

SLATE VALLEY

UNIFIED UNION DISTRICT

FINAL REPORT

AND

ARTICLES OF
AGREEMENT

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ACT 46 STUDY COMMITTEE MEMBERS

Glen Cousineau	Orwell School Board Member and ACT 46 Study Committee Chair
David Carpenter	Community Member representing Orwell
Amy Munger	Benson School Board Member
Amy Hults	Fair Haven Union High School Board Member representing Benson
David Carrabino	Fair Haven School Board Member
Michael Bache	Fair Haven School Board Member
Julie Adams	Fair Haven School Board Member
Roy Eckler	Fair Haven Union High School Board Member representing Fair Haven
Pete DeCarolis	Fair Haven Union High School Board Member representing Castleton
Robin Schoenfeld-Fox	Community Member representing Castleton
Toni Lobdell	Castleton Hubbardton School Board Member representing Castleton
Tina Stevens	Community Member representing Castleton
Thomas Spangenberg	Castleton Hubbardton School Board Member representing Hubbardton
Richard Wilson	West Haven School Board Member

ACT 46 STUDY COMMITTEE CONSULTING STAFF

Ronald Ryan	Superintendent of Schools for Addison Rutland Supervisory Union
Cheryl Scarzello	Director of Finance for Addison Rutland Supervisory Union
Christopher Cole	Information Technology Coordinator for Addison Rutland Supervisory Union

MINUTE TAKER

Patricia Davenport

ACT 46 STUDY COMMITTEE LEAD EDUCATION CONSULTANT

Stephen Sanborn

ACT 46 STUDY COMMITTEE LEGAL SUPPORT

Christopher Leopold, Attorney

EXECUTIVE SUMMARY OF ADDISON RUTLAND SUPERVISORY UNION STUDY COMMITTEE

2015 – 2016 School Year History

The Addison Rutland Supervisory Union School Districts of Benson, Castleton, Fair Haven, Hubbardton, Orwell and West Haven spent a lot of time and effort during the 2015-2016 school year to initiate and approve an ACT 46 Study Committee consisting of fourteen members to look at what options would make sense for all our districts. The Study Committee decided at the time that the “Accelerated Plan” was the best option for the communities because it provided the most tax benefits and incentives overall. In developing the articles of agreement, the caveat was that all towns were “necessary”. The Study Committee felt our board members worked well together and that all the districts in Addison Rutland should be made necessary to proceed. The plan was then approved by the State Board of Education on January 19, 2016 and put to the voters to decide upon. A vote was held on April 12, 2016. The vote count had the following results per town.

- Benson 115 yes 47 no passed
- Castleton 263 yes 127 no passed
- Fair Haven 158 yes 129 no passed
- Hubbardton 66 yes 13 no passed
- Orwell 121 yes 211 no failed
- West Haven 32 yes 12 no passed

The Orwell Community was the only town that voted no, therefore the vote to merge the new Slate Valley Unified Union School District under the accelerated model failed. There was a petition filed in Orwell at the town clerk’s office on May 6, 2016, to have a revote in Orwell. That revote happened on June 21, 2016. The vote count had the following results for Orwell.

- Orwell 166 yes 204 no failed revote

Even though the vote margin was closer the vote did not pass and therefore ended the accelerated merger option for the districts. At that point the ACT 46 committee was dissolved.

2016 – 2017 School Year History

After a short deep breath, the Addison Rutland Supervisory Union Board and the six individual school boards for the towns wanted to continue with looking at other options and moving forward with another plan; especially knowing that five of the six towns voted yes to move forward on the last vote. On August 10, 2016 the six individual boards met and voted to form a new ACT 46 Study Committee. The Study Committee again consisted of fourteen members with eight of the members returning from the first study committee and six new members added. The Committee wanted to reeducate themselves on the different options available so our first meeting they invited the Agency of Education representatives, Donna RussoSavage and Brad James along with Vermont School Boards Association ACT 46 contact, Josh Gorman to attend and give the committee an overview of plans and timelines. The meeting was informative and helpful for all members especially the new members. The Study Committee after reviewing their options voted to move forward with a Regional Education District/Unified Union School District option with a fall back of a Modified Unified Union School District. The Study Committee agreed to keep the new name from the last plan and call it The Slate Valley Unified Union School District or The Slate Valley Modified Unified Union School District. The Study Committee was sensitive to concerns and reasons why Orwell voted “no” the first time around. As the Study Committee worked through the Articles of Agreement, they made some significant changes from the first time around. 1) All school Districts will be “advisable” rather than “necessary”. Because the committee has set everyone as advisable in their plan, each of the six school boards needed to vote to put this plan out to the voters to act on. Part of the reason for this was to keep everyone on the same playing field. It also allows for those towns wanting to move forward to form a unified union school district the opportunity to be able to do that. 2) Another change was in the articles of agreement for the closing of schools. The Study Committee has changed the wording to allow the new language to state that 75% or more of the Board of Directors and a positive vote of the municipality would be the only way to close a school. This language is also being considered to be imbedded in the warning. 3) The new board composition was a concern the first time around. Originally it was set up using proportionality of each town. The Study Committee has decided to use a hybrid model this time around and give every town three members creating an eighteen-

member board. Members of this new board would be voted on by every town. These changes will hopefully show flexibility and the intent to want to work together as a whole for the benefit of all our students.

As we move through this process there are concerns. One being that our first choice would be to have everyone on board as one new Unified Union School District. If that isn't possible our fall back is a Modified Unified Union School District where we would have four or five school districts merging together rather than all six. The process is doable but not our preferable model. We are also in a state of flux due to the change in political status in the state, from the Governor on down. The question that looms is will those political changes create some significant changes in the whole ACT 46 Process? We have been told by legislators in the Rutland Region that we should see no significant changes. Time will tell as the political regime settles in.

Based upon a strong history of collaboration and trust with our board members, administration, and staff there has been a lot of work completed in our current system structure regarding centralization of services. In our current system we have already centralized transportation, teacher's agreement, support staff agreement, food service, special education services, curriculum, professional development, as well as accounting and technology services. Therefore, it makes sense for our communities to join together as one unified union school district to support the best interests of our students. Our study committee believes the formation of a unified school district for Pre-Kindergarten through grade 12 would only enhance the overall quality of education for the students in our six communities. It would allow us more flexibility for students, staff, programming, athletics, and the arts. All students will have access to a rich array of high-quality learning opportunities within an aligned PK – 12 education system. The creation of a unified union school district would allow West Havens' Pre-K to 8 students to attend the Fair Haven Grade School for the first year of operation. The Board of School Directors shall adopt a school policy providing a process for parents or guardians to request that their child attend another elementary school within the union school district. Hubbardton students in grade 9-12 currently have school choice; however, the majority of 9-12 grade students in Hubbardton attend Fair Haven Union High School. Under a new unified union school district, all Hubbardton students would have to attend Fair Haven Union High School. Hubbardton students who are currently attending other schools at the time of this unified union school district transition would be grandfathered and allowed to finish in the current school they are attending. All students in grades 9-12 will have access to public high school choice through Vermont's public high school choice system. Each community feels that schools are the heart of the community and values and supports quality public education for their students. Overall, the creation of a unified school district would strengthen the quality and opportunities, it would promote achievement of high standards, and it would create efficiencies and flexibility, provide taxpayer value and promote transparency and accountability.

There would be tax reductions estimated in each community ranging from 4 cents to 8 cents depending on the town for the first year of operation however, after that there still will be tax reductions but difficult to predict how much when we do not have the information to predict the future.

Public Forums were held in each of our towns as listed below. They were well received and generated meaningful dialogue to inform the Study Committee whether they should change anything with the articles of agreement before submitting to the Agency of Education. The Act 46 Study Committee met after the community forums finalize the draft Articles of Agreement to put before the voters, pending Agency of Education and Vermont State Board approval.

Should we have a successful vote of all towns on March 7, 2017 along with the proper waiting period we will then on July 1, 2018, when the Union School District becomes fully operational and begins to provide educational services to students, of Benson, Castleton, Castleton-Hubbardton, Hubbardton, Fair Haven, Fair Haven Union High School, Orwell, and West Haven School Districts shall cease all educational operations and shall remain in existence for the sole purpose of completing any outstanding business not given to the Union School District under these articles and state law. Such business shall be completed as soon as practicable, but in no event any later than December 31, 2018. The Addison-Rutland Supervisory Union shall cease all operations within a reasonable timeframe of the completion of all outstanding business of its member school districts, but in no event any later than January 31, 2019.

Ultimately the Study Committee decided to proceed because we believed that unification provided the best opportunities for increasing educational opportunities and equity in our region.

ACT 46 COMMUNITY FORUM PRESENTATIONS SCHEDULE

WEDNESDAY, NOVEMBER 30, 2016	WEST HAVEN TOWN HALL	5:30 P.M.
WEDNESDAY, NOVEMBER 30, 2016	HUBBARDTON TOWN HALL	7:30 P.M.
TUESDAY, DECEMBER 6, 2016	BENSON TOWN HALL	5:30 P.M.
TUESDAY, DECEMBER 6, 2016	ORWELL TOWN HALL	7:30 P.M.
TUESDAY, DECEMBER 8, 2016	FAIR HAVEN ELEMENTARY SCHOOL	6:30 P.M.
WEDNESDAY, DECEMBER 14, 2016	CASTLETON HUBBARDTON ELEMENTARY SCHOOL	6:30 P.M.

Articles of Agreement

The Study Committee recommends that the following Articles of Agreement be adopted by each necessary and/or advisable school district for the creation of a Pre-Kindergarten through Grade 12 unified union school district to be named Slate Valley Unified Union School District, hereinafter referred to as the “Unified Union School District” or “Union School District”.

Article 1 – Advisable School Districts

The School Districts of Benson, Castleton, Castleton-Hubbardton Union School District, Hubbardton, Fair Haven, Fair Haven Union High School District, Orwell, and West Haven are advisable for the establishment of the Slate Valley Unified Union School District. The above referenced school districts that are not union school districts are hereinafter referred to as the “town districts”. There are no additional school districts being recommended at this time. The interest of the voters of the two union school districts are represented by the voters in the member town districts.

If all of the town districts vote to approve the merger, the Slate Valley Unified Union School District will commence full educational operations and services on July 1, 2018, under the provisions of Act 46.

In the event that the majority of the town districts vote to approve the merger, but one or two town districts votes against merger, pursuant to Act 156 (2012), Sec. 17, as amended, a Modified Unified Union School District (MUUSD) will be formed. In this case, the MUUSD shall be named the Slate Valley Modified Unified Union School District. Notwithstanding the above, due to their membership in the CastletonHubbardton Union School District, the Castleton Town School District and the Hubbardton Town School District must both vote to approve a merger in order for either town school district to become a PreK-12 member of a MUUSD. As such, neither town school district’s vote shall be included in the “majority of districts voting to approve the merger,” as defined in this paragraph, unless both districts vote to approve the merger. The Articles governing the Unified School District shall govern the MUUSD except as specifically provided in Articles 17-19 and Appendix A.

If a new unified union school district or MUUSD is created, then the districts merging to create that district including the existing union districts as appropriate, are referred to herein as the “forming districts”.

Article 2 – Grades Operated

The Union School District will provide Pre-kindergarten through grade twelve education to all of the students in the Union School District. Hubbardton students enrolled or attending a public or approved independent high school (grades 9-12) during the 2017-2018 school year at the expense of the Hubbardton School District as tuitioned high school students shall be “grandfathered”. Such Hubbardton students shall be permitted the option to continue to attend at the same public or approved independent school as tuition students at the expense of the Union School District. Except as specifically approved by the Union District’s Board of School Directors, and consistent with the state law, the tuitioning of “grandfathered” high school students shall cease on June 30, 2021.

Article 3 – Employee Contracts, Recognition and Collective Bargaining

The Union School District School Board will comply with 16 VSA Chapter 53, subchapter 3, regarding the recognition of the representatives of employees of the respective forming districts as the representatives of the employees of the Union School District and will commence negotiations pursuant to 16 VSA Chapter 57 for teachers and 21 VSA Chapter 22 for other employees. In the absence of new collective bargaining agreements on July 1, 2018, the School Board will comply with the pre-existing master agreements pursuant to 16 VSA Chapter 53, subchapter 3. The School Board shall honor all individual employment contracts that are in place for the forming school districts on June 30, 2018 until their respective termination dates.

Article 4 – School Construction and School Facilities

No new school buildings are necessary to, or proposed for the formation of, the Union School District. Pursuant to the provisions of Article 8, the Union School District will assume ownership and operation of existing school facilities of the forming districts commencing July 1, 2018.

Article 5 – Transportation

The Union School District School Board shall determine, in accordance with state and federal law, the transportation services to be provided to students in the Union School District.

Article 6 – Standardization of Curricula

The forming districts of the Union School District recognize the benefits to be gained from establishing district-wide curricula as well as their obligation to do so, and to otherwise standardize their operations on or before July 1, 2018.

Article 7 – Funds, Indebtedness and Special Funds **A.**

Capital Debt

The Union School District shall assume all capital debt as may exist on June 30, 2018, including both principal and interest, of the forming school districts that join the Union District.

B. Operating Fund Surpluses, Deficits and Reserve Funds

The Union School District shall assume any and all operating deficits, surpluses, and fund balances of any of the forming districts that may exist at the close of business on June 30, 2018. In addition, reserve funds will be transferred to the Union School District on June 30, 2018 and will be applied for such established purposes unless otherwise determined through the appropriate legal procedures.

C. Restricted Funds

The forming school districts will transfer to the Union School District any preexisting specific endowments or other restricted accounts, including student activity and related accounts that may exist on June 30, 2018. Scholarship funds, endowments, or similar accounts, held by school districts prior to June 30, 2018, that have specified conditions of use will be used in accordance with said provisions.

Article 8 – Real and Personal Property

A. Transfer of Property to Union School District. No later than June 30, 2018, the forming districts will convey to the Union School District all of their school-related real and personal property, for One Dollar, and the Union School District will assume all capital debt associated therewith.

B. Community Use & Relationships to School Buildings. The Union School District recognizes the long-term financial investments and community relationships that each town has with its school building(s). The Union School District will encourage appropriate use of the building by the students and community according to the policies and procedures of the Union School District as overseen by the building principal. Current written community use policies and procedures will be maintained for each town elementary district's school building for the first four years of new ownership. Changes to written community use policies and procedures after the first four years shall require a 75% majority vote of the Unified School District Board after three (3) warnings.

C. Subsequent Sale of Property to Towns. In the event that, and at such subsequent time as, the Union School District Board of School Directors determines, in its discretion, that any of the real property, including any land and/or buildings, conveyed to it by one or more of the forming districts except as provided in D and E is or are unnecessary to the continued operation of the Union School District and its educational programs, the Union School District shall convey such real property, for the sum of One Dollar, and subject to all encumbrances of record, the assumption or payment of all outstanding bonds and notes and the repayment of any school construction aid or grants as required by Vermont law, to the town in which it is located.

The conveyance of any of the above school properties shall be conditioned upon the town owning and utilizing the real property for community and public purposes for a minimum of five years. In the event a town elects to sell the real property prior to five years of ownership, the town shall compensate the Union School District for all capital improvements and renovations completed after the formation of the Union School District and prior to the sale to the town. In the event a town elects not to acquire ownership of such real property, the Union School District shall, pursuant to Vermont statutes, sell the property upon such terms and conditions as established by the Union School District Board of School Directors.

D. Subsequent Sale of Castleton Hubbardton Property. In the event that, and at such subsequent time as, the Union School District Board of School Directors determines, in its discretion, that any of the real property, including any land and/or buildings, conveyed to it by the Castleton-Hubbardton Union Elementary School or the Castleton-Hubbardton Village School, the

Castleton-Hubbardton Union School District shall convey the property to the towns of Castleton and Hubbardton. In such instance, the towns of Castleton and Hubbardton shall reach a mutual agreement regarding the use of said properties and/or buildings.

The conveyance of any of the above school properties shall be conditioned upon the town(s) owning and utilizing the real property for community and public purposes for a minimum of five years. In the event a town(s) elects to sell the real property prior to five years of ownership, the town(s) shall compensate the Union School District for all capital improvements and renovations completed after the formation of the Union School District and prior to the sale to the town(s). In the event Castleton and Hubbardton elect not to acquire ownership of such real property, the Union School District shall, pursuant to Vermont statutes, sell the property upon such terms and conditions as established by the Union School District Board of School Directors.

E. Subsequent Sale of Fair Haven Union High School Property. In the event that, and at such subsequent time as, the Union School District determines that any real property, including land and buildings, conveyed to it by the Fair Haven Union High School District is unnecessary to the continued operation of the Union School District and its educational programs, the Union School District shall, pursuant to Vermont statutes, sell the property upon such terms and conditions as established by the Union School District Board of School Directors.

F. Closure of K-8 Schools. The Union School District shall not close any schools within its boundaries during the first four years it is fully operational and providing educational services. Thereafter, a vote of 75% or more of the Board of Directors and a positive vote of the municipality by Australian Ballot in which the school is located, shall be required to approve the closure of a school. Prior to holding a vote on whether to close a school the Board shall hold three (3) public hearings regarding the school’s closure. At least one (1) of the public hearings shall be held in the community in which the school is located. If after conducting public hearings, the Board of Directors intends to vote on whether to close a school, it shall give public notice of its intent to hold a vote on whether to close a school, stating the reason for the closure, at least ten days prior to the vote.

G. A vote of 75% of the Board of Directors of the Unified Union School District Board would be needed to repurpose a school building for educational purposes other than direct student instruction.

Article 9 – Board of School Directors

A forming town district’s representation on the Union School District Board of School Directors will be determined as an at-large “hybrid model”. Membership on the Union School District Board is apportioned to each town. Apportionment does not have to be proportional to the town’s population. Voters in member towns vote on the same slate of candidates. The ballot is categorized to represent each town’s apportioned seats on the Union School District Board of School Directors.

At no time will a town/village corresponding to a pre-existing member school district have less than one board member with a single vote of one on the board of school directors.

The initial membership on the eighteen (18) member Union School District Board of School Directors will be as follows:

Number of School Board Members by Town

Town	Board Members
Benson	3
Castleton	3
Fair Haven	3
Hubbardton	3
Orwell	3
West Haven	3

Article 10 – Election and Terms

The Union School District Board of School Directors will be elected for three-year terms, except for those initially elected at the time of the formation of the Union School District. In the initial Union School District election, board member terms of office will be as follows: Distribution of Initial One-Year, Two-Year and Three-Year Terms:

Town/District	1 Year Term	2 Year Term	3 Year Term
Castleton	1	1	1
Fair Haven	1	1	1
Orwell	1	1	1
Benson	1	1	1
Hubbardton	1	1	1
West Haven	1	1	1

Pursuant to the provisions of 16 VSA §706j (b), elected school directors shall be sworn in and assume the duties of their office. The term of office for School Directors elected at the March 7, 2017 election shall be one, two, or three years respectively, with the first (one year) terms expiring at the Union School District's annual meeting in spring of 2018, as established under 16 VSA §706j. Thereafter, terms of office shall begin and expire on the date of the Union School District's annual meeting.

Article 11 – Vote to Establish Union District and Election of School Directors

The proposal forming this Union School District will be presented to the voters of each town school district on March 7, 2017. The candidates for the new Union School District Board of School Directors will be elected on the same date, as required by law. Nominations for the office of union school director representing any district/town shall be made by filing with the clerk of that school district/town proposed as a member of the union, a statement of nomination signed by at least 30 voters in that district or one percent of the legal voters in the district, whichever is less, and accepted in writing by the nominee. A statement shall be filed not less than 30 nor more than 40 days prior to the date of the vote.

Article 12 – Establishment of Union School District and Operation Authority

Upon an affirmative vote of the electorates of the school districts, and upon compliance with 16 VSA §706g, the Union School District shall have and exercise all of the authority which is necessary in order for it to prepare for full educational operations beginning on July 1, 2018. The Union School District shall, between the date of its organizational meeting under 16 VSA §706j and June 30, 2018, develop school district policies, adopt curriculum, educational programs, assessment measures and reporting procedures in order to fulfill the Education Quality Standards (State Board Rule 2000), prepare for and negotiate contractual agreements, set the school calendar for Fiscal Year 2019, prepare and present the budget for Fiscal Year 2019, prepare for Union School District Annual Meeting(s) and transact any other lawful business that comes before the Board, provided, however, that the exercise of such authority by the Union School District shall not be construed to limit or alter the authority and/or responsibilities of the School Districts of Benson, Castleton, Castleton-Hubbardton, Hubbardton, Fair Haven, Fair Haven Union High school, Orwell, and West Haven.

The Union School District shall commence full educational operations on July 1, 2018.

Article 13 – Annual Budget and Australian Ballot Voting

The Union School District Board of School Directors shall propose annual budgets in accordance with 16 VSA Chapter 11. The annual budget vote, the election of board members, and other public questions shall be conducted by Australian ballot pursuant to 17 VSA Chapter 55. The ballots shall be comingled.

Article 14 – Forming Districts Cease to Exist

On July 1, 2018, when the Union School District becomes fully operational and begins to provide educational services to students, the forming districts shall cease all educational operations and shall remain in existence for the sole purpose of completing any outstanding business not given to the Union School District under these articles and state law. Such business shall be completed as soon as practicable, but in no event any

later than December 31, 2018. In the event that all of the school districts identified in Article 1 vote YES, the Addison-Rutland Supervisory Union shall cease all operations within a reasonable timeframe of the completion of all outstanding business of its member school districts, but in no event any later than January 31, 2019.

Article 15 – School Attendance and Enrollment During the First Year

For at least the first year that the Union School District is fully operational (July 1, 2018 – June 30, 2019) and providing educational services, students will attend elementary school and middle school according to their town of residence; provided however, with parental consent, the Board of School Directors may adjust student enrollment based upon individual student circumstances and needs of the Union School District. For purposes of this article only, students residing in West Haven will attend Fair Haven Grade School. Parents in any town may petition the board to have their student(s) attend another elementary school in the unified union that best meets the needs of the student. After the first year of operation the boundary lines and school configurations within the union school district may be adjusted for all students. After July 1, 2019, the Board of School Directors shall adopt a school policy providing a process for parents or guardians to request that their child attend another elementary school within the Union School District.

Article 16 – Input on Policy and Budget Development

The Union School District school board shall provide opportunity for local input on policy and budget development. Structures to support and encourage public participation within the Union School District will be established by the Union School District Board of School Directors on or before June 30, 2018.

Article 17 – Non-Member District(s)

If a MUUSD is formed pursuant to Article 1, if any town school district that vote against merger shall be referred to as Non-Member Districts (NMD). Board representation in the MUUSD will be as represented in the chart under Article 9, including full proportional representation from each NMD except if the nonmember district was not a member of the Fair Haven Union School District prior to creation of the MUUSD. Board members from the NMD will have voting powers for all general MUUSD actions and decisions involving grades 9-12 but will recuse themselves from votes on any unique PreK-8 program or building decisions within the MUUSD.

Article 18 – Non-Member District(s); Relation to Supervisory Union

If all town districts vote to approve the merger (or join within one year under Article 19), the Unified School District shall succeed and assume the functions of the Addison Rutland Supervisory Union ("ARSU"), and the Unified School District will function as a supervisory district as per 16 VSA §261(c) and Act 46 (2015), Sec. 6.

In the event that a majority of town districts vote to approve the merger but either one or two districts vote against merger, the ARSU shall perform the functions of a supervisory union for both the Modified Unified Union School District (MUUSD) and the Non-Member Districts (NMD). The governance of the ARSU shall be as follows:

- A.** Each elected representative on the MUUSD Board shall also serve as a member of the ARSU governing Board.
- B.** In addition, each NMD school board shall appoint one representative from its board who will serve as a member of the ARSU governing Board provided, however, that if Hubbardton is an NMD then it shall have one seat on the SU Board and the provisions of Paragraphs C and D of the Article 18 shall not apply to it.
- C.** The ARSU shall use weighted voting on supervisory union business. The representative appointed from an NMD to the ARSU and the ARSU member(s) elected to the MUUSD board from the corresponding town shall each have a fractional vote so that their combined votes equal the number of representatives from the community on the MUUSD Board. (For example, if a town has three elected representatives on the MUUSD Board and the town is an NMD, then one more person would be appointed by that NMD's school board, and each of these four persons would have three-fourths of a vote on supervisory union matters). The representatives from all other communities shall each exercise one vote. In this manner, voting on ARSU matters represents the same representation by town as reflected in the composition of the eighteen-member MUUSD Board.

D. The Boards of the MUUSD and the ARSU shall conduct joint meetings with a single agenda, provided that weighted voting described in this Article is used for all supervisory union matters, and that representatives appointed by the NMD may not vote on MUUSD matters as set forth in Article 17. When charging or assessing an NMD for services provided by the MUUSD or ARSU, the charge or assessment may be made on the basis of the actual cost incurred by the MUUSD or ARSU for providing the service to the NMD. The calculation of the actual cost of charges or assessments to an entity that is not a member may be based upon any relevant factors, including:

1. The cost associated with collecting the underlying data and preparing the separate calculation and assessment for an NMD, which cost would not be needed in the absence of the provision of services to an NMD;
2. Reasonable charge for the embedded cost associated with the standby capacity to provide the service to a NMD;
3. The incremental costs of providing specific service to a NMD. Charges or assessments may also be made on the basis of a reasonable allocation proxy. Charges or assessments to a NMD may be made on a different basis from the costs allocated to the MUUSD.

Charges or assessments may be made on the basis of a reasonable estimate, subject to adjustment when actual costs are known. The MUUSD and the ARSU Boards shall determine the standards for determining charges or assessments. Expectations are that the MUUSD will not subsidize a NMD and that charges will reflect fairness to the ARSU, MUUSD and any NMD. Charges or assessments will comply with state law and applicable accounting standards.

Article 19 – Subsequent Admission

A district that does not vote to approve the Unified School District will have until June 30, 2018, to reconsider joining the District by voting in favor of joining. For the purpose of compliance with 16 VSA §721, the District consents to admission. Thereafter, admission will be determined by state statutes which require favorable votes by both the Non-Member District and voters of Slate Valley Modified Unified Union School District.

Appendices

Appendix A: What Happens if a School District Votes No?

Vermont Act 156 (2012), Sec. 17 describes the creation of a Modified Union School District. This section allows approval of a merger if a majority – but not all – elementary school districts that send students to a union high school vote in the affirmative. A Modified Unified Union School District (MUUSD) is a PreK-12 district providing grades 9-12 for all member towns, and grades PreK-8 for towns approving the merger. Towns voting NO will continue to operate their own elementary schools as Non-Member Districts (NMD). For Hubbardton (9-12) and West Haven (PreK-8) these concepts apply generally however, #2 below does not apply to Hubbardton - if it is an NMD then Hubbardton will not be a member of the MUUSD for any grades.

If the articles pass with 1 or 2 towns voting NO, the following applies:

1. A town voting NO will continue to operate its existing elementary district as an NMD. It will continue to elect its own elementary school board, vote on its elementary school budget, and pay its own elementary school expenses.
2. A town voting NO will be members of two school districts, a) its existing elementary school district serving grades PreK-8, and b) the MUUSD for grades 9-12.
3. A town voting NO and sending grades 9-12 to the MUUSD will have representation on the MUUSD school board (as described in Articles 9 and 10) and its voters will vote on the entire PreK-12 Union District budget. Its Board members, however, will recuse themselves from votes on any unique Union District PreK-8 program or building decisions.
4. A town voting NO and sending only grades 9-12 to the MUUSD will pay a proportional share of the MUUSD expenses using state approved formulas.
5. The ARSU will provide supervisory union services to the NMD such as curriculum, special education, superintendent, transportation, and business office according to state law. The ARSU will bill the

NMD for these services. In addition to its elected representatives on the ARSU Board, the elementary school district board for a Town voting NO shall appoint a representative to the ARSU Board. There shall be weighted voting so that the NMD community's total number of votes is the same in both the Union District and the ARSU (as described in Article 18).

6. The MUUSD is designed to facilitate program and resource sharing among schools, larger economies of scale, and school choice possibilities for Union District students. These changes, for better or worse, will not accrue to the NMD.
7. The NMD will not receive the state tax incentives provided to those who form the MUUSD. This is true only for the PreK-8 budget - because the town would be part of the MUUSD for 9-12 (except Hubbardton), and because the new district tax rate is unified, the town would still get tax benefits for 9-12 (except Hubbardton).
8. A town voting NO may re-consider and decide by vote of the electorate by March 8, 2018, to join the MUUSD. Thereafter, the merger process as currently governed by state law requires affirmative votes first by the NMD to request membership and then by the voters of the MUUSD to accept the new member.

Appendices

Appendix B: Cost Benefit Analysis and Narrative

The following data was developed using a financial model. The model relies on a set of inputs based on historical data. The model was created for the purpose of illustration and is not intended to be used to forecast future actual tax rates. The model does not take into account policy decisions, management decisions or legislative decisions.

The historical information below was used to develop some of the following assumptions:

- * Decrease in equalized pupils each year is 1.85%
- * Increase in education spending each year is 2.23%
- * Decrease in education grand list each year is .81%
- * Yield remains the same each year at \$9,701
- * Common level of appraisal remains the same each year at current FY17 rates
- * Small school grants are lost in FY20 by Benson (FY17 - \$116,436) and Orwell (FY17 - \$109,868)
- * Hold harmless protection granted to 4 (Benson, Castleton, Hubbardton and West Haven) of 6 towns in FY17, is lost in FY21

It should be noted that historically West Haven's homestead tax rate has been volatile. In FY17 which is the first year of actual data from which the future years were modeled, West Haven's homestead tax rate was \$1.10. In FY16 West Haven's homestead tax rate was \$1.54 or 29% higher.

With full implementation we estimate moderate one-time savings that would be realized over time of approximately \$300,000.00. The saving could be the result of eliminating one maintenance position, one technology position, one nursing position, various special education staff, and audit cost savings.

The new unified union district will receive an approximate \$120,000 merger incentive grant to assist with the transition period. The first study committee used \$19,434 of the Act 156 Union School District Analysis grant that it was awarded in FY16. The second study committee received another Act 156 Union School District Analysis grant of which \$4,650 has been expended to date. It is estimated at this time that a total of \$10,000 will be expended which would leave approximately \$120,000 as a merger incentive grant for the newly merged district.

The opportunity to share resources across the new unified union will be realized.

Each individual school district once unified into a new pre-kindergarten to 12 District will see tax rate reductions through tax incentives for the first four years of the merger.

EQUALIZED PUPILS							Average
	FY12	FY13	FY14	FY15	FY16	FY17	Change
Benson	112.45	112.27	110.11	102.58	94.42	92.54	-3.82%
Cast-Hubb	382.13	380.00	369.09	377.13	372.68	366.11	-0.85%
Fair Haven	333.14	330.62	329.85	325.87	324.30	311.58	-1.33%
Hubbardton	32.93	32.09	32.64	30.37	27.28	27.13	-3.80%
FHUHS	503.60	473.80	455.09	470.57	482.09	485.45	-0.73%
Orwell	119.80	129.26	130.14	121.40	115.15	129.35	1.55%
West Haven	30.50	28.44	26.43	24.23	24.23	24.88	-3.99%
Total	1,514.55	1,486.48	1,453.35	1,452.15	1,440.15	1,437.04	-1.85%

EDUCATION SPENDING							Average
	FY12	FY13	FY14	FY15	FY16	FY17	Change
Benson	1,258,060	1,354,080	1,393,875	1,285,170	1,242,501	1,314,990	0.89%
Cast-Hubb	4,513,165	4,697,510	4,915,339	4,997,845	5,065,583	5,063,720	2.33%
Fair Haven	3,637,720	3,836,300	4,033,565	4,075,000	4,222,142	4,345,785	3.62%
Hubbardton	435,844	331,760	489,330	476,635	419,784	434,055	-0.08%
FHUHS	6,160,770	6,003,525	6,443,980	6,345,120	6,394,245	6,582,025	1.33%
Orwell	1,276,840	1,385,735	1,364,165	1,423,085	1,539,979	1,657,565	5.36%
West Haven	300,800	302,365	270,145	233,845	370,105	238,470	-4.54%
Total	17,583,199	17,911,275	18,910,399	18,836,700	19,254,339	19,636,610	2.23%

EDUCATION GRAND LIST							Average
	FY12	FY13	FY14	FY15	FY16	FY17	Change
Benson	536,360	535,454	508,190	508,992	482,804	501,856	-1.32%
Castleton	1,953,720	1,958,987	1,911,900	1,894,726	1,923,569	1,993,820	0.41%
Fair Haven	1,115,064	1,114,309	1,056,139	1,048,595	1,010,433	1,014,345	-1.88%
Hubbardton	492,231	496,563	472,546	470,591	458,993	428,633	-2.73%
Orwell	959,007	973,576	954,213	963,015	916,943	926,908	-0.68%
West Haven	178,731	171,395	174,445	168,528	148,272	159,696	-2.23%
Total	5,235,113	5,250,284	5,077,433	5,054,447	4,941,014	5,025,258	-0.81%

Projected Homestead Tax Rates if Merger Occurs in FY19 Based on Model Assumptions

RED, effective FY19	FY17	FY18	FY19	FY20	FY21	FY22	FY23	Total
Benson								
Homestead Tax Rate	\$1.5588	\$1.6236	\$1.5489	\$1.6385	\$1.7310	\$1.8265	\$1.9251	
Tax \$ (homestead)	\$782,293	\$808,213	\$764,783	\$802,471	\$840,907	\$880,113	\$920,110	
Tax savings due to unification	\$0	\$0	\$70,163	\$102,996	\$94,535	\$86,349	\$78,385	\$432,428
Tax \$ on \$200K home	\$3,118	\$3,247	\$3,098	\$3,277	\$3,462	\$3,653	\$3,850	
Tax savings on \$200K home	\$0	\$0	\$284	\$421	\$389	\$358	\$328	\$1,780
Castleton								
Homestead Tax Rate	\$1.4474	\$1.5115	\$1.4596	\$1.5441	\$1.6312	\$1.7212	\$1.8141	
Tax \$ (homestead)	\$2,885,855	\$2,989,248	\$2,863,226	\$3,004,450	\$3,148,217	\$3,295,010	\$3,444,725	
Tax savings due to unification	\$0	\$0	\$225,001	\$186,015	\$148,031	\$110,459	\$73,486	\$742,992
Tax \$ on \$200K home	\$2,895	\$3,023	\$2,919	\$3,088	\$3,262	\$3,442	\$3,628	
Tax savings on \$200K home	\$0	\$0	\$229	\$191	\$153	\$115	\$77	\$767
Fair Haven								
Homestead Tax Rate	\$1.2092	\$1.2595	\$1.2135	\$1.2837	\$1.3562	\$1.4310	\$1.5082	
Tax \$ (homestead)	\$1,226,546	\$1,267,219	\$1,211,048	\$1,270,729	\$1,331,622	\$1,393,685	\$1,456,975	
Tax savings due to unification	\$0	\$0	\$98,101	\$81,765	\$65,688	\$49,962	\$34,487	\$330,004
Tax \$ on \$200K home	\$2,418	\$2,519	\$2,427	\$2,567	\$2,712	\$2,862	\$3,016	
Tax savings on \$200K home	\$0	\$0	\$197	\$165	\$134	\$103	\$71	\$670
Hubbardton								
Homestead Tax Rate	\$1.4420	\$1.5171	\$1.4412	\$1.4484	\$1.5302	\$1.6146	\$1.7017	
Tax \$ (homestead)	\$618,089	\$645,012	\$607,779	\$605,868	\$634,900	\$664,492	\$694,666	
Tax savings due to unification	\$0	\$0	\$58,577	\$82,573	\$76,344	\$70,334	\$64,499	\$352,326
Tax \$ on \$200K home	\$2,884	\$3,034	\$2,882	\$2,897	\$3,060	\$3,229	\$3,403	
Tax savings on \$200K home	\$0	\$0	\$278	\$395	\$368	\$342	\$316	\$1,698
Orwell								
Homestead Tax Rate	\$1.3387	\$1.3944	\$1.4192	\$1.5012	\$1.5860	\$1.6735	\$1.7638	
Tax \$ (homestead)	\$1,240,852	\$1,282,011	\$1,294,244	\$1,357,935	\$1,423,021	\$1,489,367	\$1,557,017	
Tax savings due to unification	\$0	\$0	\$30,186	\$65,219	\$47,285	\$29,636	\$12,359	\$184,684
Tax \$ on \$200K home	\$2,677	\$2,789	\$2,838	\$3,002	\$3,172	\$3,347	\$3,528	
Tax savings on \$200K home	\$0	\$0	\$66	\$144	\$105	\$67	\$28	\$410
West Haven								
Homestead Tax Rate	\$1.0957	\$1.1289	\$1.1854	\$1.2446	\$1.3068	\$1.3722	\$1.7549	
Tax \$ (homestead)	\$174,979	\$178,821	\$186,249	\$193,967	\$202,011	\$210,403	\$266,903	
Tax savings due to unification	\$0	\$0	(\$1,493)	(\$3,101)	(\$4,823)	(\$6,670)	(\$56,441)	(\$72,528)
Tax \$ on \$200K home	\$2,191	\$2,258	\$2,371	\$2,489	\$2,614	\$2,744	\$3,510	
Tax savings on \$200K home	\$0	\$0	(\$19)	(\$40)	(\$62)	(\$87)	(\$742)	(\$950)
TOTALS								
Tax \$ Raised in Town	\$6,928,614	\$7,170,525	\$6,927,328	\$7,235,419	\$7,580,678	\$7,933,070	\$8,340,395	\$52,116,030
Tax savings due to unification	\$0	\$0	\$480,535	\$515,467	\$427,059	\$340,071	\$206,774	\$1,969,907

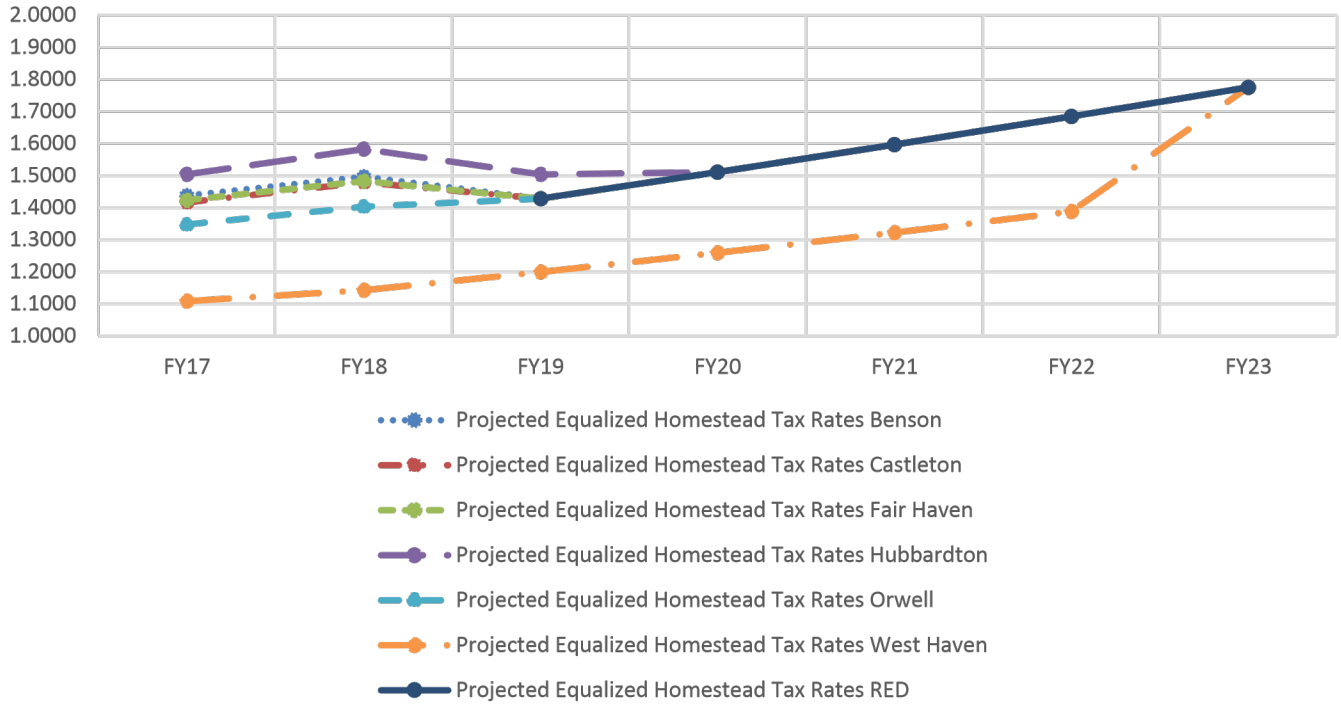
Projected Homestead Tax Rates if Merger Does Not Occur Based on Model Assumptions

No Change	FY17	FY18	FY19	FY20	FY21	FY22	FY23	Total
Benson								
Homestead Tax Rate	\$1.5588	\$1.6236	\$1.6910	\$1.8488	\$1.9256	\$2.0057	\$2.0891	
Tax \$ (homestead)	\$782,293	\$808,213	\$834,946	\$905,467	\$935,442	\$966,461	\$998,495	
Tax \$ on \$200K home	\$3,118	\$3,247	\$3,382	\$3,698	\$3,851	\$4,011	\$4,178	
Castleton								
Homestead Tax Rate	\$1.4474	\$1.5115	\$1.5743	\$1.6397	\$1.7079	\$1.7789	\$1.8528	
Tax \$ (homestead)	\$2,885,855	\$2,989,248	\$3,088,227	\$3,190,465	\$3,296,249	\$3,405,469	\$3,518,211	
Tax \$ on \$200K home	\$2,895	\$3,023	\$3,149	\$3,279	\$3,416	\$3,558	\$3,706	
Fair Haven								
Homestead Tax Rate	\$1.2092	\$1.2595	\$1.3118	\$1.3663	\$1.4231	\$1.4823	\$1.5439	
Tax \$ (homestead)	\$1,226,546	\$1,267,219	\$1,309,149	\$1,352,494	\$1,397,310	\$1,443,648	\$1,491,462	
Tax \$ on \$200K home	\$2,418	\$2,519	\$2,624	\$2,733	\$2,846	\$2,965	\$3,088	
Hubbardton								
Homestead Tax Rate	\$1.4420	\$1.5171	\$1.5801	\$1.6458	\$1.7142	\$1.7855	\$1.8597	
Tax \$ (homestead)	\$618,089	\$645,012	\$666,355	\$688,440	\$711,244	\$734,827	\$759,164	
Tax \$ on \$200K home	\$2,884	\$3,034	\$3,160	\$3,292	\$3,428	\$3,571	\$3,719	
Orwell								
Homestead Tax Rate	\$1.3387	\$1.3944	\$1.4523	\$1.5733	\$1.6387	\$1.7068	\$1.7778	
Tax \$ (homestead)	\$1,240,852	\$1,282,011	\$1,324,429	\$1,423,154	\$1,470,306	\$1,519,003	\$1,569,376	
Tax \$ on \$200K home	\$2,677	\$2,789	\$2,905	\$3,147	\$3,277	\$3,414	\$3,556	
West Haven								
Homestead Tax Rate	\$1.0957	\$1.1289	\$1.1759	\$1.2247	\$1.2756	\$1.3287	\$1.3838	
Tax \$ (homestead)	\$174,979	\$178,821	\$184,757	\$190,865	\$197,188	\$203,733	\$210,462	
Tax \$ on \$200K home	\$2,191	\$2,258	\$2,352	\$2,449	\$2,551	\$2,657	\$2,768	
TOTALS								
Tax \$ Raised in Town	\$6,928,614	\$7,170,525	\$7,407,864	\$7,750,886	\$8,007,738	\$8,273,141	\$8,547,170	\$54,085,936

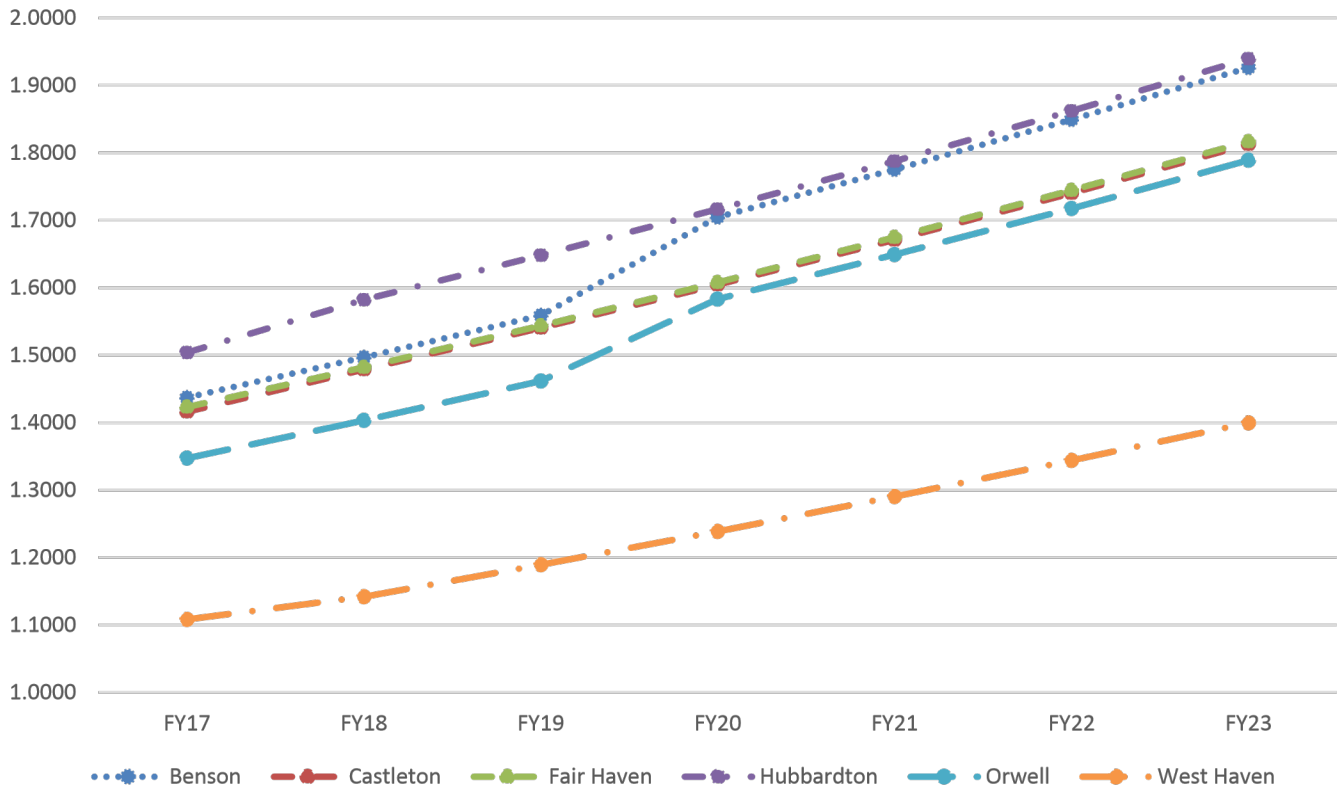
Projected Equalized Homestead Tax Rates

Projected Homestead Tax Rates for Districts if Merged Starting in FY19							
	FY17	FY18	FY19	FY20	FY21	FY22	FY23
Benson	1.4372	1.4969	1.4281	1.5107	1.5960	1.6840	1.7749
Castleton	1.4161	1.4789	1.4281	1.5107	1.5960	1.6840	1.7749
Fair Haven	1.4230	1.4821	1.4281	1.5107	1.5960	1.6840	1.7749
Hubbardton	1.5040	1.5823	1.5032	1.5107	1.5960	1.6840	1.7749
Orwell	1.3472	1.4031	1.4281	1.5107	1.5960	1.6840	1.7749
West Haven	1.1082	1.1418	1.1989	1.2588	1.3217	1.3878	1.7749
RED			1.4281	1.5107	1.5960	1.6840	1.7749
Projected Unmerged Homestead Tax Rates							
	FY17	FY18	FY19	FY20	FY21	FY22	FY23
Benson	1.4372	1.4969	1.5591	1.7046	1.7754	1.8493	1.9262
Castleton	1.4161	1.4789	1.5403	1.6043	1.6710	1.7405	1.8128
Fair Haven	1.4230	1.4821	1.5438	1.6079	1.6747	1.7444	1.8168
Hubbardton	1.5040	1.5823	1.6481	1.7166	1.7879	1.8622	1.9397
Orwell	1.3472	1.4031	1.4615	1.5832	1.6490	1.7176	1.7890
West Haven	1.1082	1.1418	1.1893	1.2387	1.2901	1.3438	1.3996

PROJECTED CONVENTIONAL RED MERGER STARTING IN FY19 - HOMESTEAD TAX RATES

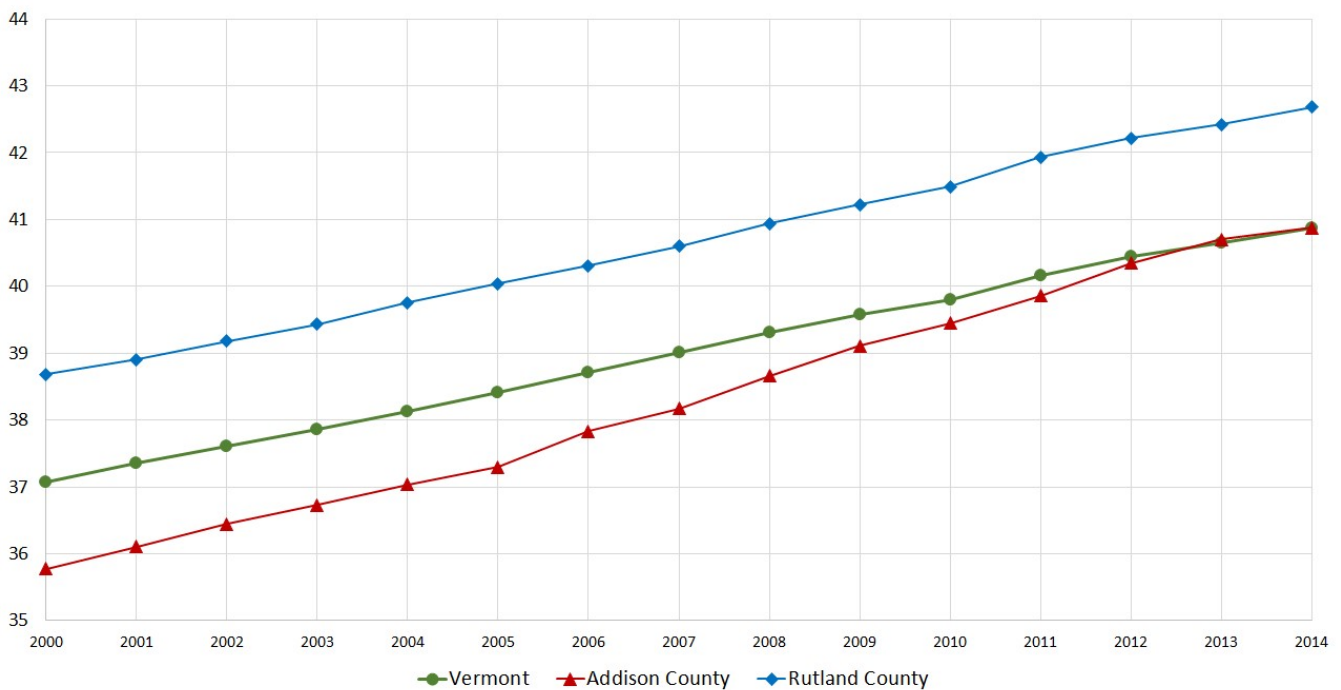


Projected Unmerged Homestead Tax Rates



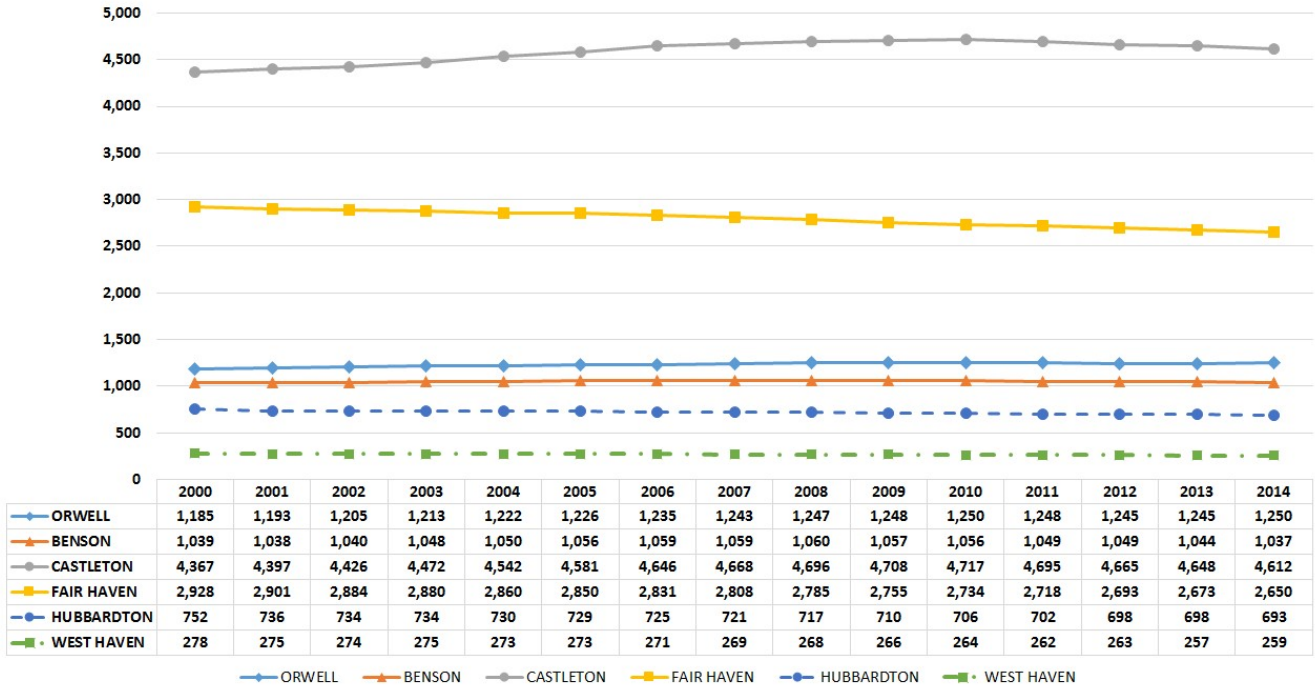
Data Charts for ACT 46

Approximate Average Age of the County Population



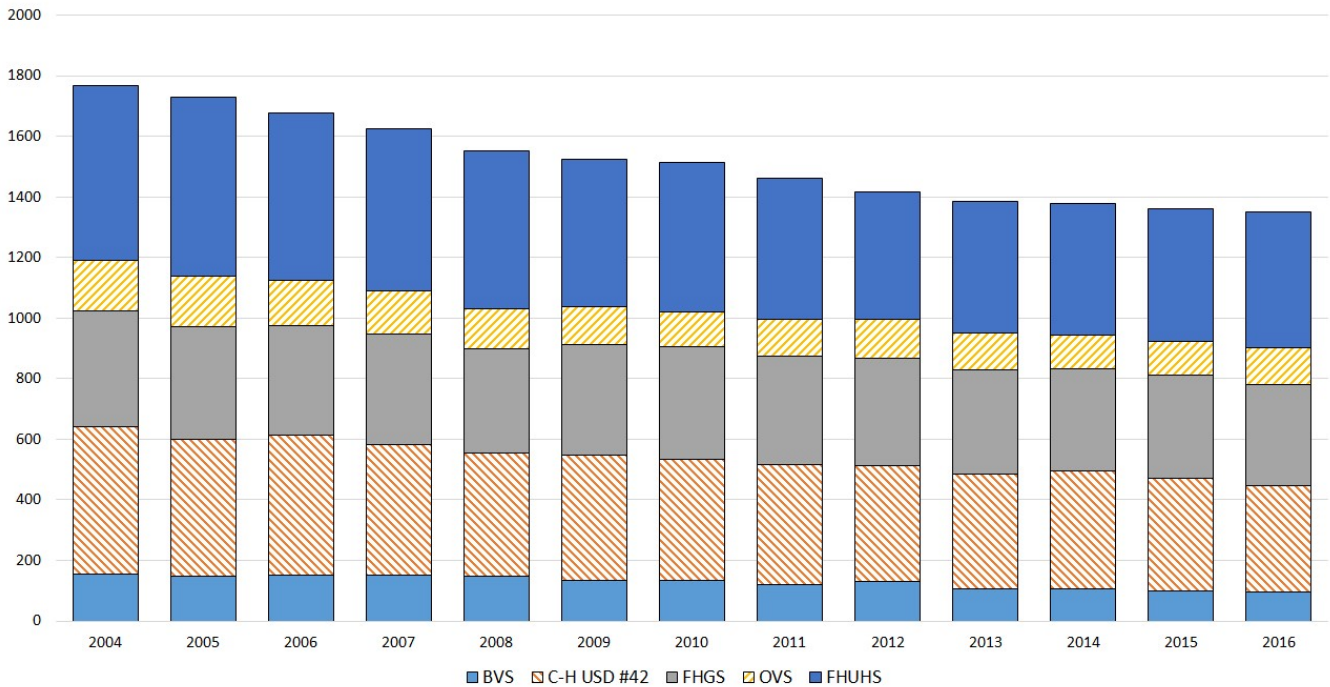
This chart shows the approximate average age of the populations of Addison County, Rutland County and the State of Vermont. In each case the average age of each population group is increasing year to year. The average age of Addison County and Rutland County are both increasing faster than for the State of Vermont overall. The source of this data is from the State of Vermont Department of Health Agency of Human Services. <http://healthvermont.gov/research/pop/VermontPopulationData.aspx>

Town Population (Addison-Rutland Supervisory Union)



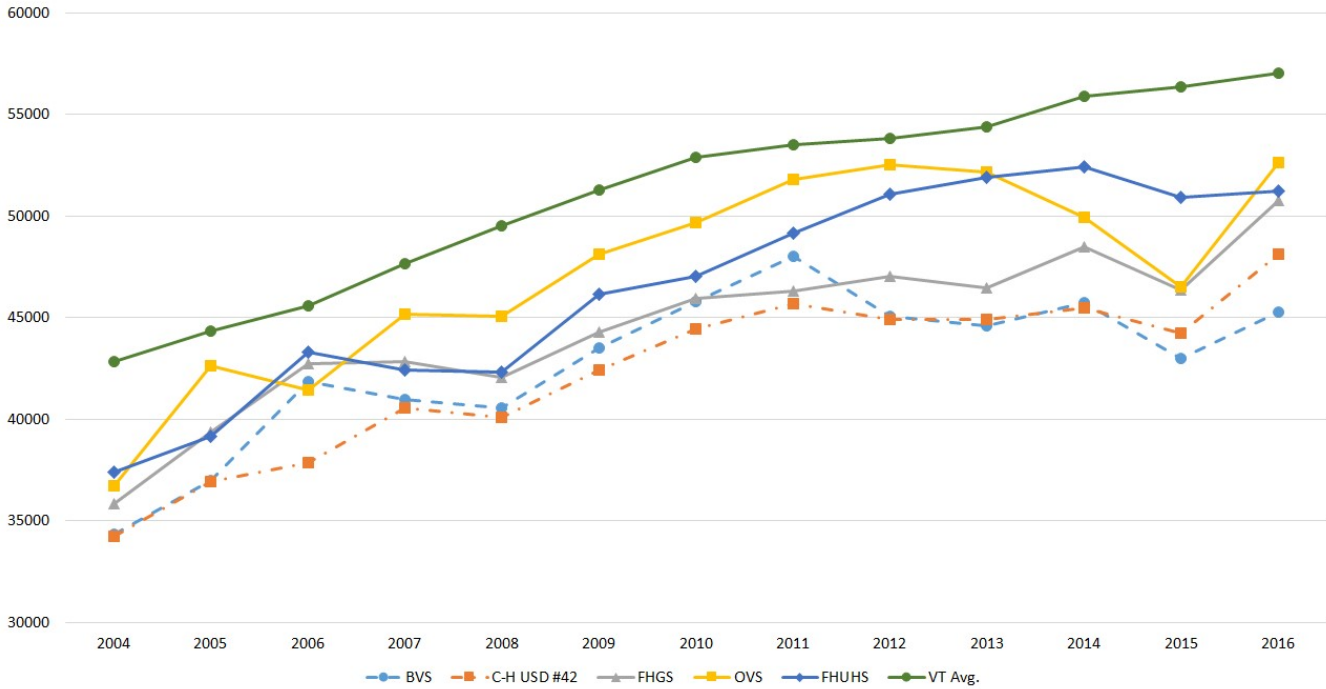
This chart shows the year to year populations of the towns that make up the Addison-Rutland Supervisory Union. The populations of Castleton and Orwell have increased, while the populations of Fair Haven, West Haven, and Hubbardton have decreased. The population of Benson has remained level. The source of this data is from the State of Vermont Department of Health Agency of Human Services. <http://healthvermont.gov/research/pop/VermontPopulationData.aspx>

Enrollment Data



This chart shows the decline in school enrollment for the Addison-Rutland Supervisory Union. The overall trend is lower enrollment from year to year. The source for this data is from The Vermont Agency of Education School Report Page. <http://edw.vermont.gov/REPORTSERVER/Pages/ReportViewer.aspx?%2fPublic%2fSchool+Report>

Average Teacher Salary



This chart shows the average teacher salary by school within the Addison-Rutland Supervisory Union. All schools in the SU have lower average teacher salaries than the State of Vermont average. In more recent years the rate of increase in the average teacher salary has decreased. The source of this data is the Vermont Agency of Education School Report page.

<http://edw.vermont.gov/REPORTSERVER/Pages/ReportViewer.aspx?%2fPublic%2fSchool+Report>

Appendices

Appendix C: School Choice, School Configuration and School Enrollment School

Choice

The creation of a unified union school district would allow West Haven’s Pre-Kindergarten to Grade 8 students to attend the Fair Haven Grade School for the first year of operation.

For at least the first year that the Union School District is fully operational and providing educational services, students will attend elementary school and middle school according to their town/district of residence; provided

however, with parental consent, the Board of School Directors may adjust student enrollment based upon individual student circumstances and needs of the Union School District. For purposes of this article only, students residing in West Haven shall be considered residents of Fair Haven for determining school attendance.

After July 1, 2018, the Board of School Directors will have the authority to adjust school attendance boundary lines and school configurations within the Union School District. The Board of School Directors shall adopt a school policy providing a process for parents or guardians to request that their child attend another elementary school within the Union School District.

All Hubbardton Grades 9-12 students will be allowed to have “grandfather status” and shall be permitted the option to continue to attend as tuition students from the Union District the same public or approved independent school. Except as specifically approved by the Union District’s Board of School Directors, and consistent with the state law, the tuitioning of “grandfathered” high school students shall cease on June 30, 2020. At that time all students will attend Fair Haven Union High School.

Public school choice is currently available to all high school students in Vermont within capacity limits specified in statute and put in place by local school boards. No changes are planned at this time.

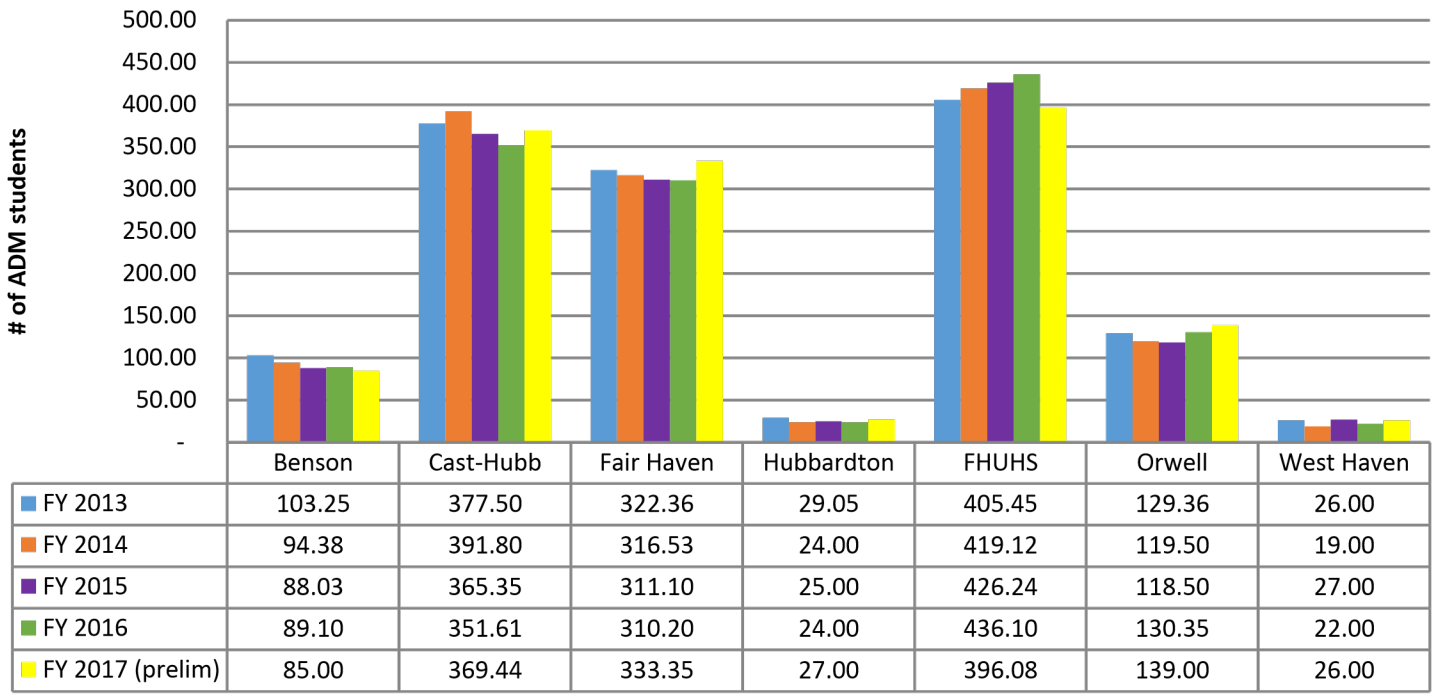
School Configuration

The current school configuration in our district is as follows:

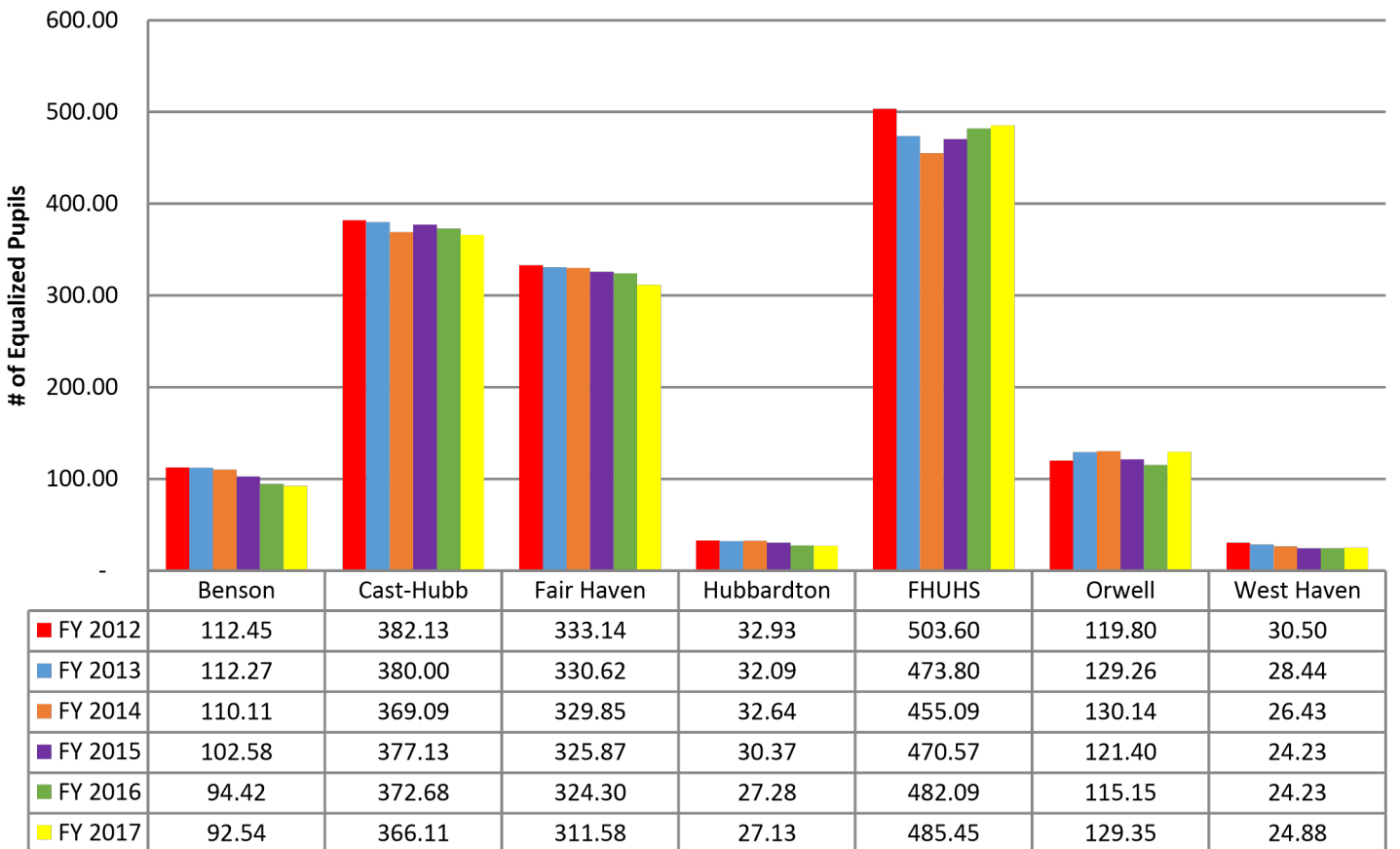
Benson Village School	PreK through grade 8	87 students
Castleton Elementary School	PreK through grade 5	262 students
Castleton Village School	Grades 6 through 8	118 students
Fair Haven Grade School	PreK through grade 8	364 students
Fair Haven Union High School	9 through 12	416 students
Orwell Village School	PreK through grade 8	<u>139 students</u>
Total		1386 students

The chart below reflects the average daily membership over the last three years for the schools in the Addison Rutland Supervisory Union.

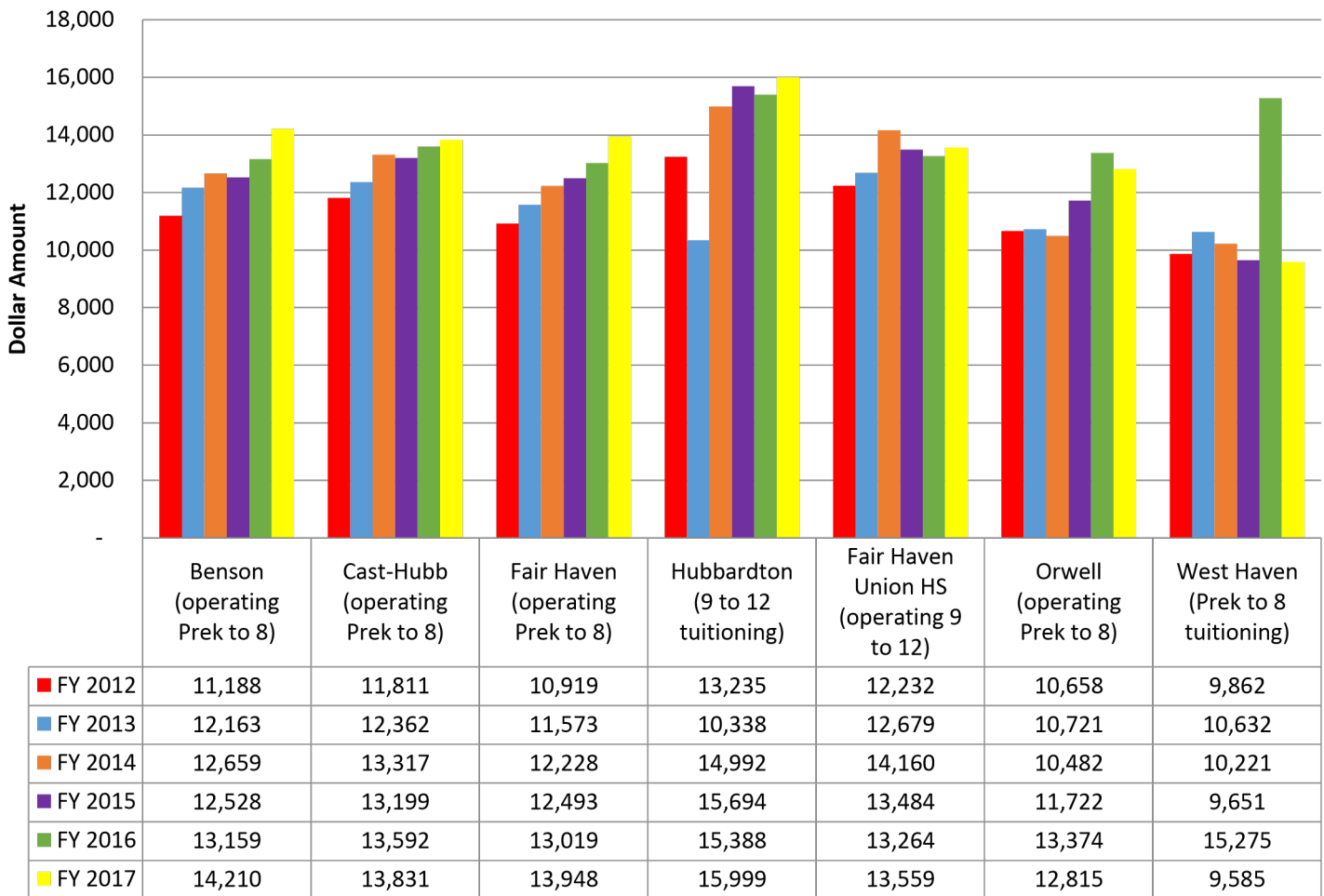
Average Daily Membership



Equalized Pupils



Ed Spending per Equalized Pupil



Student Enrollment as of November 1, 2016

*FH	Orwell	Total
51	22	
46	11	
27	13	
34	16	
28	8	
39	15	
34	14	
39	14	
30	12	
36	14	
0	0	
364	139	970

Benson Orwell

K	3	31
1	9	37
2	5	31
3	5	52
4	10	33
5	10	32
6	11	40
7	7	43
8	10	35
Ungraded	0	0
Total	87	380

***FHUHS**

9	103
10	96
11	106
12	111

Total: 416

District Total: 1386

*Enrollment for Fair Haven Grade School includes West Haven Students

*Enrollment for Fair Haven Union High School includes Hubbardton Students who tuition into the school

Appendices

Appendix D: School Closure, Efficiencies, Flexibility, Taxpayer Value, Transparency and Accountability

School Closure

The Union School District shall not close any schools within its boundaries during the first four years it is fully operational and providing educational services. Thereafter, a vote of 75% or more of the Board of Directors and a positive vote of the municipality by Australian Ballot in which the school is located, shall be required to approve the closure of a school. Prior to holding a vote on whether to close a school the Board shall hold three (3) public hearings regarding the school's closure. At least one (1) of the public hearings shall be held in the community in which the school is located. If after conducting public hearings, the Board of Directors intends to vote on whether to close a school, it shall give public notice of its intent to hold a vote on whether to close a school, stating the reason for the closure, at least ten days prior to the vote.

Efficiencies, Flexibility and Taxpayer Value

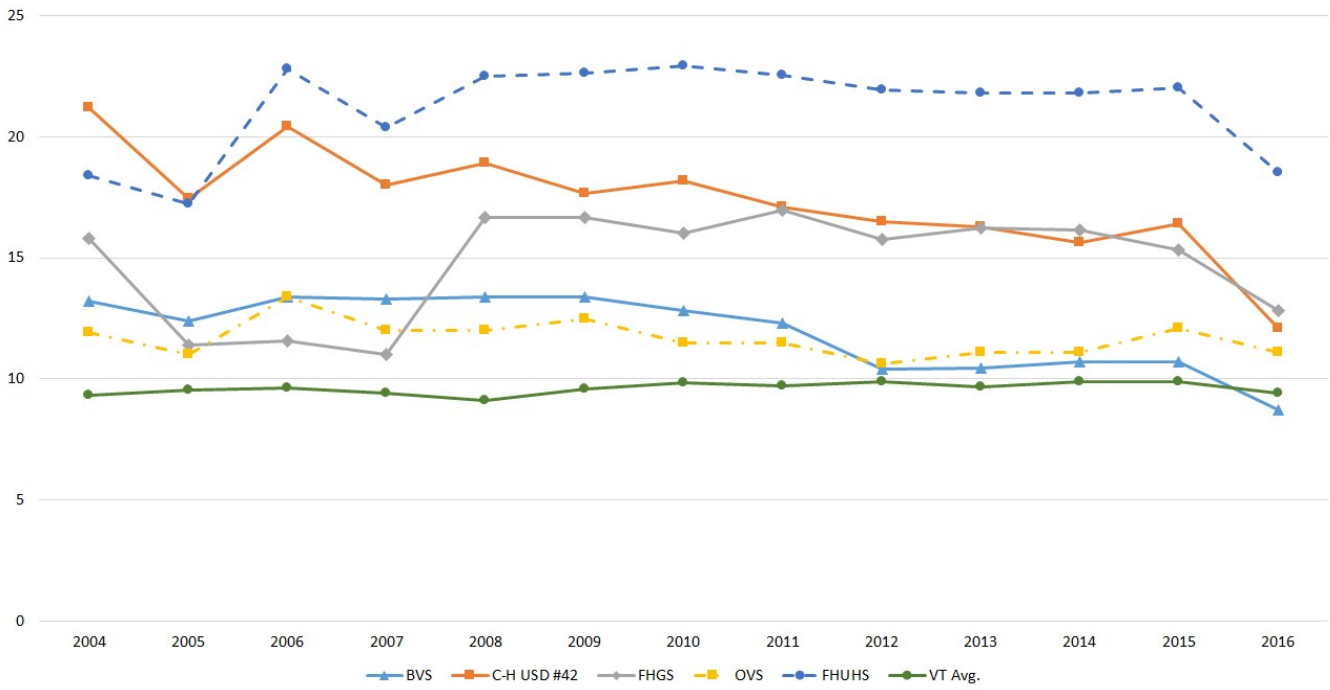
Much of the savings in Addison Rutland Supervisory Union has already been realized through prior consolidation efforts such as Transportation, Food Service, special education, one collective bargaining agreement for teachers etc. We are only a single supervisory union consolidating our schools into one unified union, whereas multiple supervisory unions consolidating tend to bring in greater savings overall. With full implementation we estimate a moderate savings realized over time of approximately \$300,000.00.

Transparency and Accountability

Teacher and Non-Teacher Staffing

A unified union district structure will allow flexibility to adjust staffing assignments based on student needs and staff expertise and licensing. Teachers could be reassigned where the greatest needs are across all schools within the new unified union district. It will also provide greater opportunity to equalize class sizes across the new district for specific grade levels through staffing reallocation. The new unified union will also have greater flexibility in the allocation of non-unionized staff. Staffing can be reassigned where the greatest student needs are across all schools with the new district. Data below provides current insight into what is happening now.

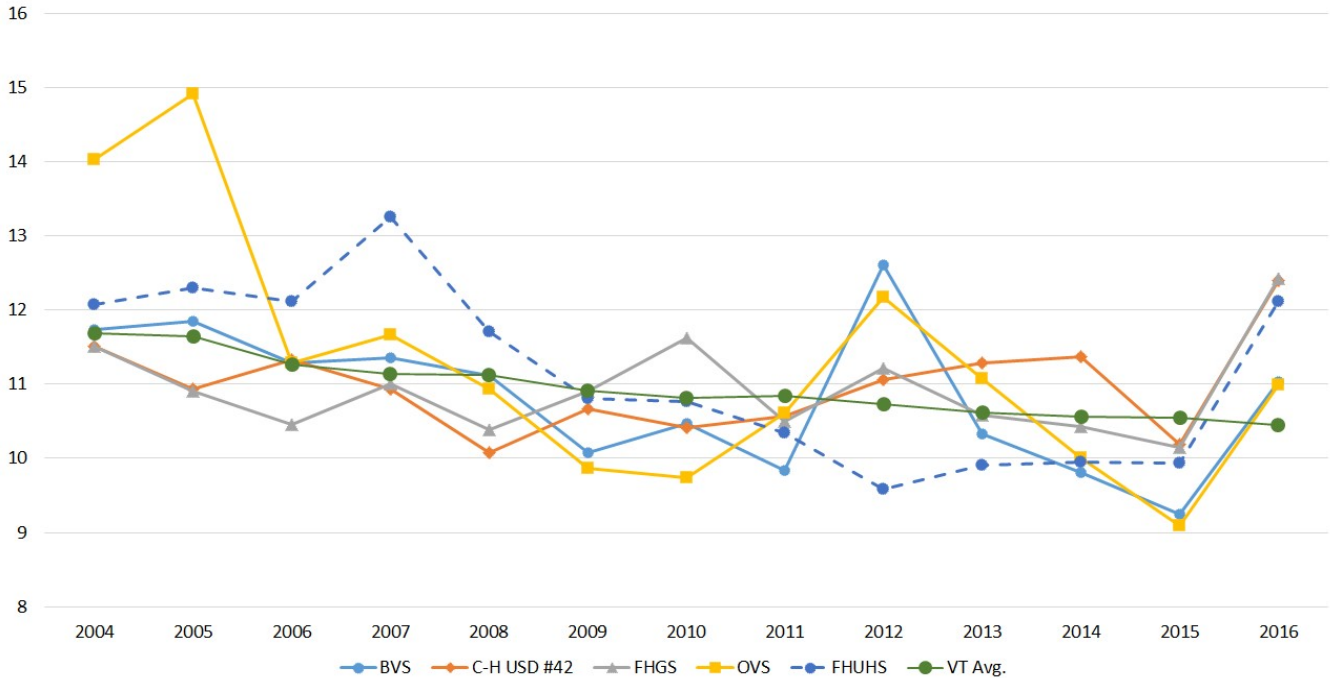
Teacher / Administrator Ratio



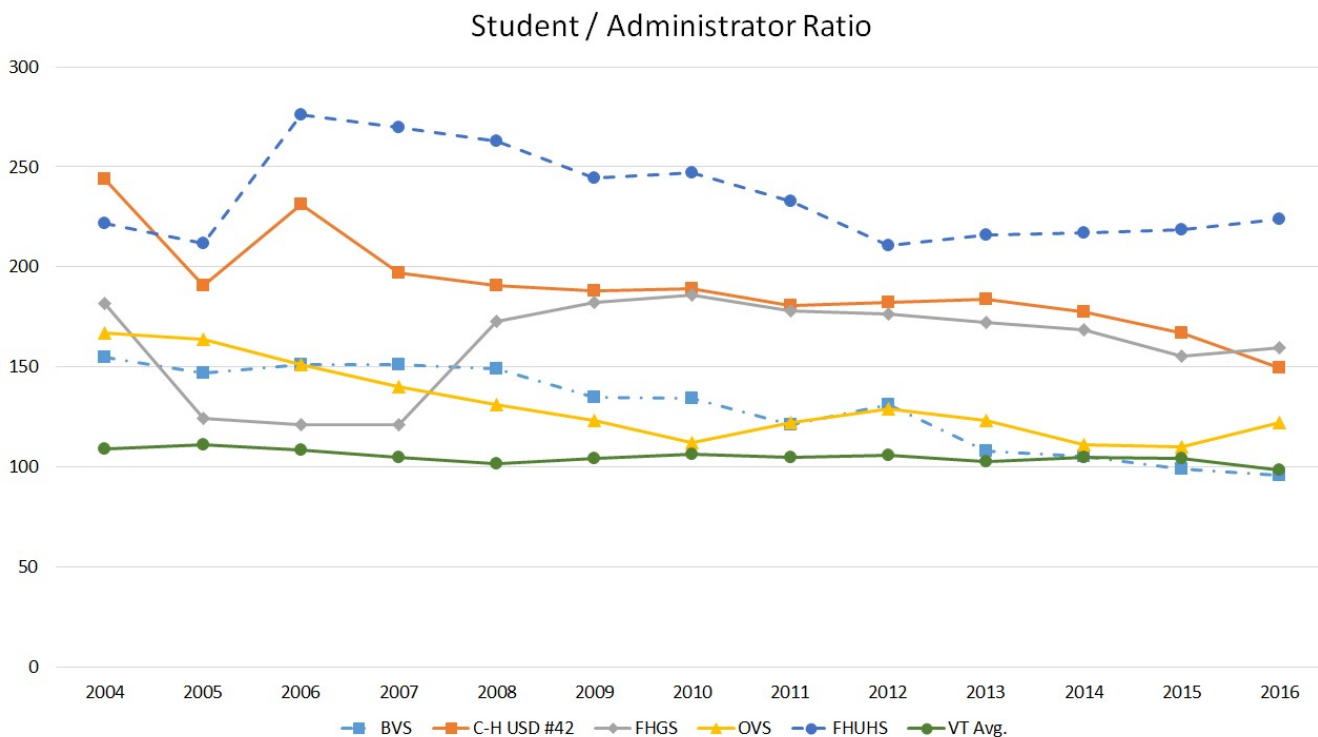
This chart shows the year to year Teacher to Administrator Ratio. While the state average is relatively steady, we can see that the ratio is significantly higher for the schools in the Addison-Rutland Supervisory Union and variation in this ratio from school to school is greater as well. The source of this data is from the Vermont Agency of Education School Reports page.

<http://edw.vermont.gov/REPORTSERVER/Pages/ReportViewer.aspx?%2fPublic%2fSchool+Report>

Student / Teacher Ratio



This chart shows the Student to Teacher Ratio for the schools in the Addison-Rutland Supervisory Union. The overall trend is that year to year there are fewer students for every teacher in the classroom. This trend for schools in the Addison-Rutland Supervisory Union is consistent with the state average. The data is from



This chart shows the Student to Administrator Ratio. While this ratio decreases slightly year to year for the State of Vermont overall, the ratio is significantly higher and the decrease is more pronounced for the schools in the Addison-Rutland Supervisory Union. The source for this data is from the Vermont Agency of Education School Report page.

<http://edw.vermont.gov/REPORTSERVER/Pages/ReportViewer.aspx?%2fPublic%2fSchool+Report>

Appendices

Appendix E: Technology and Student Data

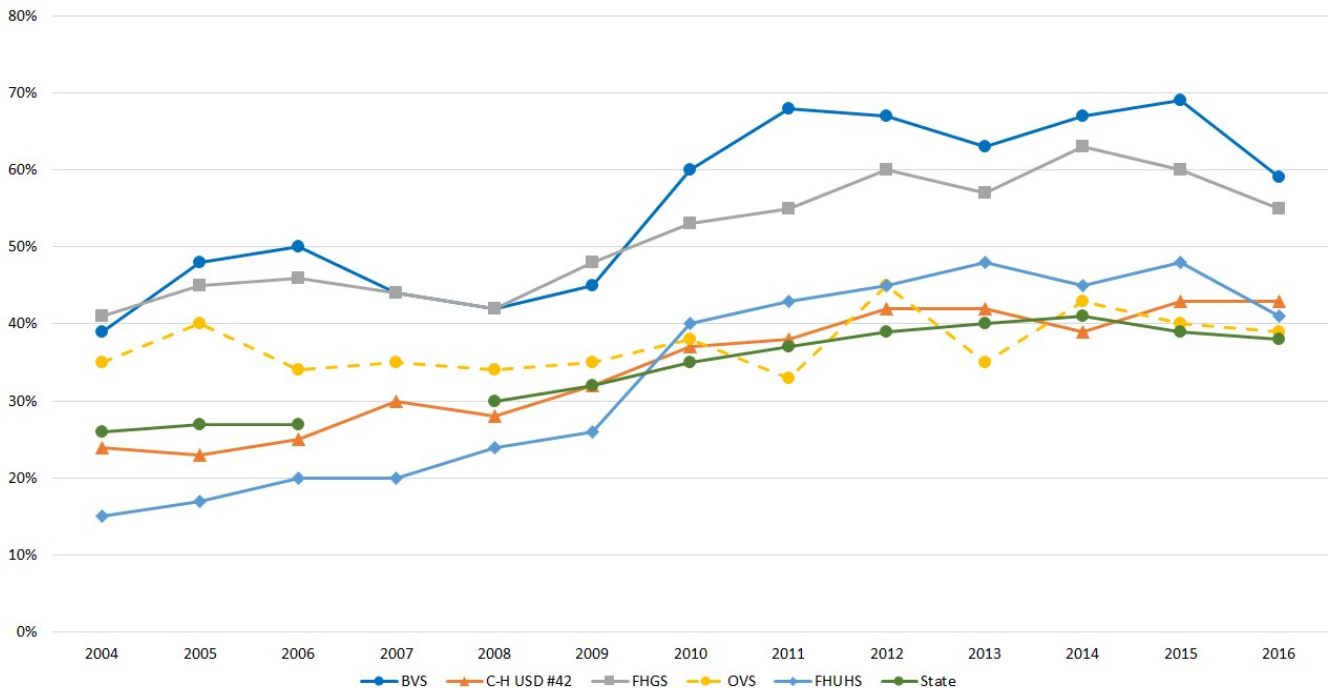
Technology

The creation of a new unified union district will create quality and opportunity in the operations of information technology. By merging into a single unified district the technology department would be more flexible and be able to share the diverse background and knowledge of our staff. In our current form, staff is assigned at the school level without the ability to move among other schools in the Supervisory Union. A unified district would be able to achieve greater staff efficiencies that would add value for our taxpayers. While we currently plan and implement technology as a collective team throughout the Addison-Rutland Supervisory Union, we still have some level of inconsistency. A streamlined approach as one unified union district would allow us to implement to all schools equally. This will in return create more opportunity for all of our students and allow for the achievement of higher standards.

Student Data

The creation of a new unified union district will allow for better implementation of standardized data collection and reporting methods. With the implementation of standardized collection methods and through the use of a centralized storage system, data collection and reporting will become more efficient. The anticipated results will be improvements in an educator's ability to use data to improve instructional practice, improvements in the ability of our special educators to use data to highlight the need for specialized interventions and track the progress of the learner, and improved communication between educators and parents. Data below provides current insight into student results and specifics.

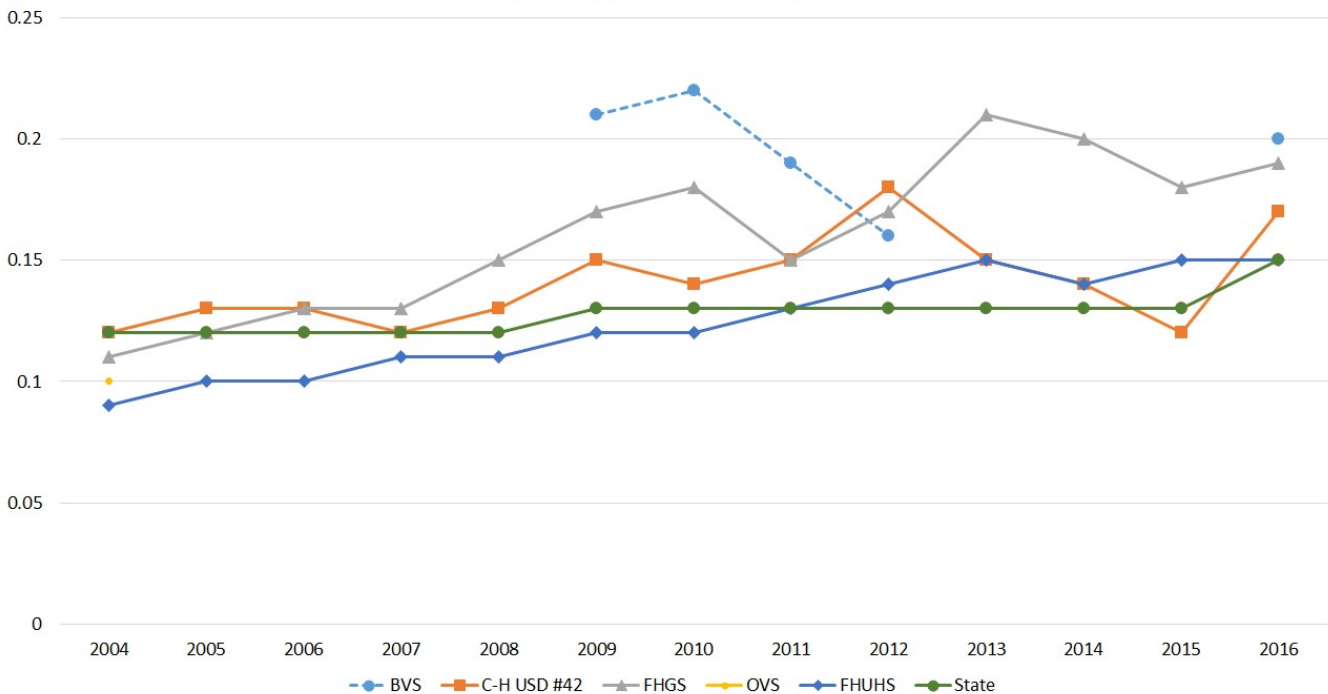
Percent of Students Receiving Free and Reduced Lunch



This chart shows the percentage of students for each school in the Addison-Rutland Supervisory Union that are receiving free or reduced lunch. This percentage at some schools is increasing at the same rate as for the State of Vermont while for other schools the percentage is increasing at a greater rate than the State of Vermont. This data may point to stagnant wages, loss of jobs, or a combination of factors. In all cases, the percentage of free and reduced lunch students is currently higher in the Addison-Rutland Supervisory Union than the Vermont State Average. The source of this data is the Vermont Agency of Education School Report page.

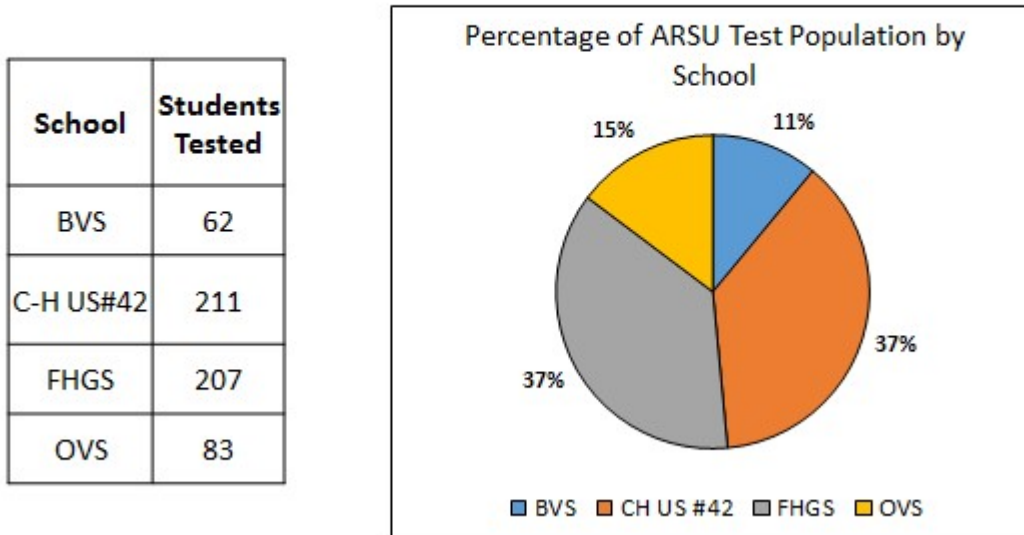
<http://edw.vermont.gov/REPORTSERVER/Pages/ReportViewer.aspx?%2fPublic%2fSchool+Report>

Percent of Students on an IEP



The above chart shows the percentage of students for each school in the Addison-Rutland Supervisory Union on an IEP which represents students receiving special services. In most cases for ARSU the rate of increase in need for special services is greater than the rate of increase in the Vermont State Average. Data points not shown on this chart are due to FERPA requirements to protect student information. The number of students is too low to be reported. The source of the data for this chart is the Vermont Agency of Education School Report page. <http://edw.vermont.gov/REPORTSERVER/Pages/ReportViewer.aspx?%2fPublic%2fSchool+Report>

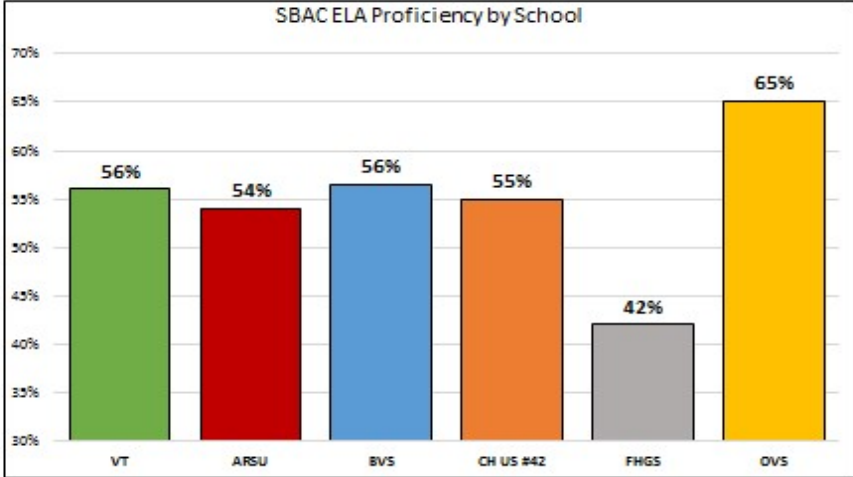
Percentage of Test Population by School



The table on the left shows the total number of students participating in the SBAC test from each school in the Addison-Rutland Supervisory Union. The chart on the right represents the percentage of students in ARSU taking the SBAC test from each school. These charts show the overall breakdown and contribution to the district average performance data from each member school. They convey the idea that the K-8 population of ARSU is made up of two school populations that are smaller and two school populations that are larger relative to each other. The source of this data is the district report from the American Institutes for Research SBAC report.

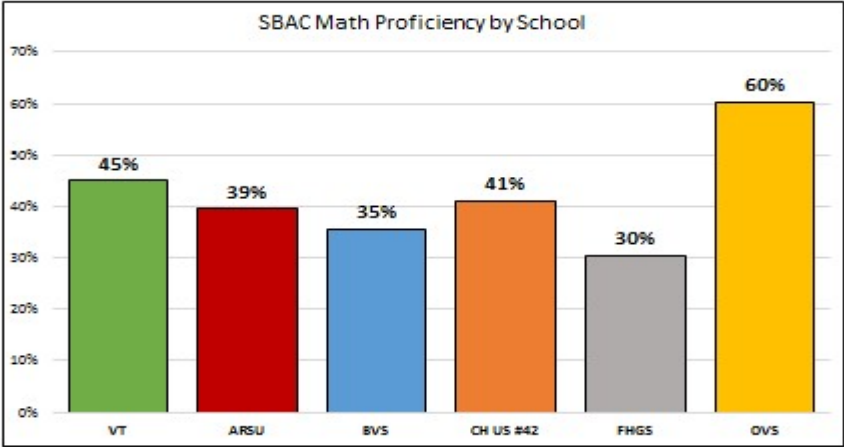
The following charts represent the performance of students at each ARSU school broken down by grade. It should be understood that these data represent a snapshot in time of the level of proficiency achieved by each specific group of students. The data shown here is for the "all" students' group. Where the words "Public Data Not Available" appear, the number of students in that group are too small to be reported due to FERPA considerations. Disaggregates of data for groups such as FRL, IEP, ELL, etc. were not made because, in many cases, the numbers of these groups were too small to be reported publicly due to FERPA considerations. In general, the performance of FRL or SpED students is lower than the performance of non-FRL or non-SpED students within the same cohort group. Numbers for other aggregate groups such as ELL or ethnic minorities are too small to be statistically significant within ARSU.

ELA Proficiency (2015 - 2016 SBAC Data)



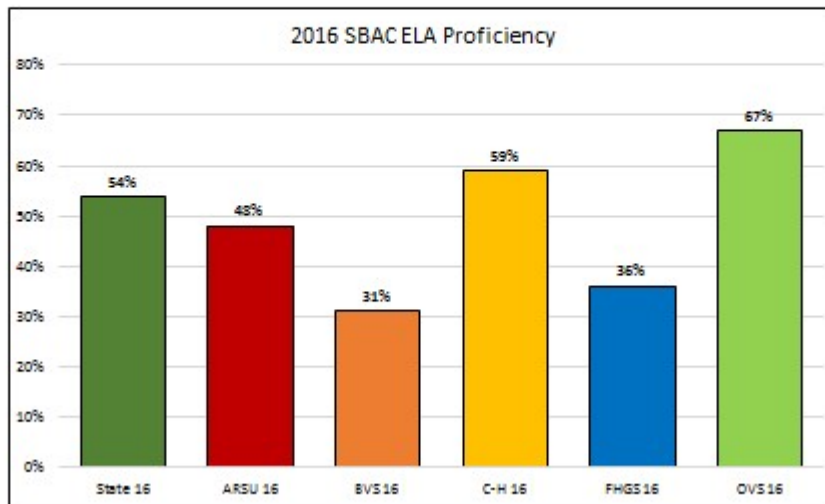
This chart shows the average student proficiency level in English Language Arts for the State of Vermont, the Addison-Rutland Supervisory Union, and each of the schools that make up the Addison-Rutland Supervisory Union. The source of this data is the district report from the American Institutes for Research SBAC report.

Math Proficiency (2015 - 2016 SBAC Data)



This chart shows the average student proficiency level in Mathematics for the State of Vermont, the Addison-Rutland Supervisory Union, and each of the schools that make up the Addison-Rutland Supervisory Union. The source of this data is the district report from the American Institutes for Research SBAC report.

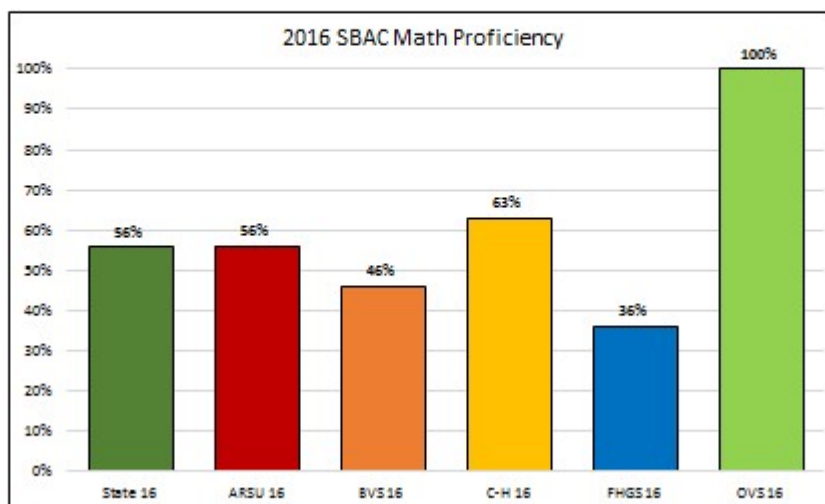
Grade 3 ELA



This chart shows the average level of proficiency in English Language Arts for students in grade 3. The source of this data is the public release file from the Vermont Agency of Education.

<http://education.vermont.gov/data-and-reporting/educational-performance/english-language-arts-and-math>

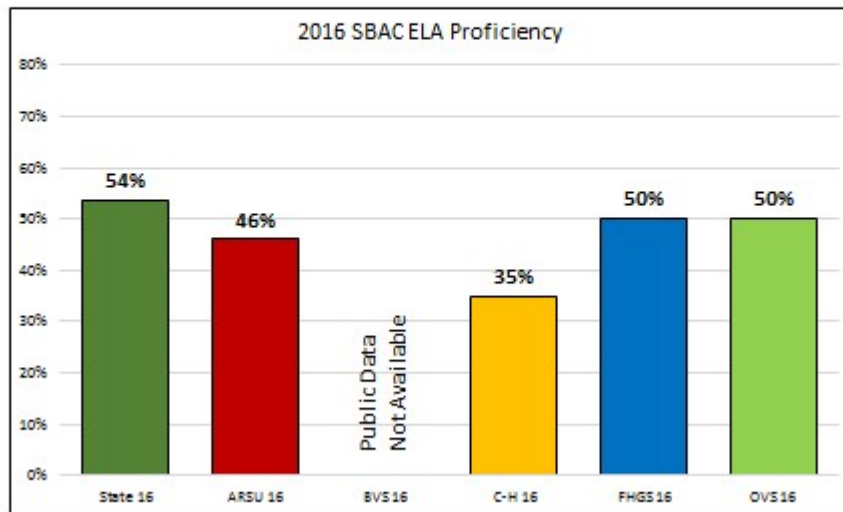
Grade 3 Math



This chart shows the average level of proficiency in Math for students in grade 3. The source of this data is the public release file from the Vermont Agency of Education.

<http://education.vermont.gov/data-and-reporting/educational-performance/english-language-arts-and-math>

Grade 4 ELA

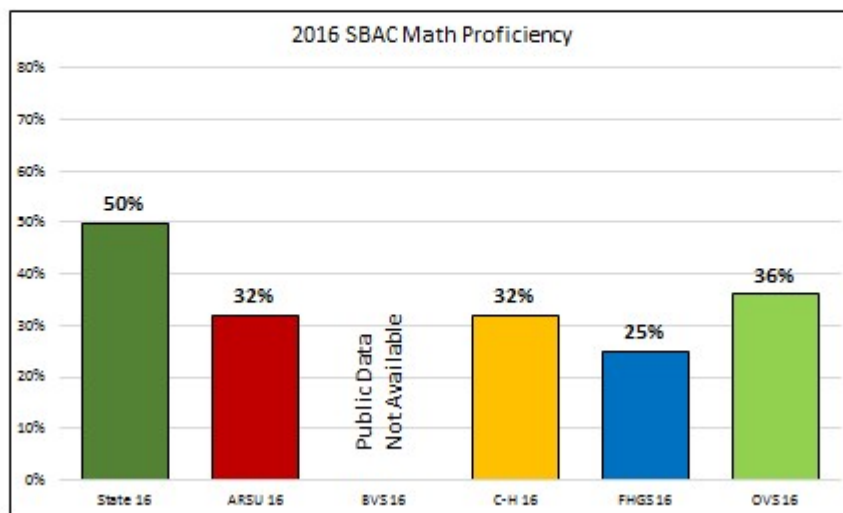


This chart shows the average level of proficiency in English Language Arts for students in grade 4.

The source of this data is the public release file from the Vermont Agency of Education.

<http://education.vermont.gov/data-and-reporting/educational-performance/english-language-arts-and-math>

Grade 4 Math

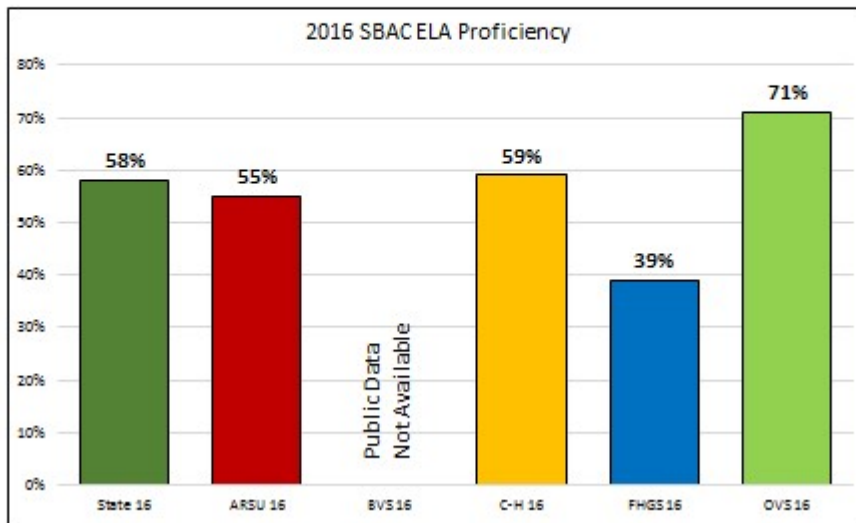


This chart shows the average level of proficiency in Math arts for students in grade 4. The

source of this data is the public release file from the Vermont Agency of Education.

<http://education.vermont.gov/data-and-reporting/educational-performance/english-language-arts-and-math>

Grade 5 ELA

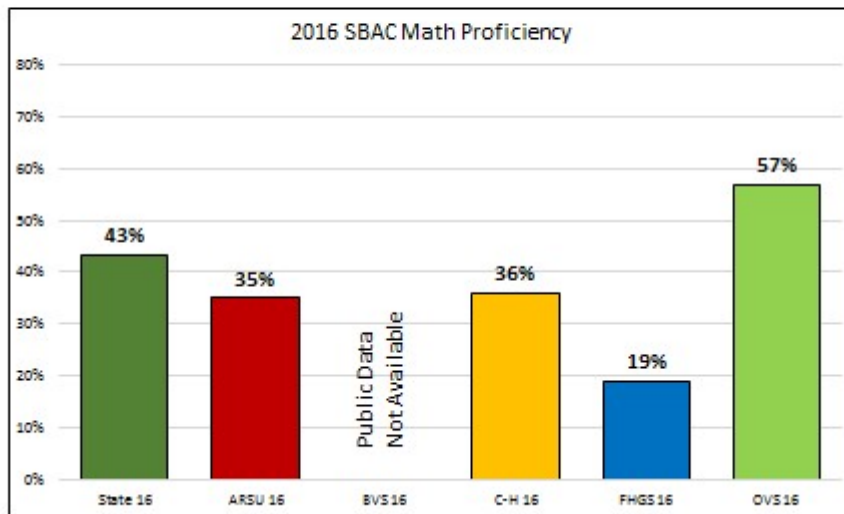


This chart shows the average level of proficiency in English Language Arts for students in grade 5.

The source of this data is the public release file from the Vermont Agency of Education.

<http://education.vermont.gov/data-and-reporting/educational-performance/english-language-arts-and-math>

Grade 5 Math

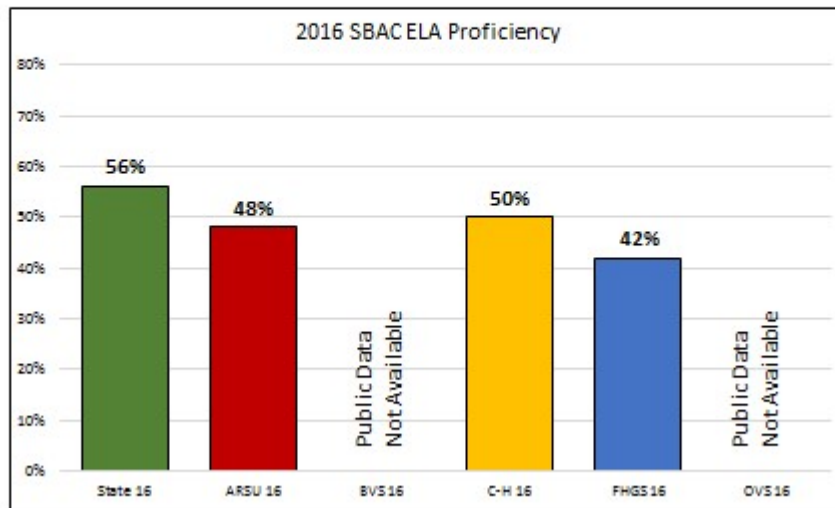


This chart shows the average level of proficiency in Math for students in grade 5. The

source of this data is the public release file from the Vermont Agency of Education.

<http://education.vermont.gov/data-and-reporting/educational-performance/english-language-arts-and-math>

Grade 6 ELA

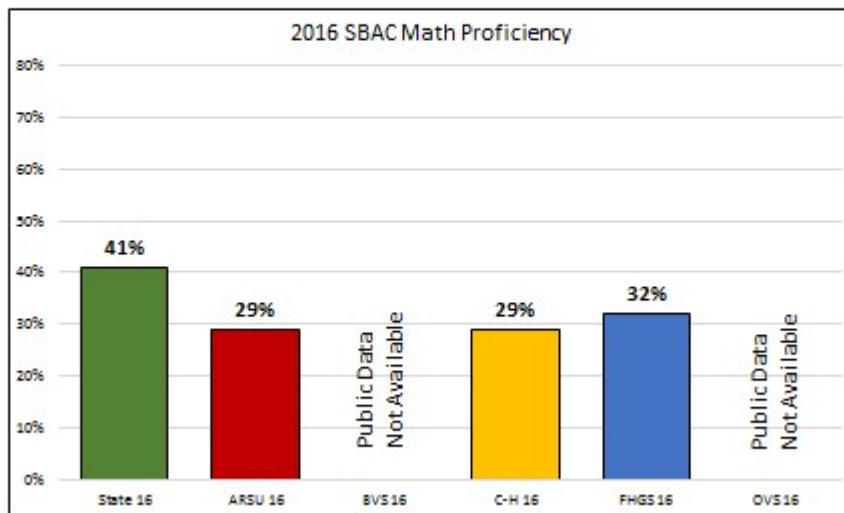


This chart shows the average level of proficiency in English Language Arts for students in grade 6.

The source of this data is the public release file from the Vermont Agency of Education.

<http://education.vermont.gov/data-and-reporting/educational-performance/english-language-arts-and-math>

Grade 6 Math

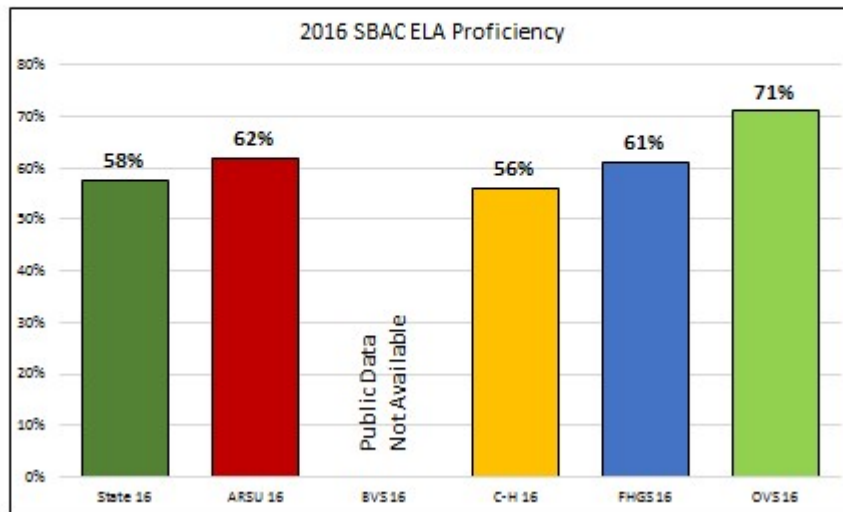


This chart shows the average level of proficiency in Math for students in grade 6. The

source of this data is the public release file from the Vermont Agency of Education.

<http://education.vermont.gov/data-and-reporting/educational-performance/english-language-arts-and-math>

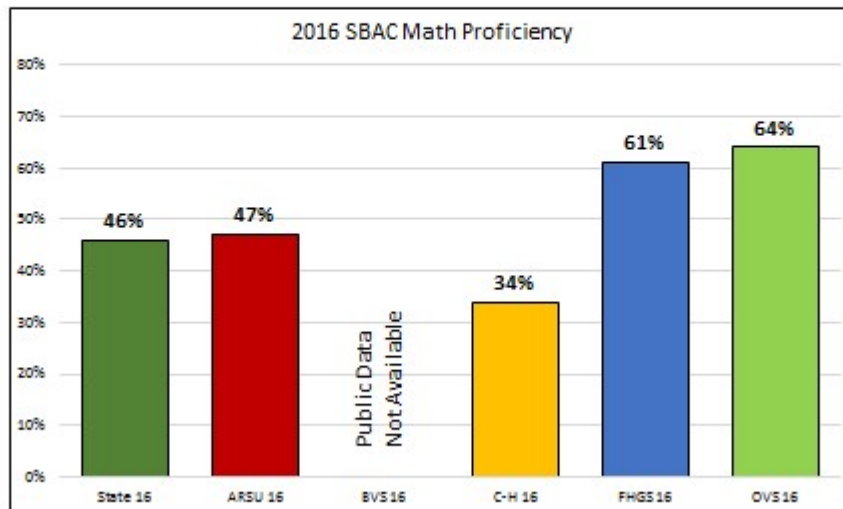
Grade 7 ELA



This chart shows the average level of proficiency in English Language Arts for students in grade 7. The source of this data is the public release file from the Vermont Agency of Education.

<http://education.vermont.gov/data-and-reporting/educational-performance/english-language-arts-and-math>

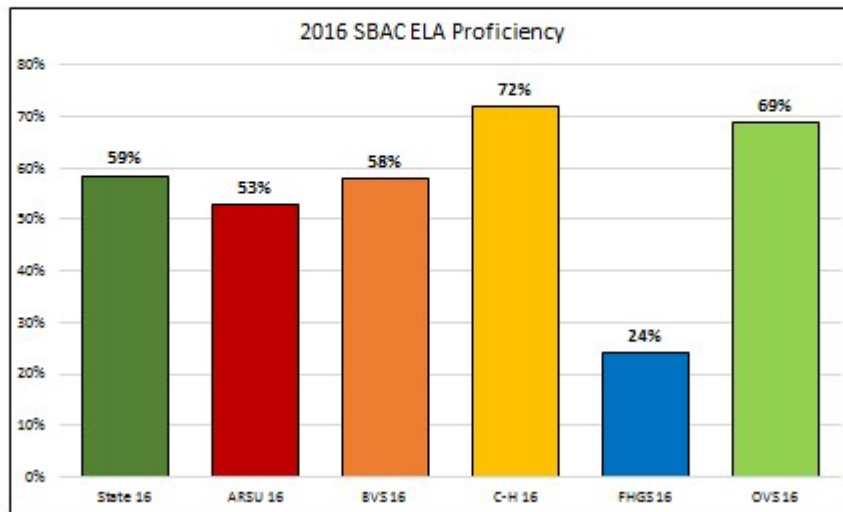
Grade 7 Math



This chart shows the average level of proficiency in Math for students in grade 7. The source of this data is the public release file from the Vermont Agency of Education.

<http://education.vermont.gov/data-and-reporting/educational-performance/english-language-arts-and-math>

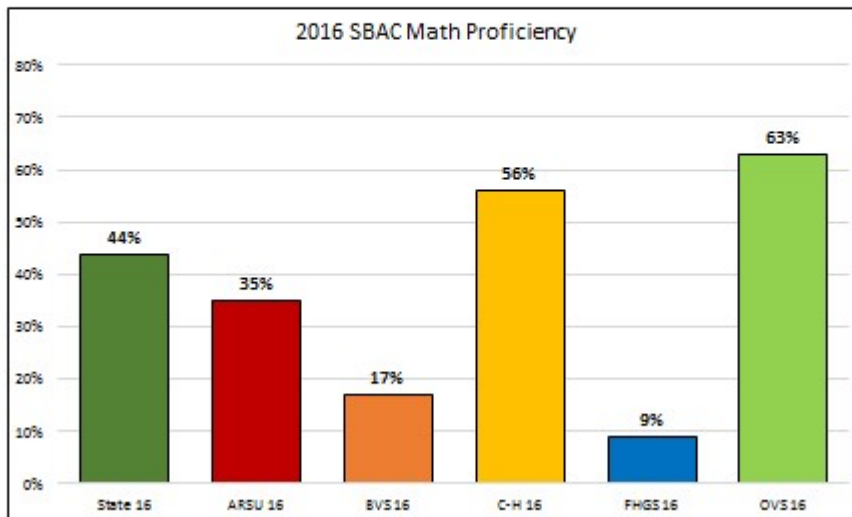
Grade 8 ELA



This chart shows the average level of proficiency in English Language Arts for students in grade 8. The source of this data is the public release file from the Vermont Agency of Education.

<http://education.vermont.gov/data-and-reporting/educational-performance/english-language-arts-and-math>

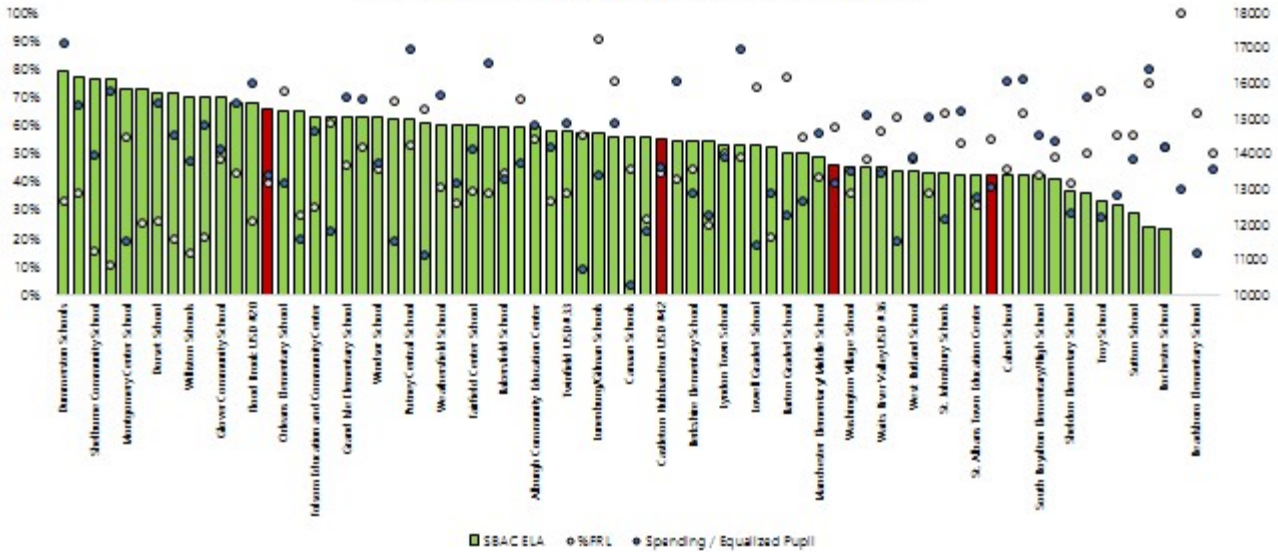
Grade 8 Math



This chart shows the average level of proficiency in Math for students in grade 8. The source of this data is the public release file from the Vermont Agency of Education.

<http://education.vermont.gov/data-and-reporting/educational-performance/english-language-arts-and-math>

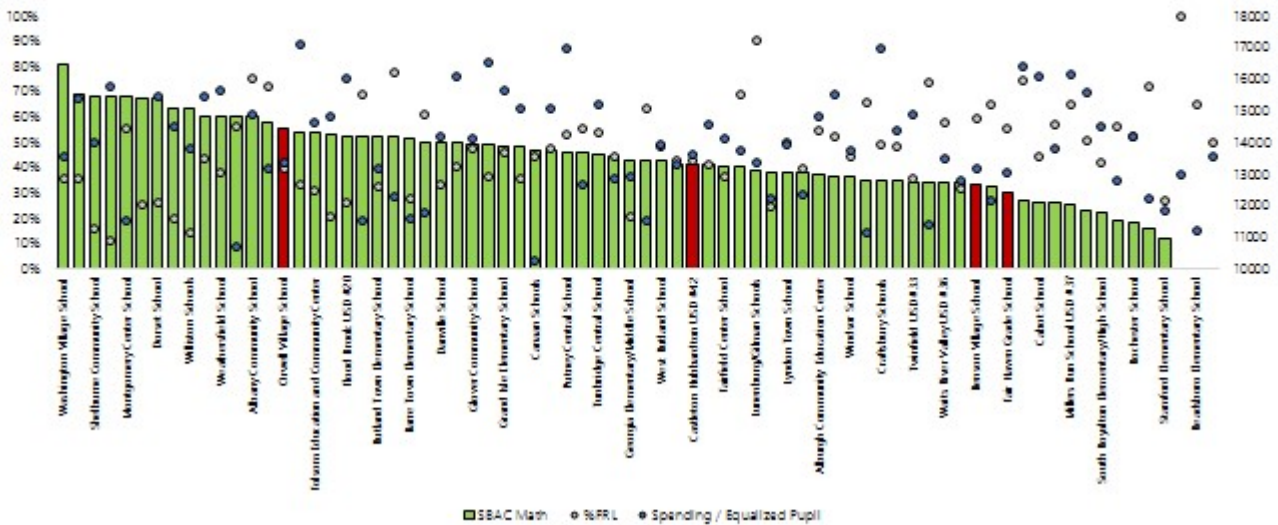
Vermont SBAC Proficiency Percentage for K-8 Schools



This chart shows a ranking of Kindergarten through Grade 8 schools based on average proficiency in English Language Arts by school. The schools that make up the Addison-Rutland Supervisory Union are highlighted in red. Superimposed on this chart are the percentage of free and reduced lunch for each school shown as red dots, and the spending per equalized pupil for each school represented by blue dots. There appears to be a mild negative correlation between the percentage of free and reduced lunch and the percentage of proficiency as measured by the SBAC test. The sources for this data are from the Vermont Agency of Education.

K-8 Mathematics

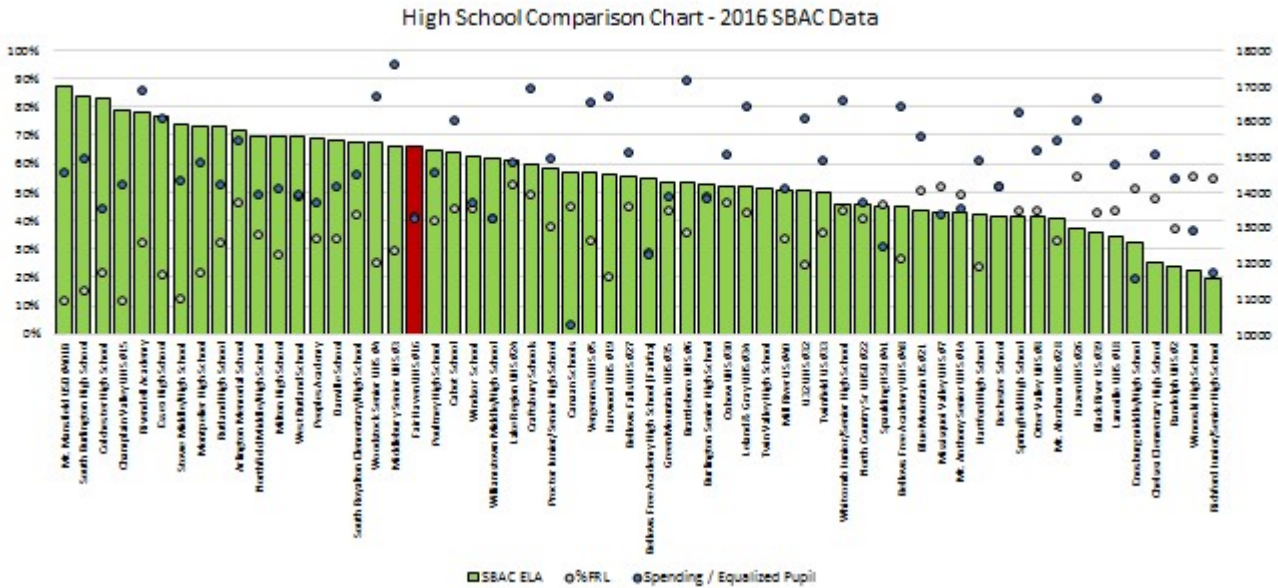
Vermont SBAC Proficiency Percentage for K-8 Schools



This chart shows a ranking of Kindergarten through Grade 8 schools based on average proficiency in Math by school. The schools that make up the Addison-Rutland Supervisory Union are highlighted in red. Superimposed on this chart are the percentage of free and reduced lunch for each school shown as red dots, and the spending per equalized pupil for each school represented by blue dots. There appears to be a mild

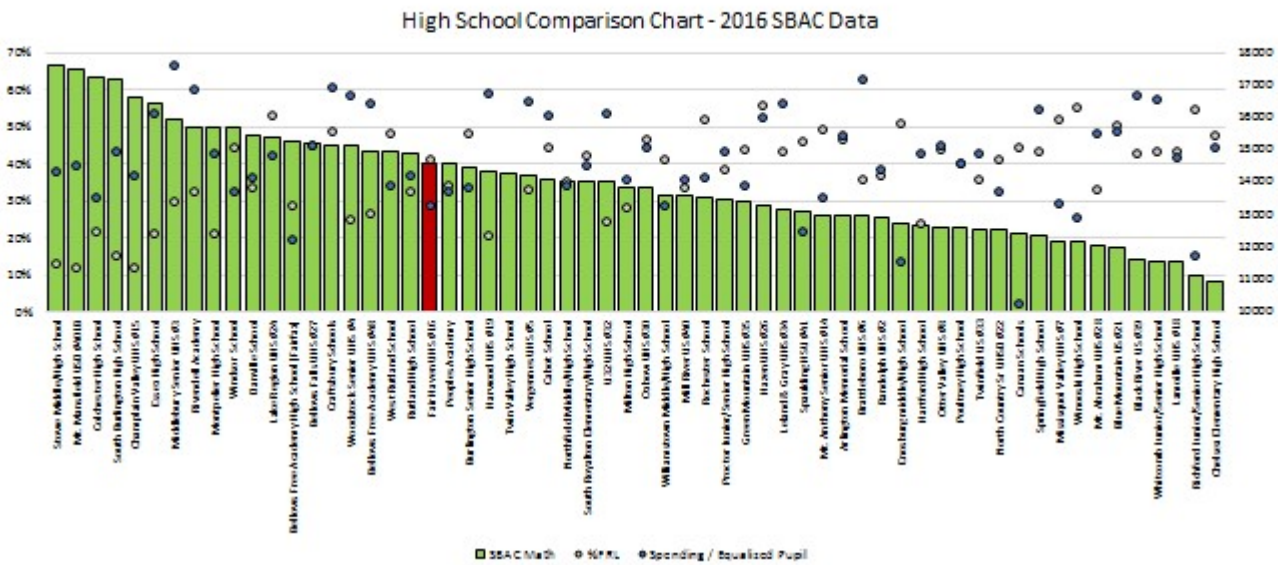
negative correlation between the percentage of free and reduced lunch and the percentage of proficiency as measured by the SBAC test. The sources for this data are from the Vermont Agency of Education.

9-12 English Language Arts



This chart shows a ranking of high schools based on average proficiency in English Language Arts by school. The schools that make up the Addison-Rutland Supervisory Union are highlighted in red. Superimposed on this chart are the percentage of free and reduced lunch for each school shown as red dots, and the spending per equalized pupil for each school represented by blue dots. There appears to be a mild negative correlation between the percentage of free and reduced lunch and the percentage of proficiency as measured by the SBAC test. The sources for this data are from the Vermont Agency of Education.

9-12 Mathematics

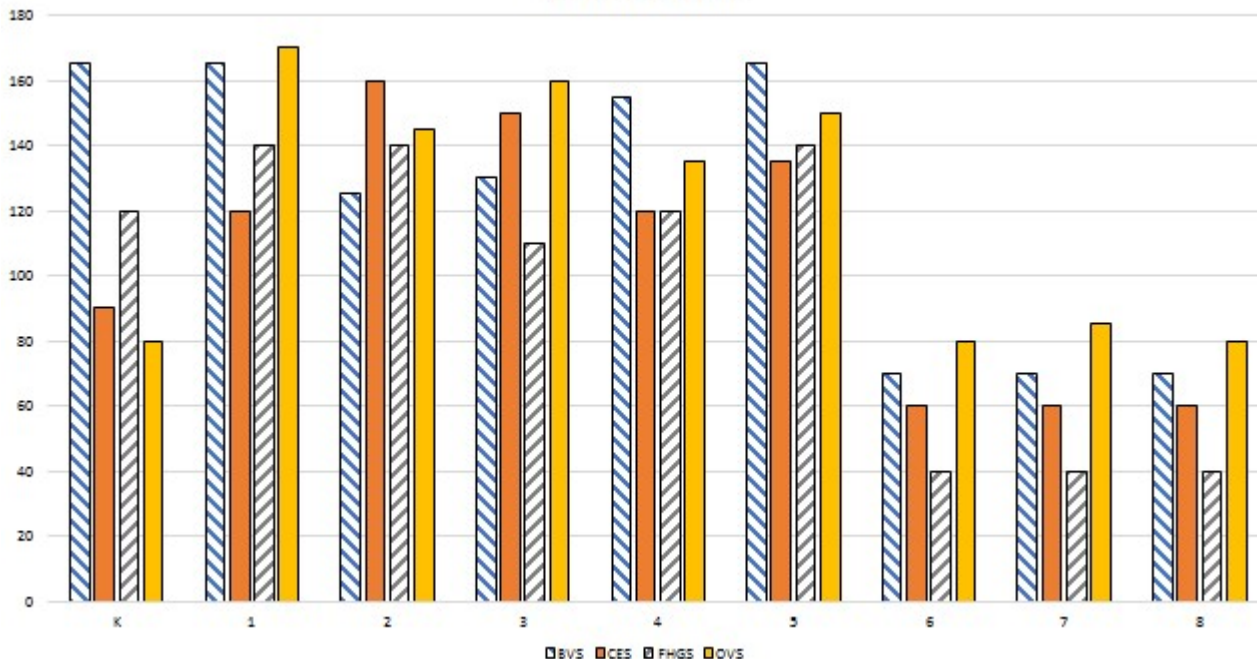


This chart shows a ranking of high schools based on average proficiency in Math by school. The schools that make up the Addison-Rutland Supervisory Union are highlighted in red. Superimposed on this chart are the percentage of free and reduced lunch for each school shown as red dots, and the spending per equalized pupil for each school represented by blue dots. There appears to be a mild negative correlation between the percentage of free and reduced lunch and the percentage of proficiency as measured by the SBAC test. The sources for this data are from the Vermont Agency of Education.

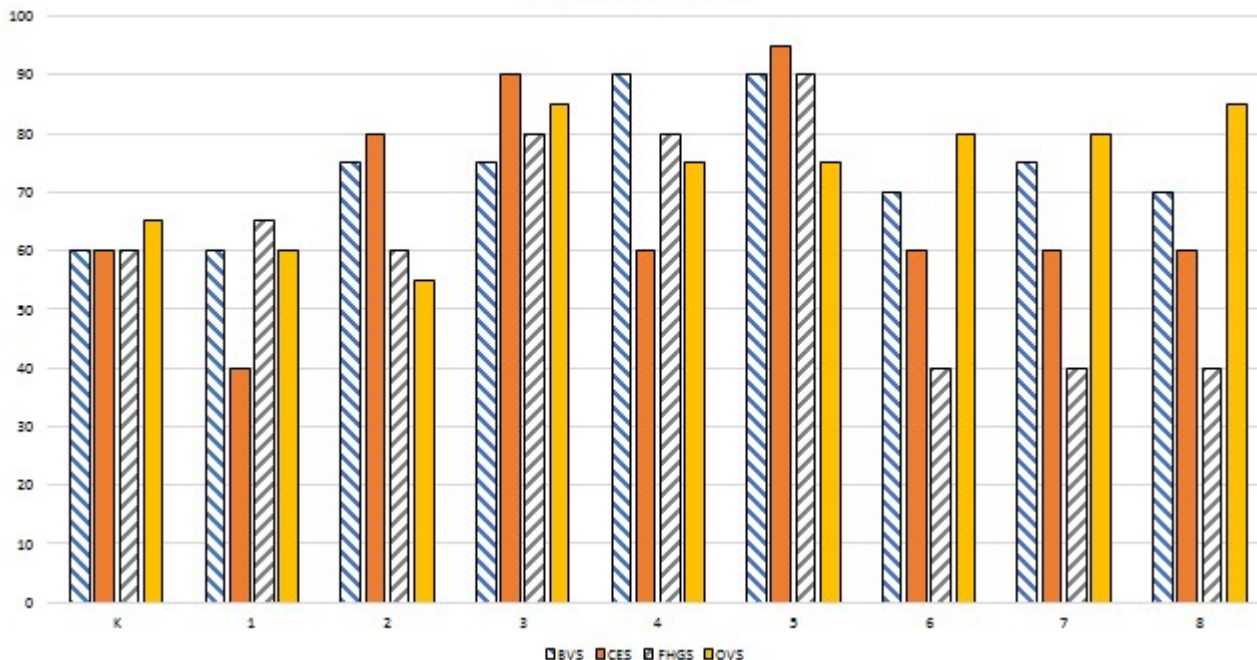
the percentage of free and reduced lunch for each school shown as red dots, and the spending per equalized pupil for each school represented by blue dots. There appears to be a mild negative correlation between the percentage of free and reduced lunch and the percentage of proficiency as measured by the SBAC test. The sources for this data are from the Vermont Agency of Education.

The charts below show the discrepancies in time allocated per school for English Language Arts; Math; Social Studies and Science. By forming a unified union school district these discrepancies can be reduced significantly and/or eliminated over time.

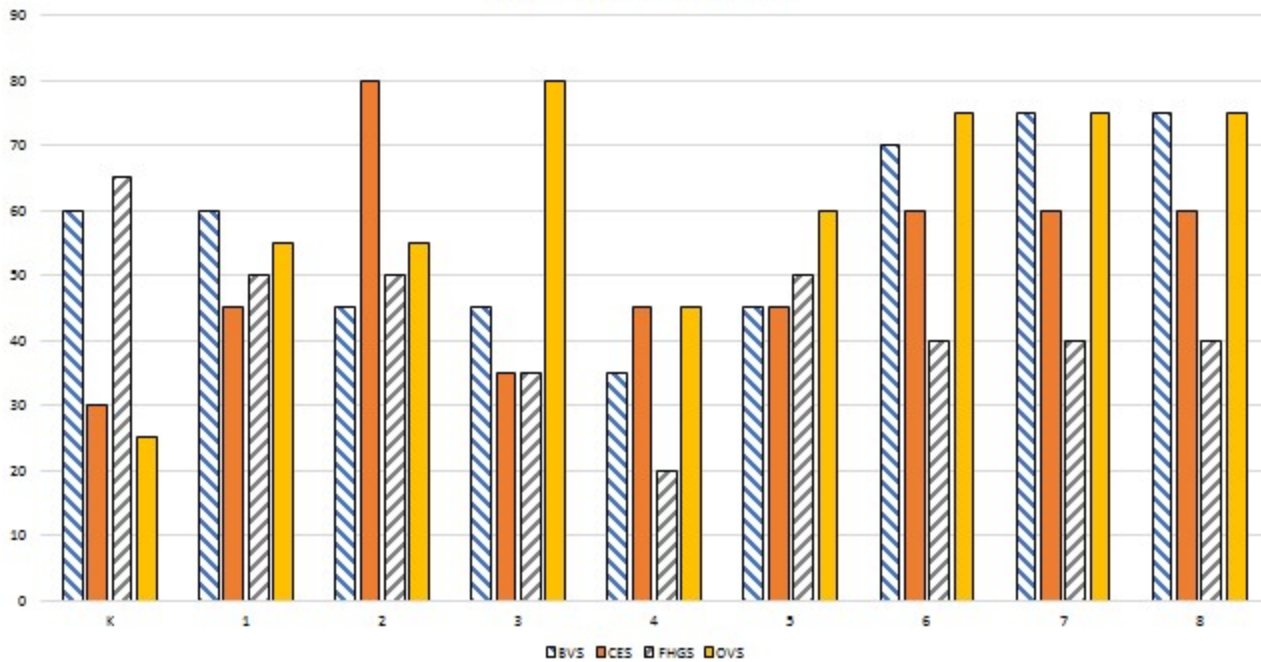
ELA Program Time



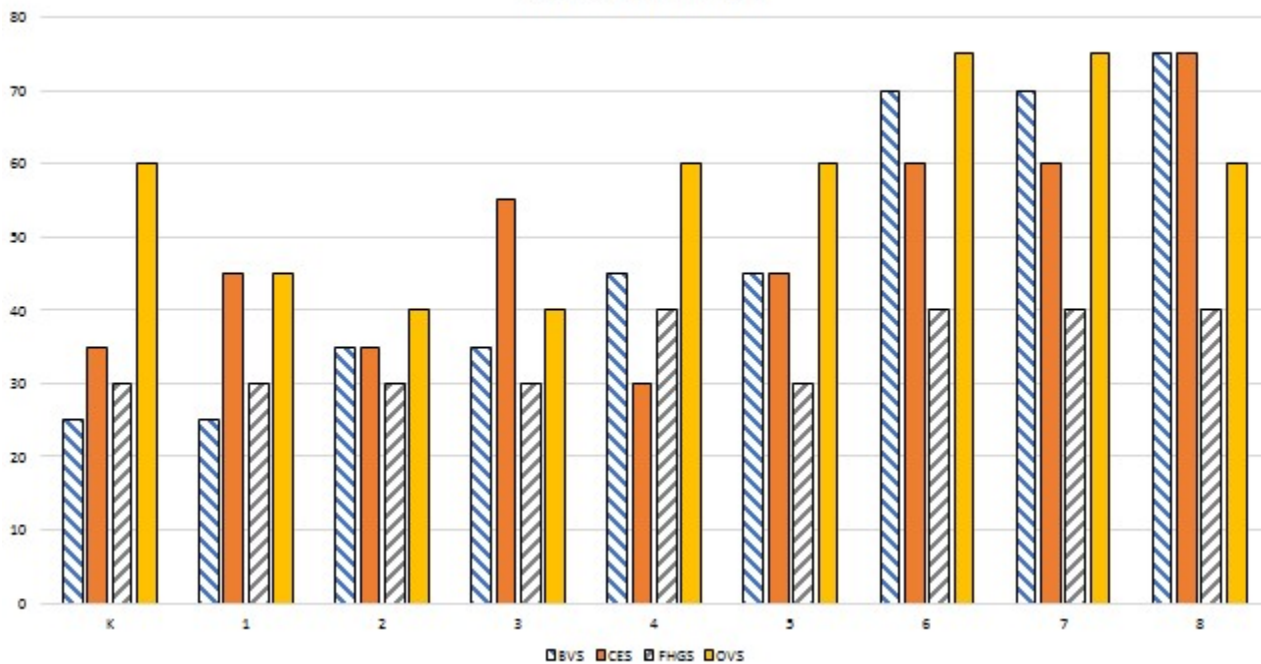
Math Program Time



Social Studies Program Time



Science Program Time



Centralized Contracting

A larger unified union school district will allow for increased purchasing power and a stronger negotiating position through economies of scale. Advertising will be done specifically as a unified district saving money on multiple ads for each school.

Our present system has the following areas centralized. **Centralized Transportation:** Currently in our present Supervisory Union system we have fully implemented centralized transportation effective July 1, 2014. Previously each of our Town School Districts either owned & operated or separately contracted services for transportation. Now we have one contract for the whole Supervisory Union. The Supervisory Union adopted an equalized pupil method for assessing costs. **Union Agreements:** In the past years, each school district negotiated their own master agreements with different language and different salary

schedules. Now all the teachers in our current Supervisory Union negotiate together under one centralized master agreement. We continue to work at standardizing the language within this agreement and in the most recent agreement we were successful at achieving one centralized salary schedule. Negotiations have started again for another successor agreement.

Food Service: Previously each school bid out their food service separately which resulted in two different management companies in our Supervisory Union. Now we have bid out the food service program and centralized it under the Supervisory Union effective July 1, 2015. **Special Education Teachers:** Previously special education teachers were hired by the individual school districts. Now all special education teachers are employees of the Supervisory Union effective July 1, 2015. **All other Special Education Costs:** The Agency of Education had granted ARSU a waiver through the end of June 2017 to centralize all other special education costs except Instructional Assistants. Those costs have now been brought into the Supervisory Union budget for FY 18. **Curriculum:** Our Supervisory Union has centralized and standardized curriculum and professional development opportunities through the leadership of a Curriculum and Staff Development Coordinator. **Accounting:** All financial systems including all payroll, accounts payable, accounts receivable and other financial duties are all centralized at the Supervisory Union level. **Technology:** All student information and Network Systems are operated at the Supervisory Union level. All Technology equipment purchasing and bidding is done at the Supervisory Union level.

Therefore the formation of a new Unified Union District will allow us to take what we have done as a system and fine tune the above areas under one unified entity. We will focus on one individual action plan for continuity for all students. We will continue our district mission and vision by focusing on the academic excellence of every student by empowering them with the means for the successful completion of district, state, and national education standards and by challenging them to be productive members of society. All of our students will be engaged in rigorous, authentic, experiential, individualized learning that is supported or accelerated to ensure that they meet or exceed standards. The creation of a new Unified Union District will allow our full commitment to a comprehensive system of support to assure each student has the opportunity to develop the skills and talents necessary for college and career readiness. Our belief statements are as follows:

We Believe:

- Building strong relationships is necessary for success.
- The community is an essential resource for the schools; the schools are an essential resource for the community.
- All learning expectations are clearly and consistently communicated.
- Student progress is demonstrated through multiple measures of assessment.
- Our intent is to create a learning culture focused on proficiency rather than student-to-student comparisons.
- Quality *Habits of Work* are an essential part of students' pathways to success, and are taught and assessed.
- Students have multiple opportunities to acquire knowledge and skills, show what they know and can do, and excel.
- Projects and daily lessons are built around learning targets, which are stepping stones towards meeting essential knowledge needed for college, career, and life. Learning targets are discussed with students, so they have a clear picture of what they are learning through doing the work.
- All teachers create a climate inspiring success for every student.
- Technology is utilized to enhance, support, and individualize instruction.
- Data based decisions are essential for driving instruction and allocating resources.

Quality and Opportunity: Achievement of High Standards

All students in the new Unified Union District will continue to access a rich array of high quality learning opportunities within an aligned Pre-Kindergarten to 12 education system.

All students in Grades 9-12 will continue to have access to public high school choice through Vermont's public high school choice program.

A unified district will enable every student greater access to the vast array of extracurricular choices (athletics, clubs, educational programs, band, choral, music). Coordination will become easier, more flexible and allow for better scheduling of all events.

A unified district governance structure will allow the schools in the Addison-Rutland Supervisory Union to better serve our students' needs from the start of their education through graduation. A unified system could set priorities and allocate resources where needed regardless of the grade level. A unified system would enable staff to focus more on education quality and allow us to adapt to the ever-changing demands of educating students.

The unification of Act 46 allows a district to embrace the twin goals of excellence and equity—high expectations for all students. Student learning is the concern and responsibility of everyone, focusing on student learning goals through building consensus to reach agreed common goals. Centralized curriculum allows for continuity across schools and across grades as teachers will know what children were supposed to cover in elementary when they hit middle school, for instance. This standardization also provides a means of holding people accountable for teaching as all involved, share scope and sequence, and common skills and themes.

A Pre-Kindergarten through Grade 12 unified union district allows us to consolidate action plans into one district plan to move the vision and calibrate our understanding of quality teaching and learning. This also allows ARSU to create professional development programs that are intensive, ongoing and focused on classroom practice. This includes onsite coaching based on the teaching and learning needs of the teachers to implement high quality instruction to meet the needs of ALL learners. Professional learning communities are developed and supported to build teacher knowledge and skills and to change instruction across the system. A unified system would also align common professional development days, and early release days for alignment, pacing, scoring calibration, and report card rubric work.

A unified district will support student learning by using data effectively. Use data as evidence to monitor results, for making instructional and resource allocation decisions, and for accountability. Common release and professional development days will provide time and training in the use of data and helps schools in gathering and interpreting data. The evidence used to monitor equity, make decisions about alignment, and target professional development efforts will be more systematized in a Pre-K through 12th Grade District. A unified district allows for strategic allocation of resources. It will improve ARSU's ability to provide, allocate, reallocate, and find resources to ensure quality instruction. It will allow us to provide additional resources—financial as well as human and social capital—to support low performers. It will give us some autonomy over staffing, schedules, and budgets within parameters. Act 46 opens up the availability of more educators with specialized skills. The same would be true of potential expanded opportunities in languages, health education, family and consumer science, and other enrichment opportunities.

Act 46 allows for more policy and program coherence. It will improve ARSU's ability to develop and implement policies and strategies that promote equity and excellence. ARSU will review and revise those policies and strategies to ensure coherence among programs and practices linked to district goals.