversity.
- What is the relationship between individuality and the group?
- Success in linking diverse groups, such as service groups in school.
- Painting the fire station.
- PTA playground.
- Community Profile.
- Volunteers for White Birch Project.
- Fire prevention week.
- People rallying in death, sickness and emergencies.
- Many networks of support.
- Many of people who came to New England College have stayed.
- This profile is closest to neutral forum.

#### Group Response: Concerns about Intergroup Relations

- Many natives have left.
- Many of those who have moved away were from farm families.
- Change in diversity.
- Increase in diversity and decrease in diversity.
- An inability to deal constructively with diversity and diverse thinking.
- No constructive dialogue.
- No place for neutral forums.
- Despite opportunities to volunteer there are still isolated groups.
- You have to belong to a group in order to have a network of support.
- Have inability to accommodate those people who feel they are not a part of a group.
- Weakness for community to not be able to utilize certain elements of community who have no connection with community other than living here.

#### Intergroup Relations: Vision for the Future

- Need a neutral forum where all opinions can be heard and consensus encouraged.
- Develop a series of single topic forums for discussion of town needs and/or

concerns.

- Forum for facilitating a healing process on divisive issues.
- Promote the benefit of input from all groups.
- Participation is key.
- Protect the people who disagree.
- Need to allow for all opinions.

#### Key Issues for Now and the Future:

1. Become more inclusive and tolerant.
2. Develop periodic forms with a trained facilitator for major community issues, divisive issues.
3. Promote diversity as a resource.
4. Balancing the desire for increased diversity with consensus building.
5. Find a way to encourage participation by all.

#### **4. Keeping Our Cultural Heritage Strong: Arts, Festivals and Celebrations**

(Facilitator: David Foley; Recorder: Debbie Cheever; Participants: Carolyn McKean, Nancy St. Laurent, Darby McGraw, David Marshall, Carol Clarke, Sue Pennock, Barbara French, Christine Mulcahey, Denise Rico, Joan O'Connor, Tish Dodge, John Hassell, Angela Robinson.)

#### Statement of Purpose

The cultural life of a community can be a strong source of pride for citizens. Arts, theater, local festivals and celebrations all reflect and build a community's positive sense of itself and strengthen the fabric of all social interactions within the community.

#### Statements a community should consider:

- The community celebrates itself in many different ways, including \_\_\_\_\_.
- There are special cultural centers, events and festivals within the community.
- These events are well known within and outside the community.
- The community preserves and enhances what is special and unique about its cultural heritage.
- Children are encouraged to participate in cultural events.
- Citizens are part of larger regional cultural events.

#### Group Response: Strengths in Cultural Areas

- Preserve town hall – historic site.
- Town band – tradition – slice of.
- Way town set up – downtown area.

- Main entrance to town – has been preserved – come into a nice town!
- Old Home Days.
- Memorial Day parade.
- Christmas weekend – cookies, band breakfast with Santa Claus.
- Inter faith peace celebration.
- Access to College theater events, gallery.
- Positive cultural connection with College.
- Positive town/gown relationship.
- Award winning John Stark Theater Department.
- Access to College facilities.
- Strong music in school.
- Town sports – everyone included.
- Historical Society.
- Historic sites in town.
- Supportive community center.
- Community taken responsibility for culture – not too restrictive.
- Fosters pride in property appearance.
- Urban renewal grant helped to beautify downtown.
- Beautification of College campus.
- Active churches.
- Fiber Studio – craft courses.
- Historical Society restoring academy hall.
- New England College Theater Department.
- Town library.
- Students are educated at New England College and stay in community.
- Ocean Born Mary House.
- Acceptance and embracement of people – cultural diversity and individual.
- Amy Cheney Beach – born here.
- Edina Dean Proctor – lived here.
- Bruce Elliot- Identify Historical sites in town.
- Amy Brook Park.
- Duck race.
- Outdoor Guide.
- Halloween party.
- Children’s fair.
- Open house- neighbors in need.
- Henniker Garden Club.
- Sister Claire Fund.
- SAN project with Nicaragua.
- Paul Bryan Jazz Band.
- Past- village dance.
- Children’s story hour.
- High school Band.
- Middle school orchestra.
- Girl scouts.
- Boy scouts/Cub scouts.

- 4-H.
- Religious youth groups.
- Interfaith youth group.
- White Birch senior program – lunch, walks, and tours.
- Indoor walking club – seniors.
- Intergenerational project with College/Rush Square community schools.
- College library.
- Internet access - College/town library.
- LINEC- learning institute at New England College for seniors.

#### Group Response: Concerns about Cultural Areas

- More opportunities music/arts/dance for youth 3 and up.
- Access for home school youth.
- Lack of racial diversity.
- Improvement on Old Concord Road.
- Lack of appreciation for opportunities for diversity.
- Decline in international students at New England College.
- Lack to transportation out of Henniker - museums and cultural events.
- More school exchanges.
- Lack of use of cultural and ethnic backgrounds and resources.
- Lack of mentor programs.
- Lack of information of news listing cultural opportunities.
- Sometimes groups don't mix – cliques (social groups), adults.
- Lack of activities for single people.
- Lack of football for youth.
- Lack of non-competitive sports for youth.
- Too much emphasis on sports.
- Lack of individual physical activities.
- High tax rate detracts from investing in cultural opportunities.
- Lack of promotion of local artists.
- No performance stage in community.
- No art center.
- No swimming pool.
- Need someone to coordinate culture/arts.

#### Cultural Areas: Vision for the Future

- Performing and cultural center – theater gallery.
- Auditorium – New England College and community support.
- Expanded Old Home Day: More events and more community involvement for cultural opportunities.
- More cultural events to promote these.
- Newspaper to promote cultural events.
- Showcasing historic Henniker.
- Historical walking tour in outdoor guide.
- Video of history of Henniker.
- Keep “Henniker Secret” bumper stickers.

- Oral history of Henniker.
- Youth involvement in Henniker history and solutions.
- Keep it only Henniker on earth – get rights.
- Classes given by artists to adults and adolescence through SAU.
- Strengthen ties between College and town.
- Maintain landmarks, rivers, and architecture.
- Maintain rural character – thoughtful, considered growth.
- Maintain cultural investment in town.

#### Key Issues for Now and the Future:

1. Support and strengthen bonds between college and town and what the college brings to the community.
2. Nurturing a sense of community that already exists.
3. Increase communication about cultural activities in community through things like: privately owned newspaper, strengthen existing papers' coverage of Henniker, radio, etc.
4. Showcase and preserve historical Henniker.
5. Strengthen and maintain existing cultural activities and festive events with openness toward expansion and available grants.

## **5. Education and Social Services: Meeting our Citizens' Needs**

(Facilitator: Sarah McGraw; Recorder: Kelly Dearborn-Luce ; Participants: Yolande Nicknair, Amy Veilleux, Bruce Veilleux, Nancy Davison, Terry Trier, Joanna Lemire, Ross D'Elie, Dennis Holt, Lynnea Koester, Bob Clarke, Tim Russell, Marjorie Elinoir, Jill Fournier, Linda Connor, Melinda McGrath, Alan Robichaud .)

#### Statement of Purpose

All citizens have a need for food, clothing, shelter, and for the education of their children. Although some needs are met by local, state, and federal programs, caring communities still keep a neighborly eye on fellow citizens. Things like pre-school programs, youth services, low-income housing, after-school extracurricular youth programs, and preventive health and substance abuse programs help to strengthen the social foundations of a community.

#### Statements a community should consider:

- Education and social services are provided equitably.
- The community provides services to its neediest citizens.
- The community, through its schools or other programs, offers counseling on parenting or family relationships.
- Local and/or regional programs or services are offered to meet citizen's needs:

- such as daycare/substance abuse/ recreational/youth counseling.
- Services are adequate and well utilized.
- School programs are adequate for the community's needs.
- School planning is forward thinking and open to regional solutions.
- Local government addresses qualitative concerns about service.
- Government considers and utilizes alternative methods of service delivery.

#### Group Response: Strengths in Education and Social Services

- White Birch Community Center.
- Food pantry.
- Scouts.
- Youth groups.
- Community interest.
- Volunteers.
- Riverbend.
- Free New England College education - elderly.
- Reduced New England College tuition.
- Partnership with New England College and John Stark.
- Active PTA.
- Youth sport program.
- Strong community spirit- John Stark and middle school.
- Drama department.
- Awareness of history society and support of working with schools.
- Volunteer playground.
- Skateboard park.
- Student support with park.
- Student involvement in community.
- Police, rescue, fire.
- Church.
- Alcoholics Anonymous group.
- Elderly lunches.
- Facilities for elderly health programs.
- Meal on Wheels.
- Preschool special needs.
- Learn not to burn and DARE Programs flourish; co-op between teachers and programs.
- Hockey and New England College.
- Pats Peak (reduced rates).
- Local health support.
- Domestic violence co-op.
- Public kindergarten.
- NH Teacher of year award.
- College community.
- Claremont/court decision.

#### Group Response: Concerns about Education and Social Services

- No youth center- 10+ - teens.
- Coalition between Henniker/Weare at High School - friction.
- “Expense” with elderly (tax).
- Academic probation - High School.
- Low test scores.
- Hours of study hall- John Stark.
- Lack of support of elderly.
- Education – weakness.
- Poorly utilized facility in community for community youth activities.
- No outdoor ice rink.
- Abuse/vandalism of community parks/projects.
- Lack or respect for public facilities.
- Relationship between community and New England College students.
- Lack of town/gown – visible.
- Lack of communication with town/gown.
- Community wide newsletter/information.
- Over crowding.
- Utilization of space at High School (classroom).
- Respect of community to be more involved with school (voting).
- Inequal representation of High School population.
- Landscaping at High School.
- ? support with arts (other than sports).
- Lack of state fund for youth center/activities.

#### Education and Social Services: Vision for the Future

- Organized youth activity.
- Elderly support services.
- Better communication.
- State financial aid.
- Adult education.
- Respect public facilities.
- Teach respect – sense of ownership.
- Stronger town/gown.
- Interaction of programs.
- Strong education programs preschool- 16<sup>th</sup>, etc....
- Town paper.
- More cultural activities
- Theater/summer.
- Welcome wagon.
- Continue strong volunteers keep encouragement.
- Strong (response) Police, Fire, Rescue Department.

#### Key Issues for Now and the Future:

1. Volunteerism - keep support and encouragement.
2. Relationships - with Weare and John Stark; New England College and town.

3. Academics - quality of education; taxes/funding/test scores/accreditation; teacher support.
4. Communication - town-wide; Henniker and Weare.
5. Youth and elderly programs - academics, sports, arts, etc.

## **6. Community Infrastructure: The Basics that Serve Our Needs**

(Facilitator: Lisa Hustis; Recorder: David Seavey; Participants: Sam Kjellman, Martha Yager, Gregory Gage, Wayne Peasley, Steve Connor, Jack Bopp, Ray Fournier, Bob Konze, Robert Morse, Robert Pitcher, Brenda Wright, Peter Wright, Alice Norton, Don Emerson .)

### Statement of Purpose

Public buildings, schools, sidewalks, sewers, roads, and the public water support -- are basic to the existence of a community. They absorb most tax dollars and sharply influence the community's quality of life.

### Statements a community should consider:

- Schools and other public facilities exist in the community.
- Other services such as \_\_\_\_\_ are needed.
- Our public water sources are protected.
- Our community does a great job handling disposal of its wastes.
- The town has a plan for financing the maintenance, expansion and replacement of its public facilities. It is open to regional solutions for future infrastructural needs.
- There is adequate housing available for elderly or disabled individuals. For people of lower income.
- Public buildings such as schools and town hall adequate for our needs. They are accessible to people with disabilities and are energy efficient.
- Officials address qualitative concerns about facilities and systems and utilize alternative methods of service delivery.
- Our officials are professional and entrepreneurial in meeting public facility needs.
- Appropriate physical connections are being made, such as public transportation between housing and job sites.

### Group Response: Strengths in Infrastructure

- Good volunteerism.
- Fire department.
- Athletic fields.
- Playground.
- Police department.
- Police building.
- Athletic teams.
- Parks.

- Human resources – good relationship between industry and town government.
- Pride and loyalty from staff (maintenance) and managers in upkeep of buildings and facilities.
- Excellent library.
- Updates to town facilities.
- Sidewalks great! -- safety.
- Public water sources protected – tastes good.
- Buildings handicapped accessible.
- Good location (geographic).
- Quality of education great – special education good.
- Elderly and low-income housing good.
- Road maintenance in a timely manner.

#### Group Response: Concerns about Infrastructure

- Lack of adequate physical space at high school.
- Cooperative school is a weakness (funding formula a weakness).
- Don't perceive need to manage growth.
- Some regulations a weakness.
- Too many unfunded mandates in special education and building codes.
- Lack of volunteerism for technical and controversial policy making.
- Henniker doesn't encourage new businesses.
- Expensive to live in Henniker.
- Phone service problems (doesn't benefit business) cell phones/exchange problems.
- Local school, regional school, and town office – lack of communication relating to capital projects.
- Lack of long term assessments and long term financial planning – instant gratification too much too soon (all at once).
- Difficult to plan because of uncertainty of state education funding.

#### Infrastructure: Vision for the Future

- Zoning changes to target and attract clean industries, i.e. recycling businesses.
- Commercial fitness centers (tennis, aerobics, weight training).
- Build relationship between college and town for sharing of education/athletic facilities.
- Closer cooperation between 3 governments (2 schools and town) in relation to capital ventures.
- Create a youth center.
- Extend water to commercial industry.

#### Key Issues for Now and the Future:

1. Manage (balance) growth.
2. Coordination between schools and town departments.
3. High School - overcrowding and cost.

4. College/Town relationship - share education/athletic facilities.
5. Utilization of volunteers.

## **7. Natural Resources Base: Water, Energy and Materials**

(Facilitator: Austen Furness; Recorder: Cathy McComish; Participants: Ron Taylor, Liz Warriner, Donna Peasley, John Partridge, Evelyn Pitcher, Carole Hockmeyer, Rob Yager, Geoffrey Hirsch, Lynn Richardson, Cheryl Morse, Shirley Hewitt, Anne Sayce, John Morris.)

### Statement of Purpose

Natural resources are materials from nature that maintain and enhance a community. This includes food, fuel, and materials used in everyday life. A sustainable community attempts to balance the rate at which renewable resources are consumed with the rate at which they are renewed. Dependence upon nonrenewable resources is minimized as much as is feasible. A sustainable community also attempts to reduce the amount of waste and emissions produced by increasing energy efficiency, and tries to minimize the effect of wastes that are created

### Statements a community should consider:

- The community has recently inventoried its natural resource base.
- Some of these resource feature are unique or some way important regionally or statewide.
- Natural resources and open space play an important economic role in the community.
- Critical resources are being negatively impacted by competing land uses.
- Huge steps have been taken to provide regulatory controls to assure the continued availability of these resources.
- A few steps have been taken to provide long term land protection to assure functioning natural resource systems.
- The community has addressed regional natural resource features and issues with surrounding communities.
- A large percentage of waste generated is recyclable and recycled.

### Group Response: Strengths in the Natural Resource Base

- State and federal laws protect rivers.
- Include flood control.
- Well established municipal water supply.
- Good park and extensive open area.
- Army Corps. more cooperative.
- Keep dirt roads.
- Good of road trails – recreational.
- Farms.
- Woods – provide energy, heat, recreation, commercial and business.
- Current use laws.

- 80%- 85% land in current use.
- Stonewall – granite, rocks.
- Amount of recycling.
- Contoocook River.
- Sand and gravel pits.
- Transfer station.
- New England College environmental science department.
- New England College horticulture department.
- Light environment impact of sports/recreation.
- Maple syrup and blueberries, etc.

#### Group Response: Concerns about the Natural Resource Base

- No pond regulations/guidelines.
- Use of salt on roads and highways.
- Limited local energy sources.
- No community pursuit of alternative energy.
- No education on alternate energy sources.
- Not enough farming.
- Need for common ground for vegetables and garden.
- Lack of municipal effort to explore solar energy.
- Overuse of sand and gravel.
- Lack of impact studies of sand and gravel.
- Lack of inventory of sand and gravel pits.
- Damage to personal property from sand and gravel pits and trucking.
- Lack of baseline noise thresholds.
- Only 15-20 % is what is being recycled.
- Lack of proactive guidelines for recycling.
- Total dependence on cars.
- Lack of public transportation.
- Unsafe walking or biking roads.
- Roadside litter control

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#### The Natural Resource Base: Vision for the Future

- Incentives for better recycling.
- Program for community agriculture (gardens).
- Seek alternatives for road salt; volunteer for future studies.
- Municipal electric company.
- New England College/town environmental group (schools, town, New England College).
- Cut a tree, plant a tree exchange.
- Request park commission – to the item above.
- Protect the river and ponds.
- Encourage alternative energy sources (solar).
- Master plan for safer walkways and biking.

### Key Issues for Now and the Future:

1. Lack of coherent recycling plan: encouragement, education, include children.
2. Protection and maintenance of water resources: decrease salt use on roadways; river, ponds, wetlands.
3. Alternative energy sources: municipal use, other community alliances, private, solar, wind.
4. Alternatives to private vehicle use: sidewalks, bike paths, public transportation.
5. Impact studies on renewable and non-renewable land uses: gravel pits, trees on town owned land.

## **8. Working Landscape: Village, Farm and Forest**

(Facilitator: Lorin Mulligan; Recorder: Amy Jowers ; Participants: Robert Elinor, Jude Partridge, Rob Pimentel, Paddy Furness, Bob Furness, Philip Marsland, Kayla Patenaude, Patricia Proctor, Bob Carr, Joseph Damour, Julie Clemons, Lorna Doon, Dick Ludders, Joyce Meyer, Ruth Funk.)

### Statement of Purpose

The natural assets of a community consist of places of natural beauty that contribute significantly to the quality of the residents. Streams, rivers, walking trails, working farms, clean air, pastures and open land help determine a community's personality. They contribute to the everyday pleasures of a community life. A sustainable community practices effective management of natural assets so as not to undermine their existence or ability to function over time.

### Statements a community should consider:

- Our town's special water and land sites are \_\_\_\_\_
- There is broad community interest and participation in maintaining these natural assets.
- Our natural systems within the community are healthy.
- The local economy and population are putting stresses on those natural systems.
- There are ways to increase the resilience of the local natural systems to allow them to respond to adverse or changing conditions, such as \_\_\_\_\_.
- Current systems, such as waste management, are handled in a way that preserves the integrity of natural systems in the community without damaging the integrity of natural systems elsewhere.
- Existing businesses are environmentally sound.
- Public water sources are protected.

### Group Response: Strengths in Working Landscapes

- Federal flood plain.
- Abundance of forested/ open spaces.
- Lots of water – lakes, river.

- Wetlands.
- Older generation to pass on history.
- Core village geographically in town center.
- Land not suitable for commercial development/residential development.
- Wildlife.
- Recreational space.
- Environmentally conscious transfer station.
- College, cross country trails/snowmobile, railroad bed, biking, abandoned Route 114, kayak access to Contoocook River.
- Tree farms, blueberry, pumpkin, orchards, maple syrup.
- Flood plain – agricultural uses.
- Current use incentive.
- Working goat dairy farm.
- Clean air/water.
- Conservation Commission, recycling committee, volunteer committees.
- Quaintness/foliage supports tourism.
- Pats Peak/Craney Hill.
- Amey Brook Park.
- People /volunteers maintaining recreational areas.
- Snowmobile Club – making trails.
- Parks – existing in town.
- Old paper mills site.
- Wings of Dawn – bird rehabilitation.
- Community codes to protect the environment.
- Fishing/hunting.
- Future generation.
- Village school.
- New England College.

#### Group Response: Concerns about Working Landscapes

- Flood plain.
- No place to swim.
- Current use.
- Lack of utilization of our natural resources.
- Lack of accessibility.
- Lack of control of population growth.
- Lack of growth plan (impact fees).
- Winter road treatment.
- High tax rate.
- No formal recreational trails.
- Pond hurt by past practices.

#### Working Landscapes: Vision for the Future

- Encourage tourism and improve down town- make pedestrian friendly.
- Regulation to safeguard our natural resources.
- Practicing sustainable stewardship.

- Expand focus of park commission.
- Devote resources (financial) to planning process.
- Encourage and publicize community projects.
- Establish multi-use trails.
- Protect Route 202 roadside; maintain beauty.
- Teach basic skills (home economics – industrial skills).

Key Issues for Now and the Future:

1. Lack of growth plan: devote resources (financial) to planning process.
2. Encourage/publicize community projects.
3. Safeguard our natural resources (village, flood plain, parks, open spaces, forests).
4. Impact of high taxes.
5. Utilize/promote our natural resources.

**9. Economic Vitality: Stability through Diversity**

(Facilitator: Steve Neuhoff; Recorder: Russ Jowers ; Participants: Anne Gordonsmith, Pam Graub, Rick Willgoose, Scott Johnson, Bob Fredette, Michael Baker, Marvin Braiterman, Marty Davis, Thea Braiterman, Patti Bowser, Iris Pimentel, Michael Ferguson, Paul Brien, Rick Patenaude.)

Statement of Purpose

The need to maintain flourishing workplaces is of great importance to communities. A sustainable community includes a variety of businesses, industries, and institutions which are environmentally sound, financially viable, provide reasonable wages and benefits to workers, and provides those workers with opportunities to develop their skills through training, education, and other forms of assistance to prepare for the community's future needs. Government, businesses and public service organizations are all important in attracting new investment and in developing new businesses that suit the character of the community.

Statements a community should consider:

- Many types of businesses, industries, and institutions make up the economic base of the community and the region, such as \_\_\_\_\_.
- We have a diverse economic base. No one sector or one employer dominates; there is a wide variety of sectors and employers.
- Existing businesses are environmentally sound.
- There are locally available education opportunities to provide residents with skills that match the needs of local businesses.
- There are business services lacking in the community, such as \_\_\_\_\_.
- There are many types of jobs available to residents in terms of security, wage levels, skill levels, and benefits, examples \_\_\_\_\_.
- Wages allow the majority of the population to enjoy a reasonable life style.

### Group Response: Strengths in Economic Vitality

- Good/diverse cross section of business.
- 49% of residents work here.
- Lot of cottage industry here.
- Heavy industry concentration out of center.
- Close proximity to job opportunities out of town.
- Route 202 main highway for east-west route.
- Town businesses attract tourists.
- Beautiful town.
- River.
- Early presidential primary attracts candidates, media, and publicity.
- College attracts diverse people.
- College contributes directly and indirectly to tax base.
- College also contributes to local business economy.
- Local industry contributes to town tax base.
- Diverse local job opportunities.
- Large room for growth.
- Strong community service.
- Strong schools attract families.
- Town adaptability.

### Group Response: Concerns about Economic Vitality

- Too many business regulations.
- Too little commercial zoning.
- Anti-business attitude.
- Insufficient health services.
- Excessive tax rate.
- Excessive town budget.
- Parking downtown.
- Not enough local support for local business.
- Vendors cannot lease town property.
- Insufficient teen facilities/activities.
- Not enough information about local goods/services/products.
- Need to plan as part of a larger regional economy.
- Too much traffic downtown.
- Town meeting voting process.

### Economic Vitality: Vision for the Future

- Controlled growth.
- Thoughtful growth plan.
- More public involvement with earlier participation.
- Greater and more aggressive solicitation of public opinion.
- Encourage local business development - industrial.
- Active welcome to new people and businesses.
- Business tax incentive.
- Friendlier town hall.

- Town employee accountability.
- More recreational facilities including swimming.
- Respect for diverse life.
- Capital reserves program.
- Developed as vital part of regional economy.

Key Issues for Now and the Future:

1. Maximize the development of town and college relationship for each other's benefit.
2. Understand and attempt to reconcile divergent attitudes toward economic growth and development.
3. Pursue diverse local business development and manage spending in order to broaden the tax base while maintaining our quality of life.
4. Develop a plan for local and regional growth including traffic flow and routes.
5. Establish long term consensus building as part of strategic planning.

## **10. Local Business, Local Wealth: Re-Circulating Money Within the Community**

(Facilitator: Greg Champlin; Recorder: Fred Roberts; Participants: Kathleen Hatt, Pam Smith, Nancy Emerson, Sheila Evans, Vikki Cater, Diane Meehar, Dave Currier, Howard Proctor, Bob Jones, Stephen Quinn, Jeffrey French, Barney Starmer, Mark Mich, Ted Parkins, Skip Hustis, Ruth Zax.)

Statement of Purpose

Local control of businesses is important to the economic health of a community. The more often money circulates within the community before leaving, the more the community benefits. Locally controlled businesses allow employees to have a voice in the decisions that affect them.

Statements a community should consider:

- A large percentage of the community's businesses, industries and organizations are locally owned.
- A large percentage of the community's businesses, industries and organizations have linkages to the local environment, social structure or economy.
- To a large extent, local businesses purchase products from each other.
- There are additional business services needed that could be locally provided and locally owned.
- There is an adequate supply of locally owned, locally controlled credit available for local businesses.
- Employees have a voice in the decisions of their employer.
- There is a reasonable distribution of wealth across the population with a small gap between the haves and the have-nots. This distribution has changed over time.

### Group Response: Strengths in Local Business

- Wide variety of businesses.
- Location.
- Lots of business opportunities.
- Large tax base.
- Natural resources.
- Locally owned.
- Customer loyalty.
- Desirable setting for home business.
- Strong spirit of entrepreneurship.
- Safe community.
- Tourist trade.
- Traffic flow.
- New England College and alumni support.
- Availability of land.
- High taxes discourage competition.
- Opportunity for local employment.
- Cordial inter-business.
- Technology infrastructure accessibility.
- Community supportive of business.
- Business supportive of community.
- Good town services.
- Ambiance of the community.
- Two local banks.
- Zoning.
- Local wages earned are spent in local businesses.
- Business supports business.

### Group Response: Concerns about Local Business

- Regulations to begin a new business.
- No active economy development committee.
- Lack of effective Master Plan.
- No Chamber of Commerce.
- High taxes!!
- Lack of prime commercial property.
- Contradictory regulation results.
- Laws to rigid/lack of common sense.
- Lack of small downtown retail businesses.
- Lack of downtown space.
- Lack of adequate parking.
- Unsafe sidewalks, cross walks – busy intersection.
- Too noisy – downtown.
- Contradictory values and goals and attitudes in regard to business growth and development.
- No family restaurant.

- People shopping out of town.
- Town officials/employees do not have a pro-business attitude.
- Lack of citizen participation at selectmen meetings and town meetings.
- Lack of communication between government officials and general citizenry.
- Lack of local labor force.
- Out of town businesses attract local labor away from Henniker.
- Larger businesses subject to regulations.

#### Local Business: Vision for the Future

- More businesses to offset property taxes.
- Increased businesses that are compatible with Henniker culture.
- Fair taxation from the state to enhance business development in Henniker.
- Improved infrastructure.
- Controlled population growth.

#### Key Issues for Now and the Future:

1. Master Plan developed/updated by diverse group of committee members with emphasis on regulation and reform.
2. Fair/equitable tax structure.
3. Local support and better relationships between businesses and local government.
4. Maintain charm, character (ambiance) of community and downtown.
5. Focus on the development of downtown infrastructure.

# Saturday Morning

Everyone reassembled bright and early Saturday morning in the Henniker Community School where we were greeted by hot coffee, muffins and donuts. There were a few folks there who had not been present Friday evening and they soon felt the enthusiasm of the rest of the group. Similarly, a few members of the Friday night small groups were missing. However, most of the people were stalwarts who had signed on for both days.

The 10 easels from the small groups of the night before were arrayed across the front of the room, each bearing a list of the five key issues for that topic area. Our working day began with short presentations from a member of each of the groups, explaining their group's list. Judith then presented us with her version of a condensed list of overarching issues which she felt had come up repeatedly in various ways in the small group lists. The entire group worked together to evaluate and refine this list. After some discussion, eight key issues emerged as important to study for the future of Henniker. This list is presented below along with some of the related ideas that were mentioned.

## Key Issues

2. Communication
3. Planning
4. Schools
5. Relationship Building
6. Youth and Adult Activities
7. Protecting Our Natural Resources
8. Balanced Economic Growth
9. Strengthening Community Involvement

## PROJECT IDENTIFICATION AND EVALUATION

After a short mid-morning break, participants each chose which of the eight key issues they would like to discuss further and broke into small groups accordingly. Each topic attracted enough people to form a small working group.

The task of each group was to think about problems that existed in each area and then to brainstorm possible solutions/answers to the issue identified. We did that by thinking out loud for half an hour or so about "problems" and "goals." Then we suggested solutions, from practical to fanciful to idealistic. The next step was to evaluate the reality of each possible solution/project using the following impact/feasibility grid.

<b>IMPACT:</b> How much will it matter?	High			
	Moderate			
	Low			
		Low	Moderate	High
		<b>FEASIBILITY: How possible is it in our community?</b>		

We copied this grid onto a piece of large easel paper and each of our proposed solutions onto sticky notes. For each solution, the group decided together what the feasibility and impact of the solution would be. Then we placed the sticky note in the appropriate box.

Based on the grid, each group chose three solutions and wrote them up as proposals on their easel to be presented to the large group. Some groups chose only proposals with high impact/feasibility ratings, while others chose projects from a variety of ratings. Small projects which were highly feasible, but of low impact, were favored by those who wanted to start small and accomplish something quickly. Long term, difficult projects had advocates who were willing to commit to longer struggles with high rewards. Many of the groups proposed a combination of proposals. Verbatim notes from each of the groups are presented below.

## 2. Communication

(Facilitator: Jim Crane; Recorder: Deb Cheever; Participants: David Reid, Iris Pimentel, Wayne Colby, Carol Clarke, Rick Willgoose, Donna Peasley, Wayne Peasley, Rod Pimentel, Paul Renaud, Tim Russell, Joanna Lemire, )

### Clarification of the problem/issue to be addressed

- Not cross channeled - no central clearinghouse.
- Identification of conflicting events.
- Can get information on Web but there may not be access to everyone due to technology - has to be maintained.
- Will contain information fed into Town Hall.
- Forms of communication need to be maintained.
- Beyond calendar - people need to have information on issues.

### What We Have Now

- School community notice.
- Local Business Association newsletter.
- Church newsletters.
- Henniker Herald - Selectmen - 4 times a year - lack of current events.
- The New Englander - New England College.
- Local newspapers.
- John Stark - What's Happening - only for students in school.
- Henniker is online - working on interaction - community calendar.
- Potential White Birch - newsletter - now only for seniors and families enrolled.
- Town group communication posted in 3 areas of town: Town Hall - School and Town minutes; Post Office; school; library.

### Customers of Communication

- Residents of Henniker - all ages.
- Non school inclusive - people don't know about concerts, etc.
- People need tax information.
- Local business owners.
- Local Business Association puts out newsletter - to members only.
- People who visit town - visitors; Rotary - outdoor guide made available.
- Students, parents, faculty.

### Possible Solutions

- Make information available in Herald and other sources of newsletters, communication in community, other sources of information for residents.
- Community social supper.
- "Harvard" Square place to put notices.
- Communication needs to go out but also invite people to join in.
- Explore possibility of working with New England College's journalism program.
- Make people aware they can use Herald to communicate information.
- Voice mail to everyone.
- Henniker Herald - more often.

- Develop website.
- Phone number at Town Hall to dial into get events, calendar.
- Develop Media One network.
- Broadcast Selectmen's meetings.
- Community calendar from White Birch.
- Combine mail lists into one community-wide database.
- Maintain existing vehicles.

### Project Evaluations

#### High Impact/High Feasibility

- ▶ Community calendar from White Birch.
- ▶ Henniker Herald - more often - once a month.
- ▶ Develop Media One network.
- ▶ Develop website.
- ▶ Phone number at Town Hall to dial into to get events, calendar.
- ▶ Explore possibility of working with New England College's journalism program.
- ▶ Make people aware they can use the Herald to communicate.
- ▶ Have information available in Herald, other sources of newsletters, communication and other sources to residents.

#### High Impact/Moderate/Low Feasibility

- ▶ Voice mail to everyone.

#### Moderate Impact/Low Feasibility

- ▶ Broadcasting Selectmen's meetings.
- ▶ Combine mail list into one community-wide database.

#### Low Impact/High Feasibility

- ▶ Maintain existing vehicles.

#### Low Impact/Moderate Feasibility

- ▶ Harvard Square place.

#### Low Impact/Low Feasibility

- ▶ Community social supper.

## **3. Planning**

(Facilitator: Kurt Bastian ; Recorder: Amy Jowers; Participants: Nancy St. Laurent, Ray Fournier, Gregory Gage, Ted Parkins, John Spaulding, Peter Wright, Benjamin Ayer, Jay Zax, Roni Hardy, Edith Butler, Martha Sunderland, David Foley, Joseph Damour, Cordell Johnston, Bob Konze, Deb Kreutzer.)

### Clarification of the problem/issue to be addressed

- Need current vision of Town's future.

### Possible Solutions

- Update Master Plan to reflect current and changing vision (town, regional),

historical, economic, aesthetic.

- Mechanism to get community input: - door to door, canvassing, webpage. questionnaire.
- Communicate the vision plan.
- Professional assistance with planning.
- Downtown plan.
- Review subdivision regulations.

#### Project Evaluations

##### High Impact/High Feasibility

- ▶ Review subdivision regulations.

##### High Impact/Moderate Feasibility

- ▶ Update Master Plan to reflect vision.

##### Moderate Impact/High Feasibility

- ▶ Downtown commission to plan.

## **4. Schools**

(Facilitator: Sarah McGraw; Recorders: Kelly Dearborn-Luce; Participants: Dick Ludders, Janice Christiano, Bob Fredette, Ruth Funk, Geoffrey Hirsch, Patti Bowser, Lillian Ayer, Bob Clarke, Jane Morrill-Winter, Lynnea Koester, Eleanor Kjellman, Sheila Evans, Marguerite Walsh, Sam Kjellman, Barney Starmer, Nancy Foley.)

#### Define/Possible Solutions

- Cost/funding - fair and equitable state funding.
- Quality: test scores, diverse curriculum.
- Life long learning; schools/component being supported.
- New England College - help overcrowding.
- Henniker town relationship with Weare - communicate.
- Lack of attendance at School Board meetings.
- Administration at High School - regular newsletters to at least school population and whole community.
- Educating community.
- Voting systems (town's).
- Overcrowding control, i.e. zoning.
- Impact fees/planning and zoning.
- Cost per student compared to town cost.
- Good preschool through college educational opportunities plan for children and continuing education opportunities locally for adults. Using resources in community school - John Stark and New England College.
- Separation of Weare and Henniker schools.
- Difference of opinions between Weare and Henniker.
- Charter High School - Henniker students only; committee to study, research.
- Increase communication with federal representatives - reference money for education.

- Salary increase to support teachers.
- Maintain smaller class size to benefit teachers.
- Reduce teacher salary.
- Age reduced to three for preschoolers.
- More public preschool.
- Building space - develop, i.e. population.

## Project Evaluations

### High Impact/High Feasibility

- ▶ Quality: test scores, diverse curriculum.
- ▶ Henniker town relationship with Weare - communicate.
- ▶ Lack of attendance at School Board meetings.
- ▶ Administration at High School - regular newsletters to at least school population and whole community.
- ▶ Educating community.
- ▶ Cost per student compared to town cost.
- ▶ Good preschool through college educational opportunities plan for children and continuing education opportunities locally for adults. Using resources in community school - John Stark and New England College.
- ▶ Separation of Weare and Henniker schools.
- ▶ Difference of opinions between Weare and Henniker.
- ▶ Charter High School - Henniker students only; committee to study, research.

### High Impact/Moderate Feasibility

- ▶ Cost/funding - fair and equitable state funding.
- ▶ Salary increase to support teachers.
- ▶ Maintain smaller class size to benefit teachers.
- ▶ Building space - develop, i.e. population.

### High Impact/Low Feasibility

- ▶ Voting systems (town's).
- ▶ Overcrowding control, i.e. zoning.
- ▶ Impact fees/planning and zoning.
- ▶ Increase communication with federal representatives - reference money for education.
- ▶ Reduce teacher salary.

### Moderate Impact/Moderate Feasibility

- ▶ Life long learning; schools/component being supported.
- ▶ Age reduced to three for preschoolers.
- ▶ More public preschool.

## **5. Relationship Building**

(Facilitator: Priscilla Dube; Recorder: Tim Fleury ; Participants: Cindi Burns, Angela Robinson, Melinda McGrath, Neal Martin, Dick Martin, Julie Clemons, Thea Braiterman, Jean-Lois Nicknair, Joyce Meyer, Darby McGraw, Scott Johnson, Daphna Anderson, Margaret Chase, Lorin Mulligan, Anne Sayce, Anne

### Clarification of the problem/issue to be addressed

- Underutilization and lack of awareness of organizations and services within community.
- How do we engage the community and its respective membership.
- Polarization between New England College and community.
- Gap between long-term residents and newcomers.
- Disenfranchised groups hurt the whole community.
- Diversity needs to be respected and fostered.
- Work toward having a newspaper.
- Factionalization.
- Acknowledge that there are many different groups in community.

### Possible Solutions

- Set up a way to foster relationships among groups.
- Create jobs, housing, and services so people stay in community.
- Forums.
- Ongoing meetings between official town and official college.
- Welcome wagon.
- Bulletin or newsletters.
- Coffee house.
- A committee of representatives from New England College and community to communicate what's going on - a rotating chair, leadership, responsibility and agenda - open to community at large.
- Adopt-a-college student program.
- A Henniker webpage with a calendar of current events, a directory of information organizations with volunteer connections.
- Increase Rush Square student connection.
- Increase student/church connection.
- New England College weekly radio show - a call in show on specific community-related topics.
- Intergenerational activities.
- Community accessible computer to access webpage.
- Make Henniker Herald monthly.

### Project Evaluations

#### High Impact/High Feasibility

- ▶ Welcome wagon.
- ▶ Intergenerational activities.
- ▶ Forums on specific topics.
- ▶ Set up a way to foster relationships among groups.
- ▶ Adopt a New England College student.
- ▶ Monthly Henniker Herald - on line, in public areas.
- ▶ Bulletin or newsletters.
- ▶ A committee of representatives from New England College and community to

communicate what's going on - a rotating chair, leadership, responsibility and agenda - open to community at large.

- ▶ Ongoing meetings between "official" town and "official" college.

#### High Impact/Low Feasibility

- ▶ Increase student/church connection.
- ▶ Create jobs, housing, and services so people stay in community

#### Moderate Impact/High Feasibility

- ▶ Community accessible computer to access webpage.
- ▶ Increase Rush Square student connection.
- ▶ Henniker webpage with a calendar of current events, a directory of information organizations with volunteer connections.

#### Moderate Impact/Moderate Feasibility

- ▶ Better use of college radio station; weekly radio show? call in show?

#### Low Impact/Moderate/Low Feasibility

- ▶ Coffee house - nighttime gathering place

## **6. Activities for Youth and Adults**

(Facilitator: Lisa Hustis; Recorder: David Seavey; Participants: Maryellen Schule, Susan Williamson, Vikki Cater, Hilary Aucoin, Yolande Nicknair, Lorna Doon, Ruth Zax, Christine Spaulding, Edie Storey, Carol Hamilton, Rachel Lehr, Robert Morse, Jackie Cowell.)

#### Clarification of the problem/issue to be addressed

- Recreation Committee needed for coordination. Youth sports - need for non-structured athletic programs.
- Access to fields - safety.
- Youth activity alternatives.
- Elderly and youth alternative activities.
- Identify available resources.
- Coordination of youth and adult resources.
- Lack of elderly transportation.
- Physical facility needed for elderly/youth/adult (Community Center).
- Target specific age groups.
- Improve dialogue between youth and elderly to identify needs.
- Town recreation committee needed.
- Mentor program - youth and elderly.

#### Possible Solutions

- Establish community activity and cultural committee to:
  - plan, develop and implement new programs for the community
  - coordinate existing programs for the community
  - involve potential participants in design of programs

- Identify volunteers and talents/develop database
- Accessibility to programs:
  - senior transportation - volunteer Dial-a-Ride
  - youth access to fields - safety.
- Appoint a coordinator of community service volunteers (College and school resources coordination);
  - grants - state family resource centers
  - mentor program - youth, elderly.
- Inventory available space - grange, New England College, town/schools space, other.

### Project Evaluations

#### High Impact/High Feasibility

- ▶ Establish community activity and cultural committee to:
  - plan, develop and implement new programs for the community
  - coordinate existing programs for the community
  - involve potential participants in design of programs
- ▶ Appoint a coordinator of community service volunteers (College and school resources coordination);
  - grants - state family resource centers
  - mentor program - youth, elderly.

#### High Impact/Moderate Feasibility

- ▶ Accessibility to programs:
  - senior transportation - volunteer Dial-a-Ride
  - youth access to fields - safety.

#### Moderate Impact/High Feasibility

- ▶ Identify volunteers and talents/develop database.
- ▶ Inventory available space - grange, New England College, town/schools space, other.

## **7. Protecting our Natural Resources**

(Facilitator: Steve Neuhoff; Recorder: Russ Jowers; Participants: William Fraser, Bruce Veilleux, Amy Veilleux, Joan O'Connor, Denise Rico, Nancy Davison, Lynn Richardson, David Marshall, Dague Clark, Mary Marvel, Mark Mitch, Kathleen Hatt, Dale Clement, Janet Romanelli, Larry Parrish, Judith Englander.)

### Clarification of the problem/issue to be addressed

- Low participation in recycling.
- Loss/fragmentation of undeveloped land.
- Downtown parking and safety.
- Air/noise/light/litter pollution.
- Lack of environmental issue communication.

### Possible Solutions

- Explore methods to encourage participation in recycling:
  - education
  - financial incentives
  - mandatory
  - pay-as-you-throw
  - curbside pickup
  - program re-design.
- Encourage public participation in Master Plan review/land use issues such as:
  - zoning
  - site plan review
  - subdivision review
  - Conservation Committee
- Encourage preservation of undeveloped land:
  - donation to private non-profit organization town/state
  - public purchase of conservation easements.
- Inventory water resources and monitor water quality:
  - preserve/improve quality where appropriate.
- Improve traffic safety.
- Decrease/mitigate air/noise/light/litter/water pollution through:
  - education
  - regulation.
- Increase communication through:
  - encouraging use of website, input to, and reading it.
  - encourage more frequent publication of Henniker Herald
  - encourage use of community bulletin boards
  - use current publication better.

## Project Evaluations

### High Impact/High Feasibility

- ▶ Explore methods to encourage participation in recycling:
  - education
  - financial incentives
  - mandatory
  - pay-as-you-throw
  - curbside pickup
  - program re-design.
- ▶ Inventory water resources and monitor water quality:
  - preserve/improve quality where appropriate.

### High Impact/Moderate Feasibility

- ▶ Encourage public participation in Master Plan review/land use issues such as:
  - zoning
  - site plan review
  - subdivision review
  - Conservation Committee

- ▶ Encourage preservation of undeveloped land:
  - donation to private non-profit organization town/state
  - public purchase of conservation easements.

#### High Impact/Low Feasibility

- ▶ Improve traffic safety.

#### Moderate Impact/High Feasibility

- ▶ Increase communication through:
  - encouraging use of website, input to, and reading it.
  - encourage more frequent publication of Henniker Herald
  - encourage use of community bulletin boards
  - use current publication better.

#### Moderate Impact/Moderate Feasibility

- ▶ Decrease/mitigate air/noise/light/litter/ water pollution through:
  - education
  - regulation.

## **8. Balanced Economic Development**

(Facilitator: Greg Champlin; Recorder: Fred Roberts; Participants: Sue Pennock, Ellie Day, John Echternach, Bob Carr, KirkAbbott, Paul Fraser, Mark Anderson, Ross D'Elie, Jeff French, Barbara French, Carolyn McKean, Bob Jones, Tim McComish, Bill French, Barbara French, Jean Lemire, Michael Ferguson, David Currier.)

#### Clarification of the problem/issue to be addressed

- Need for healing.
- Property rights versus regulations and resident sentiment.
- Diversity.

#### Possible Solutions

- Town leaders/government need to have better understanding and support of local business.
- Apply common sense and flexibility to regulations.
- Change perception of “no new business.”
- Ongoing review of current Master Plan.
- On-going review of site plan review process.
- Establish lines of communication between Planning Board and Zoning Board.
- Redefine commercial zones.
- Define terminology so citizenry understands what “commercial” means.
- Restructure taxes based on the commercial services.
- Identify types of new businesses we want to fit into Henniker.
- How to encourage them to come here.
- Revitalize the Economic Development Committee.
- Identify what Henniker has to offer which might attract potential businesses.
- Identify tax benefits or negatives that new businesses would bring in.

- Expedite length of time taken to make decision relative to Planning Board process (request).
- Henniker Business Association needs to educate town regarding business needs.
- Promote farm and agricultural businesses.
- Identify and resolve existing business problems.
- Expedite permitting process.

## Project Evaluations

### Not Placed on Impact/Feasibility Grid

- ▶ Planning Board must refer to Master Plan.
- ▶ Identify existing problems businesses are having and resolve.
- ▶ Henniker Business Association needs to educate town regarding business needs.
- ▶ Identify what Henniker has to offer which might attract potential businesses.
- ▶ Identify types of new businesses we want to encourage - how do we encourage them to come here?
- ▶ Town leaders/government need to have better understanding and support of local business.
- ▶ Revitalize the economic development committee.

### High Impact/Moderate Feasibility

- ▶ Redefine commercial zones.
- ▶ Ongoing review of current master plan.

### High/Moderate Impact/Low Feasibility

- ▶ Restructure taxes based on town services provided.

### Moderate Impact/High Feasibility

- ▶ Ongoing review of site plan review process.

### Moderate Impact/Moderate Feasibility

- ▶ Promote farming and agriculture.
- ▶ Identify tax benefits or negatives that new businesses would bring in.
- ▶ Expedite length of time taken to make decision relative to Planning Board process (request).

### Low Impact/High Feasibility

- ▶ Establish lines of communication between Planning Board and Zoning Board.

### Low Impact/Moderate Feasibility

- ▶ Define terminology so citizenry understands what "commercial" means.

### Low Impact/Low Feasibility

- ▶ Apply common sense and flexibility to regulations.
- ▶ Change perception of "no new business."

## 9. Strengthening Community Involvement

(Facilitator: Cathy McComish; Recorder: John Porter; Participants: Cheryl Morse, Marty Davis, John Kjellman, Gail Kennedy, Rita Murdough.)

### Clarification of the problem/issue to be addressed

- Small percent of people participate.
- Broaden involvement of some specialized groups (soccer moms, etc.).
- Know what is needed (job description of volunteer jobs and time commitment).
- Personal invitations.
- People are busy, work out of town, lack of social interaction.
- Fast pace life; keep to ourselves.
- People don't feel part of community.
- People afraid of long-term commitment.
- Internet and television uses up time.
- Cliques keep people away.
- People passive and self-centered - don't see civic responsibility.
- Volunteers need recognition.

### Possible Solutions

- Annual special newsletter listing areas of volunteering and projects.
- Increase frequency of Henniker Herald - short, concise.
- Public posting monthly (Post Office, store, Town Hall).
- One community bulletin board.
- Website; computerized database; talents, skills, volunteer opportunities.
- Develop service learning curriculum for elementary school; link learning → community → service (make it part of everyday life).
- Opportunities for parents and children to serve together.
- Groups for children; arts, sewing, theater (cooperate with college) - alternative to sports.
- Inventory of groups, organizations (this maintained by town office and updated).
- Social marketing blitz:
  - why should people be involved
  - social responsibility.
- Develop new community celebrations to bring thing together and other community events; keep them simple to organize.
- Police involvement in community events.
- Events committee
  
- Town government responsibilities to include support of community involvement and positive attitude.

### Project Evaluations

#### High Impact/Moderate Feasibility

- ▶ Develop new community celebrations. Keep them simple to organize.

#### High/Moderate Impact/High Feasibility

- ▶ Annual special newsletter listing areas of volunteering and projects.
- ▶ Inventory of groups, organizations (this maintained by town office and updated).

High/Moderate Impact/Moderate Feasibility

- ▶ Events committee.

Moderate Impact/High Feasibility

- ▶ Social marketing blitz:
  - why should people be involved
  - social responsibility.
- ▶ Police involvement in community events.
- ▶ Town government responsibilities to include support of community involvement and positive attitude.

Moderate Impact/Moderate Feasibility

- ▶ Develop service learning curriculum for elementary school.
- ▶ Opportunities for parents and children to serve together.

Moderate Impact/Low Feasibility

- ▶ Groups for children - alternative to sports.

Low Impact/High Feasibility

- ▶ Increase frequency of Henniker Herald - short, concise.
- ▶ One community bulletin board.

Low Impact/Moderate Feasibility

- ▶ Public posting monthly (Post Office, store, Town Hall).
- ▶ Website; computerized database; talents, skills, volunteer opportunities.

# Saturday Afternoon

## PROJECT SELECTION

We returned to the large group after lunch break. A member of each small group presented the projects that the group had come up with. Judith Bush led a short discussion about whether some projects overlapped and could be combined with other closely related ones. In the list of projects below, the ones which were combined or dropped from consideration are enclosed in brackets. [.....]

Every participant received five adhesive dots to use to "vote" on projects they thought were important for Henniker to work on right away. Each voter could place as many dots as they wished by any project, distributing their five votes as they pleased. The projects receiving the most votes would then be discussed in small groups. The list of project ideas follows. The number of votes each received is also noted.

### 1. Communication

1. Town wide communication once per month:
  - b. Use of New England College journalism students
  - c. Henniker Herald
  - d. Communication Calendar
  - e. Newspaper. 78 votes.
2. Common number to call Town Hall to get calendar of events and community information. 5 votes
3. [Use of technology to communicate: Media One development, webpage development. Vote 2 - 1.]

### 3. Planning

1. Review subdivision regulations. 2 votes
2. Update Master Plan to reflect vision. 80 votes
3. Downtown commission to plan. 10 votes

### 4. Schools

1. Develop a long-term plan to maintain and improve quality educational programs, preschool through adult. 11 votes.
2. Establish a committee to examine and propose solutions to the funding crisis in schools at local and state level. 18 votes.
3. Revisit the cooperative relationship between Henniker and Weare regarding the

John Stark Regional High School to examine issues of funding, quality, voting procedures and space. 48 votes.

## **5. Relationship Building**

1. Community building activities to connect people to people skills:
  - Welcome Wagon
  - forums on specific topics
  - intergenerational activities
  - adopt a New England College Student/Grandparent. 11 votes.
2. Create a working partnership of representatives from New England College and the town. 47 votes.
3. [Multimedia dissemination of information about community events, issues and programs. Vote 2 - 1.]

## **6. Activities for Youth and Adults**

1. Establish community and cultural committee to:
  - a. Plan, develop and implement new programs
  - b. Coordinate existing programs in the community
  - c. Involve potential participants in design of programs
  - d. Appoint coordinator of community service volunteers (New England College/High School). 62 votes.
2. Identify available space for programs:
  - a. Identify volunteers
  - b. Develop database of talents. 8 votes.
3. Accessibility to programs for seniors and youth:
  - a. Safe access to fields
  - b. Dial-a-Ride program. 9 votes.

## **7. Protecting Our Natural Resources**

1. Explore methods to encourage recycling participation:
  - education
  - financial incentives
  - mandatory
  - pay-as-you-throw
  - curbside pickup
  - program redesign. 47 votes.
2. Encourage preservation of undeveloped land:
  - donation to private non-profit organization/town/state

– public purchase of conservation easements. 47 votes.

3. [ Encourage participation in master plan review/land use issues:
  - zoning
  - site plan review
  - subdivisions review
  - conservation committee. Vote 3 - 2.]

## **8. Balanced Economic Growth**

1. Revitalize the Economic Development Committee to address:
  - Educate town regarding business needs
  - Identify potential new business types that fit into our Master Plan and economic growth needs and a means of encouraging them to join our business community. 79 votes.
2. [Review, update and implement Master Plan and capital Improvements plan. Vote 3 - 2.]
3. Promote and preserve agricultural assets. 35 votes.

## **9. Strengthening Community Involvement**

1. [Events committee to develop community celebrations - keep it easy to organize. Vote 6 - 1.]
2. [Newsletter and inventory of groups and organizations initiated and maintained by town officials with a spirit of community. Vote 2 - 1.]
3. Develop community service learning opportunities for youth. 9 votes.

## **ACTION STEPS**

After the voting, the group decided to focus in on the top seven projects. These were:

3. Communication
4. Updating the Master Plan
5. Reviewing Henniker/Weare School District Agreement
6. Create a Working Relationship of Representatives from New England College and the Town
7. Community and Cultural Center
8. Preservation of Open Spaces
9. Economic Development

Participants once again self-selected themselves into small groups according to the project that interested them most. Each group was asked to define the following:

- Goals and objectives
- Existing initiatives
- Potential obstacles and solutions
- Leadership
- Resources needed
- Action steps
- Timeline
- First step

Some of the groups used these steps as a way to focus their discussions and notes, while others did not. Hence, the reports that follow are in a number of different formats:

### **3. Communication**

(Facilitator: Jim Crane; Recorder: Deb Cheever; Participants: Carl Hamel, D.J. Reid, Rita Murdough, Sam Kjellman, Joanna Lemire, Donna Peasley, Wayne Peasley, Liz Warriner, Lilian Ayer, Daphna Anderson, Mary Marvel, Paul Renaud, Anne Gordonsmith, Larry Parrish, Maria Colby, Wayne Colby.)

#### Goals and Objectives

- Every citizen has opportunity to access accurate community information to include calendar of events, issue oriented information, roles for people to be involved in; information accurate and unbiased; information only, no editorials.

#### Potential obstacles

- Cost.
- Personnel and cost to be clearinghouse.
- Different organizations feed information to resource.
- Developing standard input form.
- Identifying all organizations in town.

#### Solutions

- Find personnel at town level to be a coordinator for information, to include written and webpage; a part time paid town employee or contracted service.
- Build a committee to explore and support this issue further.

#### Potential leaders

- Involve College.
- High School.
- Some people in town.
- Judy McKenna.
- Judy Englander.
- Peter Bakke.
- Leaders of special interest groups.

#### Timeline

- Identify a committee (by January).
- Identify local groups to send a representative to a meeting to gather data.
- Committee to have a proposal by February.

### First Meeting

- Thursday, December 10, 1998.
- 7:00 p.m.
- Court Room, Town Hall
- Convener, Liz Warriner, 428-7081, E\_Warriner@conknet.com

## **4. Updating the Master Plan**

(Facilitator: David Foley; Recorder: Kurt Bastian; Participants: Richard Willgoose, Rob Pimentel, Amy Veilleux, Bruce Veilleux, Gregory Gage, Tim McComish, Bob Konze, Ross D'Elie, Cordell Johnston, Jeffrey French, Bob Carr, Carolyn McKean, Barbara French, Alexis Spakoski.)

### Ideas for Updated Master Plan

- Develop a way to see that the Master Plan is carried out.
- To see what changes, if any, the Master Plan should implement or given more power.
- Sustain development with negative impact on taxes.
- How does the Planning Board get a sense of vision of town?
- Should every household have a copy of or know the Master Plan?
- Master Plan forum/committee.
- Consider people in Master Plan-related Henniker Profile that are on lists as helpers.

### Next Step

- Greg Gage to compile list of all the people who participated in small groups focusing on Master Plan (morning groups 3, 7, & 8) and afternoon group 4.
- Greg to send list to Cordell Johnston.
- Cordell to ask Planning Board to schedule public forum on Master Plan . Groups 3, 7, & 8to get special invitation.

## **5. Reviewing Henniker/Weare School District Agreement**

(Facilitator: Priscilla Dube; Recorder: Tim Fleury; Participants: Jolene Schillinger, Deb Kreutzer, Hilary Aucoin, Janice Christiano, Robert Morse, Carole Hockmeyer, Jane Morrill-Winter, Margaret Chase, Bob Clarke, Barney Starmer, Dick Ludders, Marguerite Walsh, Lynnea Koester, Sheila Evans.)

### Goals and Objectives

- Validate the fact that residents of Henniker need to revisit the agreement.
- Provide a quality educational opportunity for high school age students.
- Fair and equitable funding:
  - maintain and improve relationship with Weare and John Stark High School
  - review and know New Hampshire State laws and cooperative agreement
  - look for precedents in changes of cooperative agreement in other school districts
  - explore cost analysis of staying with or leaving the cooperative agreement
  - explore the feasibility of leaving the relationship
  - attempt to convince the voters that space is needed to provide a quality

education

### Planning

- Utilize existing elected School Board officials.
- Form a Henniker committee to review the cooperative agreement.
- Begin as soon as possible.

### Steps in Process

- Ask Rod Pimentel to take this issue to the Selectmen: Ask the Selectmen to commission a comprehensive cost analysis of the cooperative agreement/relationship between Weare and Henniker, including staying or withdrawing from the cooperative agreement.
- Selectmen to offer an open forum to present the results of the analysis.
- After the analysis, form a committee of volunteers to review the results and propose a plan of action.

## **6. Create a Working Partnership of Representatives from New England College and the Town**

(Facilitator: Lisa Hustis; Recorder: David Seavey; Participants: Michael Ferguson, Darby McGraw, Benjamin Ayer, Jean-Louis Nicknair, Melinda McGrath, Angela Robinson, Anne Sayce.)

### Goals and Objectives

- Maintain on-going sharing and exchanging of ideas, concerns, issues between college and town leadership.

### Existing initiatives

- Leadership breakfast group.
- Friends of New England College library programs.
- New England College participation with town committees, e.g. safety.
- New England College and school partnerships - service learning.
- New England College and community seniors learning LINEC.
- Historical Society and New England College.
- Sports/athletic facilities and connections.
- New England College (Library and Simon Center) facilities, band, theater, Elder hostel.

### Potential obstacles

- Perception by townspeople of students as a nuisance.
- Perception by students of townspeople as restrictive.
- Transportation of students.
- Finances.
- Lack of mutual interests.
- Time and scheduling.
- College personnel turnover.
- Student turnover.
- Town leadership turnover.

- Lack of interest/vision.

### Leadership

- Representatives from:
  - major businesses
  - college students
  - high school students
  - middle school students
  - student council
  - churches/clergy
  - school administration
  - town services
  - college trustees
  - New England College Alumni Board
  - citizens at large

### Resources needed

- Human - Steering Committee to set up goals, initiate letter; core group comprised of New England College leadership, town leadership, school leadership, and church leadership.
- Financial - minimal - secretarial services, etc.

### Action steps

- Establish Steering Committee:
  - tasks - establish broad leadership committee
  - develop mission statement.

### Timeline

- Steering Committee formed by March 1<sup>st</sup>, 1999.

### Responsible Person(s)

- Michael Ferguson (428-3069) to contact:
  - Scott Westover, PR/New England College
  - Kelly Clark, Town Manager
  - Thea Braiterman (Selectperson)
  - Don Joner (school).

### First Meeting

- December 6, 1998
- Convener, Michael Ferguson, 428-3069.

## **7. Community and Cultural Center**

(Facilitator: Steve Neuhoﬀ; Recorder: Russ Jones; Participants: Ruth Zax, Amy Jowers, Gail Kennedy, Ruth Funk, Jackie Cowell, Joyce Meyer, Yolande Nicknair, Maryellen Schule, Susan Williamson, Vikki Cater, William Fraser, Joseph Damour, Pat Proctor, Sue Pennock.)

### Goals and Objectives

- Make more cultural and social celebrations and activities available to the community.

### Action Plan

- Establish a town-wide committee for cultural, social and celebration activities to:
  - plan and develop and implement new programs for the community
  - coordinate existing programs
  - involve potential participants in design of programs
  - appoint coordinator of community service volunteers.
- Conduct a targeted survey of interests and needs:
  - families
  - youth
  - mature adults
  - singles
- Inventory existing programs, celebrations and resources including space.
- Identify volunteers and talents.
- Create an events clearinghouse.
- Committee should determine its organizational structure.
- Distribute information through the appropriate media.
- Suggested membership (not limited to):
  - New England College Art Department
  - Historical Society
  - White Birch Community Center
  - PTA
  - Library
  - Rotary
  - Lion’s Club
  - Churches
  - Scouts
  - Police/Fire Departments
  - Parents
  - Youth

### Resources

- White Birch Community Center.
- Church.
- PTA.
- New England College and High School community service program.
- Businesses.
- Town’s people.
- School.
- Grants.
- LINEC.
- UNH Cooperative Extension
- Youth
- Mature adults.

- River Bend.
- Guzouskas.
- Artisans and musicians.

#### First Meeting

- January 1999
- Committee coordinators: Vikki Cater and Ruth Funk.

## **8. Preservation of Open Spaces**

(Facilitator: Greg Champlin; Recorder: Fred Roberts; Participants: Mark Mitch, Dague Clark, Kathleen Hatt, Denise Rico, Joan O'Connor, Ray Fournier, Janet Romanelli, Dale Clement, Howard Proctor, Nancy Davison, Peter Wright, Lynn Richardson, Ted Parkins, Martha Sunderland, David Marshall, Roni Hardy, Mark Anderson, Lorin Mulligan.)

#### Goals and Objectives

- To prevent fragmentation of undeveloped land:
  - identify the categories of natural resource areas
  - educate land owners of preservation options
  - identify options
  - identify financial resources
  - education community regarding value of undeveloped land
  - what to do with flood plain? Investigate role of town.
  - investigate status of state-owned land.
- To preserve.....
- To increase amount of land under protection from developers.
- To protect natural habitats.

#### Potential obstacles

- Acknowledge and respect land owner rights and investments.

#### Existing initiatives

- Parks and recreation.
- Henniker Conservation Commission.
- Forest Society.
- Flood Plain - Army Corps.
- Audubon.
- Town government.
- French Pond Watershed Association

#### Resources

- UNH Cooperative Extension county forester, Tim Fleury

#### First Meeting

- November 19, 1998
- Town Hall

- Henniker Conservation Commission
- Contact Town Hall at 428-3221.

## 9. Economic Development

(Facilitator: Cathy McComish; Recorder: John Porter; Participants: Bob Jones, Ellie Day, Shirley Hewitt, Dave Currier, Jack Bopp, John Echternach, Scott Johnson, Nancy St. Laurent, Rick French, Barbara French.)

### Goals and Objectives

- Reconstitute and expand the charge of existing Economic Resource Committee.

### Initiatives

- Current status and membership of committee.
- What funds are available?
- Tie with central planning commission for information.
- Cooperate with Henniker Business Association.
- Involve Zoning and Planning Boards.

### Specific Projects

- Mailing citizens of town a survey to get a vision.
- Informational meetings.

### First step

- Ellie Day contact Selectman.

### First Meeting

- Monday, November 30, 1998
- 6:30 - 8:30 p.m.
- Firehouse
- Shirley Hewitt will convene group.

## CONCLUSION

Each small group reported back their plans to the entire group. The full group discussed next steps to keep up the momentum from the Profile, with each group appointing someone to maintain contact with the Henniker Profile Steering Committee.

The meeting adjourned at 3:30 p.m.

# Appendix A

## Henniker Community Profile Participants

Kirk Abbott Jr.	Gary Dodge	Robert Howard
Daphna Anderson	Patricia Dodge	Sachiko Howard
Mark Anderson	Lorna Doon	Skip Hustis
Hilary Aucoin	Leo Dube	Angelika Jahn
Jean-Paul Aucoin	Priscilla Dube	Cordell Johnston
Marc Aucoin	Ross D'Elie	Bob Jones
Lilian Ayer	John Echternach	Don Jones
Ben Ayer	Marjorie Elinor	Amy Jowers
Mike Baker	Robert Elinor	Russ Jowers
Spencer Bennett	Bruce Elliott	Arthur Kendrick
Brett Bernier	Nancy Emerson	Sally Kendrick
Jack Bopp	Judy Englander	Gail Kennedy
Patti Bowser	Sheila Evans	Eleanor Kjellman
Evelyn Bracey	Charles Farinella	John Kjellman
Marvin Braiterman	Michael Ferguson	Sam Kjellman
Thea Braiterman	David Foley	Lynnea Koester
Paul Brien	Ray Fournier	Bob Konze
Chris Brown	Jill Fournier	Deb Kreutzer
Cindy Burns	Paul Fraser	Rachel Lehr
Eddie Butler	William Fraser	Rocky Lehr
Maria Cann	Bob Fredette	Jean Lemire
Robert Carr	Rick French	Joanna Lemire
Meg Carson	Barbara French	Joshua Levesque
Steve Carson	Barbara French	Jean Lewis
Vicki Cater	Jeff French	Dick Ludders
Tom Chase	Robert French	David Marshall
Margaret Chase	Nicky Frost	Phil Marsland
Janice Christiano	Ruth Funk	Neal Martin
Kelly Clark	Austin Furness	Richard Martin
Bob Clark	Bob Furness	Mary Marvel
Carol Clark	Paddy Furness	Vicki McCloskey
Dague Clark	Greg Gage	Tim McComish
Dale Clement	Carol Gaidos	Cathy McComish
Julie Clemons	Joyce Goss	Melinda McGrath
Maria Colby	Gerald Graffam	Gary McGrath
Wayne Colby	Kleo Graffam	Bill McGraw
Linda Connor	Laurie Graub	Darby McGraw
Steve Connor	Pam Graub	Sarah McGraw
Jackie Cowell	Rudy Grimm	Carolyn McKean
Jim Crane	Patricia Hamel	Diane Meehar
David Currier	Carl Hamel Sr.	Joyce Meyer
Joe Damour	Carol Hamilton	Mark Mitch
Peggy Damour	George Hamilton	Jane Morrill-Winter
Elizabeth Davis	Roni Hardy	John Morris
Jeff Davis	John Hassell	Cheryl Morse
Marty Davis	Kathleen Hatt	Bob Morse
Nancy Davison	John Helfrich	Nina Morse
Marilyn Davison	Shirley Hewitt	Anna Mueser
Ellie Day	Geoffrey Hirsch	Kim Mueser
Barbara Dello Russo	Carole Hockmeyer	Chris Mulcahey
Vincent Dello Russo	Dennis Holt	Lorin Mulligan

Henniker Community Profile Participants (cont.)

Rita Murdough  
Steve Neuhoff  
Yolande Nicknair  
Jean-Louis Nicknair  
Alice Norton  
Carl Nudd  
Joan O'Connor  
Patty Osgood  
Ted Parkins  
Larry Parrish  
John Partridge  
Judi Partridge  
Kayla Patenaude  
Rick Patenaude  
Beth Ann Paul  
Donna Peasley  
Wayne Peasley  
Sue Pennock  
Iris Pimentel  
Rod Pimentel  
Evelyn Pitcher  
Robert Pitcher  
Pat Proctor  
Howard Proctor  
Stephen Quinn

David Reid  
Ed Reinish  
Paul Renaud  
Dave Reynolds  
Denise Rico  
Lynn Richardson  
Fred Roberts  
Alan Robichaud  
Walter Robinson  
Angela Robinson  
Janet Romanelli  
Brad Routon  
Russell Rowland  
Tim Russell  
Anne Sayce  
Montford Sayce  
Jolene Schillinger  
Maryellen Schule  
Mary Schumm  
Pat Smith  
Valerie Sorrels  
Brian Spain  
Alexis Spakoski  
Christine Spaulding

John Spaulding  
Peter St. Lawrence  
Bob St. Laurent  
Nancy St. Laurent  
Barney Starmer  
Laura Starmer  
Martha Sunderland  
Martha Taylor  
Ron Taylor  
Terry Trier  
Mary Twombly  
Harry Umen  
Veronica Vahsen  
Amy Veilleux  
Bruce Veilleux  
Marguerite Walsh  
Richard Willgoose  
Susan Williamson  
Peter Wright  
Martha Yager  
Robert Yager  
Jay Zax  
Ruth Zax  
David Zurmuhlen

Henniker Community Profile Facilitators

Kurt Bastian  
Greg Champlin  
Jim Crane  
Kelly Dearborn-Luce  
Priscilla Dube  
David Foley

Austen Furness  
Lisa Hustis  
Amy Jowers  
Russ Jowers  
Cathy McComish

Sarah McGraw  
Lorin Mulligan  
Steve Neuhoff  
Fred Roberts  
Elizabeth Warriner

Henniker Community Profile Steering Committee

Jack Bopp  
Gregory Champlin  
Margaret Chase  
Jackie Cowell  
Dave Currier  
Ellie Day  
Kelly Dearborn-Luce  
Ross D'Elie  
Sheila Evans  
Barbara French

Robert French  
Carol Gaidos, Co-Chair  
Carl Hamel Sr.  
Roni Hardy  
Carole Hockmeyer  
Lisa Hustis  
Russ Jowers  
Arthur Kendrick  
Gail Kennedy  
Bob Konze

Steve Neuhoff  
Yolande Nicknair  
Alice Norton  
Carl Nudd  
Rod Pimentel, Co-Chair  
Angela Robinson  
Ron Taylor  
Susan Williamson  
Ruth Zax

UNH Cooperative Extension Staff

Judith Bush  
Deborah Cheever  
Nancy Evans  
Tim Fleury  
John Porter

David Seavey  
Julie Simpson  
Sarah Smith  
Marilyn Sullivan  
Robyn Wojtusik