

**Windsor Central Unified Union School District
Act 46 Study Committee – Final Report
January 18, 2017**

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WINDSOR CENTRAL ACT 46 STUDY COMMITTEE MEMBERS

Chair

Justin Shipman – Bridgewater Board Member

Members

Jennifer Iannantuoni – Killington Board Member

Bob Coates – Pomfret Board Member

Heather Little – Barnard Board Member

Justin Sluka – Reading Board Member

Malena Agin – Woodstock Board Member

Elizabeth Alessi – Woodstock Community Representative

Matt Stover – Woodstock Community Representative

Administrative and Consultant Support

Alice Thomason Worth - Superintendent

Sherry Sousa - Director of Instructional Services

Richard Seaman – Director of Finance and Operations

Peter Clarke - Consultant

Additional Exploratory Phase/706 Members

Chip Davis – Barnard

David Steele - Woodstock

David Green - Barnard

Shiri Macri – Reading

EXECUTIVE SUMMARY

Act 46 is a far-reaching law with ambitious objectives to improve student outcomes, create equity in the quality and variety of student opportunity, increase transparency of school operations, and reduce overall education costs. At its heart, the law seeks to address these issues through the lever of simplified and unified governance mechanisms at the district level – in other words, the creation of a single board with a unified budget, accountable for the outcomes of all the students in the district.

As this study committee confronted the questions raised by this law, we spent a lot of time defining our aspirations as a district while also trying to understand how we could best structure ourselves to achieve those aspirations, as well as, the goals of the law. During the course of completing this work, we became very excited by the potential of creating better educational programs for our kids, while at the same time creating a more sustainable operating model for our schools. In that spirit, we believe we have crafted a bold and ambitious plan for a new district.

Simply put, our bold aspiration is to improve the overall performance of our district to rival the best in the state – to make our good schools absolutely great.

Our plan has **four big ideas**:

1. Investment in curriculum: Our schools are at very different points in curriculum and program implementation – everything from instructional approaches to the way we address the social, emotional, and even physical needs of our children - and we face an integration problem once all elementary students come together at the middle school. Furthermore, student performance outcomes vary among our students and between our schools. We believe that we have to invest more in our curriculum and support opportunities across campuses to ensure we are maximizing our student' potential. This will involve both setting an ambitious "minimum standard" of what we expect each student in our district to receive, but also investing behind points of excellence and differentiation at each campus and ensuring accountability for equity of opportunity. Unification DOES NOT mean each campus has to be cookie cutter. We have an opportunity to create a fantastic tapestry of educational opportunities across our campuses if we see them as parts of a whole as opposed to independent parts.

2. Cost efficiencies and sustainable operating models: Recognizing that such investment comes at a cost, we have embedded into the plan an expectation of restructuring our campuses to save costs. The latest version of our plan envisions restructuring the Barnard and Reading campuses to be pre-K-4, and hosting 5th and 6th grades at our larger campuses in Woodstock, Killington, and Prosper Valley. A unified district enables us to better plan, manage costs and drive scale across our entire system. Given this embedded cost efficiency and flexibility, we have the strong belief that we can make the investment cost neutral even before our incentives from the merger.

3. Elementary school choice: Combined with above, we want to enable maximum flexibility for families across our district, as well as innovation on our campuses. Therefore, we have embedded in our plan the development of intra-district elementary school choice. We believe this can be a powerful new feature of our district that will help attract families while keeping our campuses vibrant and unique.

4. Unified board and school/town parent advisory committees: We have developed a proposed 18 person board structure: 6 from Woodstock; 2 each from Reading, Bridgewater, Pomfret, Barnard Killington, and Plymouth. Combined with this board we expect to form new parent advisory committees for each campus/town to ensure we are injecting the spirit and "eyes on the ground" benefits of community engagement for each of our schools. We believe this combination will be nimble enough to create and implement bold plans, while at the same time ensuring we are maintaining local control and reflecting the input of all our communities.

In Summary:

This is a bold plan - very unique. It tackles the ideas of investment, sustainability, and school choice. We believe this approach will absolutely transform education in our district. It will enable us to expand educational opportunities for our children; it will put our schools on a more sustainable footing over the long term; and together, we can chart an innovative path forward for education in Windsor Central. While our communities have good schools now, we want nothing less than excellence. By focusing on investment, sustainability, accountability and school choice along with an underpinning of vastly simplified governance, we believe we will be much better positioned to drive that transformation in the future.

LAWYERS CERTIFICATION LETTER



ATTORNEYS AT LAW

Steven F. Stitzel – sstitzel@firm SPF.com – (802) 660-2555

January 23, 2017

Stephan Morse, Chairman
VT Board of Education
219 North Main Street, Suite 402
Barre, VT 05641

Rebecca Holcombe, Secretary
VT Agency of Education
219 North Main Street, Suite 402
Barre, VT 05641

Re: *Proposed Windsor Central Supervisory Union Consolidation*

Dear Board Chair Morse and Secretary Holcombe:

This office represents the Windsor Central Supervisory Union ("WCSU") and its member districts. This letter is written on behalf of the WCSU Act 46 Study Committee which is recommending formation of a unified union district consisting of the member districts of WCSU and the neighboring Plymouth Town School District.

I am writing to address the constitutionality of board member allocation among the seven (7) towns that will be members of the proposed Windsor Central Supervisory Union consolidation. The Articles of Agreement provide for formation of an eighteen (18) member governing board with members having equal (non-weighted) votes. Using the most recent census data board members will be allocated to the seven (7) member towns on the basis of population using the "highest remainder" methodology. This will ensure that each member town will have at least two members on the board and all eighteen (18) seats will be allocated. The initial allocation will be as follows:

Barnard	2
Bridgewater	2
Killington	2
Plymouth	2
Pomfret	2
Reading	2
Woodstock	6

The Equal Protection Clause of the U.S. Constitution has been interpreted to require that elected governmental boards be composed of members who, ideally,

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represent similar numbers of constituents (based on population). The degree of “similarity” is measured by calculating deviations from what is “ideal.” For example, a five (5) member board elected to represent five (5) districts, each with a population of one thousand (1,000), would be “ideal.” On the other hand, if the same five (5) member board represented districts with populations of 1,000, 1,000, 1,000, 750 and 1,250, respectively, one district would be 25% below the “ideal” and one would be 25% above. This results in an average population deviation of 10% and a maximum population deviation between two districts of 50%.

The combined population of the seven (7) member towns of the Windsor Central Supervisory Union is 7,931. Ideally, then, each member of the eighteen (18) member board would represent a population of 441. The proposed allocation results in the following deviations:

		Pop. per member	Deviation from 441
Barnard	2	474	7.5%
Bridgewater	2	468	6.2%
Killington	2	406	-8.0%
Plymouth	2	310	-29.8%
Pomfret	2	452	2.6%
Reading	2	333	-24.4
Woodstock	6	508	15.3%

This results in an average population deviation of 13.4% and a maximum deviation of 45.1% (based on Plymouth and Woodstock).

The U.S. Supreme Court has recognized that significant deviations from what is ideal may be permissible where allocations are made to preserve representation along historic political boundaries such as, cities, towns, counties and similar entities. Brown v. Thomson, 462 U.S. 835 (1983) addressed the constitutionality of Wyoming’s legislative reapportionment in 1981. Under the plan, each county was allocated at least one representative. The “ideal” population per representative was 7,337. Niobrara County with a population of only 2,924 was 60% below the ideal population. The average deviation for the reapportionment was 16% with a maximum deviation of 89%. Despite these deviations, the Court found the apportionment constitutional noting “. . . Wyoming’s longstanding and legitimate policy of preserving county boundaries.” Id. at 847.

Board Chair Morse and Secretary Holcombe
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The role of Vermont towns in the organization and governance of public schools finds its roots in Chapter II, Section 68 of the Vermont Constitution which provides that "... a competent number of schools ought to be maintained in each town....." Over the past two centuries and countless statutory changes, public schools have emerged and survived in most towns, forming strong ties with their host communities. The board member allocation proposed in this case preserves Vermont's "longstanding and legitimate policy" of respecting the political boundaries of the towns that have established and long supported their public schools.

That the proposed board member allocation meets the constitutional standards of Brown v. Thomas is obvious. First, the population deviations of 13.4% (average) and 45.1% (maximum) are far smaller than those involved in Brown. Also, the preservation of political boundaries for purposes of representation are no less significant. The only difference is in the number of representatives allocated to the entity with the smallest population; in Brown, Niobrara County was allocated only one representative while Plymouth is allocated two.

To conclude, it is our opinion that the method for allocating the eighteen (18) members of the proposed board satisfies requirements of the Equal Protection Clause of the U.S. Constitution, as such have been articulated by the U.S. Supreme Court.

Sincerely,



Steven F. Stitzel

SFS/gc

cc: Alice Worth, WCSU Superintendent

WCSU17-001 (Act 46 Consolidation) SFS to S. Morse & R. Holcombe 17-01-23 opn

A UNIFIED VISION FOR DELIVERING A QUALITY EDUCATION TO THE CHILDREN OF WINDSOR CENTRAL

Introduction:

Process:

Act 46 is a far-reaching piece of legislation designed to encourage the districts that make up the Windsor Central Supervisory Union to explore the potential benefits of unifying their existing governance structure into a single, supervisory district with a single school board responsible for serving every student in the communities of Barnard, Bridgewater, Pomfret, Killington, Plymouth, Reading, and Woodstock. It is a bill whose central goal is to improve the educational quality of our schools and to achieve that goal at an affordable and sustainable cost that taxpayers will value.

In the summer of 2015, the school boards of Barnard, Bridgewater, Pomfret, Killington, Reading, and Woodstock voted to form a 706 Study Committee to review and assess current patterns of governance within the Windsor Central Supervisory Union given the new requirements of Act 46. Because these school districts share a union district middle and high school, the committee was also interested in studying the current educational opportunities offered in our schools and to investigate the potential impact of different governance models on student learning. To facilitate the study, the committee secured a consultant, Mr. Peter A. Clarke, from the *Act 46 Project*, a joint initiative of the Vermont School Boards Association, Vermont Superintendents Association, and Vermont School Board's Insurance Trust. At the end of the exploratory phase of the study, the Committee moved ahead with a full 706b merger study to decide whether putting proposed Articles of Agreement for a new unified union district was in the best interest of all of the communities that make up the current supervisory union.

Over the past 16 months, the committee met bi-monthly in open session. The committee has attempted to maintain a transparent record of its work through ongoing postings to the S.U.'s website of its meeting schedule, minutes, working documents, and draft findings. Prior to the completion of this report, the committee held multiple public forums in every community across the current S.U. on a variety of issues related to district unification to elicit comment on its findings and then used that feedback to revise and strengthen its final report and recommendations. Finally, the Committee submitted its final report to each of the school boards in Windsor Central for review and comment. ***(See Appendix 10)***

On January 18, 2017, the Windsor Central Joint 706 Study Committee voted to accept this Report (v.11) and Articles of Agreement. Upon approval by the State Board of Education, the question of whether to form a Unified School District will be presented to voters of Barnard, Bridgewater, Killington, Pomfret, Reading, Woodstock, and Plymouth at the communities' respective Annual School District Meetings on March 7, 2017.

Focus of Deliberations:

At the heart of the law are five key goals, which the committee saw as essential guides to its work:

- *To provide substantive equity in the quality and variety of educational opportunities statewide.*
- *To lead students to achieve or exceed the State’s Educational Quality Standards.*
- *To maximize operational efficiencies through increased flexibility to manage, share, and transfer resources, with the goal of increasing the district-level ratio of students to full-time equivalent staff*
- *To promote transparency and accountability.*
- *To achieve these goals at a cost that parents, voters, and taxpayers value.*

Central to the committee’s deliberations concerning any potential plan to unify the current school districts into a single, unified district governed by a single school board representing the schools and towns that make up the current Windsor Central Supervisory Union was one central overriding question:

How would unification benefit our children? Specifically, how would a new, unified district governance structure provide better, more equitable learning opportunities for our children and better support them to achieve or exceed the State’s Educational Quality Standards?

In examining this key question, the committee examined the educational, cultural, financial, and operational opportunities and challenges that would attend any plan for district unification.

Specifically, during the exploratory phase of the Committee’s work it identified and examined:

- The Central Questions Guiding their Study of Unification ***(See Appendix 7),***
- The guiding principles that would become “Principles of Unification” in planning for the future of the schools ***(See Report)***
- The Opportunities and Challenges of Unification - Educational, Cultural, Financial, and Operational ***(See Appendix 7),***
- The Current Enrollment and Staffing Patterns of the Schools in Each District (See ***(Appendix 4)***)
- The programs and resources available to students ***(See Report)***
- Financial and Tax implications of a merger among the districts that make up the Windsor Central Supervisory Union, including the impact of potential incentives under the law, and the potential loss of hold harmless funds and small schools grants. ***(See Report)***

Having completed the exploratory stage of its deliberation and shared this work with community members in a number of public forums, the committee’s Final Report seeks to outline:

- A. An Educational Vision for Unification** that would address the specific goals of Act 46. The committee believes that it is not enough to simply point out the potential opportunities that might attend a unification of existing governance structures but to provide voters with concrete examples of how a unified district might in fact operate, and the opportunity to evaluate specific initiatives that would equitably address the educational needs of students throughout the current supervisory union. That vision includes:
- Section 1: A Statement of Guiding Principles for Unification.
 - Section 2: An Analysis of Student Performance/Achievement and Recommendations
 - Section 3: An Analysis of Current Program Equity Across the Supervisory Union
 - Section 4: An Analysis of Restructuring Opportunities designed to Strengthen and Sustain the Delivery of a Quality Education for Every Student at a cost that parents, voters, and taxpayers value.
 - Section 5: Recommendations for Promoting Operational Consistency, Transparency, and Accountability.
 - Section 6: Recommendations for Strengthening and Sustaining the Delivery of a Quality Education for Every Student at a cost that parents, voters, and taxpayers value.
- B. A plan for Maximizing Efficiencies** through Financial Accounting, Budgeting, and Administration.
- C. The Projected Impact on Homestead Tax Rates** due to unification.
- D. A Transition Plan** should the voters approve the proposed plan for district unification.
- E. Specific Articles of Agreement** for consideration by the voters of each sending district as required by law.

Final Note: Neighboring Districts:

During its work, the Committee reached out to or entertained conversations with a number of neighboring districts:

1. **Pittsfield:** The Pittsfield School District is a non-operating district that tuitions its students Pk-12. At the request of the State, Pittsfield became a member of the Windsor Central Supervisory Union in 2015. Through its own exploratory study, Pittsfield has determined that it wished to remain a non-operating, tuition district. As such, it cannot join an operating, Pk-12 unified union district.
2. **West Windsor:** The West Windsor School District is a PK-6 tuition district that is currently a member of the Windsor Southeast Supervisory Union. In meetings with representatives of our Committee, West Windsor board members expressed some interest in giving up choice and becoming advisable to the 706 process in Windsor Central. However, West Windsor is currently a full participating member of a study committee in Windsor Southeast. In addition, a preliminary examination of both the financial and geographic realities that would attend a potential merger with Windsor Central indicated that unifying was not practical at this time.
3. **Plymouth:** Throughout the past year and a half, the Plymouth School Board, in conversations with representatives of Windsor Central's joint 706 Committee, has indicated that it might be interested in putting before its community members a proposal to give up choice as a non-operating district and merge as a full member of a new unified union Windsor Central School District, or a Modified Unified Union District (MUUD) should only four of the seven forming districts vote for unification. Currently, over 80% of Plymouth students attend schools (K-12) in Windsor Central. After examining the educational and financial benefits of including Plymouth in its merger proposal, the Committee voted to name the Plymouth School District, currently part of the Two Rivers Supervisory Union, an advisable district to the proposed merger of the Windsor Central Supervisory Union and include them as a forming member district in the Articles of Agreement of the Windsor Central Unified Union School District. An analysis of the financial impact of including Plymouth in the proposed merger is outlined in the report.

PART A: AN EDUCATIONAL VISION FOR UNIFICATION

SECTION 1: GUIDING PRINCIPLES FOR UNIFICATION

One of the central challenges of unification is recognizing the important relationship that community members have traditionally had with their local schools and the uncertainty that goes with establishing new patterns of governance. In establishing these guiding principles of educational governance, the Committee sought to articulate core principles that would guide the work of a new unified board and foster confidence in each of our school communities concerning the new unified district's educational operations and educational quality.

Note: A fundamental understanding inherent in this report is that any new unified board will seek to implement key provisions of the Committee's findings/vision to insure the realization of these principles and to keep faith with the expressed wishes of voters who voted for unification based on the vision, principles, and recommendations expressed in this report.

Educational:

1. High standards for student achievement will be uniform across the new district and based on multiple assessment strategies. Every student will reach or exceed proficiency in both ELA and Math by 2023 – competitive with the top 5% of schools in Vermont (consistent with a student's individualized learning plan).
2. Decisions on instructional configurations (class size, single vs. multi-age groupings) should be based on sound educational principles, and be practicable and sustainable.
3. By 2021, class sizes (single or multi-age) are at a minimum of 12 with a maximum of 20 for grades k -3, and 25 for grades 4 – 6 (Vermont Model Class Policy AOE) wherever educationally practicable and sustainable.
4. Administrative leadership for each building that will be achieved through a full time Principal wherever educationally practicable and sustainable.
5. No school will reduce services and quality for the purpose of achieving equity.
6. The district will work to equalize opportunities in all elementary schools for:
 - Technology access and programming.
 - Instruction in World Languages, Performing and Visual Arts, Health, Wellness, and Physical Education
7. A new, unified district will explore creative and sustainable campus configurations to achieve higher academic standards and insure a quality educational experience for every student.

Operational:

1. Consolidate the management of operations including building maintenance, custodial, technical, health services and food services in order to allow Principals to focus on the educational needs of their schools.
2. Streamline administrative services to eliminate redundancy in state and federal reports, audits, budget development, and data collection, by centralizing these responsibilities.
3. The sharing and distribution of assets are clearly articulated in the Articles of Agreement.

Governance:

1. The new board will develop a unified educational mission (PK-12).
2. The new board will be representative of each community.
3. The new board will establish agreed upon standards for educational outcomes and Board practices.
4. The new board will develop new strategies for local input (e.g. school/community councils, forums, meetings for the purpose of maintaining local involvement, identity and values).
5. Equitability of opportunities must be achieved without exceeding current resources.

Restructuring Schools and Educational Programs:

1. No school building will be closed, unless the local electorate chooses to do so, within the first four years of unification. **
2. The new district will develop a plan for intra-district school choice (K-6) among the current districts of the WCSU that is educationally sound, practicable, and sustainable.
3. The new unified district will demonstrate its support of early education by trying to maintain, at a minimum, a primary school (PK-2) in every community where there is currently an existing elementary school wherever educationally sound, practicable, and sustainable.

** After four years, an affirmative vote of a majority of the Board of Directors shall be required to close a school and a binding referendum to that effect shall be submitted to an annual or special meeting for approval by the voters of the new Unified Union District. **(See Article 13, page 55.)**

SECTIONS 2 AND 3: STRENGTHENING STUDENT PERFORMANCE & PROGRAMMATIC OPPORTUNITY

Introduction:

In approaching the issue of strengthening academic performance and providing substantive equity in the quality and variety of educational opportunities for all students, the Committee looked at the goal of achieving educational excellence in two ways:

- a. **Performance** – How students are actually performing academically across the district.
- b. **Programmatic Opportunity** – The equity in quality and variety of program opportunities afforded students across the elementary schools in Windsor Central.

In our investigation, we found significant variations in both performance and programmatic opportunity for our students. We strongly believe that we need to invest to improve both performance and opportunity. The enclosed analyses cover the insights we uncovered on the educational and programmatic gaps in these areas. In our proposed **Articles of Agreement**, we charged the new board with developing a specific plan for investing in student learning, as well as, preserving and improving access to quality programming for all students.

It is important to note that we also believe this investment should be paired with cost savings. In essence the Committee is charging the new board with balancing any investments in curriculum and instruction with cost savings from restructuring the district's current education delivery models, as described in Section 4 of this report.

A. STRENGTHENING STUDENT ACHIEVEMENT/PERFORMANCE:

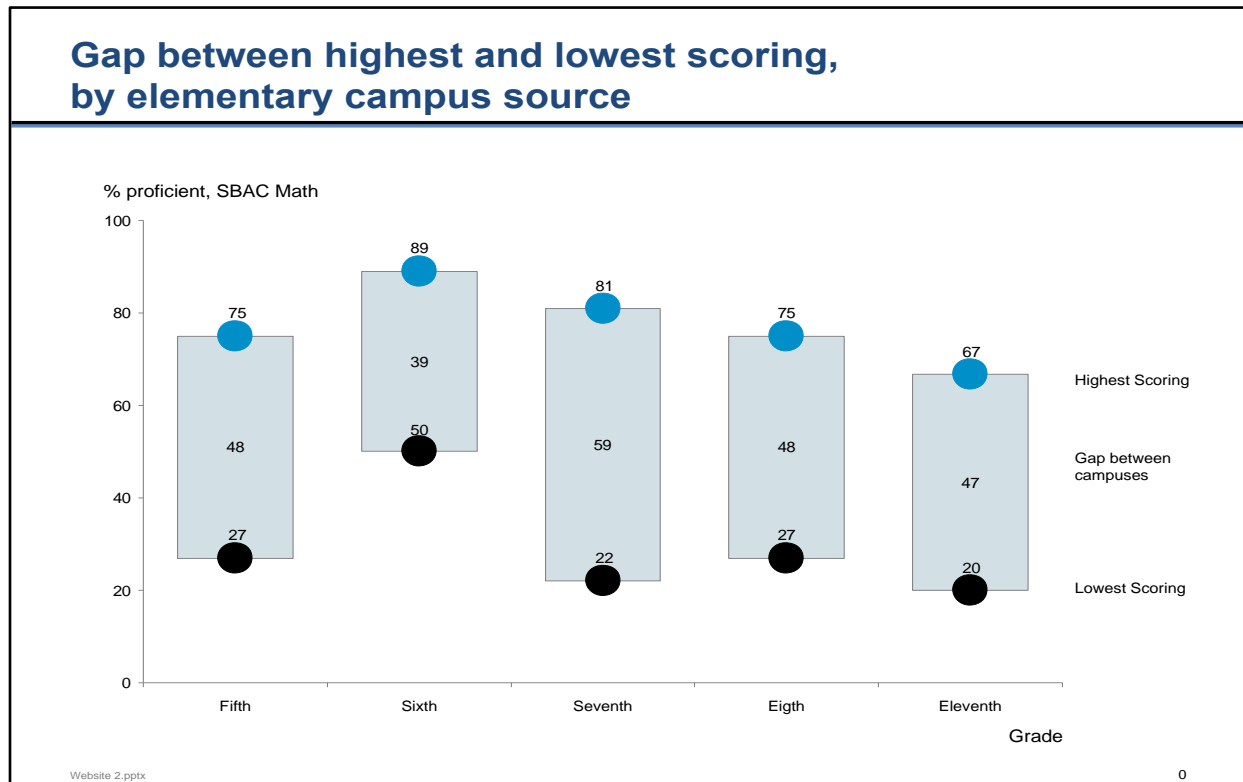
“Leading Students to Achieve or Exceed the State’s Educational Quality Standards” (Act 46 Goal #2)

As the Committee noted in its Core Principles, the goal of unification should be to work to ensure that, “Every student (in the current S.U.) will reach or exceed proficiency in both ELA and Math by 2021 – competitive with the top 5% of schools in Vermont (consistent with a student’s individualized learning plan)”. In the view of the Committee, maximizing student potential must be the central goal of unification in Windsor Central. After examining the most recent **2015 and 2016 Smarter Balanced Testing Data (SBAC)** (*See Appendix 1*), reviewing historic NECAP data and considering the **AOE Integrated Field Review Report based on a review conducted November 8 and 9 2016** (*See Appendix 8*), the Committee found:

- a. Noticeable variability in student performance becomes particularly challenging at the middle school where students from the Windsor Central Schools are integrated. This variability persists through middle school and high school.

- b. Real differences exist in student performance outcomes within and between the schools that make up the Windsor Central Supervisory Union, based on an analysis of SBAC Data for 2015-2016 and historic NECAP data

For example, the following chart identifies the variability in Math performance by elementary school from 5th to 11th grades and highlights one aspect of the current instructional challenge facing teachers in our district's Middle and High School educational programs:

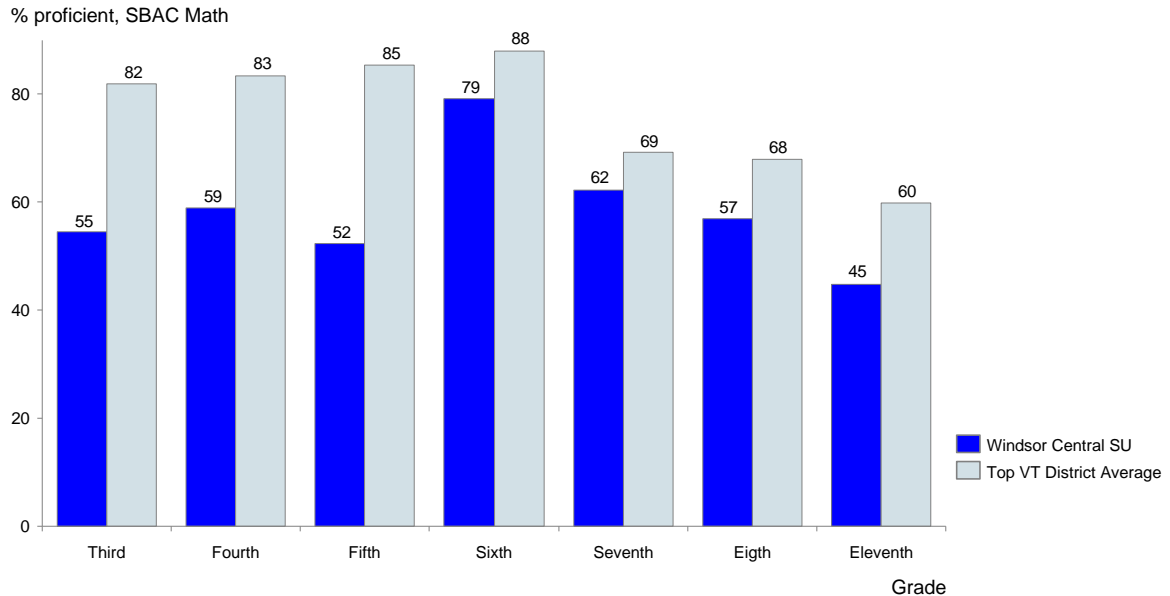


In addition, The Committee examined the **range of proficiencies** in both Reading and Math at every elementary school in the district, as well as, **student progress** from one grade level to the next for the past two years and discovered noticeable fluctuations in the academic progress of Windsor Central students as they make their way through the S.U.'s current educational programs K-12. **(See Appendix1)**

Finally, in comparing our students' academic performance against the best in the state, we also found room for improvement.

Opportunity to make our good schools great

Examples of gap between our district average and best district in VT



Website 2.pptx

1

Summary Recommendations – Student Performance:

Clearly each of the schools in Windsor Central has a unique profile of educational strengths and opportunities for students and families. However, each has instructional challenges that require creative, thoughtful, and focused attention/support if our young people are to reach their true potential, and if our schools are to rank with the best in Vermont. Taken together, every recommendation that follows in this report is designed to address issues of instructional cohesiveness, equity and opportunity and therefore enhance the well-being and performance of every young person in our care.

Before moving to the Committee's key recommendations for raising student performance and fully realizing the opportunities that the unification of our current governance structure could bring to Windsor Central, the Committee would like to point out and recognize the progress that has already been taken in recent years to better coordinate and deliver quality instruction to all students.

Examples of this progress include:

- A coordinated PreK-8 standards-based reading and writing curriculum
- A coordinated PreK-8 standards-based mathematics curriculum
- Coordinated and cohesive support to teachers in PreK-12 literacy and mathematics instructional practice provided by coaches.
- Development of standards-based PreK-12 NGSS science curriculum
- The development of a uniform local assessment system
- A system-wide supervision and evaluation system.
- Collaborative opportunities for teachers to work together on curriculum and instructional practice

In addition to these important steps forward, **the Committee believes that the creation of a single unified school board will create new opportunities in strategic governance and accountability PK-12** to address both the existing and emerging needs of students, as well as, the educational goals central to Act 46 by:

- A. Improving opportunities for teacher leadership to support consistency across content areas PreK-12, through:
 - a. Sharing educational resources across buildings.
 - b. Sharing best practice
 - c. Improved technology education and equitable access to technology resources such as laptops, tablets, and interactive boards.
 - d. Providing more tools for managing class size by being able to move staff among buildings as necessary.
- B. Strengthening the instructional practices of the entire system by creating a more extensive, robust, and coordinated program of teacher development that:
 - a. Fosters opportunities to share expertise, best practice, diverse thinking, and new/emerging instructional visions (mentoring, teacher leadership).
 - b. Assists teachers in creating learning environments which:
 - i. Promote and support positive social responsibility through accountability and respect for self, others, and their school;
 - ii. Embed transferable skills into their instruction and to include them in all summative assessments.
 - iii. Implement personalized learning plans as a living document in a Proficiency Based Learning (PBL) system

- iv. Develop real-world projects, instructional challenges and solutions.
- C. Coordinating the delivery of individual school programs to:
 - a. Enhance opportunities for professional collaboration across schools
 - b. Share staff across schools (e.g., world languages, music education, technology education, special education)
 - c. Improve opportunities for talented learners, struggling learners, etc.
 - d. Share specialized resources more easily (e.g., Occupational Therapy, Physical Therapy, English Language Learning, alternative educational programs, School Resource Officers, Student Assistance Professionals)
- D. Expanding options regarding efforts such as universal Pre-K.
- E. Ensuring common expectations (e.g., academic, behavioral) across all schools.
- F. Developing a common report card to measure and communicate student progress
- G. Strengthening the alignment of special education service delivery models

Summary Conclusion:

In summary, this committee sees tremendous potential for improving learning opportunities and the performance outcomes of our students. There is no reason we should accept vast differences in achievement for students who live within miles of each other. We strongly believe that we should be doing a better job in improving the education of all the children in our district. By thinking of ourselves as parts of a whole vs independent components, we believe that we can better construct a PK-12 system which maximizes the potential of all our students.

B. ENHANCING PROGRAMMATIC OPPORTUNITY:

“Providing Substantive Enhancement in the Quality and Variety of Educational Opportunities” (Act 46, Goal #1)

After analyzing the program offerings in the supervisory unions’ elementary schools, it was discovered that there are very real differences in student access to Art, music, Physical Education, World Languages, Library and Media Sciences. In addition, there are differences in access to nursing services, technology services, and late buses from the Middle School/High School. **(See Appendix 2)**

This aim of this section of the Report is to fully address this issue:

As a result our analysis and discussions concerning the existing variances in program opportunities across the district (e.g. STEM, nursing, after-school programming, Pre-Kindergarten, school lunch programs, summer programming, late busses), we recognize that Windsor Central has significant differences in programmatic opportunity on each campus. We believe that these differences must be addressed along with the earlier differences in student performance noted in this report as a central part of any plan for unification.

To that end, we believe that it is important to assert that "equity" does not equal "exactly the same." We expect campuses in the new district to innovate, to be different, and to make specific investments which may provide different programmatic offerings. However, we also want to ensure that we are offering our students the best possible match between their interests and abilities in the programs we do offer.

As a result, we have crafted two major recommendations in this plan to address this issue:

- a. A projected **investment** in curriculum in this district (paired with restructuring efficiencies).
- b. Elementary **school choice**, which can allow families to self-select into the elementary school campus which is the best match for their children.

A. Investment

As part of the research of this committee, we undertook to size the gap in services delivered on each campus. As a thought exercise and point of comparison, we sized the gap for each campus to adjust their program offerings to the highest level of instruction on each campus. **(See Appendix 2)**

We clearly need to invest in our students and programs. At the same time, we believe strongly in "funding the journey" through operational efficiencies in a new unified district. This committee would charge the new board with developing a comprehensive **investment plan** in

curriculum, instruction, programming, student support, and infrastructure to both increase student performance and address the current differences in educational opportunities. This committee believes small differences between campuses are not major issues (and in fact represent great points of uniqueness). However, we also believe over the long term this district will need a unified plan on the expectations of "core" curriculum to be offered at each campus and specific variations which would be encouraged in the spirit of innovation and campus differentiation.

B. Intra-District School Choice

This Committee also believes that our district can achieve much more together than separately. To achieve the goals of maximizing educational opportunities for all students, fostering local innovation, and providing greater access to unique educational programming, this committee recommends that the new Board of School Directors develop policies for offering intra-district choice (along with reasonable access to transportation) to the families/guardians of elementary students within the new unified district. We believe this will allow for continued investments, differentiation, and uniqueness on each elementary campus, while at the same time unlocking a new set of educational opportunities for students and families.

Given operational constraints, choice may be limited only where necessary to the legitimate operational needs of the Unified District and any applicable legal requirements. Policies respecting choice shall also consider issues including, but not limited to, transportation, socio-economic equity, proximity to the selected building, unity of siblings, and the capacities of receiving schools and sending schools.

SECTION 4: RESTRUCTURING OPPORTUNITIES DUE TO UNIFICATION

“Maximize operational efficiencies through increased flexibility to manage, share, and transfer resources, with the goal of increasing the district-level ratio of students to full-time equivalent staff”

(Act 46, Goal #3)

Introduction:

One of the potential benefits of district unification is the opportunity to evaluate the current instructional delivery models that define our Supervisory Union to more effectively achieve the central goals of Act 46.

In examining the current utilization of teachers throughout the supervisory union vs. student enrollment patterns, it became clear that the student/teacher ratios at many grade levels is low based on the educational principles expressed earlier in this report. ***(See Appendix 4)***

In short, many schools in the district have the capacity to serve more students than they currently are serving based on the enrollment patterns in each individual school. This makes achieving a quality education in Windsor Central more costly than it otherwise might be if existing schools were restructured to better serve the needs of students and taxpayers alike.

With these factors in mind, the committee explored three potential models for restructuring the delivery of elementary education in Windsor Central:

- I. Creating PK-5 Elementary Schools/Moving Grade 6 to Woodstock Union Middle School**
- II. Creating two primary schools (PK-2) at Barnard and Reading**
- III. Creating two primary schools (PK-4) at Barnard and Reading**

Each model was evaluated in terms of its capacity to:

- A. Provide sustainable and more affordable educational programs and avoid, potentially, the necessity of facing the difficult prospect of closing any school should enrollments continue to decline or program costs become simply unaffordable in the eyes of taxpayers.
- B. Better utilize existing teachers and resources throughout the district to:
 - i. Strengthen instruction for every student.
 - ii. Enhance program opportunity at a more affordable cost for taxpayers.

I. Restructuring Model 1: Creating PK-5 Elementary Schools/Moving Grade 6 to Woodstock Union Middle School

An exploration of this restructuring model revealed that the Middle School does not have the staffing needed to absorb elementary school students. This means that there is no significant saving in staffing under this model to handle the additional influx of students.

II. Restructuring Model 2: Creating two primary schools (PK-2) at Barnard and Reading

The Committee explored the educational and financial impact of creating primary schools (PK-2) at both Barnard and Reading elementary schools (*See Appendix 3*). In costing this model, Grades 3-6 at Barnard were assumed to attend Prosper Valley elementary school, and Reading grades 3-6, The Woodstock Elementary School. Both schools have the capacity, both in space and staffing, to educate these students without adding additional staff (except at one grade level at Woodstock which would need an addition .75 FTE elementary teacher).

After reviewing the projected savings and the educational/community impacts of implementing this option in both Barnard and Reading, the Committee mirrored the concerns expressed in community forums that:

- Current enrollments and per pupil costs do not warrant recommending such a step at this time.
- Concerns over the educational quality/sustainability of the resulting Pk-2 school in each community were real and should be studied more thoroughly.

III. Restructuring Model 3: Creating two primary schools (PK-4) at Barnard and Reading

This proposal explored the educational and financial impact of creating primary schools (PK-4) at both Barnard and Reading elementary schools. Grades 5/6 at Barnard were assumed to attend Prosper Valley elementary school, and Reading, Woodstock Elementary School. Both schools have the capacity, both in space and staffing, to educate these students without adding additional staff.

The savings in staffing costs at both schools would be redirected to meet the increased cost of strengthening programmatic opportunity for all students in the current supervisory union.

2016/17	PreK	K	1	2	3	4	Art	Music	PE	Language	Library	Consl	Nurse
Barnard	18	4	9	10	8	7	.2	.2	.2	.2	.4	.2	.15
	1 FTE (multi-age) + 1 Para		1 FTE (multi-age)		1 FTE (multi-age)		Keep Current Staffing in specials + increase .8 Teaching Principal to 1 FTE.						
Reading	14	7	8	5	8	7	.2	.2	.2	.1	0	.4	0
	1 FTE (multi-age) + Para		1 FTE (multi-age)		1 FTE (multi-age)		Keep Current Staffing in specials + increase .6 Teaching Principal to 1 FTE.						

Notes:

- Each school assigned one regular education paraprofessional to assist the PreK/Kindergarten multi-age classroom.
- One full time primary school teaching principal assigned to each school.

Projected Class Sizes at TPVS and Woodstock (2016-2017):

	5	6
Prosper Valley	19	23
	1 FTE	1 FTE
Woodstock	24	38
	2 FTE	2 FTE

Note: Enrollments based on actual 2016-2017 class sizes; FTE's based on current staffing.

Model 3 - Cost Projections:

Additional Transportation 5-6 grade: \$50,000

Savings due to Restructuring Elementary Programs \$241,362

Instructional Savings at Barnard Due to Staff Reductions \$167,876
Instructional Savings at Reading Due to Staff Reductions \$ 73,486

Note: As modeled principals at both schools would remain part-time; this is an important issue that a unified board should explore more deeply.

Net Budget Efficiencies of Model #3 = approximately \$190,000
--

Summary Conclusions/Recommendations on Restructuring:

Of the three restructuring models explored by the Committee, Model 3 appears the most promising alternative for achieving the goal of increasing educational performance and opportunity for every student in the district while minimizing the financial impact of strengthening the district's educational programs on local taxpayers.

It is worth noting that there may be other restructuring alternatives, beyond the three that the Committee considered, that could and should be explored. To ensure an ongoing dialogue on these issues, the Committee adopted **Article 15 in the proposed Articles of Agreement.**

For the Committee, the key point is that without merging, this or any other future plan for creating greater educational opportunity through a more efficient use of existing resources is not possible.

In addition, a decision not to merge into a single unified union means that individual districts within the current Windsor Central Supervisory Union will have to address the ongoing challenge of maintaining strong educational programs in the face of uncertain enrollments and rising costs, without the resources and/or educational support of neighboring districts.

SECTION 5: PROMOTING OPERATIONAL TRANSPARENCY AND ACCOUNTABILITY
(ACT 46, GOAL 4)

The Committee identified the following recommendations that a unified board should undertake to more effectively promote operational transparency and accountability:

1. Enhance board knowledge of all schools rather than just one. This will afford additional opportunities for PreK-12 strategic thinking and planning including reflection on lessons learned in one school to be applied elsewhere.
2. Work to create a unified set of district-wide educational goals and policies aimed at:
 - a. The effective coordination of initiatives (e.g. targeted and effective school improvement plans).
 - b. The alignment of social-emotional curriculum across the district
 - c. The alignment of student information system usage and data management tools, including training for all principals and teachers to more effectively use individual and aggregate student data to improve instruction.
 - d. A unified program of educator recruitment, induction, and mentoring (including paraprofessionals and substitutes).
 - e. The creation of a unified student handbook reinforcing common standards of behavior and school culture.
 - f. The creation of a unified staff handbook promoting professional standards of conduct and instructional best practice aligned with job descriptions and the standards of the supervision and evaluation system.
3. Develop and foster district-wide planning and accountability systems focused on:
 - a. A sustained emphasis on analyzing common data points across all schools, programs, and students.
 - b. A single, agreed upon set of strategic priorities at the board level, the administrative level, and instructional level.
 - c. The promotion of clear and transparent vertical curriculum alignment.
 - d. The needs of all students
 - e. The communication of a clearer, more focused, more integrated picture of the work of Windsor Central schools, including yearly updates on academic progress formally presented in every community.
 - f. Fostering new avenues for community engagement and input led by Board members.

4. Restructure current leadership patterns and responsibilities to ensure:
 - a. More time for administrators to be instructional leaders by allowing time for administrators to meet with counterparts across and outside the district
 - b. Less time spent preparing for meetings (e.g. improved operational efficiencies would provide more time for central office administrators and building principals to serve in their primary role as instructional leaders)

SECTION 6: PROVIDING A QUALITY EDUCATION AT A COST THAT PARENTS, VOTERS, AND TAXPAYERS VALUE (ACT 46 GOAL 5)

The Committee believes that achieving this goal depends upon creating within the new unified district a real sense of community ownership, identity and culture. To this end, the Committee recommends that the new Board work to:

1. Coordinate school websites to promote a common identity and establish improved patterns of communication and outreach.
2. Coordinate community activities across schools so that certain functions could take place in one school but serve families from all schools. (Examples: District music concerts, district art shows, open houses)
3. Celebrate district-wide examples of educational progress and student achievement.
4. Explore ways to unify or coordinate PTA/parent council activities
5. Foster district-wide opportunities for outreach to community and municipal organizations and leadership groups.
6. Initiate regularly held committee meetings to facilitate community input and monitor the implementation of policy by administration (e.g. school and/or town based councils, community forums, and open houses).
7. Explore creative governance structures that encourage non-voting, community representation and engagement on standing board committees in order to foster greater community input and engagement in the development of board policy.

PART B: MAXIMIZING FINANCIAL/OPERATIONAL EFFICIENCIES

ACT 46 GOAL 3

During its study, the Committee identified the following opportunities for achieving and sustaining financial and operational efficiencies through unification.

- I. State Tax Incentives over 4/5 years; Merger Implementation Grants**
- II. Large Scale Purchasing/Contract Negotiation with Private Vendors**
 - a. Technology
 - b. Books & supplies
 - c. Maintenance needs
- III. Shared Administrative, Staffing, and Service Delivery Models**
 - a. Coordinate teaching/staffing assignments (responding to changing school demographics, program, and building needs)
 - b. Eliminate administrative redundancy
 - c. Streamline existing service models (transportation, maintenance)
 - d. Coordinate financial administration/reduce bureaucracy
 - i. One audit instead of nine.
 - ii. Fewer board stipends
 - iii. Board services/support (stenographer, legal, dues, etc.)
 - iv. Purchasing process
 - e. Increase efficiency in state and federal data collection and reporting
 - f. Coordinate use of facilities
- IV. Further Collaboration of Special Education and Behavioral Management Services**
 - a. Review of out-of-house vs in-house delivery models and opportunities
 - b. Alternative program delivery
- V. Asset Coordination**
 - a. Transportation
 - b. Buildings and grounds
 - c. Deferred maintenance
 - d. Long-term capital planning
 - e. Food-service

An administrative review of these issues revealed that currently:

1. The negotiation of common vendor contracts would be more efficient and cost effective (e.g. food service contracts and copier contracts).
2. Operating at the school level with eight separate budgets does not lend itself easily to cost containment (e.g., requirement for nine audits (seven budgets), separate and smaller contracts for various things).

Board Related Expenses:

An initial audit of current budgets revealed potential annual savings in board related expenditures totaling \$30,000 in year one that would result by unifying the current number of governance structures from nine separate boards to one unified district board. It is important to note that these savings are **ongoing** and in addition to other savings that could be achieved by maximizing the operational efficiency of the new district.

IN FY'17, board related expenses were budgeted at \$160,809.

	Barnard	TPVS	Killington	Reading	WES	WUHS	Sub Total		WCSU	Total
Legal Liability Insurance	2,500	4000	2300	2500	2500	11000	24,800			24,800
Postage	-	300					300			300
Advertising	500	1000	700	500	400	13000	16,100		4000	20,100
Stipends			1800	2500	750		5,050			5,050
Travel				100			100			100
Expenses	200	350	500		150	9250	10,450		1500	11,950
Supplies	200	300		150	250		900			900
Dues and Fees	900	850	850	1000	1550	2000	7,150		500	7,650
Board Clerk		0	300				300		538	838
Treasurer		600	100			3768	4,468		2153	6,621
Negotiations Expense	-						-			-
Bank Fees	50						50			50
Legal Services	1,500	750	500	2000	5000	16000	25,750		8000	33,750
HRA Admin Fees	500						500			500
Audit						6200	6,200		42000	48,200
							-			
Total	6,350	8,150	7,050	8,750	10,600	61,218	102,118		58,691	160,809

Additional Savings through Maximizing Efficiencies:

The Committee believes that these initial, identified savings in board support alone represent the “tip of the iceberg” of potential savings that could be achieved through implementing the operational efficiencies described earlier in this section.

The financial model outlined in the next section was used to approximate these savings and to project the impact on future tax rates of realizing a modest reduction in the annual growth of budget and educational spending over the next 6 years of .5% due to maximizing the operational efficiencies outlined in this section of report for a new unified district – **that potential savings was estimated to be \$875,000.**

*Note: Those potential savings are **not** reflected in the current trend lines shown in the financial model used to project the impact of unification on future tax rates. However, it is the assessment of the Committee that these potential savings represent a reasonable financial outcome of unification.*

Merger Financial Incentives

The Committee also considered and estimated the impact the incentives embedded in Act 46 would provide for the district. The law provides for a set of incentives for those districts adopting consolidation. Over a five-year period, the committee found that the incentives from tax incentives, retention of small schools grants, retention of hold harmless, and transition grants would be worth ~\$2.5M.

Cumulative Incentives 2018-2022

Tax Incentives – ~\$1.39M
Small Schools Grants - ~\$0.74M
Retention Hold Harmless - \$0.26M
Transition Grant - \$0.15

Total \$2.53M

The committee believes that incentives could be used to invest in transition, improve school infrastructure, or reduce tax rates at the discretion of the new board. These incentives have been incorporated into the go forward financial model discussed in the next section of this report. The committee also noted that for those districts choosing not to merge, the penalties could likewise be substantial: three districts receive small schools grants, and any loss in those grants would likely be a large strain on their school budgets.

PART C: FINANCIAL/TAX RATE PROJECTIONS:

Introduction:

The Homestead Tax Rate for a given school district (used to calculate local tax rates) is not based on the budgeted spending of an individual school district but on a spending figure identified in annual reports as the “equalized spending per equalized pupil” – this is the amount a district spends to educate a given student equalized across the entire state. While other factors come in to play, particularly the size of the property yield set each year by the State, changes in the rate of equalized spending per equalized student in each district is what drives changes in local tax rates.

Current Spending Data:

1. FY’17 Equalized Spending per Equalized Pupil

District	Budget	Educational Spending	Equalized Pupils	Equalized Spending per Equalized Pupil	Spending as a Percent of a Total District Spending
Barnard	\$1,224,896	\$895,421	59.75	\$14,986	6.52%
Bridgewater	\$692,565	\$516,389	42.28	\$12,214	3.76%
Pomfret	\$848,342	\$632,539	51.79	\$12,214	4.61%
Reading	\$1,059,547	\$820,233	47.25	\$17,359	5.97%
Killington	\$1,682,707	\$855,190	54.90	\$15,577	6.23%
Woodstock	\$3,233,006	\$2,420,412	157.88	\$15,331	17.63%
WUHS	\$11,629,208	\$7,590,258	452.31	\$16,781	55.28%
District Aggregate				\$15,875	

The Committee noted that the biggest “driver” of education spending in a unified merger of all the districts that currently make up the Windsor Central Supervisory Union is the cost that districts already share to educate students at Woodstock Union Middle and High School. That ongoing cost represents **55.28%** of current spending in the supervisory union. Put another way, the impact on an overall unified tax rate of the educational spending of one particular elementary district in Windsor Central is comparatively small compared to the ongoing impact of spending at the Union Middle/High School which is not expected to change as a result of unification.

Model Projections:

The financial model utilized in this study is designed to predict trend lines in future homestead tax rates through FY23 for the communities that make up the Windsor Central Supervisory Union under two distinct scenarios: (1) as a merged district; or (2) remaining as five separate districts with a Union Middle/High School Board within a supervisory union (the existing governance structures). The model projects:

- I. The trend lines in Educational Spending and Local Tax rates for a merged district beginning in **FY18****** (Merged Scenario), and
- II. The trend lines in Educational Spending and Local Tax rates for these same districts should they remain as they are (No Change Scenario), and,
- III. The differences in tax rates between a Merged Scenario and a No Change Scenario by computing and comparing the total increases/decreases in tax liabilities through FY23.

Important Caveats on Model Use:

1. *The model was created for purposes of comparative illustrations, and under no circumstances should be relied upon to forecast future actual tax rates resulting, if and when, a merger occurs or does not occur.*
2. *The model does not account for, nor is it intended to account for policy decisions, management decisions and/or changes in any factor reflected in the model, now or over time.*

Assumptions:

- A. The Model assumes that the new unified district would come into existence in FY18.
- B. The Model uses existing financial data from FY16 and FY17 from each individual district involved in this study for determining the baseline for educational spending, equalized pupils, equalized spending per equalized pupil, etc. for the new merged district.
- C. It considers the previous five-year average for the determining the change rates for education spending and equalized pupils, though individual districts can adjust these rates at their own discretion should they believe past trends to be an inaccurate predictor of future trends.

** The financial model is designed to project trends in educational spending, per pupil costs, and future tax rates and the impact of state incentives based on a merged district becoming operational in FY 18; in reality the actual merger is scheduled to take place, if approved by the voters in FY19 which will have the impact of delaying the impact of incentives by one year.

- D. The Model builds in the tax incentives associated with a Phase II merger over the first four years of the new district's existence. It also takes into account the 5% rate limit on increases or decreases on the homestead property tax rate during that same time frame.
- E. The Merged Model leaves in place the hold-harmless provision on equalized pupil calculations (e.g. equalized pupil counts do not drop more than 3.5% per year) for every eligible district in the new merged district as well as the continuation of small schools grants to eligible districts.
- F. For, the No Change Scenario, hold-harmless and small school grants are phased out in accordance with the terms of Act 46. (Hold-Harmless FY21 and Small Schools Grants FY20)
- G. The Model's default setting projects the taxes on a **\$150,000 house**. That setting can be changed to project the potential tax impact on properties assessed at different values.
- H. The projected results in the current model assumes **no operational savings in year one due to unification** in the first year of operation; In addition, the projected growth in education spending used in the model for the new district is 2% - the same growth rate as that used for projecting the stand alone tax rates. Therefore, the tax savings projected in the model come from the tax incentives over the first four years of the new unified unions existence (8, 6, 4, 2 cents off the homestead tax rate) built into the law.

*Note: The model was also used to project the impact on future tax rates of realizing a modest reduction in the annual growth of budget and educational spending over the next 6 years of .5% due to maximizing the operational efficiencies noted earlier in the report for a new unified district – that potential savings was estimated to be \$875,000. **Those savings are not reflected in the current trend lines shown by the Model in the results section that follows***

- I. The Non-homestead rates (commercial and second-home owners) do not benefit from Act 46 incentives

Rates of Change:

The model allows the user to manipulate the rates of change in:

- a) Educational Spending for each district and the Middle/High School Union budget and for the new district as a whole.
- b) Equalized Pupils for each town and for the new district as a whole.
- c) Educational Grand List for each town. (In the current iteration of this model, the model left the GL unchanged (0%).

To determine a **starting place** for assessing projected rates of change in Educational Spending and Equalized Pupils, this Model **uses the previous five-year average change rate in Educational Spending and Equalized Pupil Counts based on the specific data from FY12 and FY17.**

The rates of change applied to this first run of the model were determined as follows:

	Barnard	Bridgewater	Killington	Pomfret	Reading	WES	WUHS	District
Grand List Growth Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Equalized Pupils - Growth Rate	0.0%	-3.5%	1.0%	0.0%	-2.5%	-1.0%	-2.5%	Aggregate
Budget Growth	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.5
Education Spending Growth	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%

Important Final Notes on Tax Rate Projections/Trend Lines: Income Sensitivity Tax Payers

*These financial projections **do not specifically model for individuals who qualify for income sensitivity on their property taxes**, the specific tax savings due to the tax incentives on the homestead tax rate over 4 years (8, 6, 4, 2 cents) granted to communities/districts that elect to merge. However, both Act 153 and Act 46 state that: **“The household income percentage shall be calculated accordingly”** in connection with both the tax rate decreases and the 5% protection available for each type of incentivized merger.*

*In short, those taxpayers whose education taxes are income sensitized **will receive** tax benefits from merger incentives. According to the AOE, homestead income sensitized taxpayers **will see the same proportional reduction in their education taxes that taxpayers, whose tax rates are based on property value, will see as a result of a merger that qualifies for tax incentives.***

Results:

Model 1: Barnard, Bridgewater, Killington Pomfret, Reading, Woodstock

Projected Equalized Tax Rates (Without Plymouth)

Equalized Homestead Tax Rates - FY23		
	Stand Alone	Merged
Barnard	2.1433	2.1027
Bridgewater	2.0462	2.1027
Killington	2.1283	2.1027
Pomfret	2.0460	2.1027
Reading	2.5164	2.1027
WES	2.1764	2.1027

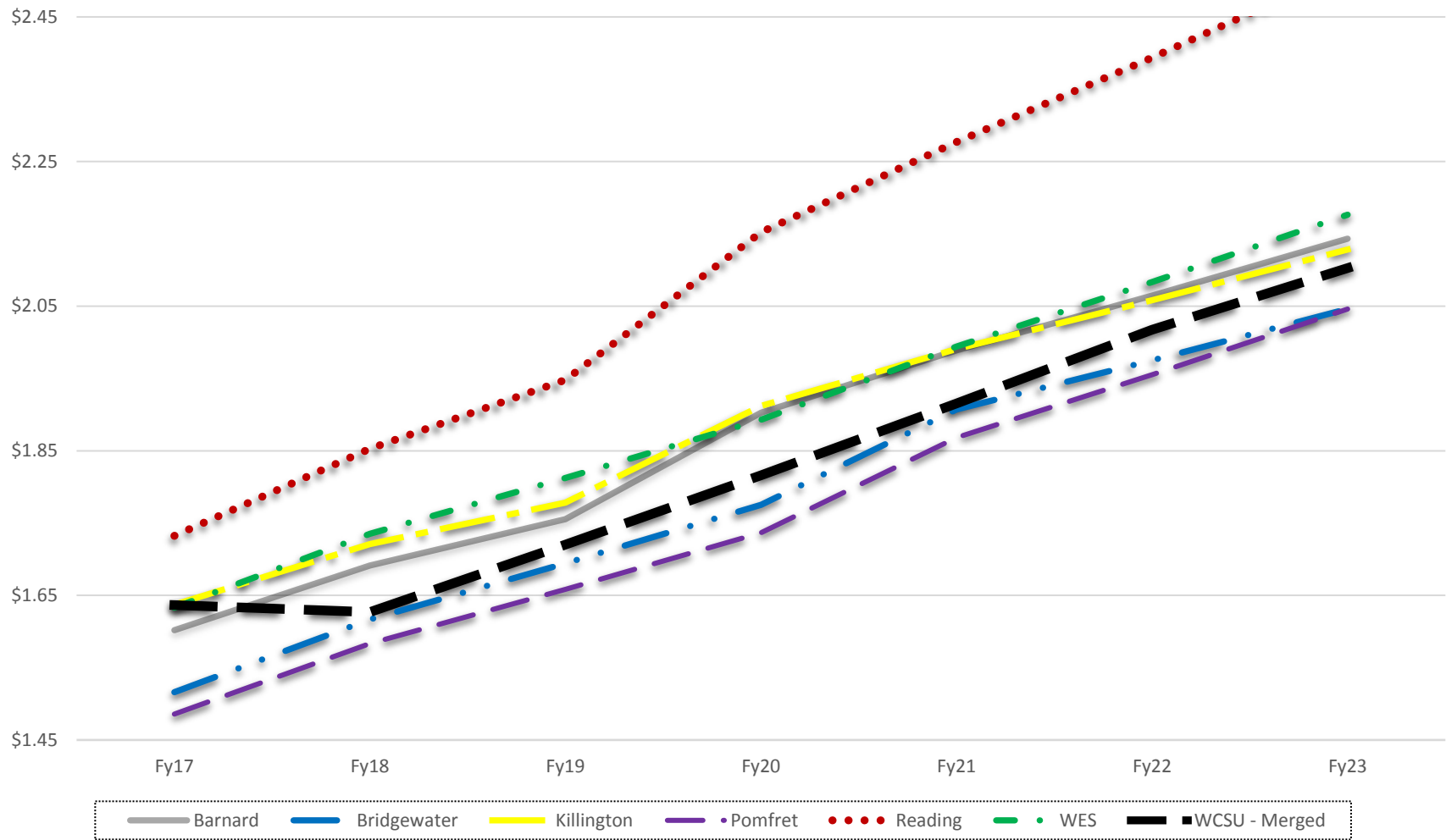
Equalized Homestead Tax Rates								
	FY16A	FY17	FY18	FY19	FY20	FY21	FY22	FY23
Consolidation - Effective FY18								
Barnard	1.6728	1.6018	1.6269	1.7083	1.7937	1.8834	2.0174	2.1027
Bridgewater	1.5114	1.5161	1.5919	1.6715	1.7551	1.8428	2.0174	2.1027
Killington	1.7707	1.6371	1.6269	1.7083	1.7937	1.8834	2.0174	2.1027
Pomfret	1.4515	1.4858	1.5601	1.6381	1.7200	1.8060	2.0174	2.1027
Reading	1.7771	1.7323	1.6457	1.7202	1.8062	1.8965	2.0174	2.1027
WES	1.6931	1.6330	1.6269	1.7083	1.7937	1.8834	2.0174	2.1027
No Change - Stand Alone								
Barnard	1.6728	1.6018	1.6912	1.7554	1.9027	1.9889	2.0645	2.1433
Bridgewater	1.5114	1.5161	1.6167	1.6943	1.7754	1.9071	1.9751	2.0462
Killington	1.7707	1.6371	1.7208	1.7783	1.9119	1.9908	2.0581	2.1283
Pomfret	1.4515	1.4858	1.5834	1.6584	1.7368	1.8680	1.9551	2.0460
Reading	1.7771	1.7323	1.8529	1.9479	2.1523	2.2769	2.3936	2.5164
WES	1.6931	1.6330	1.7352	1.8123	1.8929	1.9943	2.0833	2.1764

Projected Tax Rates/Savings Due to District-Wide Merger (See Charts on Next 2 Pages)

Projected Tax Rates and Savings Due to District-Wide Merger – Incentives Only									
Total Budget		20,390,271	20,798,076	21,214,038	21,638,319	22,071,085	22,512,507	22,962,757	
Total Education Spending		13,750,442	14,094,203	14,446,558	14,807,722	15,177,915	15,557,363	15,946,297	
Total Equalized Pupils		866.16	851.16	836.55	822.31	808.44	794.92	781.76	
Total Cost per Equalized Pupil		15,875.18	16,558.79	17,269.25	18,007.46	18,774.35	19,570.88	20,398.02	
Merged "Unthrottled" Homestead Tax Rate			1.6269	1.7202	1.8162	1.9153	2.0174	2.1027	
	FY16A	FY17	FY18	FY19	FY20	FY21	FY22	FY23	Total
Barnard									
Homestead Tax Rate	1.6728	1.6018	1.6269	1.7083	1.7937	1.8834	2.0174	2.1027	
Tax \$ (homestead)	1,882,199	1,802,363	1,830,571	1,922,100	2,018,205	2,119,115	2,269,946	2,365,882	
Tax savings/(increase) due to unification			72,385	53,093	122,677	118,789	52,987	45,698	465,629
Tax \$ on \$150,000 home	2,509	2,403	2,440	2,562	2,691	2,825	3,026	3,154	
Tax savings/(inc) on \$150,000 home			96	71	164	158	71	61	621
Bridgewater									
Homestead Tax Rate	1.5114	1.5161	1.5919	1.6715	1.7551	1.8428	2.0174	2.1027	
Tax \$ (homestead)	959,928	962,907	1,011,053	1,061,605	1,114,686	1,170,420	1,281,307	1,335,459	
Tax savings/(increase) due to unification			15,741	14,457	12,921	40,836	(26,883)	(35,878)	21,194
Tax \$ on \$150,000 home	2,267	2,274	2,388	2,507	2,633	2,764	3,026	3,154	
Tax savings/(inc) on \$150,000 home			37	34	31	96	(63)	(85)	50
Killington									
Homestead Tax Rate	1.7707	1.6371	1.6269	1.7083	1.7937	1.8834	2.0174	2.1027	
Tax \$ (homestead)	1,333,095	1,232,485	1,224,845	1,286,087	1,350,391	1,417,911	1,518,832	1,583,024	
Tax savings/(increase) due to unification			70,662	52,731	88,987	80,884	30,606	19,265	343,134
Tax \$ on \$150,000 home	2,656	2,456	2,440	2,562	2,691	2,825	3,026	3,154	
Tax savings/(inc) on \$150,000 home			141	105	177	161	61	38	684

Pomfret									
Homestead Tax Rate	1.4515	1.4858	1.5601	1.6381	1.7200	1.8060	2.0174	2.1027	
Tax \$ (homestead)	1,426,589	1,460,325	1,533,342	1,610,009	1,690,509	1,775,034	1,982,786	2,066,585	
Tax savings/(increase) due to unification			22,926	19,963	16,493	60,952	(61,257)	(55,691)	3,386
Tax \$ on \$150,000 home	2,177	2,229	2,340	2,457	2,580	2,709	3,026	3,154	
Tax savings/(inc) on \$150,000 home			35	30	25	93	(93)	(85)	5
Reading									
Homestead Tax Rate	1.7771	1.7323	1.6457	1.7202	1.8062	1.8965	2.0174	2.1027	
Tax \$ (homestead)	1,047,892	1,021,488	970,413	1,014,311	1,065,027	1,118,278	1,189,593	1,239,870	
Tax savings/(increase) due to unification			122,163	134,294	204,079	224,301	221,836	243,941	1,150,615
Tax \$ on \$150,000 home	2,666	2,598	2,469	2,580	2,709	2,845	3,026	3,154	
Tax savings/(inc) on \$150,000 home			311	342	519	571	564	621	2,927
WES									
Homestead Tax Rate	1.6931	1.6330	1.6269	1.7083	1.7937	1.8834	2.0174	2.1027	
Tax \$ (homestead)	5,036,300	4,857,565	4,839,429	5,081,400	5,335,470	5,602,244	6,000,989	6,254,613	
Tax savings/(increase) due to unification			322,071	309,355	295,045	329,863	195,999	219,450	1,671,783
Tax \$ on \$150,000 home	2,540	2,450	2,440	2,562	2,691	2,825	3,026	3,154	
Tax savings/(inc) on \$150,000 home			162	156	149	166	99	111	843
TOTALS									
Tax Savings from Unification	-	-	625,948	583,893	740,202	855,624	413,288	436,785	3,655,740

Changes in Homestead Tax Rate - Stand Alone



Summary Operational Saving:

<i>Potential Operational Savings Due to Unification - Projected Over 6 Years</i>

Board Related Expenses (Over Six Years):	\$180,000
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Operational Efficiencies (.05% Reduction in Ed Spending/year):	\$875,000
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**Projected Tax Savings due to Incentives by District Due to Unification
Projected Over 6 Years**

Unified District Total:	\$3,655,740
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Barnard:	\$465,629
Bridgewater	\$21,194
Killington:	\$343,134
Pomfret:	\$3,386
Reading:	\$1,150,615
Woodstock:	\$1,671,783

**Projected Savings on a \$150,000 Home Due to Unification – Projected Over 6 Years
Due to Incentives Only**

Barnard:	\$621
Bridgewater	\$50
Killington:	\$684
Pomfret:	\$5
Reading:	\$2,927
Woodstock:	\$843

Summary Financial Observations:

In reviewing the data from the financial model, the Committee noted that:

1. The numbers (equalized pupil counts, educational spending, yield figures, etc.) used in the model are not set in stone and a lot can happen with them. **The model was designed to predict trend lines not future tax rates.**
2. Becoming a unified district would result in tax incentives (8, 6, 4, 2 cents over four years off the homestead tax rate).
3. All education spending and all equalized pupils throughout the Supervisory Union are combined to arrive at a unified homestead tax rate.
4. The difference between the two trend lines (“no change” vs. merger) represent the tax savings in the homestead tax rate due to the incentives.
5. The property yield is the amount a district would be spending per pupil if its homestead tax rate was \$1.00. This year, the yield is \$9,701. The model is not designed to account for future variations in the yield so it is constant at \$9,701 throughout the modeling years. Using a constant value potentially creates a conservative estimate in future tax savings.
6. Local tax rates will be different depending on the Common Level of Appraisal (CLA) in each community. The model is set for no change in the CLA over the next six years.
7. The current grand list information was used for each town. If the list changes the numbers will change. The model uses the same grand list totals throughout.
8. The growth in education spending rate used in the model for the new district is 2%. FY2018 is the assumed date that the new district comes into existence. The estimated educational spending per equalized pupil in year one is \$16,485.
9. The law says that the homestead tax rate can only go up or down 5% from the current homestead rate. In the model, Reading does not get the full benefit of the 8 cent drop in the homestead tax rate because the difference in the town’s current tax rate, and the lower unified tax rate in year one is larger than 5%. In the case of Bridgewater and Pomfret, their districts’ current homestead rate is significantly lower than the new unified tax rate. Therefore, their homestead tax rates can only rise by 5% per year.
10. By FY2023, all the incentives are gone, and the homestead tax rate in the new unified district is the same for all communities.
11. The *projected* total tax savings for a unified district, due to the incentives, is approximately \$3,655,740 or 4.7% of the total taxes paid during the life of the model.

Model 2 – Revised Financial/Tax Projections with Plymouth:

The educational and financial impact of Plymouth being named an advisable district and merging with the other school districts that currently make up the Windsor Central Supervisory Union results, in the Committee's view, in positive outcomes that benefit both students and taxpayer's alike.

Educationally, 82% of Plymouth students already attend Windsor Central Schools. They create a measure of enrollment stability both now and moving forward that allows Windsor Central to offer quality programming to all students. In merging, that participation will continue to grow as future Plymouth students enter the new unified union district.

Financially, adding Plymouth's equalized pupil count to the entire district actually lowers the equalized cost per equalized pupil throughout the district as the cost of educating these students is already factored in to the budgets where these students currently go to school.

In addition to all the of Summary Financial Findings noted earlier, lowering the equalized cost per equalized pupil has a positive impact of lowering the trend line in projected tax-rates even further for the new unified union over the next 6 years benefiting every community in the new unified union.

With Plymouth as a member of the new unified union, the previous projected FY'23 tax rate with incentives of 2.1027 drops to 1.9893.

EQUALIZED HOMESTEAD TAX RATES - FY23		
	STAND ALONE	MERGED
BARNARD	2.1119	1.9893
BRIDGEWATER	2.0049	1.9893
KILLINGTON	2.0952	1.9893
POMFRET	2.0092	1.9893
READING	2.4854	1.9893
PLYMOUTH	2.2419	1.9893
WES	2.1392	1.9893

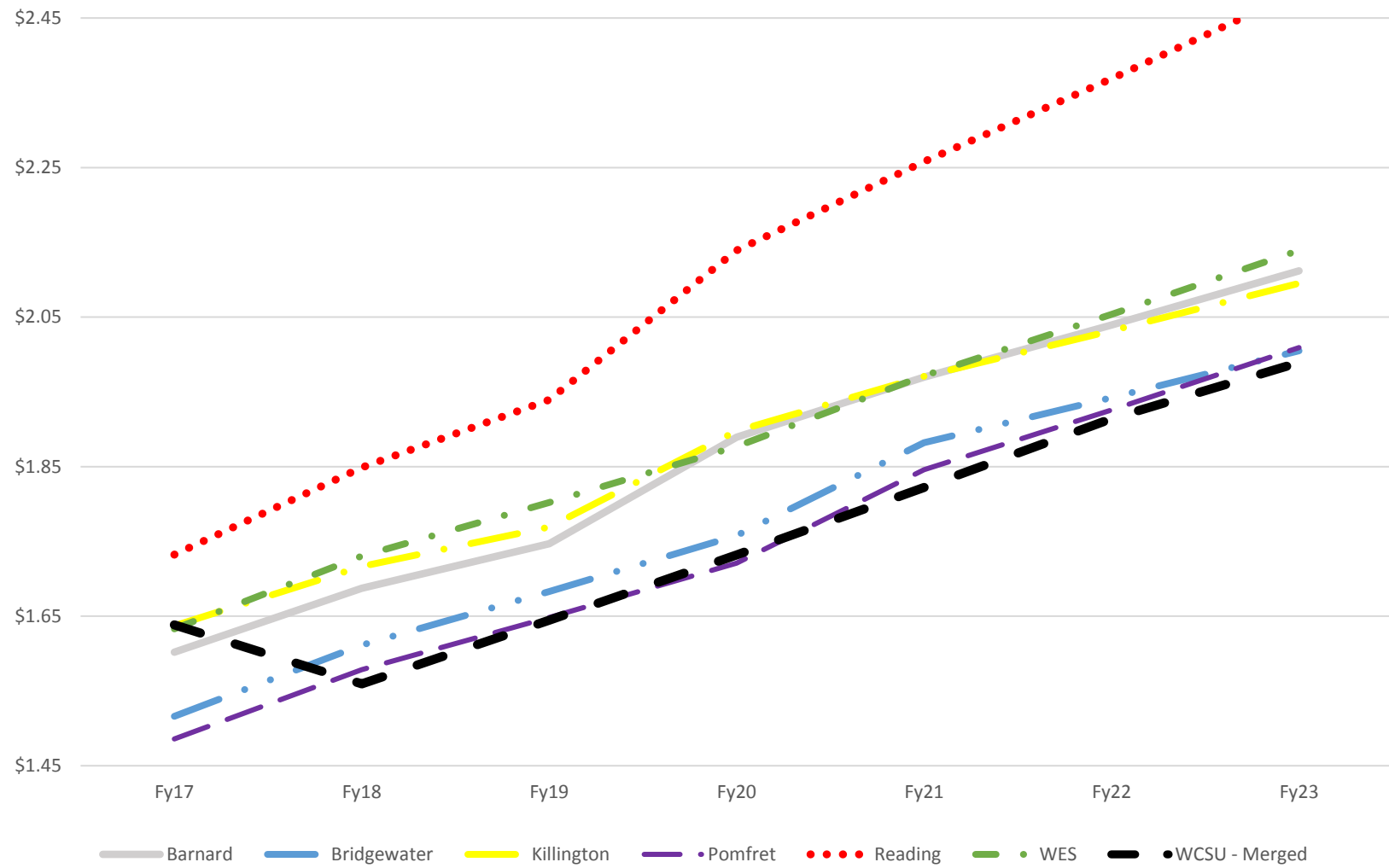
Projected Tax Rates/Savings Due to District-Wide Merger with Plymouth:
(See Charts on Next 2 Pages)

FINANCIAL ANALYSIS OF UNIFYING WITH PLYMOUTH

Projected Tax Rates and Savings Due to District-Wide Merger Including Plymouth – Incentives Only									
WCUU									
Total Budget		20,781,271	21,196,896	21,620,834	22,053,251	22,494,316	22,944,202	23,403,086	
Total Education Spending		14,600,442	14,363,752	14,684,135	15,011,754	15,346,774	15,689,363	16,039,696	
Total Equalized Pupils		918.64	903.12	887.98	873.23	858.85	844.83	831.17	
Total Cost per Equalized Pupil		15,893.54	15,904.65	16,536.49	17,191.03	17,868.96	18,570.99	19,297.82	
Merged "Unthrottled" Homestead Tax Rate			1.5595	1.6446	1.7321	1.8220	1.9143	1.9893	
	FY16A	FY17	FY18	FY19	FY20	FY21	FY22	FY23	TOTAL
Barnard	1,125,179								
Homestead Tax Rate	1.6728	1.6018	1.5595	1.6375	1.7193	1.8053	1.9143	1.9893	
Tax \$ (homestead)	1,882,199	1,802,363	1,754,700	1,842,435	1,934,557	2,031,285	2,153,972	2,238,275	
Tax savings/(increase) due to unification			143,679	123,157	191,222	185,186	140,864	137,946	922,053
Tax \$ on \$150,000 home	2,509	2,403	2,339	2,456	2,579	2,708	2,872	2,984	
Tax savings/(inc) on \$150,000 home			192	164	255	247	188	184	1,229
Bridgewater	635,125								
Homestead Tax Rate	1.5114	1.5161	1.5595	1.6375	1.7193	1.8053	1.9143	1.9893	
Tax \$ (homestead)	959,928	962,907	990,468	1,039,992	1,091,991	1,146,591	1,215,843	1,263,429	
Tax savings/(increase) due to unification			32,933	28,955	24,421	48,778	17,754	9,943	162,785
Tax \$ on \$150,000 home	2,267	2,274	2,339	2,456	2,579	2,708	2,872	2,984	
Tax savings/(inc) on \$150,000 home			78	68	58	115	42	23	384
Killington	752,863								
Homestead Tax Rate	1.7707	1.6371	1.5595	1.6375	1.7193	1.8053	1.9143	1.9893	
Tax \$ (homestead)	1,333,095	1,232,485	1,174,079	1,232,783	1,294,422	1,359,143	1,441,234	1,497,641	
Tax savings/(increase) due to unification			118,205	99,275	134,322	124,560	88,420	79,751	644,532
Tax \$ on \$150,000 home	2,656	2,456	2,339	2,456	2,579	2,708	2,872	2,984	
Tax savings/(inc) on \$150,000 home			236	198	268	248	176	159	1,284

Pomfret	982,838								
Homestead Tax Rate	1.4515	1.4858	1.5595	1.6375	1.7193	1.8053	1.9143	1.9893	
Tax \$ (homestead)	1,426,589	1,460,325	1,532,722	1,609,358	1,689,825	1,774,317	1,881,483	1,955,121	
Tax savings/(increase) due to unification			18,867	10,799	1,738	39,759	11,323	19,627	102,113
Tax \$ on \$150,000 home	2,177	2,229	2,339	2,456	2,579	2,708	2,872	2,984	
Tax savings/(inc) on \$150,000 home			29	16	3	61	17	30	156
Reading	589,664								
Homestead Tax Rate	1.7771	1.7323	1.6457	1.6446	1.7268	1.8132	1.9143	1.9893	
Tax \$ (homestead)	1,047,892	1,021,488	970,413	969,772	1,018,260	1,069,173	1,128,816	1,172,996	
Tax savings/(increase) due to unification			119,798	173,874	243,043	262,333	268,098	292,547	1,359,694
Tax \$ on \$150,000 home	2,666	2,598	2,469	2,467	2,590	2,720	2,872	2,984	
Tax savings/(inc) on \$150,000 home			305	442	618	667	682	744	3,459
WES	2,974,603								
Homestead Tax Rate	1.6931	1.6330	1.5595	1.6375	1.7193	1.8053	1.9143	1.9893	
Tax \$ (homestead)	5,036,300	4,857,565	4,638,850	4,870,793	5,114,332	5,370,049	5,694,393	5,917,262	
Tax savings/(increase) due to unification			508,324	489,916	468,916	494,980	414,662	446,140	2,822,937
Tax \$ on \$150,000 home	2,540	2,450	2,339	2,456	2,579	2,708	2,872	2,984	
Tax savings/(inc) on \$150,000 home			256	247	236	250	209	225	1,424
Plymouth	503,088								
Homestead Tax Rate		1.7284	1.6420	1.6446	1.7268	1.8132	1.9143	1.9893	
Tax \$ (homestead)		869,557	826,079	827,387	868,757	912,194	963,080	1,000,773	
Tax savings/(increase) due to unification			86,787	123,258	121,258	127,544	119,815	127,099	705,761
Tax \$ on \$150,000 home		2,593	2,463	2,467	2,590	2,720	2,872	2,984	
Tax savings/(inc) on \$150,000 home			259	368	362	380	357	379	2,104
TOTALS									
Tax \$ Raised in Town	11,686,003	11,337,134	11,061,232	11,565,131	12,143,388	12,750,557	13,515,742	14,044,724	-
Tax Savings from Unification	-	-	941,805	925,975	1,063,662	1,155,597	941,122	985,954	6,014,114

Changes in Homestead Tax Rate - Stand Alone



PART D: TRANSITION PLANNING

Upon an affirmative vote of the electorates of the forming districts and upon compliance with 16 VSA – 706g, the Windsor Central Unified Union School District shall exercise all of the authority which is necessary for it to prepare for full educational operations beginning on July 1, 2018.

The Windsor Central Unified Union School District would, between the date of its first organizational meeting under 16 VSA – 706j and June 30, 2018, undertake all of the planning and related duties necessary to begin operations of the new unified union school district on July 1, 2018, including:

- a. Preparing for and negotiating contractual agreements;
- b. Preparing and presenting a budget to the voters for fiscal year 2019;
- c. Preparing for the Windsor Central Unified Union School District annual meeting, March 6, 2018;
- d. Transacting any other lawful business that comes before the Board.

The authority exercised by the new Windsor Central Unified Union School District shall not limit or alter the ongoing authority and/or responsibilities of the school boards that make up the current Supervisory Union which will remain in existence during the transition period for the purpose of completing any and all business not given under law to the new unified union district board. In essence, each individual district board would maintain its current authority until the new district becomes operational on July 1, 2018. The existing districts and supervisory union will remain in operation after July 1, 2018 only to conclude any business.

In summary, an affirmative vote of the electorate would also result in, but not be limited to, the following:

- a. Employees throughout the current Supervisory Union offered continuing employment following the 2017-2018 school year, consistent with all legal requirements, would become employees of the new Windsor Central Unified Union School District.
- b. All assets of the pre-existing districts would be transferred to the new unified union district for the sum of \$1.00 as of July 1, 2018.
- c. Debts and liabilities of the pre-existing districts and supervisory union would be transferred to the new unified union district as of July 1, 2018.

- d. Following the certification of the election results by the Agency of Education to the Secretary of State (30-45 days after the vote), an organizational meeting of the new unified district would be convened by the Secretary of the Agency of Education or designee in accordance with Title 16, 706j.
- e. The newly elected members of the Windsor Central Unified Union School District, consistent with statute, would begin the work of preparing for the district's first day of operations - hiring a superintendent, defining administrative and operational roles and responsibilities, establishing policy, negotiating contracts, developing budgets, providing transportation, and establishing new structures for community engagement.
- f. Through June 30, 2018, the seven pre-existing boards of the supervisory union would continue to govern their respective districts and/or schools. The existing districts and supervisory union will remain in operation after July 1, 2018 only to conclude any business.

**PART E: ARTICLES OF AGREEMENT
WINDSOR CENTRAL UNIFIED UNION SCHOOL DISTRICT**

The Windsor Central Supervisory Union Act 46 Study Committee recommends the following Articles of Agreement be adopted by each advisable school district for the creation of a Pre-Kindergarten through grade 12 unified union school district, to be named the Windsor Central Unified Union School District.

Article 1. Necessary Forming School Districts

The Town School Districts of Barnard, Bridgewater, Pomfret, Plymouth, Reading, Killington and Woodstock (hereinafter referred to as the “Town School Districts”) are advisable districts for the establishment of the Windsor Central Unified Union School District (hereinafter referred to as the “New Unified District”).

The Woodstock Union High School District shall also be considered an advisable district for the formation of the New Unified District but its interests are represented by the voters of each of the Town School Districts (except Plymouth).

The Bridgewater and Pomfret Joint School shall also be considered advisable for the formation of the New Unified District but its interests are represented by the voters of the Bridgewater and Pomfret Town School Districts.

If the voters of the six (6) Town School Districts that are currently members of the Woodstock Union High School District vote to approve the merger, the New Unified District will be established. If the voters of at least four (4), but not all, of the Town School Districts that are currently members of the Woodstock Union High School District vote to approve the merger, a modified unified union school district will be established to be known as the Windsor Central Modified Unified Union School District (“Modified Union District”).

If the New Unified District or a Modified Union District is created, then the Town School Districts that voted in favor of merger and the Woodstock Union High School District shall be referred to herein as the “Forming Districts”.

If either of the Town School Districts of Bridgewater or Pomfret vote to approve the merger and either the New Unified District or Modified Union District is established, the vote of either the Bridgewater or Pomfret Town School District shall have the effect of terminating the Bridgewater and Pomfret Joint School Agreement in accordance with the dates set forth in Article 11.

If the voters of all the Town School Districts vote to approve the merger, and the Vermont State Board of Education designates the merged entities as a supervisory district pursuant to 16 V.S.A. Section 261(c), then the Windsor Central Supervisory Union will transfer its funds, debt, and property to the New Unified District in the same manner as the forming districts in Articles 6 and 7, and will cease to exist in accordance with the dates set forth in Article 11.

The Pittsfield Town School District is currently a member of the Windsor Central Supervisory Union. In connection with designation of the merged entities as a supervisory district, the Vermont State Board of Education shall act pursuant to 16 V.S.A. Section 261(a) to determine an appropriate supervisory union assignment for Pittsfield.

The Plymouth School District is not a member of the Windsor Central Supervisory Union. If either the New Unified District or the Modified Union District are established and Plymouth voters approve the merger, the New Unified Union District anticipates that the Vermont State Board of Education will act pursuant to 16 V.S.A. Section 261(a) to adjust the boundaries of the new supervisory union to include the town of Plymouth.

Article 2. Additional Districts

No additional districts are included in the proposed Windsor Central Unified Union School District at this time.

Article 3. Grades to Operate

The Windsor Central Unified Union School District will operate grades Pre-Kindergarten through grade 12.

Article 4. Proposed New School Construction

No new schools are proposed to be constructed at this time.

Article 5. Plan for First Year of Operation

The Windsor Central Unified Union School District will provide for the transportation of students, assignment of staff, and curriculum that is consistent with the contracts, collective bargaining agreements, and provisions of law that are in effect during the first year that the new Union District is providing full educational services and operations

The board will comply with the 16 VSA Chapter 53, subchapter 3, regarding 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 the July 1, 2018, the Board will comply with the pre-existing master agreements pursuant to 16 VSA Chapter 53, subchapter 3. The Board shall honor all individual employment contracts that are in place in the forming districts on June 30, 2018 until their respective termination dates.

Article 6. Indebtedness of Member Districts

A. Capital Debt

The Windsor Central Unified Union School District shall assume all capital debt as may exist on June 30, 2018, including both principal and interest, of the forming districts that joined the new union district.

B. Operating Fund Surpluses, Deficits and Reserve Funds

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

C. Restricted Funds:

The Windsor Central Supervisory Union and the forming districts will transfer to the Windsor Central Unified Union School District any preexisting specific endowments or other restricted accounts, including student activity and related accounts, held by school districts that may exist on June 30, 2018. Scholarship accounts, private donations, or similar restricted funds/accounts, held by individual school districts prior to June 30, 2018, that have specified conditions of use (e.g. in support of a specific program or school) will be used by the new unified union in accordance with their original provisions. This understanding applies, as well, to future gifts by individuals, groups, or foundations who wish to raise or donate funds in support of specific programs or schools in the new unified union.

D. Funds of the Bridgewater and Pomfret Joint School

The provisions of Section 6 A-C above notwithstanding, if only the Bridgewater or the Pomfret Town School District (but not both) approve of the merger, all funds of the Bridgewater and Pomfret Joint School shall be distributed in accordance with the provisions of their Joint School Agreement in accordance with the dates set forth in Article 11. If the Bridgewater and Pomfret Town School Districts both approve the merger, all funds of the

Bridgewater and Pomfret Joint School shall be distributed in accordance with the provisions of these Articles.

E. Transfer of Debt and Funds

The debt and funds specified above, subject to finalization of audits, shall be transferred to the New Unified District in accordance with procedures and timelines established by the New Unified District Board following its organizational meeting, as further discussed in Article 11.

Article 7. Real and Personal Property

A. Transfer of Property to the Unified District:

No later than June 30, 2018, the forming districts will convey to the Windsor Central Unified Union School District, for the sum of one dollar, and subject to the encumbrances of record, all of their school-related real and personal property, including all land, buildings, and content.

B. Subsequent Sale of Real Property to Towns:

In the event that, and at such subsequent time as, the Windsor Central Unified Union Board of Directors determines, in its discretion, that continued possession of the real property, including land and buildings, conveyed to it by one or more of the town elementary forming districts will not be used in direct delivery of student educational programs, the Windsor Central Unified Union School District shall offer for sale such real property to the town in which such real property is located, for the sum of one dollar, 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 required by Vermont law, in addition to costs of capital improvements subsequent to July 1, 2018.

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

C. Property of the Bridgewater and Pomfret Joint School

The provisions of Section 7 A&B above notwithstanding, if only the Bridgewater or the Pomfret Town School District (but not both) approve of the merger, all property of the Bridgewater and

Pomfret Joint School shall be distributed in accordance with the provisions of their Joint School Agreement in accordance with the dates set forth in Article 11. If the Bridgewater and Pomfret Town School Districts both approve the merger, all property of the Bridgewater and Pomfret Joint School shall be distributed in accordance with the provisions of these Articles.

Article 8. Board of School Directors Representation

The Unified District Board of Directors shall be composed of eighteen (18) individuals elected by Australian ballot by the voters of the municipalities in which they reside. Each municipality within the Unified District shall be guaranteed at least two resident representatives.

Based on the 2010 census, the new unified union board will consist of two (2) representatives residing in and representing Barnard; two (2) residing in and representing Bridgewater; two (2) residing in and representing Killington; two (2) residing in and representing Pomfret; two (2) residing in and representing Plymouth; two (2) residing in and representing Reading; six (6) residing in and representing Woodstock.

The Barnard, Bridgewater, Killington, Pomfret, Plymouth, Reading, and Woodstock specific numbers of directors are consistent with current census figures. Each time there is a new decennial census, the proportionality of representation reflected in the specific numbers of directors allocated to each municipality shall be aligned to the new counts if necessary.

Article 9: Initial Directors Terms of Office

School Directors will be elected by Australian ballot for three year terms, except for those initially elected at the time of the formation of the new Unified District (Windsor Central Unified Union District). In the initial election of School Directors, the terms of office will be as follows:

Town	Term ending March 2019	Term ending March 2020	Term ending March 2021
Barnard	1	0	1
Bridgewater	1	0	1
Killington	0	1	1
Pomfret	0	1	1
Plymouth	1	1	0
Reading	1	1	0
Woodstock	2	2	2

The terms of the initial school directors indicated above will include the months in between the organizational meeting and the first annual meeting in 2018.

Nominations for the office of Windsor Central Union School Director representing a specific town shall be made by filing, with the clerk of that district/town proposed as a member of the Unified District, a statement of nomination signed by at least 30 voters in that district/town or one percent of the legal voters in the district/town, whichever is less, and accepted in writing by the nominee. A statement shall be filed not fewer than 30, nor more than 40 days prior to the date of the vote.

Pursuant to the provisions of 16 V.S.A. – 706j(b), directors initially elected to the new district shall be sworn in and assume the duties of their office.

Thereafter, members of the Board of School Directors will be elected by Australian ballot at the unified school district's Annual Meeting. Terms of office shall begin and expire on the date of the school district's annual meeting. In the event the district's annual meeting precedes Town Meeting Day, the Director's terms shall expire on Town Meeting Day.

Article 10. Submission to Voters

The proposal forming the Windsor Central Unified Union School District will be duly warned and presented to the voters of each town school district on March 7, 2017. The vote shall take place in each of the school districts by Australian ballot. The warning for each district's vote will be substantially in the form attached hereto as **(Appendix 10)**.

Article 11. Commencement of Operations

Upon an affirmative vote of the electorates of the forming districts and upon compliance with 16 VSA – 706g, the Windsor Central Unified Union School District shall have and exercise all of the authority which is necessary in for it to prepare for full educational operations beginning on July 1, 2018. The Windsor Central Unified Union School District shall, between the date of its organizational meeting under 16 VSA § 706j and June 30, 2018, undertake planning and related duties necessary to begin operations of the new unified union school district on July 1, 2018, including preparing for and negotiating contractual agreements, preparing and presenting the budget for fiscal year 2019, preparing for the Windsor Central Unified Union School District annual meeting, and transacting any other lawful business that comes before the Board, provided however, that the exercise of such authority by the Windsor Central Unified Union School District shall not be construed to limit or alter the authority and/or responsibilities of the school districts that will form the new unified union school district and that will remain in existence during the transition period for the purpose of completing any business not given to the Windsor Central Unified Union School District.

On July 1, 2018, when the Unified 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 Unified 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. Upon the completion of outstanding business or December 31, 2018, whichever date is earlier, the forming school districts shall cease to exist pursuant to 16 VSA §722. The Windsor Central 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 12. Australian Ballot Voting

The Windsor Central Unified Union School District shall vote the annual school district budget and all public questions by Australian ballot.

Article 13. Provisions for Closure of a School

The New Unified Union District Board shall not close any school conveyed to the New Unified Union District by a Forming Elementary District within the first four (4) years of operation of the New Unified Union District unless approved by the voters in the town where the school is located.

Thereafter, an affirmative vote by a majority of the Board of Directors shall be required to close a school. Prior to holding a vote on whether to close a school, the Board shall hold at least three public hearings regarding the proposed school closure. At least one 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.

If the Board votes close a school, a binding referendum to that effect shall be submitted to an annual or special meeting for approval by the voters of the Unified Union District. The closing shall become effective only if approved by a majority of the electorate voting at that meeting. The votes shall be counted and reported by towns, but shall be commingled and approval of the referendum shall require a majority of all those voting.

Article 14. Intra-district School Choice

By July 1, 2018, the Board of School Directors shall develop policy and programs for offering intra-district choice to the families or guardians of elementary students within the new unified union district. This policy will, without limitation, address the rights of elementary students who are residents of the Town of Bridgewater if the Bridgewater School district votes to join the New Unified District and the Pomfret School District does not vote to join. In accordance

with 16 V.S.A. Section 821, all resident students will be assured enrollment at an elementary school operated by the New Unified District. Choice may be limited only where necessary to the legitimate operational needs of the Unified District and any applicable legal requirements. Policies respecting choice shall consider issues including, but not limited to, transportation, socio-economic equity, proximity to the selected building, unity of siblings, and the capacities of receiving schools and sending schools.

Article 15. Restructuring of Elementary School Configurations

In order to achieve maximum operational efficiency, the restructuring of current elementary school configurations will be required to fund curriculum investments, drive scale, and reduce overall costs. To that end, the Board of Directors will develop a plan for sustainable campus and classroom configurations starting in July 1, 2018. The Study Committee recommends as a starting place for these deliberations the restructuring of the Barnard and Reading schools into PK-4 primary schools with the Prosper Valley, Killington, and Woodstock schools maintaining their current PK-6 instructional configurations.

Article 16. Investment Plan

Given the existing variability in student achievement, program and instructional opportunity across the current supervisory union, the Board of Directors will develop an investment plan by July 1, 2018 to strengthen curriculum, instruction, programming, student support, and infrastructure.

Article 17. Community Engagement and Input

For each operating school within the Unified District, the Unified District Board shall provide opportunity for local input. Structures to support, encourage, and recognize the local participation of advisory groups created by and located within the forming communities shall be established by the Unified District Board of School Directors on or before July 1, 2018. Local input will be advisory. The Board may create strategies for local participation at each school and may develop procedures to receive input from each school and/or town.

Article 18. Subsequent Admission after a No Vote

In the event that a Forming District(s) that is a member of the Woodstock Union High School or the Plymouth School District votes not to join the new Unified Union School District as minimally formed by at least four of the Woodstock Union High School member districts, each will independently have until October 1, 2017 to reconsider and join the New Unified District or Modified Union District with admission granted in advance by the New Unified District or modified Union District. For the purpose of compliance with 16 VSA §721, the New Unified

District or Modified Union District consents to admission by any of the original forming districts that voted no. Thereafter, admission will be determined by Vermont statutes requiring favorable votes by those districts seeking admission.

Article 19. Modified Unified Union School District – Non Member Elementary District(s)

If a Modified Unified Union School District is established, any Forming Districts that are members of the Woodstock Union High School that vote NO will be referred to as Non-Member Elementary Districts (NMED). Board representation in the Modified Union District will be proportional as represented in the chart under Article 8, including full proportional representation from each NMED. Board members from each NMED will have voting powers for all general Modified Union District actions, but will recuse themselves from consideration and voting upon programmatic, budgetary, personnel, or building matters of the Modified Union which correlate to grades operated by the NMED. The board is authorized to recalculate the quorum requirements relative to preK-12 issues to reflect the recusal provisions of this article regarding NMED board members

Article 20. Non Member Elementary District(s) Relation to Supervisory Union

If a Modified Unified Union School District is established in accordance with Article 1, the WCSU shall perform the functions of a supervisory union for both the Modified Unified Union School District and any NMEDs. These Articles of Agreement shall constitute an application by the WCSU Board for a waiver of the governance provisions applicable to the WCSU Board pursuant to 16 V.S.A. Section 261(d) to provide the following:

- A. Board Composition: All members of the Modified Unified Union School District Board shall be members of the WCSU Board. In addition, each NMED board, except the Woodstock School district if it is a NMED, shall appoint one of its members to serve on the WCSU Board.
- B. Weighted Voting: All members of the Modified Unified Union School District Board, except those elected or appointed to represent NMEDs, shall have one vote. All members of the WCSU Board elected or appointed to represent NMEDs, except those elected by the Woodstock School District if it is a NMED, shall have a weighted vote of two thirds (2/3). This weighted voting for NMED representatives is necessary so that their combined weighted vote (the vote of 3 representatives will be 2) will equal the number of representatives from the communities that have two representatives on the Modified Unified Union School District Board. In this manner, voting on the WCSU Board will have the same proportional representation as reflected in the composition of Modified Unified Union School District Board.
- C. The Modified Unified Union School District and WCSU shall conduct joint meetings with a single agenda, providing that representatives appointed by the NMEDs may not vote on Modified Unified Union School District matters.

When charging or assessing an NMED for services provided by the Modified Union District or WCSU, the charge or assessment may be made on the basis of the actual cost incurred by the Modified Union District or WCSU for providing the service to the NMED. The calculation of the actual cost or charges or assessments to an entity that is not a member may be based on any relevant factors including, but not limited to:

- (1) The cost associated with collecting the underlying data and preparing the separate calculation and assessment for a NMED, which cost would not be needed in the absence of the provision of services to non-members,
- (2) a reasonable charge for the embedded cost associated with the standby capacity to provide services to a NMED.
- (3) The incremental costs of providing services to a NMED.

Charges or assessments may be made on the basis of a reasonable allocation proxy. Charges or assessments to a NMED may be made on a different basis from the costs allocated to the Modified Unified Union District. Charges or assessments may be made on the basis of a reasonable estimate, subject to adjustment when the actual costs are known.

The Modified Unified Union District Board and WCSU shall determine the standards determining charges or assessments. Expectations are that the Modified Unified Union District will not subsidize a NMED and that charges will reflect fairness to WCSU, the Modified Unified Union District and any NMED. Charges or assessments will comply with state law and applicable accounting standards.

Article 21. Tuition Rights of Plymouth Students

In accordance with Act 153, any resident student of the Plymouth Town School District enrolled during the 2017-2018 school year in any school operated by a district that is not a member of the Windsor Central Supervisory Union shall be entitled to continue enrollment in such school until completion of the highest grade offered by such school. The New Unified District shall be obligated to pay tuition for such students in accordance with 16 V.S.A. Section 823 and 824.

APPENDICES

APPENDIX 1: SBAC PERFORMANCE DATA

2015 and 2016 7th, 8th, and 11th Grade SBAC Scores - Disaggregated by WCSU K-6 Member Districts

	7th grade SBAC ELA				7th grade SBAC Math		
	Number of students	Mean SBAC Scale Score	Percent Proficient		Number of students	Mean SBAC Scale Score	Percent Proficient
Pomfret	21	2616.38	90.5%	Pomfret	21	2614.86	81.0%
Killington	21	2593.67	81.0%	Woodstock	50	2584.84	70.0%
Woodstock	50	2612.18	76.0%	Killington	21	2573.05	61.9%
Reading	12	2625.83	75.0%	Reading	12	2571.33	58.3%
Barnard	15	2569.33	60.0%	Barnard	15	2571.67	53.3%
Bridgewater	9	2521.22	33.3%	Bridgewater	9	2516.11	22.2%
	8th grade SBAC ELA				8th grade SBAC Math		
	Number of students	Mean SBAC Scale Score	Percent Proficient		Number of students	Mean SBAC Scale Score	Percent Proficient
Reading* (only 1 class of students)	4	2676.5	100.0%	Reading* (only 1 class of students)	4	2665	75.0%
Barnard	9	2601.78	88.9%	Woodstock	49	2599.4	64.6%
Killington	22	2615.95	77.3%	Pomfret	18	2579.94	55.6%
Woodstock	49	2621.39	77.1%	Killington	22	2585.55	54.5%
Pomfret	18	2626.17	72.2%	Barnard	9	2538.11	33.3%
Bridgewater	11	2532.55	36.4%	Bridgewater	11	2500	27.3%
	11th grade SBAC ELA				11th grade SBAC Math		
	Number of students	Mean SBAC Scale Score	Percent Proficient		Number of students	Mean SBAC Scale Score	Percent Proficient
Pomfret	24	2640.42	79.2%	Pomfret	24	2666.21	66.7%
Killington	13	2615.77	76.9%	Killington	15	2635.6	60.0%
Woodstock	40	2622.87	65.0%	Woodstock	41	2591.39	43.9%
Barnard	13	2611.38	61.5%	Barnard	13	2619.67	41.7%
Reading	11	2580.55	54.5%	Reading	11	2574.27	36.4%
Bridgewater	16	2561.62	43.7%	Bridgewater	15	2597.13	20.0%

(Figure 1)

Note: Data consists of an aggregate of 2015 and 2016 results in order to form a larger cohort for analysis)

Elementary SBAC Data – Highest and Lowest:

Mathematics:

School	Highest Percent Proficient Score within the 3-11 testing cohorts and Grades	Lowest Percent Proficient Score within the 3-11 testing cohorts and Grades	Percent Proficient 5 th Grade	Percent Proficient 6 th Grade
BARNARD	100% Grade 4	50% Grade 6	75%	50%
KILLINGTON	89% Grade 3	27% Grade 5	27%	89%
PROSPER VALLEY	73% Grade 6	38% Grade 4	67%	73%
READING	86% Grade 3	33% Grade 4	50%	50%
WOODSTOCK ELEMENTARY	76% Grade 6	55% Grade 3	57%	76%
WOODSTOCK MIDDLE (7 + 8)	62% Grade 7	57% Grade 8		
WOODSTOCK HS (11)	45% Grade 11	45% Grade 11		

(Figure 2)









Reading:

School	Highest Percent Proficient Score within the 3-11 testing cohorts and Grade	Lowest Percent Proficient Score within the 3-11 testing cohorts and Grade	Percent Proficient 5 th Grade	Percent Proficient 6 th Grade
BARNARD	100% Grade 4	63% Grade 5	63%	88%
KILLINGTON	100% Grade 3	64% Grade 5	64%	94%
PROSPER VALLEY	80% Grade 6	38% Grade 4	50%	80%
READING	100% Grade 5	33% Grade 4	100%	75%
WOODSTOCK ELEMENTARY	86% Grade 5	63% Grade 4	86%	79%
WOODSTOCK MIDDLE (7+8)	79% Grade 8	75% Grade 7		
WOODSTOCK HS (11)	68% Grade 11	68% Grade 11		





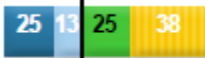

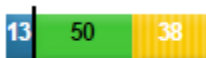

(Figure 3)

Range of Proficiency and Two Year Trends per Grade Level – SBAC Data 2015-2016



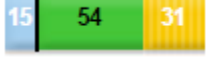
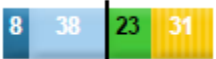
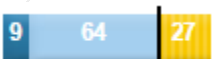



Elementary School A - Math

2015 SBAC Math	2016 SBAC Math
	3 rd Grade: 100% Proficient 
3 rd Grade: 100% Proficient 	4 th Grade: 100% Proficient 
4 th Grade: 78% Proficient 	5 th Grade: 75% Proficient 
5 th Grade: 67% Proficient 	6 th Grade: 50% Proficient 
6 th Grade: 50% Proficient 	





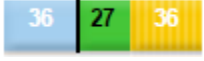



Elementary School A - ELA

2015 SBAC ELA	2016 SBAC ELA
	3 rd Grade: 75% Proficient 
3 rd Grade: 100% Proficient 	4 th Grade: 100% Proficient 
4 th Grade: 67% Proficient 	5 th Grade: 63% Proficient 
5 th Grade: 89% Proficient 	6 th Grade: 88 % Proficient 
6 th Grade: 67% Proficient 	

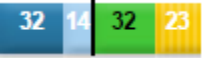
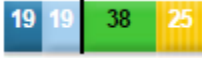


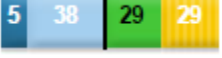

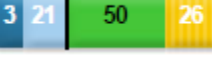

Elementary School B - Math

2015 SBAC Math	2016 SBAC Math
	 3 rd Grade: 89% Proficient
 3 rd Grade: 93% Proficient	 4 th Grade: 85% Proficient
 4 th Grade: 54% Proficient	 5 th Grade: 27% Proficient
 5 th Grade: 65% Proficient	 6 th Grade: 89% Proficient
 6 th Grade: 85% Proficient	


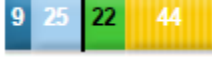
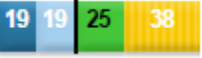


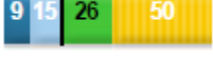
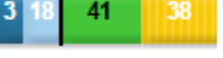
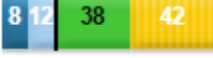
Elementary School B - ELA

2015 SBAC ELA	2016 SBAC ELA
	 3 rd Grade: 100% Proficient
 3 rd Grade: 93% Proficient	 4 th Grade: 69% Proficient
 4 th Grade: 69% Proficient	 5 th Grade: 64% Proficient
 5 th Grade: 90% Proficient	 6 th Grade: 94% Proficient
 6 th Grade: 92% Proficient	


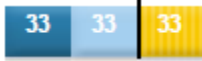


Elementary School C - Math

2015 SBAC Math	2016 SBAC Math
	
3 rd Grade: 63% Proficient 	4 th Grade: 59% Proficient 
4 th Grade: 78% Proficient 	5 th Grade: 57% Proficient 
5 th Grade: 82% Proficient 	6 th Grade: 76% Proficient 
6 th Grade: 67% Proficient 	


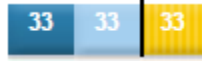
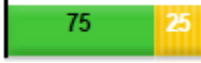

Elementary School C - ELA

2015 SBAC ELA	2016 SBAC ELA
	
3 rd Grade: 66% Proficient 	4 th Grade: 63% Proficient 
4 th Grade: 78% Proficient 	5 th Grade: 86% Proficient 
5 th Grade: 76% Proficient 	6 th Grade: 79% Proficient 
6 th Grade: 81% Proficient 	

Elementary School D- Math

2015 SBAC Math	2016 SBAC Math
	
3 rd Grade: 60% Proficient	
4 th Grade: 60% Proficient	
5 th Grade: 75% Proficient	
6 th Grade: 57% Proficient	

Elementary School D - ELA

2015 SBAC ELA	2016 SBAC ELA
	
3 rd Grade: 40% Proficient	
4 th Grade: 80% Proficient	
5 th Grade: 75% Proficient	
6 th Grade: 86% Proficient	


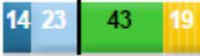
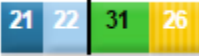

Elementary School E - Math

2016 SBAC Math	
3 rd Grade: 44% Proficient	
4 th Grade: 38% Proficient	
5 th Grade: 67% Proficient	
6 th Grade: 73% Proficient	

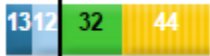



Elementary School E - ELA

2016 SBAC ELA	
3 rd Grade: 78% Proficient	
4 th Grade: 38% Proficient	
5 th Grade: 50% Proficient	
6 th Grade: 80% Proficient	

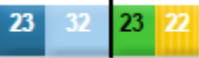

WUMS - Math

2015 SBAC Math	2016 SBAC Math
	
7 rd Grade: 62% Proficient (69) 	7 rd Grade: 62% Proficient (85) 
8 th Grade: 47% Proficient (74) 	


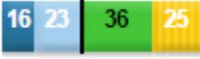
WUMS - ELA

2015 SBAC ELA	2016 SBAC ELA
	
7 rd Grade: 72% Proficient (69) 	7 rd Grade: 75% Proficient (85) 
8 th Grade: 74% Proficient (74) 	

WUHS - Math

2015 SBAC Math	2016 SBAC Math
	 11 th Grade: 45% Proficient (78)
 11 th Grade: 45% Proficient (103)	

WUHS - ELA

2015 SBAC ELA	2016 SBAC ELA
	 11 th Grade: 68% Proficient (80)
 11 th Grade: 62% Proficient (102)	

(Figure 4)

**Vermont Smarter Balanced Testing Results 2016
Top Ten/Twenty Schools Testing Results**

	English ALL Top 10	English ALL Top 20	English FRL Top 10	English FRL Top 20	Math ALL Top 10	Math ALL Top 20	Math FRL Top 10	Math FRL Top 20
Grade								
3	83-96%	77-96%	58-82%	47-82%	81-92%	79-92%	59-80%	50-80%
4	80-89%	75-89%	48-85%	42-85%	81-90%	75-90%	53-85%	38-85%
5	84-96%	78-96%	63-79%	50-79%	73-85%	64-85%	44-72%	36-72%
6	80-94%	75-94%	50-83%	42-83%	73-89%	63-89%	36-46%	25-46%
7	77-94%	73-94%	54-73%	47-73%	67-85%	62-85%	40-64%	31-64%
8	80-94%	77-94%	55-79%	47-73%	68-82%	63-82%	37-64%	33-64%
11	71-82%		54-85%		48-67%		28-44%	

(Figure 5)

Note:

Chart shows the percentage of students who scored proficient or above of the ten (and twenty) highest scoring public schools in Vermont for all students and for lower income students (FRL = Free or Reduced Lunch)

APPENDIX 2: PROGRAM OPPORTUNITY

Analysis to Achieve Full Access to Current Program Opportunities in Windsor Central:

Standards of Program Opportunities for WCSU based on the highest current level of existing programs

- Art = 2x per week at 45 – 60 minutes
- Music = 2x per week for 60 minutes
- Physical Education = 2 x per week for 45 – 60 minutes
- World Languages = 2 x per week for 45 minutes
- Library/Media Sciences = 2 x per week for 45 – 60 minutes

Standards of Operational Opportunities for WCSU based on the highest current level of existing programs

- Full Time Principal in each school
- Full Time Director of Curriculum/Assessment/STEM (current shared position for Superintendent)
- Increased health service professionals in building for a minimum of two times per week
- Access to academic summer programming (KES model)

IMPLEMENTATION OF EQUITY STANDARDS IN EXISTING STRUCTURES

Central Office:

Full Time Director of Curriculum/Assessment/STEM

Individual Campuses:

1. Barnard Academy

+ Full Time Principal

- + Art – additional 45 min class for each student
- + PE – additional 30 min class for each student
- + World Languages – additional 40 min class for each student
- + STEM
- +Late Bus

2. Killington Elementary School

- + Art – additional 45 min class for each student
- + World Languages – additional 40 min class for each student
- + Music – additional 15 minutes per week for each student
- + Library/Media – additional 45 min class for each student
- + STEM

3. Reading Elementary School

+ Full Time Principal

- + Art – additional 45 min class for each student
- + PE – additional 30 min class for each student
- + World Languages – additional 15 min class for each student
- + Library/Media – one 45 min classes for each student
- + STEM
- + Late Bus

4. The Prosper Valley School

- + Library/Media – additional 45 min class for each student
- + STEM
- + Late Bus

5. Woodstock Elementary School

- + Art – additional 45 min class for each student
- + PE – additional 10 minutes per student
- + World Languages – additional 10 min class for each student
- + Music – additional 20 minutes per week for each student
- + Library/Media – additional 20 min class for each student (includes STEM)

TOTAL COST TO ACHIEVE EQUITY OF OPPORTUNITY IN THE CURRENT STATE: \$648,768

Note: to achieve equity represents an increase of 9.3 cents on the current homestead tax rate for every community/district in the supervisory union.

Note: Cost figures were based on current FY'17 budget figures. Enrollment/Staffing figures based on current enrollments and staffing.

Note: \$70,000 = 1 cent on the tax rate for a unified district.

Cost Analysis

School Based:

Additional Allied Arts Teachers: (Art, Music, PE, World Languages, Library Media, Health Services)	\$253,332
Principal (Full time principal between Barnard and Reading)	\$51,701
Health Service Professional	\$49,620
Total Salaries:	\$354,643
Total Benefits:	<u>\$124,125</u>
School-Based Total Cost:	\$478,768

District-Wide:

Director of Curriculum and Instruction (with benefits)	\$110,000
Late Bus	\$20,000
Summer Program Expansion	\$40,000
District-Wide Total Cost:	\$170,000

Total Cost to Achieve Equity of Opportunity = \$648,768 or 9.3 cents increase on the current (FY'17) Homestead Tax rate
--

Notes:

- a. *Cost, enrollment, and staffing projections are based on current FY'17 budget figures and existing enrollment and staffing data.*
- b. *The projected increase of 9.3 cents is on the **current homestead tax rate** for every community/district in the supervisory union **not** the **local rate** which varies based on the CLA for each community in the supervisory union.*

APPENDIX 3: Restructuring Model 2

Restructuring Model 2: Create two primary schools (PK-2) at Barnard and Reading

Barnard and Reading Primary Schools (PreK-2)

This proposal explores the educational and financial impact of creating primary schools (PK-2) at both Barnard and Reading elementary schools. Grades 3-6 at Barnard were assumed to attend Prosper Valley elementary school, and Reading grades 3-6, The Woodstock Elementary School. Both schools have the capacity, both in space and staffing, to educate these students without adding additional staff (except at one grade level a Woodstock which would need an addition .75 FTE elementary teacher).

	PreK	K	1	2	Art	Music	PE	Language	Media	Consl	Nurse
Barnard	11	10	8	8	.2	.3	.2	.2	.4	.2	.15
	1 FTE (multi-age)		1 FTE (multi-age)		Keep Current Staffing in specials + decrease .8 Teaching Principal to .5 FTE.						
Reading	13	9	7	7	.2	.2	.2	.1	0	.4	0
	1 FTE (multi-age)		1 FTE (multi-age)		Keep Current Staffing in specials + decrease .6 Teaching Principal to .5 FTE.						

Notes:

- Each school would be assigned one regular education paraprofessional to assist the PreK/K multi-age classroom.
- One full time primary school principal would be shared between both campuses.

Projected Class Sizes at TPVS and Woodstock (Current Enrollment):

	3	4	5	6
Prosper Valley	21	17	22	20
	1 FTE	1 FTE	1 FTE	1 FTE
Woodstock	31	29	37	25
	2 FTE	2 FTE	2 FTE	2 FTE

Model 2 - Cost Projections:

Addition of a $\frac{3}{4}$ FTE core teacher at Woodstock Elementary: \$65,000

Note: Additional staffing needed to address increases in 3-6 at Woodstock

Additional Transportation: \$50,000

Note: There may be additional transportation costs in bussing 3-6 graders. This cost represents an additional bus run added to the current transportation plan.

Budget Savings due to Restructuring Elementary Programs	\$504,971
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Instructional Savings at Barnard Due to Staff Reductions	\$298,757
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Instructional Savings at Reading Due to Staff Reductions	\$206,214
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Net Savings of Model #2 = ~\$400,000

Note: Cost, enrollment, and staffing projections are based on current FY'17 budget figures and existing enrollment and staffing data.

APPENDIX 4: ENROLLMENT AND STAFFING PATTERNS

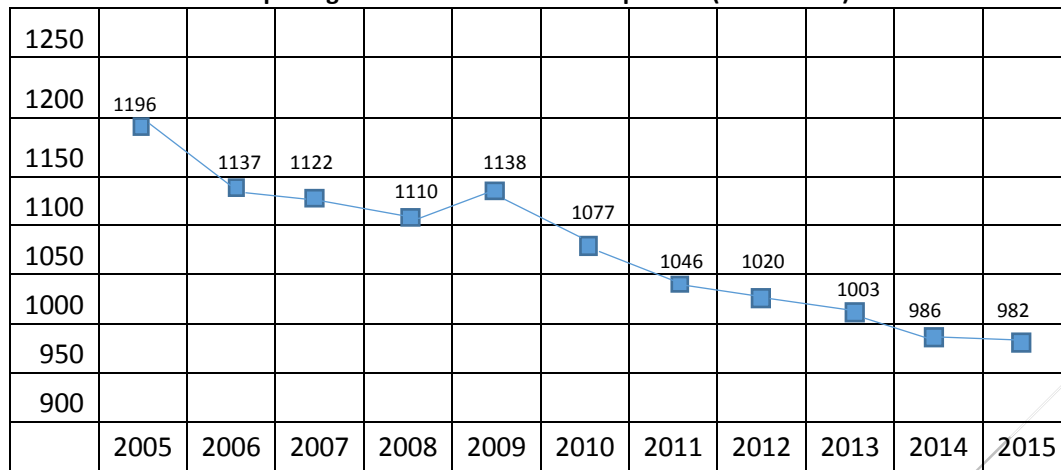
Windsor Central Supervisory Union										
Enrollment Report Opening Day August 26, 2015										
ELEMENTARY SCHOOL ENROLLMENT	Pre-K	K	1	2	3	4	5	6	TOTAL	TUITION
Barnard	15	10	11	9	9	5	8	8	75	3
Prosper Valley- Bridgewater	0	2	3	4	2	7	5	7	30	3
Prosper Valley- Pomfret	0	5	6	9	8	8	6	8	50	1
Reading	12	9	5	9	7	3	4	4	53	3
Killington	0	14	13	12	9	13	11	18	90	37
Woodstock	0	19	17	21	23	34	20	34	168	10
TOTAL ELEMENTARY	27	59	55	64	58	70	54	79	466	57
DISTRICT STUDENTS AT WUHSMS:										
TOWN	7	8	9	10	11	12	Total Secondary	Total K-12		
Barnard	11	5	7	7	9	9	48	120		
Bridgewater	7	3	9	5	12	9	45	72		
Killington	5	8	8	4	11	8	44	97		
Pomfret	12	8	8	9	11	12	60	109		
Reading	7	7	2	5	7	6	34	84		
Woodstock	32	24	27	33	24	33	173	331		
	74	55	61	63	74	77	404	813		
	7	8	9	10	11	12	TOTAL	TUITION		
Woodstock Union Middle School	87	73					160	31		
Woodstock Union High School			75	83	95	98	351	76		
SUBTOTAL SECONDARY	87	73	75	0	95	98	511	107		
School Choice			0	1	1	3	5			
Foreign Exchange			0	0	0	0	0			
TOTAL SECONDARY	87	73	75	84	96	101	516			
	MS	160			HS	356				
WCSU DISTRICT TOTAL:						982			Tuition Total	164

Windsor Central: Elementary Enrollment and Student Teacher Staffing Ratios 2016-2017

Town	PreK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Barnard	15 (2 educators) (12/1 ratio)	10	11 (1 educator) (20/1 ratio)	9	9 (1 educator) (13/1 ratio)	5	8 (1 educator) (16/1 ratio)	8
Killington	0	14	13	12	9	13	11	18
Prosper Valley	0	7	9	13	10	15	11	15
Reading	12	9	5 (1 educator) (14/1 ratio)	9	7 (1 educator) (10/1 ratio)	3	4 (1 educator) (8/1 ratio)	4
Woodstock	0	19	17 (2 educators) (8.5/1 ratio)	21 (2 educators) (10.5/1 ratio)	23 (2 educators) (11.5/1 ratio)	34 (2 educators) (17/1 ratio)	20 (4 educators) (13.5/1 ratio)	34

Ledger: Non-Shaded = Single Grade/Single Teacher Classrooms Shaded = Multi-Grade Classrooms Lined = Multi-Grade Teacher Team

WCSU Opening Enrollment: 10-Year Comparison (Pre-K to 12)



APPENDIX 5: STATEMENT OF VALUES

Property Description	Assets/School Values								
	Ownership	Year Built	Sq Foot	Bldg	Business Personal Property	Site Improvements	Books & Valuable Papers	Auto Physical Damage	Grand Total
Barnard Academy	School District	1991	12,524	\$2,128,400	\$170,300	\$123,100	\$25,000	\$-	\$2,446,800
The Prosper Valley School	School District	1991	18,037	\$3,056,300	\$335,100	\$85,700	\$25,000	\$-	\$3,502,100
Reading Elementary	School District	1995	13,341	\$2,265,300	\$181,200	\$39,700	\$25,000	\$-	\$2,511,200
Killington Elementary	School District	1995	30,735	\$5,581,800	\$502,400	\$127,300	\$25,000	\$-	\$6,236,500
Woodstock Elementary	Town of Woodstock		57,282	\$10,273,100	\$925,000	\$101,900	\$25,000	\$-	\$11,325,000
Windsor Central SU	Woodstock Union Jr/Sr HS District 4	2003	4,322	\$638,300	\$400,000	\$-	\$25,000	\$-	\$1,063,300
Woodstock Union JR/SR HS	Woodstock Union Jr/Sr HS District 4	1958	143,891	\$25,454,100	\$2,151,000	\$148,200	\$100,000	\$58,000	\$27,911,300
Union Arena	Woodstock Union Jr/Sr HS District 4		29,576	\$4,258,300	\$100,000	\$-	\$-	\$-	\$4,358,300
Greenhouse	Woodstock Union Jr/Sr HS District 4			\$-	\$10,000	\$-	\$-	\$-	\$10,000
Garage	Woodstock Union Jr/Sr HS District 4		2,905	\$344,600	\$30,000	\$-	\$-	\$-	\$374,600
Maintenance Building	Woodstock Union Jr/Sr HS District 4			\$250,000					\$250,000
Grand Total				\$54,250,200	\$4,805,000	\$625,900	\$250,000	\$58,000	\$59,989,100

Statement of Long-Term Debt

	AMOUNT OUTSTANDING 6/30/16	ANNUAL PRINCIPAL PAYMENT	PAY OFF DATE	ESTIMATED BALANCE 7/1/18
BARNARD ACADEMY	-			
THE PROSPER VALLEY SCHOOL	-			
READING ELEMENTARY	-			
KILLINGTON ELEMENTARY	-			
WOODSTOCK ELEMENTARY	70,000	70,000	DECEMBER 1, 2016	-
WINDSOR CENTRAL SU	-			
WOODSTOCK UNION JR/SR HS #4	733,333	66,667	NOVEMBER 15, 2026	666,667
GRAND TOTAL	803,333	136,667		666,667

APPENDIX 6: BOARD REPRESENTATION

2010 CENSUS INFORMATION:

Barnard	947	13% (12%)
Bridgewater	936	13% (12%)
Killington	811	11% (10%)
Pomfret	904	12% (11%)
Reading	666	09% (08%)
Woodstock	3048	42% (38%)

Total: 7312

SIXTEEN (16) MEMBER PROPORTIONAL BOARD:

Barnard	2	13%
Bridgewater	2	13%
Killington	2	13%
Pomfret	2	13%
Reading	2	13%
Woodstock	6	38%

Total 16

EIGHTEEN (18) MEMBER PROPORTIONAL BOARD:

Barnard	2	11%
Bridgewater	2	11%
Killington	2	11%
Pomfret	2	11%
Plymouth	2	11%
Reading	2	11%
Woodstock	6	33%

Total 188

Note:

Plymouth = 619 (08%)

Total with Plymouth = 7931

Total Board Size w/Plymouth = 18

18-member board % in parentheses

APPENDIX 7: EXPLORATORY PHASE DOCUMENTS



Educational Opportunities and Challenges – Windsor Central Act 46 Study Committee April 25, 2016 – Final Draft

Opportunities:

- 1. Curriculum Enrichment:** Are there opportunities to create richer, more individualized, curriculum opportunities for our students by leveraging the scale we get as a district? E.g., can we further customize learning for the learner's own pace and abilities?
- 2. Curricular and Instructional Equity:** Might a governance merger create greater opportunity to address the curricular and/or instructional inequities between among the elementary schools in the supervisory union. Would a merger make it easier to unify program and instructional expectations and insure greater accountability across the district?
- 3. Student outcomes:** Can a merged district meaningfully lead to improved student outcomes: e.g., can we demonstrate that we are world class in moving student achievement from point A to point B (regardless of their starting positions?) Can we both “raise the bar” and reduce the performance gap between and among students from different elementary schools before they come together at the middle/high school?
- 4. Leadership and Administration:** Would a new, more unified leadership structure lead to more efficient and effective patterns of school management and accountability? How? Why? What might be the potential impact on student learning of district-wide strategic planning and assessment, as well as, a PK-12 educational vision?
- 5. Culture and community:** Can we create a greater esprit de corps among the communities that make-up Windsor Central through broader student & teacher exchanges, sharing of best practices, and parent events? Would a merger bring a more unified sense of identity and community support across the district and lead to more vibrant PK-12 perspective and sense of community responsibility?
- 6. Talent development:** Can we create an employee value proposition within the district which attracts, retains and develops the best teachers and administrators? Would a merger lead to more effective patterns of professional development, more cohesive instructional policies,

standards, and procedures? Could hiring on a larger scale identify better candidates and better hires?

7. **Sharing Talent:** Would a governance merger create more opportunities to share existing personnel more effectively? Would a merger enable greater opportunities for mentoring and the sharing of best practice?
8. **Sustainability and Stability:** Would a merger better protect taxpayers from decreases in student enrollment or budgetary spikes? E.g. sharing of the risk of declining enrollment so that one school does not feel the "pain" quite as severely?
9. **Scale and Cost:** Can we maximize both instructional and administration efficiencies, while still delivering excellence? How? Would a merger enable us better address the negative trend lines currently affecting us in terms of underlying cost growth and student enrollment? Would a governance merger lead to significant cost savings that could be utilized to maintain favorable class sizes and innovative instructional programs?
10. **Community Enhancement:** Would a unified district contribute to the entire Supervisory district being recognized as an attractive place to live with a quality educational program available to all children?
11. **Inter-District School Choice:** As a merged district, would inter-district school choice among the district's elementary schools create greater opportunity and satisfaction for families and students? Would such a plan be attractive to new homebuyers in the area?

Challenges:

1. **Identity and Vision:** Would a merger undercut local patterns of school identity, parental involvement, cultural tradition, and best practice? How do we keep this from happening? How do we balance the creative tension between local and district-wide interests and aspirations?
2. **Budgetary Equity:** With one district-wide budget, how would a new governance structure insure a fair allocation of resources to meet the needs of all students across the district?



**Act 46 Exploratory Study Committee
Final Draft: February 3, 2016**

Essential Questions with Associated Follow-up/Clarification Questions

Introduction:

Act 46 is designed to encourage local school districts and supervisory unions to explore the potential benefits of consolidating their existing school boards into a single, unified district responsible for serving, in this case, every student in the Windsor Central Supervisory Union. The intent of the bill is to restructure school governance throughout the state of Vermont in the interest of improving the quality at a more affordable cost.

It is the committee's expectation that any comprehensive study must seek to address the following questions fully, and as a result, be in a position to articulate clearly to parents, students, and community members, "What would change, and what would remain the same?" under any recommended change in governance.

I. Would unifying the current supervisory union into a single district led by a single school board, lead to better teaching practices and better student outcomes? Why?

- Are there any educational opportunities/enhancements might a unified district be in a position to explore and deliver that are not possible under existing governance structures?
- How might a unified district school board go about addressing any educational disparities/inequalities in the elementary programs should they be found to exist?
- What organizational and financial efficiencies might a unified district be in a position to explore and deliver that are not possible under existing governance structures? What organizational and financial inefficiencies might result?
- Would a unified PreK-12 district with a single governing school board be more focused upon and accountable for delivering better student results at every level? Why? How?

- To what extent, if any, do existing governance structures limit effective patterns of preK-12 planning, administration, accountability, and cost containment as required by Act 46?

II. What educational, organizational, and cultural challenges do we face moving to a single board? How might these challenges be addressed, if at all? How would this new board work in practice?

- Would the interests of “local” parents, students, community members, and taxpayers be protected in a unified district? (e.g. board composition/representation, parent councils, etc.)
- Would a unified district improve the relationship between the schools in the current SU and the communities they serve? Why? How?
- Would current instructional practice, educational opportunities, and local traditions be protected in any restructuring of district governance?
- Could a unified board be fully responsive to the individual interests and needs of each campus in the district?
- Could a unified board understand and respond to the needs of individual communities within the district?

III. What are the projected financial and organizational outcomes of moving to a single board?

- Could a unified district make education more affordable throughout the communities that make up our current S.U.? Could costs go up as a result of unification?
- What are the legal, contractual, liability, charter, and/or ownership issues that need to be addressed in any proposed merger?
- What are the projected financial obligations in deferred maintenance, health and building safety that need to be addressed in any merger?
- What is the impact on individual tax rates of creating a unified district? What happens to individual tax rates if districts choose not to merge?

**Act 46 Exploratory Study Committee – Windsor Central
Potential Priorities for Further Study of Financial/Organizational Benefits**

Draft 1: April 7, 2016

I. State Tax Incentives over 4/5 years; Merger Implementation Grants

II. Large Scale Purchasing/Contract Negotiation with Private Vendors

- ✓ Technology

- ✓ Books & Supplies
- ✓ Maintenance Needs

III. Shared Administrative, Staffing, and Service Delivery Models

- ✓ Coordinate Teaching/Staffing Assignments (Responding to changing school demographics, program, and building needs)
- ✓ Eliminate Administrative Redundancy
- ✓ Streamline Existing Service Models (Transportation, Maintenance)
- ✓ Coordinate Financial Administration/Reduce Bureaucracy
 - One audit Instead of seven
 - Fewer Board Stipends
 - Board Services/Support (Stenographer, Legal, Dues, etc.)
 - Purchasing Process
- ✓ Increase Efficiency in State and Federal Data Collection and Reporting
- ✓ Coordinate Use of Facilities

IV. Further Collaboration of Special Education and Behavioral Management Services

- ✓ Review of out-of-house vs in-house delivery models and opportunities
- ✓ Alternative Program Delivery

V. Asset Coordination

- ✓ Transportation
- ✓ Buildings and Grounds
- ✓ Differed Maintenance
- ✓ Long-Term Capital Planning

APPENDIX 8: AOE QUALITY STANDARDS FIELD REPORT

Integrated Field Review Report

REPORT

December 7, 2016

**Windsor Central Supervisory Union
Final Report
Site Visit: November 8 & 9, 2016**

Submitted by Josh Souliere & Jesse Roy



Schools & Enrollment

School	Approximate Enrollment	Grade Span
Barnard Academy	76	PK-6
Killington Elementary	92	PK-6
The Prosper Valley School	90	K-6
Reading Elementary	54	PK-6
Woodstock Elementary	171	K-6
Woodstock Union Middle / High School	506	7-12

Windsor Central Supervisory Union (WCSU) Superintendent Alice Worth volunteered to participate in the Vermont Agency of Education's Integrated Field Review (IFR) pilot. WCSU's site visit was conducted in the pilot's second year.

The morning of day one the Visiting Team reviewed artifacts provided by WCSU. During the afternoon of day one and the morning of day two, the Visiting Team participated in interviews involving the Superintendent, Business Manager, human resources staff, counseling staff, Director of Special Education, intervention staff, teaching staff, students, parents, and administrators. In addition, the Review Team observed classroom instruction and WCSU learning environments through classroom observations and facilities tours led by students or school staff.

The Review Team gathered data regarding the implementation of Education Quality Standards in the school system related to academic proficiency, personalization, safe healthy schools, high quality staffing, and financial efficiencies.

Visiting Team

Name	Role	Organization
Josh Souliere	Assistant Director of EQR	Agency of Education
Lori Dolezal	Quality Assurance Manager	Agency of Education
Donna Stafford	Quality Assurance Manager	Agency of Education
Tracy Watterson	MTSS Program Manager	Agency of Education
Linda McSweeney	ROPA Consultant	Agency of Education
Jesse Roy	Education Quality Coordinator	Agency of Education
Veronica Newton	Personalization and Flexible Pathways Program Coordinator	Agency of Education
Robin Pembroke	Business Manager	Orange Southwest SU
Elijah Hawkes	High School Principal	Orange Southwest SU
Susan McKelvie	Elementary Principal	Orange Southwest SU
Jim Poindexter	RTCC English Teacher	Orange Southwest SU
Ken Cadow	Career and Workforce Director	Orange Southwest SU
Kathryn Fredericks	Elementary Literacy Coach	Orange Southwest SU
Crystal Larocque	Mathematics Coach/Data Specialist	Orange Southwest SU
Pat Cushing	Fine Arts Department Chair	Orange Southwest SU
Christy Coloutti	Elementary Principal	Rutland Central SU
Erin Hanrahan	Middle School Teacher	Rutland Central SU
Beth Mitchell	Special Educator	Rutland Central SU
Bernie Peatman	Director of CIA and Technology	Rutland Southwest SU
Janet Chandler	HS Global Studies Teacher	Rutland Southwest SU
Joan Paustian	Superintendent	Rutland Southwest SU

Academic Proficiency

The Vermont Education Quality Standards prioritize a coordinated curriculum in all subjects for each Supervisory Union/District that is aligned to the standards adopted by the State, instruction in all subjects and the transferable skills, a local assessment system for determining student achievement, multi-tiered systems of support for learners in meeting those standards and participation in the State assessment system.

Findings:

Curriculum Coordination

1. WCSU teachers report collaborative efforts between schools toward developing coordinated units of study in ELA, Math and NGSS.
2. WCSU teachers report having strong input into the development and coordination of curriculum within their respective schools.
3. Students and administrators report that readiness to access the middle school curriculum is partially dependent on which elementary school a student has attended.

Local Assessment System

1. There is evidence of a coordinated assessment system across the SU and evidence indicates all schools are using the assessment data to inform instruction.
2. WCSU teachers are working with a Mathematics Coach to develop a Primary Math Assessment, increasing alignment with the Common Core State Standards.

Instructional Strategies

1. WCSU employs ELA and Math instructional coaches to provide embedded professional learning.
2. Staff, students and administrators report varying degrees of differentiated instructional practices, as well as technology integration, between schools.

Proficiency-Based Learning

1. Virtually all stakeholders report confusion about the implementation and rationale behind proficiency-based assessment and reporting, across WCSU.
2. Some students and staff at the high school report that a move to a proficiency-based learning model has the potential for opportunities to integrate curriculum and to clarify learning objectives.

Commendations

1. WCSU is committed to the continued improvement and coordination of curriculum, instruction and assessment.
2. WCSU teachers have a strong voice in the development of the SU-wide curriculum, to the benefit of the collective learning community.

Recommendations

1. WCSU should continue to develop, coordinate and communicate efforts to implement proficiency-based learning practices.
2. WCSU should continue to focus on improving their SU-wide data collection and analysis in order to more effectively inform policy and practice.

Personalization

The Vermont Education Quality Standards prioritize development of personalization through the creation and use of Personalized Learning Plans, flexible pathways to graduation, Career and Technical Education and instructional strategies that personalize learning for students.

Findings:

Personalized Learning Plans

1. WCSU ninth graders are piloting a Personalized Learning Plan and proficiency-based reporting system, and administrators have identified a plan for implementation across middle and high school.
2. Students in elementary schools do not have Personalized Learning Plans, yet there are some opportunities to personalize their learning.

Flexible Pathways/CTE

1. WCSU students at all grade levels have learning enrichment opportunities through community resources, including internship programs, community centers, museums, the National Parks Service and through virtual classrooms.
2. High school students can explore a career or college interest through a Senior Concentration, supervised work experiences, technical center, early college and dual enrollment programs.

Full Breadth of Courses

1. WCSU schools maximize those resources available to them through the community, endowments and surrounding natural areas to provide unique and varied opportunities for learning.
2. WCSU offers students a variety of expanded learning opportunities beyond the school day, including afterschool programs, summer programs and class trips.

Student Choice/Voice

1. Some WCSU students engage in cooperative learning, peer mentoring, peer mediation and team building activities.
2. High school students take part in a daily FLEX block, where they receive academic support, attend a club or take part in an elective activity.

Commendations

1. WCSU has a wealth of community resources and community support and takes advantage of these assets to maximize learning opportunities for students.
2. WCSU utilizes physical spaces in schools and communities to exhibit student breadth of learning in a variety of ways.

Recommendations

1. WCSU should develop a consistent communication channel with stakeholders to promote the understanding of initiatives such as Personalized Learning Plans and proficiency-based education.
2. Aligned with WCSU's Principle of Cohesiveness, efforts should be made to ensure that all students have opportunities to demonstrate learning in personalized ways.

Safe Healthy Schools

The Vermont Education Quality Standards prioritize the establishment of learning environments that promote the social and physical health of students, facilities that promote learning and security, support for preventing disciplinary infractions and responding appropriately when transgressions occur and engaging in inter-agency work to support students beyond the school day.

Findings:

MTSS

1. Understanding and implementation of Multi-Tiered System of Support frameworks for academic and behavior is inconsistent across WCSU schools.
2. Some evidence suggests that schools across WCSU do not have equitable access to academic and behavior support personnel.

Social/ Emotional Health

1. WCSU staff demonstrate a commitment to respecting and supporting all students.
2. Most WCSU students, staff and parents feel safe, happy and welcome at their school.

Physical Well Being

1. Some WCSU schools do not meet Vermont Education Quality Standards requirements for providing adequate physical education or health services and health curriculum to students.
2. Most WCSU schools provide opportunities for children to engage in various physical activities both during and after the school day.
3. School lunch offerings vary across WCSU, from no lunch option offered to a Farm-to-School program.

Physical Environment

1. Per observations and interviews, some WCSU buildings are in need of maintenance and repairs.
2. Some WCSU schools have a lack of storage space for supplies.
3. Some WCSU schools have outdoor learning spaces and equipment for physical and academic activities.

Commendations

1. There is a strong sense of community between students, staff and parents at WCSU schools.
2. WCSU provides an extensive number of experiential learning opportunities within and beyond the school day.

Recommendations

1. All WCSU schools need to meet the Vermont Education Quality Standards requirements for physical education and health services and learning opportunities.
2. WCSU should work to ensure that each school implements and understands the Multi-Tiered System of Supports frameworks for academics and behavior consistently.

High Quality Staffing

The Vermont Education Quality Standards prioritize the role of all school leaders in improving student learning and establish the expectation that school leaders will have sufficient time to carry out their responsibilities in order to focus on improving student learning by ensuring that professional staff are appropriately licensed, a system of appropriate needs-based professional learning is available and aligned with staff evaluation and supervision policies, continuous improvement.

Findings:

Professional Development

1. Math and Literacy coaches provide embedded professional development across WCSU.
2. Some teachers report that SU level professional learning is not adequately differentiated, though teacher-initiated professional development is supported.
3. The WCSU administrative leadership team holds monthly, day-long retreats to coordinate work.

Staff Evaluation

1. Teachers reported inconsistencies in the use of the teacher evaluation process.
2. The principal supervision and evaluation process is aligned with the Vermont Core Teacher and Leader Standards.
3. Staff supervision plans in WCSU offer differing levels of support depending upon teacher experience within their area of endorsement.

Leadership

1. WCSU is focused on training principals as instructional leaders.
2. WCSU develops and maintains Action Plans for SU implemented programs, all of which are public and available on the SU website.
3. Parents and staff report concerns around equity between schools in the SU.

Staffing

1. Most WCSU teachers use differentiation, questioning techniques, strategies for student engagement, established routines, best practice learning strategies, visual supports and the pre-teaching of expectations.
2. Most WCSU parents expressed a high degree of satisfaction with the quality of teaching and support for all students.

Commendations

1. WCSU provides cohesive professional development for ELA and Math, as well as opportunities for teacher-initiated professional learning.
2. WCSU teachers exercise a range of instructional strategies to support high levels of achievement for all students.

Recommendations

1. WCSU would benefit from engaging in community and school conversations regarding perceived inequities and biases.
2. WCSU should provide professional development on Personalized Learning Plans and Proficiency-Based Learning, as well as increase communication with parents around these initiatives.



Financial Efficiencies and Statutory Regulation

The Vermont Education Quality Standards require that Supervisory Unions carry out their work in accordance with the fundamentals of accounting procedures, provide the full range and breadth of resources, and facilities to support student learning while doing so at a funding level supported by the local community and conduct the business of schooling in accordance with laws that govern education.

Findings:

Budget/Decision Making

1. Some WCSU schools use local, private maintenance services to prioritize and address building needs.
2. Technical Needs Assessments are used to determine school technology needs, though variation in resource allocation persists.
3. Some WCSU schools raise and/or accept community funds in addition to those levied by taxes in order to support school activities and the acquisition of instructional materials.

Instructional Materials

1. Students report that different WCSU elementary schools have different academic resources, such as STEM labs or outdoor learning spaces.
2. School budgets indicate yearly building spending on books, supplies and technology.

Reporting

1. Cost per pupil varies across WCSU schools.
2. WCSU has established, articulated policies and procedures for the use of Medicaid and federal grant funds.
3. Some schools reported not having adequate technology resources.

Staffing Ratios

1. Observed teacher-student ratios varied within and across elementary schools from 1:18 to 1:4.
2. Most WCSU schools now receive library media specialist services, increased from previous years.
3. Reports show inequities in the availability of technicians and technology integrationists across WCSU.

Commendations

1. Equity and cohesiveness are stated and acted upon priorities of WCSU.
2. In 2015-2016, most WCSU schools had access to a library media specialist; in 2016-2017, most schools met this standard a plan is in place for all schools to meet the standard.

Recommendations

1. To further address equity and cohesiveness, and to promote transparency and sustainability, WCSU should evaluate and report the amount and impact of outside funding used to support each school.
2. WCSU should work to equalize access to technology integrationists for staff and students.

APPENDIX 9: COMMITTEE MEETINGS/PUBLIC FORUMS

ACT 46 TASK FORCE MEETINGS:

JUNE 25, 2015
JULY 13, 2015
JULY 23, 2015
OCTOBER 5, 2015

ACT 46 COMMITTEE MEETINGS:

OCTOBER 19, 2015
NOVEMBER 9, 2015
DECEMBER 14, 2015
JANUARY 6, 2016
JANUARY 18, 2016
FEBRUARY 3, 2016
FEBRUARY 22, 2016
MARCH 10, 2016
MARCH 23, 2016
APRIL 7, 2016
APRIL 27, 2016
MAY 23, 2016
JUNE 2, 2016
JUNE 23, 2016
JULY 13, 2016
JULY 27, 2016
AUGUST 10, 2016
AUGUST 31, 2016
SEPTEMBER 28, 2016
OCTOBER 13, 2016
NOVEMBER 3, 2016
NOVEMBER 17, 2016
NOVEMBER 30, 2016
DECEMBER 11, 2016

DECEMBER 20, 2016
JANUARY 4, 2017
JANUARY 18, 2017

ACT 46 COMMUNITY FORUMS:

MAY 10, 2016- WUHSMS TEAGLE LIBRARY
FOR ALL TOWNS
JUNE 1, 2016- KILLINGTON
JULY 18, 2016- BARNARD
AUGUST 3, 2016- READING—BOARD RUN,
NOT COMMITTEE
OCTOBER 11, 2016- BRIDGEWATER
OCTOBER 20, 2016- POMFRET
OCTOBER 24, 2016- KILLINGTON
OCTOBER 26, 2016- BARNARD
NOVEMBER 9, 2016- WOODSTOCK
NOVEMBER 15, 2016- READING
DECEMBER 6, 2016 - BRIDGEWATER
DECEMBER 19, 2016- BARNARD
JANUARY 30, 2017 - BARNARD
FEBRUARY 27, 2017 – KILLINGTON
(SCHEDULED)

OTHER:

SEPTEMBER 6, 2016- ACT 46 FINANCE SUB-
COMMITTEE

SEPTEMBER 12, 2016- PRESENTATION TO
THE FULL WCSU BOARD.

NOVEMBER 9, 2015- ACT 46 WEBINAR

APPENDIX 10: SAMPLE WARNING

WARNING FOR ANNUAL MEETING OF THE BRIDGEWATER SCHOOL DISTRICT

The legal voters of the Bridgewater School District of Windsor County, Vermont, are hereby warned and notified to meet at the Bridgewater School, located in Bridgewater, Vermont, in said district, on Tuesday, March 7, 2017, at 9:00 A.M. for the purpose of transacting business not involving voting by Australian ballot.

The legal voters of the Bridgewater School District of Windsor County, Vermont, are hereby further warned and notified to meet at the Bridgewater Town Office on Tuesday, March 7, 2017, convening at 7:00 A.M. at which time the polls will open and continuing until 7:00 P.M. at which time the polls will close, for the purpose of transacting during that time voting by Australian ballot.

ARTICLE 1: To elect a moderator for the ensuing year.

ARTICLE 2: To accept the reports of the Bridgewater School Directors for the school accounts and take action thereon.

ARTICLE 3: To elect one School Director to the Bridgewater School Board for a term of three years.

ARTICLE 4: To elect one School Director to the Woodstock Union High School District #4 for a term of three years.

ARTICLE 5: Shall the voters of the Bridgewater School District approve the Prosper Valley Joint Board to expend _____ dollars (\$_____) which is the amount the school board has determined to be necessary for the support of the Prosper Valley Joint District School for the year beginning July 1, 2017? It is estimated that this proposed budget, if approved, will result in education spending of \$_____ per equalized pupil. This projected spending per equalized pupil is ____% higher/lower than spending for the current year. It is estimated on the basis of current information that the Bridgewater Village School District assessment will be _____ dollars (\$_____) and that the Pomfret School District assessment will be _____ dollars (\$_____) of the total Joint School budget.

(NOTE: This Article must be voted from the floor without amendment, by paper ballot, pursuant to the Prosper Valley Joint School Board Agreement.)

ARTICLE 6: Shall the voters of Bridgewater School District appropriate _____ dollars (\$_____) as the amount necessary for operation of the Bridgewater School District, as a legal entity with continuing responsibilities, for the year beginning July 1, 2017?

ARTICLE 7: To authorize the School Directors to borrow money in anticipation of taxes.

ARTICLE 8: To transact any other business that may legally come before the meeting.

ARTICLES TO BE VOTED BY AUSTRALIAN BALLOT

ARTICLE 9: Shall the voters of the Bridgewater School District vote to form the Windsor Central Unified Union School District ("New Unified District") on the following terms:

1. A.) The Town School Districts of Barnard, Bridgewater, Pomfret, Plymouth, Reading, Killington and Woodstock (hereinafter referred to as the "Town School Districts") are advisable districts for the establishment of the New Unified District.

B.) The Bridgewater and Pomfret Joint School shall also be considered advisable for the formation of the New Unified District but its interests are represented by the voters of the Bridgewater and Pomfret Town School Districts.

C.) The Woodstock Union High School District shall also be considered an advisable district for the formation of the New Unified District but its interests are represented by the voters of each of the Town School Districts (except Plymouth).

D.) If the New Unified District or a Modified Union District is created, then the Town School Districts that voted in favor of the merger and the Woodstock Union High School District shall be referred to herein as the "Forming Districts".

2. If the voters of the six (6) Town School Districts that are currently members of the Woodstock Union High School District vote to approve the merger, the New Unified District will be established. If the voters of at least four (4), but not all, of the Town School Districts that are currently members of the Woodstock Union High School District vote to approve the merger, a modified unified union school district will be established to be known as the Windsor Central Modified Unified Union School District ("Modified Union District").

3. The New Unified District or Modified Union District will operate grades Pre-Kindergarten through grade 12.

4. A.) If all town school districts vote to establish the New Unified District it shall be governed by a Board of Directors composed of eighteen (18) individuals elected by Australian ballot by the voters of the municipalities in which they reside. Each

municipality within the New Unified District shall be guaranteed at least two resident representatives.

Based on the 2010 census, the new unified union board will consist of two (2) representatives residing in and representing Barnard; two (2) residing in and representing Bridgewater; two (2) residing in and representing Killington; two (2) residing in and representing Pomfret; two (2) residing in and representing Plymouth; two (2) residing in and representing Reading; and six (6) residing in and representing Woodstock.

B.) If a Modified Unified Union School District is formed, any Pre-K-6 districts that are members of the Woodstock Union High School that vote NO will be referred to as Non-Member Elementary Districts (NMED). Board representation in the Modified Union District will be proportional as provided in sub-section 4. A above, including full proportional representation from each NMED. Board members from each NMED will have voting powers for all general Modified Union District actions, but will recuse themselves from consideration and voting upon programmatic, budgetary, personnel, or building matters of the Modified Union which correlate to grades operated by the NMED.

5. The New Unified District or Modified Union District shall assume all capital debt as may exist on June 30, 2018, including both principal and interest, of the Forming Districts that joined the new union district. It shall also assume any and all operating deficits, surpluses, and fund balances of the Forming Districts that may exist on the close of business on June 30, 2018. In addition, reserve funds, specific endowments or other restricted accounts, including student activity and related accounts, identified for specific purposes will be transferred to the New Unified District or Modified Union District, and will be applied for established purposes unless otherwise determined through appropriate legal procedures.

6. A.) No later than June 30, 2018, the town school districts that voted to join the new union district and the Woodstock Union High School District will convey to the New Unified District or Modified Union District, for the sum of one dollar, and subject to the encumbrances of record, all of their school-related real and personal property, including all land, buildings, and content.

B.) In the event that, and at such subsequent time as, the New Unified District or Modified Union District Board of Directors determines, in its discretion, that continued possession of the real property, including land and buildings, conveyed to it by one or more of the town school districts will not be used in direct delivery of student educational programs, the New Unified District or Modified Union District shall offer for sale such real property to the town in which such real property is located, for the sum of one dollar, 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 required by Vermont law, in addition to costs of capital improvements subsequent to July 1, 2018.

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

7. The provisions of the Report and Formation Plan approved by the State Board of Education on _____, 2017, which is on file at the offices of the Windsor Central Supervisory Union shall govern the New Unified District.

ARTICLE 10: To elect one School Director to the Windsor Central Unified Union School Board for a term of one year, expiring March 2019.

ARTICLE 11: To elect one School Director to the Windsor Central Unified Union School Board for a term of three years, expiring March 2021.

Dated this ____th day of January, 2017.

BOARD OF SCHOOL DIRECTORS:

Seth Shaw, Chair (*Signature*)

Justin Shipman
Joshua Gregg