



Montpelier Roxbury  
Public Schools



An Informal Study Report  
on  
**Governance Considerations for a Merger**  
between  
Montpelier Roxbury Public Schools  
and  
Washington Central Unified Union School District

June, 2025

Prepared by Tracy Wrend, MS, GCEC



**Little Bird**  
Education & Leadership  
Consulting, LLC

# Contents

<b>Contents</b> .....	<b>1</b>
<b>Purpose</b> .....	<b>3</b>
Implications of H.454.....	4
Acknowledgements.....	4
Education Governance in Vermont.....	5
Supervisory Unions.....	5
Supervisory Districts.....	5
School District.....	6
Unified Union School District.....	6
Policy Objectives for Education Governance in Vermont.....	6
<b>A Brief History of MRPS and WCUUSD</b> .....	<b>7</b>
<b>Options for a Merger between MRPS and WCUUSD under 16 VSA Chapter 11</b> .....	<b>8</b>
1. Forming a New Unified Union.....	8
Establishing the Process.....	9
The Study Process and Committee Responsibilities.....	9
School Board Review and Comment.....	10
State-level Review and Approval.....	11
Vote of the Electorate and Transition (if approved).....	11
2. Joining an Existing Union School District (Enlarging).....	11
Amendments to the Articles of Agreement.....	12
Preliminary Study.....	13
Timeline.....	13
Other Districts.....	13
Barre Unified Union School District (BUUSD).....	14
Central Vermont Career Center (CVCC).....	14
Twinfield School District (Twinfield).....	14
Other Options.....	15
<b>Comparison of MRPS and WCUUSD Articles of Agreement</b> .....	<b>16</b>
<b>Current Considerations</b> .....	<b>22</b>
Operating Structures, Current and Projected Enrollment.....	22
Operating Structures.....	22
Enrollment.....	23
MRPS Current and Projected Enrollment by Grade.....	25
WCUUSD Current and Projected Enrollment by Grade.....	25
MRPS and WCUUSD Enrollments by School.....	26
Inventory of Facilities.....	27
Facilities Renovation Needs & Capital Plans.....	29
MRPS.....	29
WCUUSD.....	30

Financial Considerations (FY24).....	31
Debt.....	31
MRPS Liabilities.....	31
WCUUSD Liabilities.....	32
Fund Balances.....	33
Special funds.....	33
MRPS Special Funds.....	33
WCUUSD Special Funds.....	34
Capital Assets.....	34
Tax Rate History.....	34
History of Spending Per Pupil.....	37
Transportation Policies, Contracts.....	38
Board Structures in a Merged District.....	39
Sample Board Structures for Unified Union District formed by MRPS and WCUUSD....	41
Terms of Office.....	42
<b>Comparison of Learning Opportunities.....</b>	<b>43</b>
Comparison of Student Learning Opportunities for Grades K-8.....	43
Comparison of Student Learning Opportunities for Grades 9-12.....	48
<b>Possible Areas for Additional Study.....</b>	<b>56</b>
<b>Appendices: Current MRPS and WCUU Articles of Agreement.....</b>	<b>57</b>

# Purpose

The purpose of this informal study report is to outline information to inform consideration of a hypothetical merger to form a unified union between the Montpelier Roxbury School District (which operates with the name Montpelier Roxbury Public Schools (MRPS) and the Washington Central Unified Union School District (WCUUSD) in today's context. This informal study includes a summary of the options for formation of a unified union including both districts, considerations for selected other districts in the region, a comparison of MRPS and WCUUSD current articles of agreement, and a summary of much of the data related to the required elements of Articles of Agreement and a governance study under Vermont law.

This report does not include an analysis of the pros and cons of the formation of a new union district. Vermont's recent experiences with mergers under Act 46 of 2015 and its predecessors, Act 153 of 2010 and Act 156 of 2012, have highlighted that pros and cons are subjective, and what is held as a pro or con and their weights are dependent on both individual and community values. We know, too, that changes in governance alone don't necessarily change systems or outcomes; rather, they may enable more or different opportunities, and the ultimate impacts depend on the decisions that the new board and combined communities make, together with the contextual developments that impact education in Vermont generally. This information can, however, be useful in discussions about pros and cons, and discussions about options and opportunities and their potential impacts.

This report is for informational and exploratory purposes. The Consultant is not an attorney and does not provide legal advice. The information presented should not be construed as legal advice. MRPS and WCUUSD are strongly advised to consult with their respective legal counsel on all legal matters pertaining to any hypothetical merger discussed in this report.

## Implications of H.454

H.454, An Act Relating to Transforming Vermont's Education Governance, Quality, and Finance Systems, was passed during the drafting of this report. H.454 may result in changes to governance structures and funding structures for public education in Vermont and it is possible that voluntary mergers may not be an option in the future. However, the information in this report may be useful in policy advocacy, transition planning, and regional collaboration as the details of enacted changes take shape. The insights from this report may also prove valuable if new governance structures are not legislated in the near future and shifts in the funding system or rising costs trends encourage pursuit of greater efficiency through economies of scale and new opportunities for innovation within a streamlined governance framework.

## Acknowledgements

Respect and appreciation are extended to the Boards of MRPS and WCUUSD for initiating and supporting this informal study. Their vision and commitment to exploring potential educational

opportunities for students and communities of the regions is inspiring and emblematic of thoughtful, future-focused governance. Gratitude is also extended to the administrative and central office staff for their assistance and contributions throughout the process of compiling this study. Their willingness to provide information has been essential to this report.

## Education Governance in Vermont

### Supervisory Unions

“Supervisory union” means an administrative, planning, and educational service unit created by the State Board under section 261 of Title 16 that consists of two or more school districts.

A supervisory union is a separate fiscal entity with its own board and budget, approved by the supervisory union board with financial allocations assessed to member districts. A supervisory union provides required and voluntarily agreed-upon services to member districts. The required services are outlined in 16 VSA § 261a (a) and include things like special education, curriculum, transportation, financial and data management, purchasing, human resources, collective bargaining, and more. In a supervisory union structure, member districts provide for the education of their resident students.

Before the establishment of WCUUSD as a supervisory district on July 1, 2019, the organization was a supervisory union, with a fiscal entity that provided executive administrative services and other services required by law by a supervisory union, Washington Central Supervisory Union (WCSU), that served and supported member districts including operating, elementary districts serving students in grades PK-6, and a union high school for grades 7-12. Each member district had its own budget and board and paid financial assessments to WCSU for its share of administrative and student services.

Before merging with Montpelier, Roxbury was a prekindergarten-grade 6 operating district with choice for students in grades 7-12, and was a member of what was then the Orange North Supervisory Union.

### Supervisory Districts

“Supervisory district” means a supervisory union that consists of only one school district, which may be a unified union district.

A supervisory district has one board, one budget, and is one fiscal entity that provides for the education of all of its resident students and provides all required administrative and student services.

Before merging on July 1, 2018, Montpelier School District was a prekindergarten through grade 12 operating supervisory district which had one board and one budget and provided all required

administrative and student services. MRPS is still a supervisory district today, and now includes Roxbury. WCUUSD is also a supervisory district, becoming one by order of the Vermont State Board of Education (VSBE) when it was formed in 2019.

## School District

“School district” means town school districts, union school districts, interstate school districts, city school districts, unified union districts, and incorporated school districts, each of which is governed by a publicly elected board.

School districts provide for the education of resident students. They do so by operating schools for all or some grades, and in some cases, by paying tuition on behalf of resident students. A school district can take many forms, for example union, operating, non-operating, and unified union (below). School districts are either assigned to a supervisory union or are supervisory districts.

## Unified Union School District

“Unified union school district” means a union school district organized to provide for the education of the district’s resident students in all grades, prekindergarten through grade 12. As a school district, unified unions are either assigned to a supervisory union or are supervisory districts.

MRPS and WCUUSD are both unified union school districts. They provide for the education of all resident students, prekindergarten-grade 12, and each is a union that serves multiple towns.

## Policy Objectives for Education Governance in Vermont

Vermont statute, 16 VSA § 701, establishes policy objectives for the formation of a union school district. The policy goals were important filters for decision-making under Act 46, for Vermont State Board of Education deliberations about governance changes, and may be useful for consideration of future governance options. (Bold emphasis added.)

### [Title 16: Education](#)

### [Chapter 011: UNION SCHOOL DISTRICTS](#)

### *Subchapter 001: GENERAL PROVISIONS*

### *§ 701. Policy*

*It is the policy of the State to provide substantially equal educational opportunities for all children in Vermont by authorizing two or more school districts, including an existing union school district, to form a union school district for the purpose of providing for the education of its resident students in the grades for which it is organized, and for the new union school district to be a body politic and corporate with the powers incident to a municipal corporation, with all of the rights and*

*responsibilities that a town school district has in providing for the education of its resident students. **Formation of union school districts shall be designed to encourage and support local decisions and actions that provide substantial equity of educational opportunities statewide, lead students to achieve or exceed the State's Education Quality Standards, maximize operational efficiencies, promote transparency and accountability, and be delivered at a cost that parents, voters, and taxpayers value.***

## A Brief History of MRPS and WCUUSD

A 1990 study of the feasibility of a merger outlines the context for the operating and governing structures for today's MRPS and WCUUSD. The report explains the historical perspective:

*During the early and mid 1960's a number of high school students from surrounding communities were being tuitioned to Montpelier High School. The resulting overcrowding led to an affirmative vote by the voters of Calais, East Montpelier, Middlesex, Montpelier, and Worcester to study the feasibility of a Union High School District in April of 1967. The district was organized on June 6, 1967. The study item was re-adopted at the district annual meeting in April of 1968. In December of 1968, the Town of Berlin joined the union district.*

*In February of 1969 a district bond vote was defeated by a 2 to 1 margin. Shortly thereafter a petition was filed for Montpelier to withdraw from the district. Montpelier voters voted to remain in the district by a 15 vote margin on April 8, 1969.*

*Another withdrawal petition was filed in June of 1969, only this one was for Montpelier to rejoin the district. The proposal to rejoin was approved by a ten vote margin.*

*On September 8, 1969, the other communities in the union district voted to reject Montpelier's re-entry.*

*The communities of Berlin, Calais, East Montpelier, Middlesex, and Worcester later approved a bond issue and constructed a grade 7-12 school on Gallison Hill in East Montpelier. This chain of events obviously led to some hard feelings..."*

In 1990, a joint school board and citizen committee of the Union 32 and Montpelier school districts came together to study a merger again. The report indicates that "people currently involved in both systems seem to put aside past feelings and review the proposals objectively." The study contemplated a supervisory union structure with six elementary school boards and schools for Montpelier, Worcester, Middlesex, East Montpelier, Calas, and Berlin, a 13 member union high school board and one middle-high school at U-32 (Montpelier would not longer operate grades 7-12 and instead Montpleier would be a part of the union high school district,

sending students in 7-12 to the high school on Gallison Hill), and a 21 member supervisory union board. The committee found that there were no significant financial advantages for any of the towns in such a merger. They did not believe there was sufficient political will to support a merger of the two systems into the proposed structure. Ultimately, the study recommended continued collaboration, but recommended against a merger at that time.

In 2017, during a period of legislative change supporting voluntary mergers and the recent passage of Act 46, which projected involuntary school mergers, Montpelier Roxbury Public Schools was formed.

WCUUSD was formed by order of the Vermont State Board of Education as an outcome of Act 46 and became operational on July 1, 2019. Non-voluntarily merged districts had the opportunity to amend their articles of agreement before the commencement of operations of the new district. WCUUSD took the opportunity to approve amended articles that included language related to the closure of school buildings, board representation input on policy and budget development, and structures to support public participation, and legal matters.

Prior to its formation, Washington Central completed multiple studies to explore governance and operational possibilities within the schools and districts of what was then the supervisory union. In 2018, Washington Central completed an alternative governance structure proposal as part of a response to Act 46. In 2014, an Efficiency Study to explore answers to the question, “How can we improve our students’ learning by finding further efficiency in our supervisory union?” That report also noted an External Review of Management Leadership Services (2006) and a Special Education Task Force Report (2011) both of which appear to have explored opportunities for increased efficiency and effectiveness within specific areas of service in what was then WCSU. In 2010, a Phase I Governance Study explored options and gathered baseline data for governance options between the Middlesex and Worcester School Districts.

## Options for a Merger between MRPS and WCUUSD under 16 VSA Chapter 11

In the most basic sense, there are two options for the formation of a unified union between MRPS and WCUUSD per Vermont law on union school districts, 16 VSA Chapter 11:

1. A new unified union could be formed with new Articles of Agreement, or
2. One district could join the other following a process for enlarging a district, and the Articles of Agreement of the enlarged district could be amended accordingly.

### 1. Forming a New Unified Union

The process for forming a new unified union is outlined in 16 VSA § 706 and is comparable to the process followed before and during Act 46, though it is noteworthy that Chapter 11 was revised in its entirety in 2021, and there is now more specificity in some areas.

## Establishing the Process

Forming a new Unified Union begins with the appointment of a committee by the participating boards and the establishment of a budget for the committee's work.

- Committee Membership:
  - The structure of the study committee should be proportionate to each participating district's equalized pupil count<sup>1</sup> and,
  - include at least one board member from each participating district,
  - and representatives from each town to the extent possible.
- Budget:
  - If the total estimated budget exceeds \$50,000, a vote of the electorates of the participating districts must be held on the same date and at the same time to approve the appropriation of the necessary funds.
  - If the budget is anticipated to be less than \$50,000, but then the committee determines it will exceed that amount, or a budget is expected to exceed the amount approved by the voters, voter approval must be obtained before expending additional funds.
  - State, federal, or private grants are not included when calculating whether the proposed budget exceeds \$50,000.

## The Study Process and Committee Responsibilities

The study committee<sup>2</sup> determines if it is advisable to form a new union district, completes a study report, and drafts Articles of Agreement.

The study committee is convened by a superintendent from one of the participating districts and staffed and supported by the staff of the participating districts/supervisory unions. The study should analyze the strengths and challenges of the current structures of participating districts, and outline the ways the proposed new union school district addresses policy objectives for education governance in Vermont (16 VSA § 701, see above).

The study committee also drafts articles of agreement for the new union district that, if approved, serve as the operating agreement for the new union school district. The articles of agreement should include (16 VSA § 708 (c)):

- The names of "necessary"<sup>3</sup> and "advisable"<sup>4</sup> districts.

---

<sup>1</sup> Equalized pupil counts may not be available from the AOE given the change to the pupil weighting formula effective for the 2024-2025 school year. Clarification or guidance should be sought to access equalized pupil counts, if available, or allow for the use of weighted pupil or some other count.

<sup>2</sup> The committee is a public body, subject to open meeting law.

<sup>3</sup> A necessary district must participate in the study process and a new union district can be formed only if all necessary districts approve.

<sup>4</sup> An advisable district may not be a formal participant in the study, and may or may not warn a vote of the electorate to join, or not, a new union district, if formed. A new union district can be formed by the necessary districts, whether or not an advisable district votes to join the union.

- The grades the new district will operate, and the grades for which it will pay tuition, if any.<sup>5</sup>
- The cost and general location of any proposed new school buildings and/or the cost and general description of any proposed renovations to existing buildings.
- A plan for the first year of operation for:
  - Transportation of students
  - Assignment of staff
  - Curriculum
  - Collective bargaining agreements and existing contracts.
- A list of debt to be assumed by the new district.
- The specific pieces of property that the new district will acquire and how they will be paid for.
- A plan for board representation that meets the requirements of the Equal Protection Clause of the US Constitution.
- The terms of office for the initial board seats, so that no more than  $\frac{1}{3}$  of seats are up for reelection in each future year.
- The date of a vote by the electorate on whether or not to form the new union district and elect board members to serve, if the union is approved.
- The date the new district begins operations.
- Whether two or more of the following will be voted on by Australian ballot: budget, election of board members, election of school district officers, and other public questions.
- Any other matters the study committee determines pertinent.

If the committee determines it is inadvisable to propose formation of a new union school district, then it votes to dissolve and notifies the Secretary in writing of the vote. If the committee determines that forming a new union district is advisable, it ceases to exist after the vote of the electorate is certified.

The law now provides guidance on committee vacancies including due to non-attendance, resignation, or members who are no longer eligible (such as a change in residence or being the sole board member appointed and no longer on the board). The law also clarifies that districts may participate in only one study at a time and may not withdraw participation after appointment of a committee until the committee dissolves.

## School Board Review and Comment

Following completion of a study report, Articles of Agreement, and a determination that it is advisable to form a new union school district, current school boards that are identified as “necessary” or “advisable” must be given an opportunity to review the report and proposed articles, provide comments, and decide whether to submit their comments to the study committee. The study committee has sole authority to determine the contents of the report and

---

<sup>5</sup> There are limitations to districts’ ability to cease operating all or some grades and begin paying tuition. In the event this is benign considered, careful legal review is recommended. (16 VSA § 722(c) and H.454)

proposed articles and may decide whether or not to submit board comments to the Vermont State Board of Education (VSBE) with their report.

## State-level Review and Approval

Following an opportunity for comment by school boards, the study committee's recommendation, study report, and proposed articles of agreement are then submitted to the Secretary of Education, who submits the proposal with the Secretary's recommendation to the VSBE. The VSBE:

- Must consider the report, articles of agreement, and the Secretary's recommendation;
- Must provide the study committee an opportunity to be heard;
- May ask for further study and may consider other relevant information; and
- May ask the committee to amend the report and/or articles of agreement.

Ultimately, the VSBE must determine if the proposed new union district is in the best interest of the State, students, and school districts, and aligns with the policy objectives in 16 VSA § 701. If, so the VSBA must approve the report and articles, plus any amendments and notify the study committee.

Note that the VSBE assigns the new union as a supervisory district or to a supervisory union after a vote of the electorate to form the new union.

## Vote of the Electorate and Transition (if approved)

Once approval is received from the VSBE, the study committee files the study report and articles of agreement with the clerks of "necessary" and "advisable" districts at least 30 days prior to a vote of the electorate. The boards of "necessary" districts and "advisable" districts that choose to warn the vote or are petitioned to, warn an Australian ballot vote on the same date, and provide an opportunity for early and absentee voting. The ballot also includes elections of board members for the new union district, if formed.

The results of the vote are certified. The study committee ceases to exist after that point.

An organizational meeting of the new district is held. Then, the new union district board begins work to prepare for operation of the new union district including development of a budget, policy adoptions, transfer of assets, and so forth. The new district begins operations on the date specified in the report, typically July 1.

## 2. Joining an Existing Union School District (Enlarging)

In the revisions of 16 VSA Chapter 11 (enacted in 2022), a new option for merging districts was created, which provides a process for one district to join another district, enlarging that district. This process can be initiated by a district outside of the union school district to be enlarged or by

a union school district that wishes to be enlarged by incorporating another school district. The process is as follows:

- The board of one school district may determine that it is advisable *to join another union district* after a preliminary study.
- If so, the school board requests approval from the VSBE, which considers if it is in the best interest of the State, the students, and the districts involved, and aligns with the policy objectives in 16 VSA § 701.
- The voters of the district requesting to join another union vote by Australian ballot to apply to the other district for admission.
- Within a two-year time frame, the voters of the school district to be enlarged then vote by Australian ballot on whether or not to accept the requesting district.

OR

- The board of one school district may determine that it is advisable *to enlarge the district, including another district*, after a preliminary study.
- If so, the union district board requests approval from the VSBE, which considers if it is in the best interest of the State, the students, and the districts involved, and aligns with the policy in 16 VSA § 701.
- The voters of the district to be enlarged vote by Australian ballot to approve the invitation for another district to join their union district.
- Within a two-year time frame, the voters of the school district that is invited to join the union school district wishing to be enlarged then vote by Australian ballot on whether or not to join.

## Amendments to the Articles of Agreement

The revisions to Chapter 11 of Title 16 provide guidance on amendments to articles of agreement (16 VSA § 722). When enlarging a district, articles of agreement of the enlarged district should be amended where required and desired per the terms of the articles of agreement of the district being enlarged, by either the board or the union school district voters, depending on the original articles of agreement and the terms voted on by the electorate when the district was formed. Law indicates that “the articles of agreement of the joining district are repealed, and the articles of agreement of the enlarged union school district shall govern, unless the districts agree otherwise” (16 VSA § 703).

It is not clear when the amendments to articles of agreement would be voted on by the board or electorate, but it may be most helpful to the process to present amendments to the articles for voters, along with the questions of whether or not to enlarge and/or join, if permissible. Similarly, it may make the most sense for the board of the union district to be enlarged to approve the amendments contingent upon successful votes to enlarge. It may also be possible to amend after the new district is formed. This is an area where additional legal guidance and technical assistance may be particularly important if the enlargement process is undertaken.

## Preliminary Study

If one or more districts is considering undertaking the process of enlargement, it is noteworthy that “preliminary study” is not defined. A vote of the electorate for a preliminary study is not required and there appear to be no parameters regarding budget for such a study. Participating boards may want to consider establishing agreements about the preliminary study process, budget, content, and representation/involvement if this option is pursued.

It may be advisable to study possible amendments to the articles of agreement in the event of a merger, which could include name, very likely must include board composition, and cannot include a reduction of grades to be operated and payment of tuition without VSBE approval.

## Timeline

The timeline for a merger of MRPS and WCSU is dependent on the process chosen, the budget for the work and vote, if applicable, the pace at which informal or formal study is completed, the timeline for comment by school boards and a review by the VSBE, and the timing of warning and votes of the electorate, if a merger is recommended. In any case, a new union should commence operations on July 1 of a future year and be preceded by a period of time when an elected board can engage in transition planning, develop and approve policies for the new district, develop and seek voter approval for a budget, and take other actions for the smooth transition into operations of the new or enlarged district. (The operations of the districts engaged in forming a new union or enlarging are responsible for operations of their districts up to the date the new district begins operations.)

## Other Districts

Generally, other districts may participate formally in the study to form a new unified union as “necessary” or “advisable” districts, and should be represented proportionally on a study committee for a new merged district, subject to the terms for proportionality of representation. Other districts may also join a study to form a new district that is underway with the approval of the committee and compliance with other provisions for financial approval and proportional representation.

Other districts may be invited to participate informally as an “advisable” district and can participate informally in the committee’s deliberations. A district may be included as “advisable,” even if not participating in the study. If “advisable,” the district board may warn and hold a vote of the electorate, but it is not required to warn of a vote except upon petition.

The law does not explicitly address a process where multiple districts engage in enlarging a district. However, this may be a possibility through a process that is coordinated voluntarily or sequentially, with one district joining after another. Additional legal review and guidance are recommended on this newly established path (added in 2021, effective June 2022).

## Barre Unified Union School District (BUUSD)

The Barre Unified Union School District (BUUSD) is a prekindergarten-grade 12 supervisory district that operates four schools and serves 2372 students in Barre City and Barre Town. BUUSD could be invited to participate in a study to form a new unified union as a “necessary” or “advisable” district with MRPS, WCUUSD or both. (If BUUSD was “advisable,” a merger between MRPS and WCSU could form, whether or not a majority of BUUSD voters approve the merger.)

BUUSD could also join either MRPS or WCUUSD, or a newly formed district, following the process for enlargement. Again, legal review is recommended regarding the timing of enlargement involving multiple districts, regardless of which district is initiating the process. The articles of agreement for the enlarged district would need to be amended accordingly.

## Central Vermont Career Center (CVCC)

CVCC governs and operates a tech center representing 6 districts:

- Barre Unified Union School District #61
- Cabot School District
- Harwood Union Unified School District #42
- Montpelier Roxbury School District #69
- Twinfield Union School District
- Washington Central Unified Union School District #3

In Vermont, Centers for Technical Education (CTEs) are generally stand-alone, supervisory districts or operated and governed by a school district with input from other districts served through a Regional Advisory Board (RAB). For context, before its establishment as a union district on July 1, 2022, CVCC was governed by BUUSD. CVCC is now a stand-alone supervisory district.

The Central Vermont Career Center’s (CVCC’s) participation in a merged district would require additional legal clarification. CVCC’s Articles of Agreement specify that it can be dissolved upon completion of a withdrawal study per Chapter 11. The process for CVCC to participate in the formation of a new unified union district via either the enlargement process or formation of a new unified union is unclear, however, as it may not be considered withdrawal, and the decision-making role of districts that are served by CVCC and may not wish to merge, such as Harwood and or Cabot, needs clarification. That said, unification with a K-12 operating supervisory district is possible in that it is the most common structure for CTE governance in Vermont at this time. This would essentially create the former structure of CVCC with a different “host” district.

## Twinfield School District (Twinfield)

The Twinfield School District is a prekindergarten-grade 12 district that operates one school that serves 305 students in the Towns of Marshfield and Plainfield. As a prekindergarten-grade 12

operating district, Twinfield could merge with MRPS, WCUUSD, or a union district formed by a merger of the two. Twinfield could join in a study to form a new unified union district as a “necessary” or “advisable” district.

Twinfield could also join MRPS, WCUUSD, or a unified union of the two, following the process for enlargement. Legal review is recommended regarding the timing of enlargement generally and additionally for a process for enlargement involving multiple districts, regardless of which district is initiating the process. The articles of agreement for the enlarged district would need to be amended accordingly, and the timeline and process for amending articles in the case of enlargement needs clarification, as noted previously.

Regardless of the process, it is noteworthy that, unlike MRPS, WCUUSD, and BUUSD, which are supervisory districts, Twinfield is a member of a supervisory union, Caledonia Central Supervisory Union (CCSU), and it is likely that the Secretary and State Board would want to consider the impact of Twinfield’s potential departure from CCSU on CCSU’s ability to meet policy goals, including as relates to the efficiency and effectiveness of supervisory union services. It may be important to address this in a study for the formation of a new district or an informal study for enlargement, with particular attention to the policy objectives outlined in Vermont statute.

Organization of an adjustment of supervisory unions may also be relevant to the other districts of CCSU if Twinfield merges with another district, as it may trigger the State Board to review supervisory union boundaries. The other districts that are members of CCSU are:

- The Cabot School District, which operates one (1) prekindergarten-grade 12 school with 155 students;
- The Caledonia Cooperative School District, which operates three (3) prekindergarten-grade 8 schools with 374 students from Barnet, Walden, and Waterford;
- The Danville School District, which operates one (1) prekindergarten-grade 12 school with 338 students; and
- The Peacham School District operates one (1) prekindergarten-grade 6 school that serves 61 students.

## Other Options

There may be other options for collaboration, such as the formation of a BOCES or a joint contract district, merging into a supervisory union with two (or more) districts that are not contemplated as part of this analysis.

# Comparison of MRPS and WCUUSD Articles of Agreement

This table includes summaries or key points from each district's Articles of Agreement to assist with a comparison. Please refer to the articles for the exact language in each.

Article/Topic	MRPS	WCUUSD (as provided by the Vermont State Board of Education and amended by vote of the electorate of WCUUSD on June 25, 2019)
Participating Districts & Towns Served	School Districts: Montpelier and Roxbury Towns: Montpelier and Roxbury	School Districts: Berlin, Calais, East Montpelier, Middlesex, Worcester, Union High School No. 32 Towns: Berlin, Calais, East Montpelier, Middlesex, Worcester
Name	Montpelier-Roxbury Unified Union School District	Washington Central Unified Union School District
Governing Structure	Supervisory District <sup>6</sup>	Supervisory District
Grades to be Operated	prekindergarten-grade 12	prekindergarten-grade 12
New School Facilities	None	Not Addressed
School of Attendance - First Year of Operation	<p>Grades K-4: Students will attend grades K-4 in the elementary school located in their town of residence; however, at parent request, the Board may adjust student enrollment within the new district based on individual student circumstances and the Superintendent's determination of capacity to serve the child.</p> <p>Grades 5-8 (middle school): Students will attend the middle school program offered in Montpelier.</p> <p>Grades 9-12 (high school): Students will attend Montpelier High School, except as described below.</p>	<p>In the first two years (2019-2020 and 2020-2021), students will attend the school that they would have attended in academic year 2018-2019; however, at parent request, the Board may adjust student enrollment within the new district based on individual student circumstances and the Superintendent's determination of capacity to serve the child.</p>

<sup>6</sup> The State Board of Education assigns a union district as a Supervisory District or Supervisory Union per 16 VSA § 719.

	Roxbury students who were enrolled as of May 1, 2017, in grades 7-12 in a school system other than Montpelier may choose to complete their education in that school/school district with tuition paid for by the Unified District beginning in the 2018-19 school year. <sup>7</sup>	
Restructuring of Grade Configurations	Not Addressed	In the first two years (2019-2020 and 2020-2021), the Board shall not eliminate all classrooms for any grade or grades at any one school, and require children to attend classrooms located in a different school.
Collective Bargaining & Individual Employment Contracts	<p>The Unified District will comply with 16 VSA Chapter 53, Subchapter 3, regarding the recognition of the representatives of employees of the respective forming districts as the representatives of the employees of the Unified District and will commence negotiations under 16 VSA Chapter 57 for teachers and 21 VSA Chapter 22 for other employees.</p> <p>In the absence of new collective bargaining agreements on the operational date of the new district, the board of the Unified District will comply with the pre-existing master agreements.</p> <p>The Board of School Directors shall honor all individual employment contracts that are in place for the forming school districts until their respective termination dates.</p>	<p>The New Union District shall comply with 16 V.S.A. Chapter 53, Subchapter 3, regarding recognition of the representatives of employees of the respective Forming Districts as the representatives of the employees of the New Union District and shall commence negotiations under 16 V.S.A. Chapter 57 for teachers and 21 V.S.A. Chapter 22 for other employees.</p> <p>In the absence of new collective bargaining agreements on July 1, 2019, the New Union District shall comply with the pre-existing master agreements under 16 V.S.A. Chapter 53, subchapter 3.</p> <p>The New Union District shall honor all individual employment contracts that are in place in the Forming Districts on June 30, 2019 until their respective termination dates</p>
Transportation of Students	The Unified District will provide for the transportation of students consistent with the contracts, collective bargaining agreements, and provisions of law that are in existence during the first year.	In academic year 2019-2020, the New Union District shall provide for the transportation of students consistent with the contracts, collective bargaining agreements, and provisions of law that are in effect during the first year.
Curriculum	Not Addressed	In academic year 2019-2020, the New Union District shall provide for the implementation of curriculum in a manner that is

<sup>7</sup> There are no longer any Roxbury students attending a school outside of Montpelier related to this transition provision.

		consistent with the contracts, collective bargaining agreements, and provisions of law that are in effect during that academic year.
Superintendent Leadership	<p>The Superintendent of Schools employed by the Montpelier School District will serve as Superintendent of the Unified District until the expiration of his/her contract.</p> <p>If the Superintendent of the Montpelier School District vacates the position prior to the beginning of operation of the new district, the newly elected School Board of the Unified District shall have sole authority to hire a Superintendent.</p> <p>The superintendents presently serving the “forming districts” shall support the work of the Unified District Board.</p>	Not Addressed
Board Responsibilities	The Board of School Directors of the Unified District will make all subsequent decisions relative to the operation of the new district consistent with state and federal laws and these Articles of Agreement.	<p>Created a transition board comprised of the chair and clerk of each forming district board to prepare for the commencement of operations of the new district, including drafting a budget, preparing a warning for the district meeting, and amendments to the Articles of Agreement.</p> <p>During the time between the election of a board for the new union district and the dissolution of the member district boards of WCSU, the new board has the authority to prepare for operations. The boards of the member districts of WCSH remain responsible for their districts until July 1, 2019.</p>
Capital Debt	Assumed by the new district	Assumed by the new district
Surpluses and Deficits	<p>Assumed by the new district</p> <p>Reserve funds identified for specific purposes will be transferred to the Unified District and will be used for said purpose unless otherwise determined through appropriate legal procedures.</p>	<p>Assumed by the new district</p> <p>Reserve funds shall be applied for the fund’s specific purposes, if identified, unless otherwise determined through appropriate legal procedures.</p>
Endowments and Restricted Funds	The forming districts will transfer any pre-existing school district-specific endowments or other restricted accounts that may exist to the Unified District.	(addressed above)

	Scholarship funds or similar accounts held by school districts or the Supervisory Union formation of the new district that have specified conditions of use will be used in accordance with said provisions.	
Existing Property: Transfer	All property shall be transferred to the new Unified District for \$1.00 (one dollar).	All property shall be transferred to the new Unified District for \$1.00 (one dollar).
Existing Property: Disposal	<p>If property is no longer needed for educational operations, at the discretion of the Board, and subject to school closure provisions (below) the Unified District shall offer such real property, for the sum of \$1.00 (one dollar), and subject to all encumbrances of record, the assumption of a payment of all outstanding bonds and notes and the repayment of any school construction and/or grants as required by Vermont law, to the city or town in which it is located.</p> <p>The Town/City must own and utilize the real property for community and public purposes for a minimum of five years. In the event a Town/City elects to sell the real property before five years of ownership, the Town/City shall compensate the Unified District for all capital improvements and renovations completed after the formation of the Unified District and before the sale to the Town/City.</p> <p>In the event the Town/City elects not to acquire ownership of such real property, the Unified District shall sell the property upon such terms and conditions as established by the board of the Unified District School Board and under Vermont statutes</p>	<p>Subject to any requirements related to school building closure (below) and to the sale of buildings in Title 16 on any other Vermont statute, if the board determines the property will not be used by the district, the district shall offer the property to the town in which the property is located for the sum of \$1.00, subject to all encumbrances of record, assumption or payment of all outstanding bonds and notes, and the repayment of any school construction aid or grants required by Vermont law.</p> <p>The town must own and use the property for community and public purposes for a minimum of 5 years. If the town elects to sell the property prior to 5 years, the town will compensate the district for all capital improvements and renovations initiated after July 1, 2019, and prior to sale to the town.</p> <p>If the town elects not to acquire ownership of the property, the district shall sell the property pursuant to Vermont statute and upon such terms and conditions as established by the board.</p> <p>Subject to any requirements related to school building closure (above) and to the sale of buildings in Title 16 on any other Vermont statute, if the board determine that property that belonged to a Union School District (U-32 Middle High School) will not be used by the district, the district shall sell the property upon terms and conditions established by the board.</p>

Existing Property: Closure of Schools <sup>8</sup>	The current school buildings will continue to function as education facilities for at least the first four years of the new district (through June 30, 2022), unless a majority vote of the electorate of the municipality agrees with a plan to close a school facility within its borders.	For the first 2 years (2019-2020 and 2020-2021), the district shall not close any school building or cease using the building to provide direct education in at least one grade unless it is approved by the voters residing in the town in which the school is located. U-32 shall not be closed unless approved by the voters of the new union district (all towns).  After the second year, the District shall not close any school building or cease using it for education in at least one grade without both a majority of the Union District Board and approval from the voters residing in the town in which the school is located.
Board Composition and Proportionality	Nine (9) members, including 2 members from Roxbury with 1 weighted vote each and 7 members from Montpelier with two weighted votes each (for a total of 16 weighted votes). At no time will a member town have less than one vote	Expanded from ten (10) board members in the Secretary's Articles of Agreement to fifteen (15) members, including 3 members from each town.
Board Elections	Seats are apportioned and elected by each town	Hybrid (seats apportioned by town, elected by all voters of the entire district)
Board Terms of Office	All seats are for 3-year terms	All seats are for 3-year terms
Board Terms of Office: Transition	Staggered terms of 1, 2, and 3 years.	Staggered terms of 1, 2, and 3 years.
Transition Timeline and Responsibilities	June 20, 2017, vote of the electorate to form (or not) and elect board members (if formed).  During the transition period of the 2017-2018 school year, the newly elected board was responsible for developing policies, adopting curriculum, preparing for contractual agreements, and developing a budget, etc., to prepare for operations of the new district. The Roxbury and Montpelier boards were responsible for governance and operations of the schools and districts during the transition year.	Order by State Board: November 30, 2018  A transition board was established as part of the VSBE order and that board developed amendments to the Articles of Agreement, prepared a draft budget, and other activities to prepare for the operations of the new district.  The electorate of WCUUSD approved amendments to the Articles of Agreement and elected board members on June 25, 2019.

<sup>8</sup> Closure of schools refers to ceasing to use the facility for education of students. This is distinct from disposal of or sale of property, which is addressed elsewhere.

	The new union district was operational on July 1, 2018.	<p>The member district boards of the town school district and union middle high school were responsible for the operations of their schools and districts through June 20, 2019.</p> <p>Once elected, the new district board was responsible for preparing for the commencement of operations of the new district.</p> <p>The new district was operational July 1, 2019</p> <p>The expanded board created by the amendments to the Articles of Agreement was implemented and additional members were elected at WCUUSD's Annual Meeting in March of 2020.</p>
Voting Method: Annual Budgets, Board Members, and Public Questions	Australian ballot per 17 VSA Chapter 5513(b)	Not Addressed
Input on Policy and Budget Development	Not Addressed	The District Board shall provide timely and sufficient opportunity for local input on policy and budget development; structures to support and encourage public participation within the District will be established by the District Board of School Directors on or before June 30, 2020. These structures may include but not be limited to, local school councils that have an advisory responsibility in key areas.
Authority to Amend	Not Addressed	The WCUUSD Articles include parameters for the organizational meeting for the new district and assignment of authority to amend the Articles in the future.

# Current Considerations

## Operating Structures, Current<sup>9</sup> and Projected Enrollment

### Operating Structures

MRPS currently operates three (3)<sup>10</sup> schools located in Montpelier.

- Union Elementary School operates for prekindergarten-grade 4 and serves 380 students.<sup>11</sup>
- Main Street Middle School operates for grades 5-8 and serves 343 students.
- Montpelier High School operates for grades 9-12 and serves 393 students.

WCUUSD currently operates six (6) schools. One elementary school<sup>12</sup> is located in each town in WCUUSD, Berlin, Calais, Worcester, East Montpelier, and Middlesex, and the middle-high school is located in East Montpelier.

- Berlin Elementary School operates for prekindergarten-grade 6 and serves 198 students.
- Calais Elementary School operates for prekindergarten-grade 6 and serves 94 students.
- Doty Memorial School<sup>13</sup> operates for prekindergarten-grade 6 and serves 78 students.
- East Montpelier Elementary School operates for prekindergarten-grade 6 and serves 216 students.
- Rumney Memorial School operates for prekindergarten-grade 6 and serves 122 students.
- U-32 Middle/High School operates for grades 7-12 and serves 708 students.

Elementary students in WCUUSD attend the school in their town. Families may request an intradistrict transfer from the school board to attend a school in the district that is not the school in the town of their residence, referred to as a residency exception. The board may grant residency exceptions at its discretion.

WCUUSD and MRPS have an agreement to allow resident students in grades 7-12 in one middle or high school to attend the other on a 1:1 exchange basis. Families must provide transportation.

---

<sup>9</sup> Enrollment can change daily. Vermont and districts themselves count pupils a number of different ways for different purposes at different times each year. Enrollment data was drawn from district reported pupil counts and NESDEC reports.

<sup>10</sup> The Roxbury Village School no longer serves students and the facility is expected to be returned to the Town of Roxbury by July 1, 2025.

<sup>11</sup> Additional enrolled prekindergarten students attend school in other public and private settings.

<sup>12</sup> See note 9 above regarding enrollments for elementary schools.

<sup>13</sup> Beginning in August of 2025, a portion of Doty Memorial will be leased to a prekindergarten/childcare provider.

High school students at both Montpelier High and U-32 are eligible to apply for and attend career and technical programs at the Central Vermont Career Center (CVCC) located in Barre<sup>14</sup>. Transportation is provided for students who attend CVCC.

High school students may also participate in Vermont's Public High School Choice program and attend another public high school in Vermont. If the number of students wishing to participate exceeds limits<sup>15</sup> a lottery is conducted. Once students are selected, they may continue at their high school of choice until their graduation. Families must provide transportation.

## Enrollment

According to the New England School Development Council (NESDEC), data from the US Department of Education (USDOE) projects a decline in the total number of enrolled pupils of 5.5% (-5.5%) from 2022 to 2031. For that same period, the USDOE projects a decline in the number of students in the Northeast region of 9.1% (-9.1%) and a decline of 7.6% (7.6%) for Vermont.

Enrollment information for MRPS and WCUUSD is drawn from reports generated by NESDEC for the 2024-2025 school year. These reports are based on data provided by each district. Data projections are most reliable in the first 1-3 years and are less reliable in the "out years."

Currently, MRPS<sup>16</sup> has 1125 students in grades K-12. Over the past 5 years, MRPS's K-12 enrollment has remained stable, with a rate of growth of 0.3%. MRPS's K-12 enrollment is projected to decrease by 75 pupils, or 6.7% (-6.7%), over the next 10 years (to the 34-35 school year) to 1050.

Currently, WCUUSD has 1367 students in grades K-12. Over the past 10 years, WCUUSD's K-12 enrollment has decreased by 199 students or 13.7% (-13.7%). WCUUSD's K-12 enrollment is projected to decrease by 217 pupils, or 17.3% (-17.3%), over the next 10 years (to the 34-35 school year) to 1038.

---

<sup>14</sup>If a program at CVCC is full or the student is interested in participating in a program that is not offered at CVCC, but is available in another Vermont career and technical center, a student may apply for and attend in another center. Transportation may or may not be provided for attendance at other centers.

<sup>15</sup> Minimums and maximums to exit and enter are set annually by school boards based on requirements in statute.

<sup>16</sup> NESDEC reports do not break down enrollment trends and projections by school or town for MRPS.

# MRPS and WCUUSD Recent and Projected PK-12 Enrollment

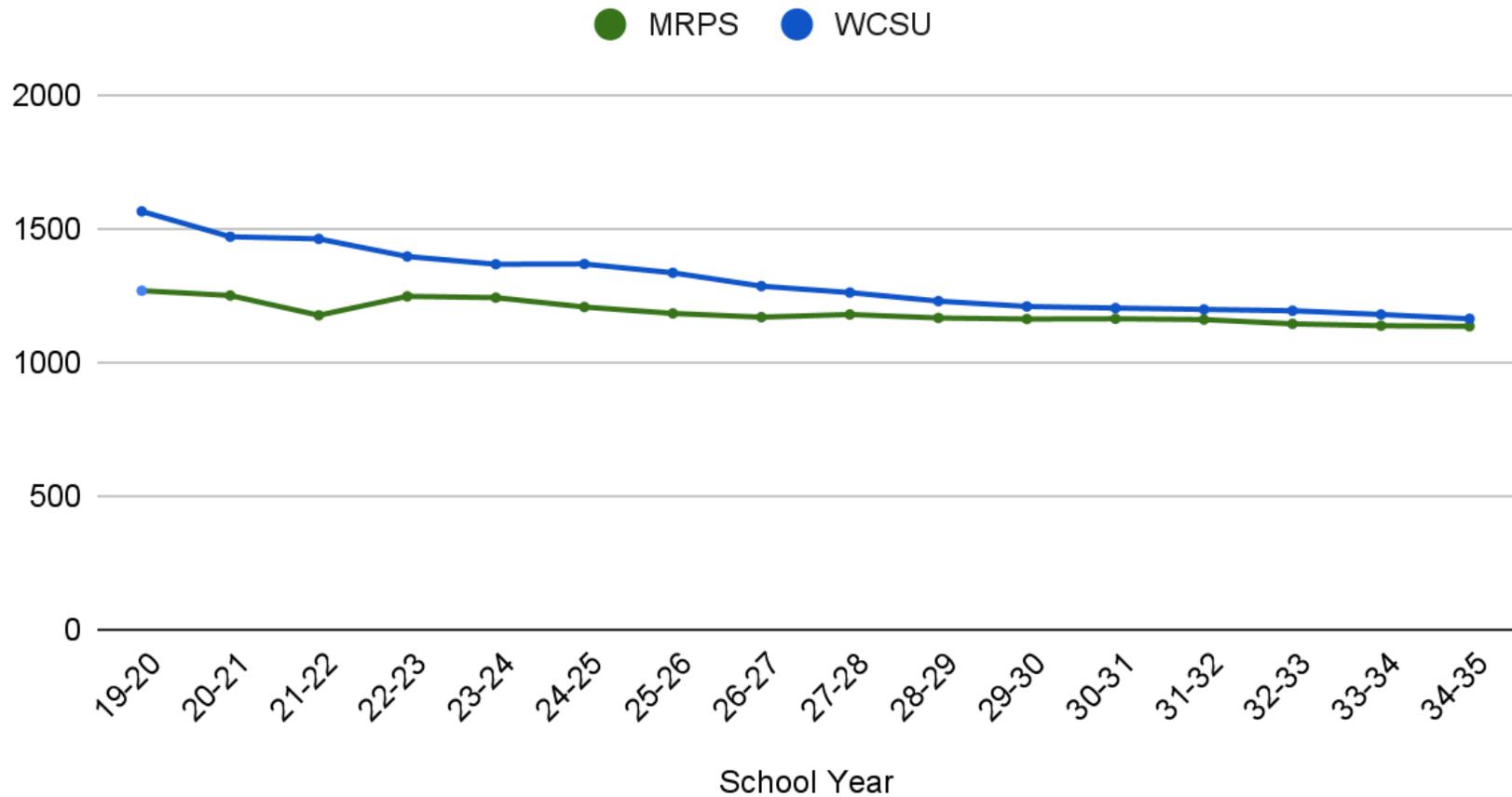


Table of MRPS and WCUUSD Recent and Projected PK-12 Enrollment

Year	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35
MRPS	1267	1249	1175	1246	1241	1206	1182	1168	1178	1165	1161	1162	1159	1143	1136	1134
WCSU	1564	1469	1461	1395	1366	1367	1334	1284	1260	1228	1208	1202	1197	1192	1178	1162

# MRPS Current and Projected Enrollment by Grade

School District: Montpelier Roxbury School District, VT

10/28/2024

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2019	51		2024-25	81	61	71	72	78	86	94	87	82	86	101	96	103	107	< 10 **	1125	1206
2020	62		2025-26	81	67	63	73	73	80	86	99	87	82	92	106	95	97	< 10 **	1101	1182
2021	62		2026-27	81	67	70	65	74	75	80	90	99	87	88	96	105	90	< 10 **	1087	1168
2022	78		2027-28	82	84	70	72	66	76	75	84	90	99	93	92	95	99	< 10 **	1096	1178
2023	64	(est.)	2028-29	82	69	87	72	73	68	76	79	84	90	106	97	91	90	< 10 **	1083	1165
2024	63	(est.)	2029-30	82	68	72	89	73	75	68	80	79	84	97	111	96	86	< 10 **	1079	1161
2025	66	(est.)	2030-31	83	71	71	74	90	75	75	71	80	79	90	101	110	91	< 10 **	1079	1162
2026	67	(est.)	2031-32	83	72	74	73	75	93	75	79	71	80	85	94	100	104	< 10 **	1076	1159
2027	68	(est.)	2032-33	83	73	75	76	74	77	93	79	79	71	86	89	93	94	< 10 **	1060	1143
2028	65	(est.)	2033-34	84	70	76	77	77	76	77	98	79	79	76	90	88	88	< 10 **	1052	1136
2029	66	(est.)	2034-35	84	71	73	78	78	79	76	81	98	79	85	79	89	83	< 10 **	1050	1134

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births      Based on children already born      Based on students already enrolled

\*Birth data provided by Public Health Vital Records Departments in each state.

\*\* < 10 Not reported, to protect subgroups with fewer than 10 students.

# WCUUSD Current and Projected Enrollment by Grade

School District: Washington Central UUSD, VT - consolidated

11/14/2024

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2019	66		2024-25	112	66	86	67	92	85	82	82	92	108	133	106	139	115	< 10 **	1255	1367
2020	62		2025-26	112	68	68	87	73	92	87	85	86	93	117	129	104	131	< 10 **	1222	1334
2021	56		2026-27	112	63	70	69	97	74	93	90	90	87	100	113	126	98	< 10 **	1172	1284
2022	58		2027-28	112	63	64	71	73	98	74	96	95	91	94	97	111	119	< 10 **	1148	1260
2023	62	(est.)	2028-29	114	69	64	65	80	74	98	76	101	96	98	91	95	105	< 10 **	1114	1228
2024	61	(est.)	2029-30	117	68	70	64	70	81	75	101	80	102	104	95	89	90	< 10 **	1091	1208
2025	60	(est.)	2030-31	117	66	69	71	73	71	80	78	106	81	110	101	93	84	< 10 **	1085	1202
2026	59	(est.)	2031-32	117	66	67	70	78	73	72	82	82	107	87	107	99	88	< 10 **	1080	1197
2027	60	(est.)	2032-33	120	67	67	67	77	78	72	75	86	83	116	84	105	93	< 10 **	1072	1192
2028	60	(est.)	2033-34	121	66	68	67	74	77	79	74	79	87	90	113	82	99	< 10 **	1057	1178
2029	60	(est.)	2034-35	124	66	67	68	74	74	78	82	78	80	94	87	111	77	< 10 **	1038	1162

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births      Based on children already born      Based on students already enrolled

\*Birth data provided by Public Health Vital Records Departments in each state.

\*\* < 10 Not reported, to protect subgroups with fewer than 10 students.

MRPS and WCUUSD Enrollments by School

	Berlin		Calais		Doty		EMES		Rumney		U-32	Union <small>(and Roxbury thru FY25)</small>		Main St.	MHS
	PK-6	K-6	PK-6	K-6	PK-6	K-6	PK-6	K-6	PK-6	K-6	7-12	PK-4	K-4	5-8	9-12
FY21	194	162	112	88	71	59	228	192	135	111	729	522	407	371	356
FY22	200	177	103	86	74	62	225	202	136	116	723	447	375	361	367
FY23	182	156	93	78	7275	60	213	191	120	104	715	490	395	360	396
FY24	180	160	90	77	68	58	200	180	113	101	715	505	404	328	408
FY25	182	152	93	78	73	63	205	174	119	93	693	449	368	349	407
FY26 <small>(Projected)</small>	188	158	99	84	68	58	191	160	126	100	660	432	351	354	390
FY27 <small>(Projected)</small>	188	158	96	81	66	56	190	159	128	102	614	450	368	356	379
FY28 <small>(Projected)</small>	193	163	93	78	64	54	167	136	134	108	607	451	369	340	379
FY29 <small>(Projected)</small>	188	157	95	79	61	51	163	132	133	107	586	459	377	329	384
FY30 <small>(Projected)</small>	201	170	95	79	57	46	159	127	134	107	560	464	381	311	390

# Inventory of Facilities<sup>17</sup>

	Name	Enrollment Capacity <sup>18</sup>	Current Enrollment <sup>19</sup>	Area Sq. Foot <sup>20</sup>	Replacement Value (\$250/sq ft <sup>21</sup> )	Value - Audit	Value - Insured (with contents)
MRPS	Main Street Middle	343	343	55,000	\$13,750,000	\$26,627,253 <sup>22</sup> with furniture, equipment, vehicles etc  (\$13,132,604 less accum. depreciation)	\$12,422,691
MRPS	Montpelier High	511	393	92,000	\$23,000,000		\$21,103,092
MRPS	Union Elementary	432	380	60,500	\$15,125,000		\$12,916,560
WCUU	Berlin Elementary	260	198	36,446	\$9,111,500	\$58,797,460  (\$32,151,920 less accum depreciation)  \$65,149,143 with furniture, equipment, vehicles etc  (\$35,162,612 less accum. depreciation).	\$11,357,523.00 <sup>23</sup>
WCUU	Calais Elementary	160	94	22,510	\$5,627,500		\$6,036,465.00 <sup>24</sup>
WCUU	Doty Memorial	114	78	15,996	\$3,999,000		\$4,745,064.00
WCUU	East Montpelier Elem.	357	216	50,000	\$12,500,000		\$11,419,469.00 <sup>25</sup>
WCUU	Rumney Memorial	178	122	25,000	\$6,250,000		\$6,403,768.00
WCUU	U-32 Middle/High	1030	708	185,500	\$46,375,000		\$60,867,644.00 <sup>26</sup>

Capacity data is based upon the maximum gross square footage allowed in the 2008 *Vermont School Construction Planning Guide*, which may not reflect current standards for school design and capacity. Existing facilities may not be adequate to meet current best

<sup>17</sup> The Roxbury Village School is being sold to the Town of Roxbury per the terms of the MRPS Articles of Agreement on or around June 30, 2025, so it is not included in the inventory. The value of the building is included in the value of the district's capital assets in the FY24 audit.

<sup>18</sup> Calculated based on the maximum gross square footage allowed in the 2008 *Vermont School Construction Planning Guide*. This analysis does not consider actual room size or facility layout or reflect changes in requirements and learning needs since 2008. K-6 = 140 sq ft; K-8 and MS = 160 sq ft; HS = 180 sq ft.

<sup>19</sup> Based on district reported data published in the *Vermont Education Directory 2024-2025*.

<sup>20</sup> Based on district reported data published in the *Vermont Education Directory 2024-2025*. These figures may differ from other sources, such as insurance information.

<sup>21</sup> \$/sq ft rate used in Vermont School Facilities Assessments

<sup>22</sup> This value includes the Roxbury Village School which is being returned to the Town of Roxbury by June 30, 2025.

<sup>23</sup> Includes the school and rounds shed.

<sup>24</sup> Includes the school and wood shed.

<sup>25</sup> Includes the school wood chip storage, and shed.

<sup>26</sup> Includes the school, community building, track storage building, press box, central office building, and sugar house.

practice learning contexts. For example, requirements and changes in practice for safety and accessibility, health and hygiene, flexible learning environments such as for hands-on learning, small group instruction, and social emotional supports; professional services; technology integration; efficiency, and sustainability, all have implications for space and facility design that are different from standards at the time facilities in MRPS and WCUUSD were constructed and in 2008 when Vermont's most recent guide was published.

## Facilities Renovation Needs & Capital Plans

The State of Vermont completed a Vermont School Facilities Inventory and Assessment in April of 2022. Categories covered by the inventory included safety, security, and other risk factors; technology and system adequacy, and systems (roofing, HAC, plumbing, fire suppression and prevention, and temporary buildings). The report generated projections of system and building conditions and costs for replacement and calculated a Facilities Condition Index, or Depletion Percentage FCI (FCI) for each system, building, and portfolio of buildings in each Supervisory Union/Supervisory District. Higher percentages on an FCI mean greater need for replacement or upgrades. MRPS's FCI was among the top 5 highest in the state at 85.6%. WCUUSD's FCI was 59%. For comparison, overall Vermont's FCI was 71.4%.

### MRPS

*Montpelier Roxbury Public Schools Facilities Master Plan* (April 26, 2024; TruexCullins Architecture and Interior Design and Engineering Ventures) provides an overview of the district's facilities, addressing their condition, space needs, educational alignment, and climate resiliency. It emphasizes the impact of recent flooding on Montpelier High School (MHS) and the need to address aging infrastructure across the district.

- Enrollment & Capacity: Enrollment is generally flat or slightly declining, but MHS and Main Street Middle School (MSMS) are tight on space. Recommendations include relocating central offices and considering moving 5th graders back to Union Elementary School (UES).
- Facility Conditions: District buildings (built between 1854 and 1957) require significant funding for maintenance and upgrades. It is recommended that MRPS consider sunsetting the use of MSMS because it is not well suited for middle school instruction and due to its age/condition. Recommendations also suggest increasing the capital budget and considering bond funding for large projects, including extensive upgrades to meet regulatory requirements and move toward developing policy direction regarding energy and carbon.
- Educational Alignment: MSMS is not well-suited for its middle school team-based concept due to its original high school design. Recommendations include replacing or majorly renovating MSMS, possibly investigating its use for housing.
- Climate Resiliency: MHS, UES, and MSMS are in the 500-year floodplain, with MHS being most affected due to its location in a river hazard area. The report recommends considering building a new MHS on its current site at a higher elevation, with space for a future middle school.
- Master Planning Options: The report recommends focusing planning on the existing MHS site for a new high school, potentially with a future middle school wing, due to the lack of suitable walkable alternative sites that can accommodate both buildings and athletic fields. This strategy aims to mitigate flood risk and allow for continued school operations during construction. The study also recommends study of a merger with

WCUUSD which may have capacity for MRPS students, but may also require strategies for addressing factors like grade configuration and space utilization.

MRPS maintains a multi-year Capital Improvement Plan which is currently being updated by an operations committee. The FY26 Capital Plan projects \$270,000 in expenditures for window replacements at Union Elementary and Main Street Middle school. These window replacement projects are projected to continue in two more phases in FY27 and FY28 at an estimated cost of \$300,000 and \$310,000 respectively.

## WCUUSD

WCUUSD maintains a multi-year Capital Improvement Plan which is updated annually. WCUUSD's Plan anticipates using the district authorized Capital Reserve Fund for necessary improvements and repairs and allocates funds for transfer as part of the annual budget. The Plan recommends increasing the transfer to the Capital Reserve Fund on an annual basis by the amount of debt retired each year. The Plan also advocates exploration of grants whenever available and consideration of bonds, if needed. For FY 25-26, the plan includes projects at Berlin, East Montpelier, Rumney, and U-32 totaling \$1,115,506. Current projections for future years are as follows in the table below.

Fiscal Year	Projected Costs	Buildings	Sample Projects <sup>27</sup>
FY27	\$1,082,000	Calais, Doty, U-32, Central Office	Grease interceptor, underground oil tank replacement, kitchen renovation, back-up boiler
FY28	\$ 803,312	Calais, U-32	Regrade soccer field, electrical, gym flooring refurbishment, folding wall partition replacement, HVAC, roof replacement, windows
FY29	\$ 575,022	Calais, U-32	Gym flooring, paving, windows lighting retrofit
FY30	\$ 102,543	Calais, Doty, Rumney, U-32	Lighting retrofit, ceiling replacement, flooring replacement
FY31	\$ 830,000	Calais, Central Office, Doty, East Montpelier, U-32	Roof, exterior drainage, playground equipment replacement, fencing, security system updates

<sup>27</sup> The list of projects is not all inclusive, rather represents a sample of some of the anticipated work needed.

## Financial Considerations (FY24)

Data for this summary of financial and data considerations was drawn from the most recent fiscal year completed and audited, Fiscal Year 24 (FY24), which reflected balances as of the end of the 2023-2024 school year. FY25 ends June 30, 2025, and financial information can be updated after the audits are complete. Figures will differ from FY24 to FY25, but FY24 should serve as an indicator of the similarities and differences and help with identifying variables for consideration in the event of a merger.

### Debt

#### MRPS Liabilities

As of June 30, 2024, MRPS has \$6,304,790 in debt from the Vermont Municipal Bond Bank. \$488,985 was paid in principal in FY24. Interest paid in FY24 was \$267,512. There was no new borrowing during FY24. MRPS's debt includes 4 notes:

<b>MRPS Bond Debt</b>	Outstanding Amount as of June 30, 2024	Annual Principal Due	Amount Due in FY25	Paid in Full By
VMBB 2015 Series 5	\$ 370,000	\$75,000	84897	Nov. 2028
VMBB 2008 Series 2	\$1,109,790	\$62,835	\$132,940	Nov. 2032
VMBB 2013 Series 1	\$1,150,000	\$115,000	\$159,592	Nov. 2033
VMBB 2018 Series 2	\$3,675,000	\$245,000	\$372,155	Nov. 2038

Debt service to maturity for MRPS is as follows:

Year ending June 30,	Principal	Interest
2025	\$ 497,835	\$ 246,660
2026	\$ 511,110	\$ 229,141
2027	\$ 524,385	\$ 209,704
2028	\$ 537,660	\$ 188,657
2029	\$ 550,360	\$ 166,748
2030-2034	\$2,458,440	\$ 492,983
2035-2039	\$1,225,000	\$ 120,552
<b>Total</b>	<b>\$6,304,790</b>	<b>\$1,654,445</b>

MRPS other liabilities

- Accrued compensated balances: \$66,747
- Lease liability: \$118,316 (amount due in 2025 is \$37,577)
- Net pension liability<sup>28</sup>: \$1,783,080 (paid on behalf)

WCUUSD Liabilities

As of June 30, 2024, WCUUSD has \$8,087,761 in debt from the Vermont Municipal Bond Bank. \$722,533 was paid in principal, and \$217,051 was paid in interest in FY24. WCUUSD's debit includes:

WCUUSD Bond Debt	Outstanding Amount as of June 30, 2024	Annual Principal Due	Amount Due in FY25	Paid in Full By
CommunityBank QSB - Berlin	\$500,000 <sup>29</sup>	N/A	\$989,584 (all notes)	March 2027
Community Bank Bond - Berlin	\$1,948,359.40	\$149,874		Dec. 2036
Community Bank Bond - EMES	\$3,597,070.84			Dec. 2033
Community Bank Bond - RMS	\$1,925,000	\$175,000		Dec. 2034
<b>Total</b>	<b>\$7,970,430.24</b>			

Debt service to maturity for WCUUSD is as follows:

Year ending June 30,	Principal	Interest
2025	\$733,374	\$223,304
2026	\$733,374	\$201,433
2027	\$1,233,374	\$179,720
2028	\$733,374	\$153,298

<sup>28</sup> Vermont school districts' pension liability is paid on behalf of the district out of the state education fund to the Vermont State Teachers Retirement System, or Vermont Municipal Employees Retirement System (labeled OPEB in audit reports.) This payment is included in audit reports, so is included here, though typically is not reflected in district budgets and reports.

<sup>29</sup> This note must be paid in full at maturity. In lieu of interest, payments are made to a sinking fund that was with a fixed rate of increase of 1%.

2029	\$733,374	\$131,407
2030-2034	\$3,178,939	\$333,376
2035-2039	\$624,621	\$29,313
Total	\$7,970,430	

WCUUSD's other liabilities include

- Accrued compensated balances: \$121,951
- Lease liability: \$17,090
- Notes from direct borrowings payable: \$99,453.84 (total)
  - Note Payable - Water, Berlin: \$40,273.87
  - Note Payable - Water, EMES: \$30,150.93
  - Note Payable - Water, RMS: \$29,029.04
- Net pension liability: \$4,386,031 (paid on behalf)<sup>30</sup>

## Fund Balances

	MRPS	WCUUSD
General Fund Balance 6/30/24	\$3,432,413	\$2,725,822.78
Amount of GF Committed	\$1,375,000	\$357,928 for technology \$309,000 for fiscal software
Uncommitted General Fund Balance 6/30/24	\$2,057,413	\$2,010,251
Grants Fund	(\$16,735) <sup>31</sup>	\$0
Capital/Construction Fund	\$556,313	\$4,180,518
Other Government Funds (broken down below in Special Funds)	\$559,312	\$215,464

## Special funds

### MRPS Special Funds

MRPS Other funds include:

- Matte Diemer Fund (donation related to Roxbury School District): \$5,000

<sup>30</sup> See note 8 above for information on employee pension liabilities.

<sup>31</sup> MRPS received \$2,126,842 in grants in FY24, expended \$2,338,886, and thus ended the year with a deficit of (\$16,735), which is included in the table of fund balances above.

- Scholarships: \$345,909
- Student Activities: \$204,161
- Food service: \$4,242

MRPS received \$2,040,090 in Federal education grants in FY24. MRPS also received a Federal Grant for disaster mitigation of \$163,150.

### WCUUSD Special Funds

WCUUSD's other funds include:

- Child care: \$453,456
- Food service: \$1,253,202
- Private purpose trust fund : \$67,763
- Student Activities fund: \$228,643
- Bellemeur Fund - Music: \$5,901

WCUUSD received \$2,684,840 in Federal education grants in FY24. WCSU also received a PCB investigation grant of \$135,125 from the State of Vermont in FY24.

### Capital Assets

MRPS's FY24 audit indicates that the District has invested \$26,627,253 in a broad range of capital assets, including land and improvements, buildings and improvements, machinery and equipment, vehicles, and leased assets. The net value of the District's capital assets after deducting accumulated depreciation of \$13,494,649 is \$13,132,604. (This includes FY24 depreciated expenses and additions to capital assets, including improvements to Union Elementary School and Montpelier High School, and the Thrive Space at Main Street Middle School. This total also includes the land and buildings associated with the Roxbury Village School, which is expected to be transferred to the Town of Roxbury in the summer of 2025.

MRPS has a small amount of funds invested in a CD and Mutual funds, totaling \$108,543.

WCUUSD's FY24 audit indicates the district has \$65,149,143 in a range of capital assets, including land, buildings and infrastructure, improvements, construction in progress, and equipment, vehicles, and a right-of-use lease asset, plus buildings and improvements, vehicles, and equipment for business-type activities. The net value of the capital assets is \$35,162,612 including accumulated depreciation and debt of \$29,861,531. (This includes net current year additions of \$4,485,492 less disposals of \$593,975 and current year depreciation of \$1,607,360.)

WCUUSD has no investments.

### Tax Rate History

Currently, Vermont has a statewide funding system where all school budgets are funded from a state pool of funds, the Education Fund. Basically, district voters approve budgets. Then the

Legislature sets tax rate variables to raise funds for all budgets and statewide education-related expenses, after accounting for other sources of revenue to the Education Fund. And then, districts get the funds needed for their budgets. (H.454 changes the education funding system in Vermont beginning in FY29, contingent on changes in governance structures.)

The legislature sets both nonhomestead and homestead yields to generate enough property tax revenue to support the school budgets approved by voters after all other sources of revenue to the education fund revenue were accounted for. Income eligible households in each town receive a credit on their current year bill for the amount that their education property taxes in the prior year exceeded a set percent of their prior year household income (with certain limitations). This credit shows up on the “education taxes” portion of the tax bill with the label “education state payment.” The income yield is (usually) set so that homesteads who get an income-based credit will experience the same tax change as those who pay entirely based on property value.<sup>32</sup>

CLA stands for “Common Level of Appraisal.” It is a method of ensuring that each town is paying its fair share of education property tax to the state’s Education Fund even if its grand list is not at 100% of fair market value. Since towns don’t reappraise every year, and real estate markets are constantly changing, a correction factor, or “Common Level of Appraisal,” is used to equalize what is paid in education property taxes across towns.<sup>33</sup> For 2025, the legislature modified the tax rate formula to smooth the potential swings in tax rates due to changes in property values reflected in CLAs.

Given that, “district rates” or “equalized” homestead tax rates before CLA, are an indicator of the impact of local decisions on local property taxes (residential). “Homestead rates” include the CLA and are an indicator of the total taxpayer impact for residential properties. Both district rates and homestead rates should be compared with caution from year to year due to changes in methods of weighting pupils, town reappraisals, and changes to the formula for applying the CLA to district rates.

Tax Year	Town	CLA	Prior Year Reappraisal	District Rate (or Equalized)	Homestead Rate
FY21	Berlin	103.09	No	1.7759	1.7227
	Calais	95.61	No	1.7759	1.8574
	East Montpelier	93.82	No	1.7759	1.8929
	Middlesex	98.93	No	1.7759	1.7951
	Worcester	100.35	No	1.7759	1.7697
	Montpelier	86.86	No	1.4989	1.7257
	Roxbury	97.64	No	1.4989	1.6095

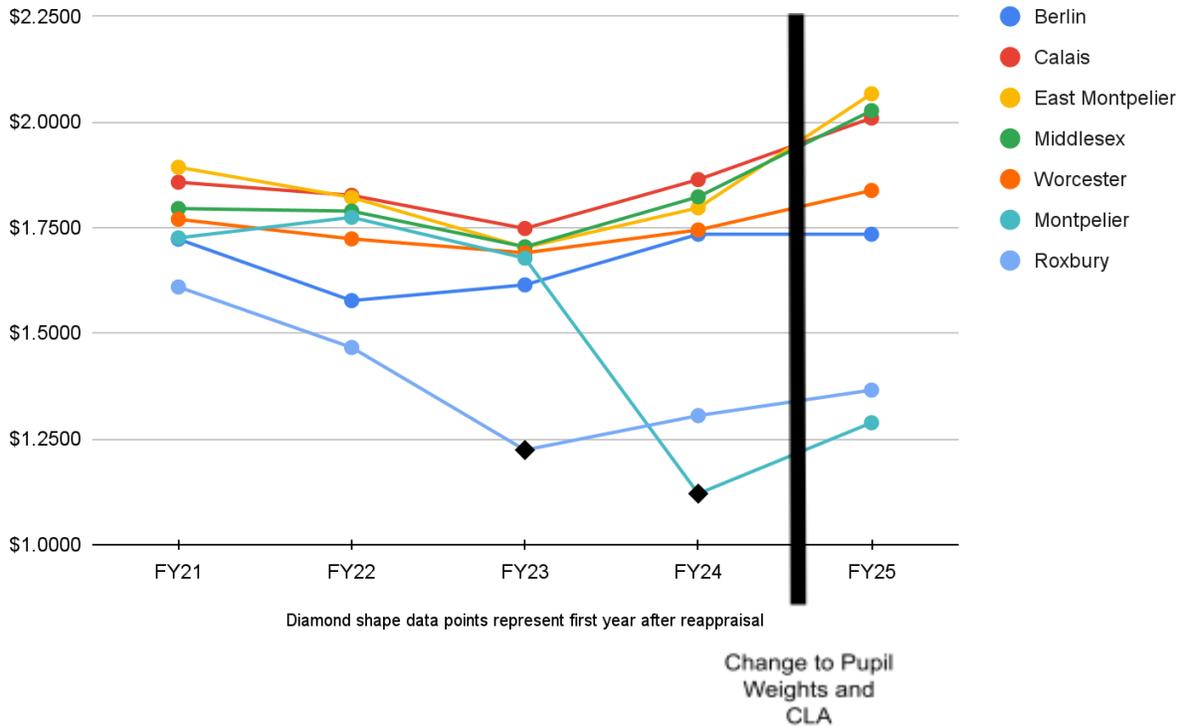
<sup>32</sup> <https://tax.vermont.gov/property/education-property-tax-rates/faqs>

<sup>33</sup> <https://tax.vermont.gov/property/education-property-tax-rates/faqs>

FY22	Berlin	108.77	No	1.7155	1.5772
	Calais	93.93	No	1.7155	1.8264
	East Montpelier	94.18	No	1.7155	1.8215
	Middlesex	95.89	No	1.7155	1.789
	Worcester	99.55	No	1.7155	1.7233
	Montpelier	84.44	No	1.4983	1.7744
	Roxbury	102.19	No	1.4983	1.4662
FY23	Berlin	94.91	No	1.5322	1.6144
	Calais	87.66	No	1.5322	1.7479
	East Montpelier	89.97	No	1.5322	1.703
	Middlesex	89.89	No	1.5322	1.7045
	Worcester	90.65	No	1.5322	1.6902
	Montpelier	80.76	No	1.3548	1.6776
	Roxbury	110.74	<b>Yes</b>	1.3548	1.2234
FY24	Berlin	85.96	No	1.4908	1.7343
	Calais	79.99	No	1.4908	1.8637
	East Montpelier	82.97	No	1.4908	1.7968
	Middlesex	81.78	No	1.4908	1.8229
	Worcester	85.46	No	1.4908	1.7444
	Montpelier	113.72	<b>Yes</b>	1.2738	1.1201
	Roxbury	97.62	No	1.2738	1.3049
FY25	Berlin	72.29%	No	1.4536	2.0108
	Calais	72.34%	No	1.4536	2.0094
	East Montpelier	70.33%	No	1.4536	2.0668
	Middlesex	71.72%	No	1.4536	2.0268
	Worcester	79.09%	No	1.4536	1.8379
	Montpelier	100.18%	No	1.2903	1.2880
	Roxbury	94.51%	No	1.2903	1.3653

Data is from <https://tax.vermont.gov/property/education-property-tax-rates> and [Vermont Agency of Education's Final Cash Flow Reports](#).

## Local Homestead Tax Rates



## History of Spending Per Pupil<sup>34</sup>

Education spending per pupil is a calculation of how much a school district spends per student and is the basis for determining homestead tax rates. Education spending is the amount a district spends after accounting for local revenues, such as tuition paid to the district and categorical grants. The pupil count used in per pupil spending is a weighted number because different students cost different amounts to educate. Historically, rates were calculated based upon “equalized pupil” counts. Effective for FY25 (the 2024-2025 school and property tax year), Act 127 of 2022 substantially changed the weights that are applied to calculate district pupil counts to better approximate research-based findings. Act 127 increased the weight applied for students in poverty and students who are English language learners. The Act also introduced new weights for students in sparsely populated school districts and small schools within those districts. The count is now called “long-term weighted pupils.” Spending per pupil for FY25 and beyond are not directly comparable to prior years.<sup>35</sup>

<sup>34</sup> <https://education.vermont.gov/data-and-reporting/financial-reports/pupil-spending>

<sup>35</sup> <https://tax.vermont.gov/property/education-property-tax-rates/faqs>

Fiscal Year		Education Spending/ Equalized Pupil	Rank <sup>36</sup>	Per Pupil Spending Percentile
2021	MRPS	\$16,924.25	68/118	57.63%
	WCUUSD	\$19,531.39	13/118	11.02%
2022	MRPS	\$17,182.44	64/117	54.70%
	WCUUSD	\$19,414.80	20/117	17.09%
2023	MRPS	\$18,037.89	78/117	66.67%
	WCUUSD	\$20,399.64	15/117	12.82%
2024	MRPS	\$19,670.59	75/122	61.48%
	WCUUSD	\$23,022.06	16/122	13.11%
		Spending/ Long-Term Weighted Pupil	Rank	
2025	MRPS	\$13,754.06	41/122	33.61%
	WCUUSD	\$14,380.34	30/122	24.59%

## Transportation Policies, Contracts

MRPS provides transportation for resident students to/from the elementary and middle schools. Transportation is also provided for students who live in Roxbury to Montpelier High School. MRPS contracts with Student Transportation of America for transportation services. The current 3-year contract expires at the end of June, 2026. In FY24, MRPS transportation expenses were \$860,005. For FY26, the budgeted amount for student transportation to/from school in MRPS is \$915,980

WCUUSD provides transportation for resident students to the schools of WCSU. WCUUSD contracts with First Student, Inc. The current contract is a 3-year agreement with the option to extend for two (2) more years. The contract, with extensions expires in June, 2027. In FY24, WCUUSD transportation expenses were \$1,878,584. For FY26, the budgeted amount for transportation to/from school in WCUUSD is \$1,886,268.

MRPS and WCUUSD have the same language in their board adopted policies on transportation. Both districts also provide extracurricular and field trip transportation, ADA and special education related-transportation, and late buses from the high school campuses for those who stay after school.

<sup>36</sup> Ranking includes all Vermont districts including PK-12, operating. Non-operating (tuitioning), union secondary, union elementary, interstate, gores and unorganized towns, etc. The number of districts may change from year to year due to changes in governance or changes in the way districts are counted and reported.

## Board Structures in a Merged District

The board structure of a merged district must ensure proportional representation based on the most recent decennial census. Currently, MRPS and WCUUSD achieve proportionality through two different methods, as specified in their respective articles of agreement. MRPS uses a model with representation by town/city and weighted voting. WCUUSD's board is comprised of members from each town who are elected at large by the voters of the entire district.

Chapter 11 offers four choices for board structure that meet the requirements for proportional representation when a new unified union is being formed.

1. Proportional to the town population:
  - a. Seats are allocated based on each town's population
  - b. Current voters of the town are eligible for board service
  - c. Interested candidates submit a petition signed by voters of their town
  - d. Candidates are elected by their respective towns
  
2. Proportional with weighted voting to achieve proportionality:
  - a. Seats are allocated roughly based on each town's population
  - b. Weighted voting is used to better approximate proportional representation by town for school board decision-making
  - c. Current voters of the town are eligible for board service
  - d. Interested candidates submit a petition signed by voters of their town,
  - e. Candidates are elected by the voters of their respective towns
  
3. Modified at-large model:
  - a. Board seats are allocated by town, but not proportionally
  - b. Current voters of the town are eligible for board service
  - c. Interested candidates submit a petition signed by voters from their town
  - d. Candidates are elected by a vote of the entire district, including voters in all towns in the district
  
4. At-large:
  - a. Articles of agreement establish the number of seats on the board
  - b. Any current voter of the district, residing in any town in the district, is eligible for board service
  - c. Interested candidates submit a petition signed by votes from any and all towns in the district
  - d. Candidates are elected by vote of the district, including voters in all towns in the district

Other options may be permissible now or created in future legislation, such as creating wards for board seats and elections to ensure proportionality.

The table below illustrates a sample board configuration for each of the options based on the 2020 Census. These samples may serve as a starting point for discussions of board configuration options for a merged or enlarged district.

## Sample Board Structures for Unified Union District formed by MRPS and WCUUSD

Town	Census <sup>37</sup> Population by Town		Percent of Total Population of MRPS & WCUUSD	Sample Board Structures				
	2010	2020		Proportional - Seats Assigned By Town (elected by individual towns)	Proportional with Weighted Voting		Modified At-Large (elected by the voters of the entire district, all member towns)	At-large
					Seats	Votes/Seat		
Berlin	2887	2849	15.31%	3	2	7.5	2	Board members can come from any town and are elected by the voters of the entire district (all member towns).  For example, a new district could have a 5, 7, or 9-member board
Calais	1607	1661	8.93%	2	2	4.5	1	
East Montpelier	2576	2598	13.97%	3	2	7	2	
Middlesex	1731	1779	9.56%	2	2	5	1	
Montpelier	7855	8074	43.40%	9	2	21.5	3	
Roxbury	691	678	3.64%	1	2	2	1	
Worcester	998	964	5.18%	1	2	2.5	1	
Total Board Members/Votes			100%	21	14	100	11 <sup>38</sup>	Any Number <sup>39</sup>

<sup>37</sup> Census data was obtained from <https://ycgi.vermont.gov/data-release/2020-census-data>.

<sup>38</sup> Any number of seats can be apportioned to each town, provided seats are elected by the voters of all towns in the unified union. This sample ensures all towns have at least one member and larger towns have more members.

<sup>39</sup> Some recommend that boards have an odd number of seats. Recommendations for board size vary, and some sources recommend 5-12 seats on a board as an optimal size. Vermont requires a minimum of 3 board members.

## Terms of Office

If there is a decision to merge, though formation of a new unified union or enlargement, new or amended articles of agreement would need to address terms of office for initial seats, which should be staggered for 1, 2 or 3 years to ensure that no more than  $\frac{1}{3}$  of seats turn over in a given year.

Current Articles of Agreement for both MRPS and WCUUSD have 3-year terms for all seats. It is also possible to have some seats with 2-year terms if that helps to ensure that no more than  $\frac{1}{3}$  of seats turn over in any given year, as is typical for a 5-member board which often has three (3) seats with 3-year terms and two (2) seats with 2-year terms.

# Comparison of Learning Opportunities

## Comparison of Student Learning Opportunities for Grades K-8

	MRPS	WCUUSD				
		Berlin	Calais	Doty	EMES	Rumney
K-4	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Math</li> <li>• Science</li> <li>• Social Studies</li> <li>• Library</li> <li>• Art</li> <li>• Music</li> <li>• Social Emotional Learning</li> <li>• Literacy Intervention</li> <li>• Math Intervention</li> <li>• Physical Education</li> <li>• SEL Teacher</li> <li>• Multilingual Learning Program</li> <li>• ECO (Educating Children Outdoors)</li> <li>• 2 School Counselors</li> <li>• 2 School Social Workers</li> <li>• MTSS (Academic &amp; Behavioral)</li> <li>• Social Emotional Learning Intervention</li> <li>• Social Emotional Learning Coach Support</li> <li>• Behavioral Specialist Support</li> <li>• Special Education &amp; 504 Services &amp; Supports</li> <li>• Part 2 after school (at Union)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Math</li> <li>• Language Arts</li> <li>• Science</li> <li>• Social Studies</li> <li>• Physical Education</li> <li>• Music</li> <li>• Band (5-6)</li> <li>• Chorus (4-6)</li> <li>• Library</li> <li>• Technology</li> <li>• Health</li> <li>• Guidance</li> <li>• Art</li> <li>• MTSS (Academic Intervention)</li> <li>• Special Education &amp; 504 Services &amp; Supports</li> <li>• Theater - Berlin Play</li> <li>• ECO—First and Second</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Math</li> <li>• Language Arts</li> <li>• Social Studies</li> <li>• Science</li> <li>• ECO (1-4)</li> <li>• Literacy Intervention</li> <li>• Math Intervention</li> <li>• Art</li> <li>• Library</li> <li>• Music</li> <li>• Band &amp; Chorus</li> <li>• PE</li> <li>• Health</li> <li>• School Counselors</li> <li>• Special Education &amp; 504 Services &amp; Supports</li> <li>• MTSS - SEL and Academic</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Math</li> <li>• Science</li> <li>• Social Studies</li> <li>• ECO</li> <li>• Art</li> <li>• Health</li> <li>• Physical Education</li> <li>• Music</li> <li>• Instrumental Music (5-6)</li> <li>• Chorus (3-6)</li> <li>• Literacy, Math, Functional Skills</li> <li>• Intervention Services</li> <li>• Special Education &amp; 504 Services &amp; Supports</li> <li>• After School (with Rumney)</li> <li>• Soccer</li> <li>• Basketball</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Math</li> <li>• Science</li> <li>• Global Citizenship</li> <li>• Health Class</li> <li>• Guidance Class</li> <li>• Library Class</li> <li>• Tech Integration</li> <li>• Art</li> <li>• Music</li> <li>• Band (5-6)</li> <li>• Chorus (4-6)</li> <li>• Physical Education</li> <li>• ECO (K-3)</li> <li>• Literacy Intervention (2)</li> <li>• Math Intervention (2)</li> <li>• Outdoor Classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Math</li> <li>• Health</li> <li>• Music</li> <li>• Band (5-6)</li> <li>• Chorus (5-6)</li> <li>• ECO (K-2)</li> <li>• Art</li> <li>• Physical Education</li> <li>• Guidance Class</li> <li>• Literacy Intervention</li> <li>• Math Intervention</li> <li>• School Counseling Services</li> <li>• Special Education &amp; 504 Services &amp; Supports</li> <li>• Outdoor Classrooms</li> <li>• Behavior Support Specialist</li> </ul>

	<ul style="list-style-type: none"> <li>● Roxbury Village School after-school program</li> <li>● Girls on the Run</li> <li>● Lego Robotics Club</li> <li>● Kindness Club</li> </ul>	Athletics are managed by Berlin Rec	<ul style="list-style-type: none"> <li>● Before &amp; After School Program (Athletics)</li> </ul>		<ul style="list-style-type: none"> <li>● School Counseling Services</li> <li>● Behavior Support Coach</li> <li>● Multilingual Learning Supports</li> <li>● Special Education &amp; 504 Services &amp; Supports</li> <li>● Community Connections Before and After School Care</li> <li>● Clubs and Activities: Robotics, After-school Book Clubs, Strong Girls Club, Student Leadership, Maker Space Club (3-6)</li> </ul> <p>East Montpelier Rec manages athletics</p>	<ul style="list-style-type: none"> <li>● Drama club (4-6)</li> <li>● Book club (4, 6 depending on student interest)</li> <li>● Theater</li> <li>● Soccer</li> <li>● Basketball</li> </ul>
5-6	<p>Academic &amp; Student Support Programs:</p> <ul style="list-style-type: none"> <li>● Reading Grade 5</li> <li>● Writing Grade 5</li> <li>● Literacy Grade 6</li> <li>● Math 5 &amp; 6</li> <li>● Science 5 &amp; 6</li> <li>● Social Studies 5 &amp; 6</li> <li>● Music: Chorus, Band, or Strings</li> <li>● Guidance (class grade 5, small group 5-8)</li> <li>● Health</li> <li>● Innovation Explorations</li> <li>● Sustainability</li> <li>● Art</li> <li>● Physical Education</li> <li>● World Language Explorations</li> <li>● Library</li> <li>● Multilingual Learning Services</li> <li>● School Counselors</li> <li>● School Social Worker</li> <li>● Special Education &amp; 504 Services &amp; Supports</li> <li>● Reading Interventionists (2)</li> <li>● Math Interventionists (2)</li> <li>● Sustainability Program</li> </ul> <p>Co- &amp; Extra-curricular Programs:</p> <ul style="list-style-type: none"> <li>● Part 2 (5th Grade Only)</li> <li>● Academic Activities &amp; Clubs: BIPOC, GSA, Math Counts, State Spelling Bee,</li> </ul>					

<p>5-6 (cont)</p>	<p>Science Fair, Ski &amp; Ride, Robotics, Yearbook</p> <ul style="list-style-type: none"> <li>● Enrichment Sessions</li> <li>● Jazz Band (6th-8th)</li> <li>● Fall: <ul style="list-style-type: none"> <li>○ Cross Country (5th-8th grade)</li> <li>○ Field Hockey (5th- 8th grade)</li> </ul> </li> <li>● Winter: <ul style="list-style-type: none"> <li>○ Gymnastics (5th-8th grade)</li> <li>○ Nordic Ski (5th-8th grade)</li> <li>○ Volleyball (5th-8th grade)</li> </ul> </li> <li>● Spring: <ul style="list-style-type: none"> <li>○ Lacrosse - Boys (5th-8th grade)</li> <li>○ Track and Field- Boys &amp; Girls (5th-8th grade)</li> <li>○ Ultimate Frisbee - Boys &amp; Girls (5th-8th grade)</li> </ul> </li> </ul>					
<p>7-8</p>	<p>Academic &amp; Student Support Programs:</p> <ul style="list-style-type: none"> <li>● Literacy 7 &amp; 8</li> <li>● Math 7 &amp; 8</li> <li>● Science 7 &amp; 8</li> <li>● Social Studies 7 &amp; 8</li> <li>● Art</li> <li>● Innovation Lab</li> <li>● Health</li> <li>● Sustainability</li> <li>● PE</li> <li>● Music (Chorus, Strings, or Band, Music Explorer)</li> <li>● French 7 &amp; 8 or Spanish 7 &amp; 8</li> <li>● Explorations</li> <li>● Library</li> <li>● Multilingual Learning Services</li> <li>● Reading Interventionists (2)</li> </ul>	<p>Academic &amp; Student Support Programs:</p> <ul style="list-style-type: none"> <li>● Language Arts 7 &amp; 8</li> <li>● Math 7 &amp; 8</li> <li>● Science 7 &amp; 8</li> <li>● Social Studies 7 &amp; 8</li> <li>● Academic Support</li> <li>● Music: MS Band 1, MS Band 2, MS Chorus, MS Bagpipes, MS Guitar, MS Instrument Building &amp; The Science of Sound, MS Strings 1, MS Strings 2, MS Song Writing, MS Piano</li> <li>● Physical Education &amp; Health</li> <li>● Performing Arts: MS Acting</li> <li>● Visual Arts</li> <li>● World Languages: World Languages 7 French 7 &amp; 8 or Spanish 7 &amp; 8</li> <li>● Teacher Advisory</li> <li>● Counseling Services</li> <li>● Integrated digital media and technology</li> </ul>				

<p>7-8 (cont)</p>	<ul style="list-style-type: none"> <li>● Math Interventionists (2)</li> <li>● Special Education &amp; 504 Services &amp; Supports</li> <li>● Sustainability Program</li> </ul> <p>Co- &amp; Extra-curricular Programs:</p> <ul style="list-style-type: none"> <li>● Academic Activities &amp; Clubs: BIPOC, GSA, Math Counts, Sustainability Club, SEL Leadership Team, Principal's Leadership Team, State Spelling Bee, Science Fair, Robotics, Yearbook</li> <li>● Enrichment Sessions</li> <li>● Jazz Band (6th-8th)</li> <li>● Masque Theatre</li> <li>● Fall: <ul style="list-style-type: none"> <li>○ Cross Country (5-8th grade)</li> <li>○ Field Hockey (5th-8th grade)</li> <li>○ Soccer - Boys</li> <li>○ Soccer - Girls</li> </ul> </li> <li>● Winter: <ul style="list-style-type: none"> <li>○ Basketball - Boys</li> <li>○ Basketball - Girls</li> <li>○ Gymnastics (5th-8th grade)</li> <li>○ Nordic Ski (5th-8th grade)</li> <li>○ Volleyball (5th-8th grade)</li> </ul> </li> <li>● Spring: <ul style="list-style-type: none"> <li>○ Baseball (7th-8th grade)</li> <li>○ Lacrosse - Boys (5th-8th grade)</li> <li>○ Softball (7th-8th grade)</li> <li>○ Track and Field- Boys (5th-8th grade)</li> <li>○ Track and Field- Girls (5th-8th grade)</li> <li>○ Ultimate Frisbee - Boys (5th-8th grade)</li> </ul> </li> </ul>	<p>Co- &amp; Extra-curricular Programs:</p> <ul style="list-style-type: none"> <li>● Stage 16</li> <li>● BLAAMM (7-12)</li> <li>● GLAMM Jr./MS GLAMM</li> <li>● Middle School MOST Club</li> <li>● JAM, Jr.</li> <li>● Maker Monday (7-12)</li> <li>● Middle School Jazz Band</li> <li>● Middle School Weight Room</li> <li>● Middle School Coding Club</li> <li>● Middle School Dungeons and Dragons</li> <li>● Middle School Magic the Gathering</li> <li>● Middle School Military History</li> <li>● MS Reading Time</li> <li>● Nepal Student Group (7-12)</li> <li>● Redesign Recess - MS only</li> <li>● S/HEZAM (7-12)</li> <li>● Volleyball Club (7-12)</li> <li>● Yarn Lovers Callback (7-12)</li> <li>● Middle School Book Group</li> <li>● Chronicle (7-12)</li> <li>● Middle School Seeking Social Justice</li> <li>● Middle School Green Team</li> <li>● The Conversation (7-12)</li> <li>● Yearbook (7-12)</li> <li>● Math Team (7-12)</li> <li>● Model UN (7-12)</li> <li>● Robotics (7-12)</li> <li>● TARC Rocketry Club/Team (7-12)</li> <li>● Pep Squad (7-12)</li> </ul>
-----------------------	---	--

<p>7-8 (cont)</p>	<ul style="list-style-type: none"> <li>○ Ultimate Frisbee - Girls (5th-8th grade)</li> </ul>	<ul style="list-style-type: none"> <li>● Student Council (7-12)</li> <li>● Peer Mentoring (7-12)</li> <li>● Athletics: <ul style="list-style-type: none"> <li>○ Fall: <ul style="list-style-type: none"> <li>■ Cross Country -Boys</li> <li>■ Cross Country - Girls</li> <li>■ Field Hockey</li> <li>■ Football</li> <li>■ Soccer - Boys</li> <li>■ Soccer - Girls</li> </ul> </li> <li>○ Winter: <ul style="list-style-type: none"> <li>■ Basketball -Boys</li> <li>■ Basketball - Girls</li> <li>■ Nordic - Boys</li> <li>■ Nordic - Girls</li> </ul> </li> <li>○ Spring <ul style="list-style-type: none"> <li>■ Baseball</li> <li>■ Lacrosse - Boys</li> <li>■ Lacrosse - Girls</li> <li>■ Softball</li> <li>■ Track &amp; Field - Boys</li> <li>■ Track &amp; Field - Girls</li> </ul> </li> </ul> </li> </ul>
-----------------------	--	---

Both districts offer prekindergarten services in school-based and community-based settings.

## Comparison of Student Learning Opportunities for Grades 9-12

Learning opportunities were drawn from the MHS and U-32 2025-2026 Programs of Study and 2024-2025 Handbooks, and input from school administrators. The list is not meant to be exhaustive and may not include all opportunities that are valued by members of the school community. This comparison can serve as a starting point for reflection on similarities and differences and potential implications of a change in governance and/or operational structures, if desired.

	<b>MHS (MRPS)</b>	<b>U-32 (WCUUSD)</b>
AP Courses <sup>40</sup>	<ul style="list-style-type: none"> <li>● AP Biology</li> <li>● AP Calculus</li> <li>● AP Computer Science</li> <li>● AP Language and Composition</li> <li>● AP Literature and Composition</li> <li>● AP Pre Calculus</li> <li>● AP Spanish</li> <li>● AP Statistics</li> <li>● AP United States History</li> </ul>	<ul style="list-style-type: none"> <li>● AP Biology</li> <li>● AP Calculus AB</li> <li>● AP Chemistry</li> <li>● AP Computer Science/Java</li> <li>● AP English Literature and Composition</li> <li>● AP French</li> <li>● AP Spanish Language</li> <li>● AP Physics 1</li> <li>● AP Physics 2</li> <li>● AP Pre-Calculus</li> <li>● AP U.S. History</li> </ul>
Business and Information Technology		<ul style="list-style-type: none"> <li>● Business Accounting and Management I/II</li> <li>● Community-Based Learning (CBL)</li> <li>● Financial Accounting – Dual Enrollment via CCV</li> <li>● Financial Literacy</li> <li>● Introduction to Sports &amp; Entertainment</li> <li>● Office Accounting – Dual Enrollment via CCV</li> <li>● “Inc”</li> </ul>
Co-curricular Programs	<ul style="list-style-type: none"> <li>● BIPOC Connections &amp; Ally Space</li> <li>● Club Action</li> <li>● Debate (with U32)</li> </ul>	<ul style="list-style-type: none"> <li>● BLAAMM (7-12)</li> <li>● GLAMM</li> <li>● High School MOST Club</li> </ul>

<sup>40</sup> Also included in their respective content areas.

	<ul style="list-style-type: none"> <li>● Dungeons &amp; Dragons</li> <li>● Earth Group</li> <li>● Gender &amp; Sexuality Alliance (GSA)</li> <li>● Interact Club</li> <li>● International Club</li> <li>● Masque Theater Cast &amp; Technical Crew</li> <li>● Math League</li> <li>● MHS Experiential / Enrichment (After School) Programs</li> <li>● Morgan's Message</li> <li>● Play Mentoring</li> <li>● Prom Committee</li> <li>● Racial Justice Alliance (RJA)</li> <li>● Restorative Practices</li> <li>● Robotics Club</li> <li>● Scholars' Bowl</li> <li>● Senior Class Advisory Team</li> <li>● Solon Newspaper</li> <li>● Solon Strength</li> <li>● Student Athlete Leadership Team</li> <li>● Student Council</li> <li>● The Conversation</li> <li>● Unified Sports</li> <li>● Wild - Wilderness Inquiry Leadership Development</li> <li>● Yarn Club</li> <li>● Yearbook</li> </ul>	<ul style="list-style-type: none"> <li>● French Trip Club</li> <li>● Fringe Trip</li> <li>● High School Book Group</li> <li>● High School JAM (Japanese Anime and Manga)</li> <li>● High School Poetry</li> <li>● High School Zine Activism</li> <li>● Maker Monday (7-12)</li> <li>● Nepal Student Group (7-12)</li> <li>● S/HEZAM (7-12)</li> <li>● Volleyball Club (7-12)</li> <li>● Yarn Lovers Callback (7-12)</li> <li>● Chronicle (7-12)</li> <li>● High School Green Team</li> <li>● The Conversation (7-12)</li> <li>● Yearbook (7-12)</li> <li>● Debate Team (with MHS)</li> <li>● Math Team (7-12)</li> <li>● Model UN (7-12)</li> <li>● Robotics (7-12)</li> <li>● TARC Rocketry Club/Team (7-12)</li> <li>● High School Seeking Social Justice</li> <li>● Pep Squad (7-12)</li> <li>● Student Council (7-12)</li> <li>● Peer Mentoring (7-12)</li> </ul>
Computer Science	<ul style="list-style-type: none"> <li>● AP Computer Science</li> <li>● Introduction to Computer Programming</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction to Computer Science</li> <li>● AP Computer Science A</li> </ul>
Design and Technology	<ul style="list-style-type: none"> <li>● Manufacturing &amp; Student Entrepreneurship</li> <li>● Woodworking &amp; Design I</li> <li>● Woodworking &amp; Design II</li> </ul>	<ul style="list-style-type: none"> <li>● Architecture</li> <li>● Computer Aided Drafting &amp; Design I (CADDI)</li> <li>● Engineering I</li> </ul>

		<ul style="list-style-type: none"> <li>● Furniture Design</li> <li>● Furniture Design</li> <li>● Materials &amp; Machines I: Wood Technology I</li> <li>● Materials &amp; Machines II: Wood Technology II</li> <li>● Materials And Machines: Advanced Metal Technology</li> <li>● Materials And Machines: Metal Technology I</li> </ul>
Digital Media & Technology	<ul style="list-style-type: none"> <li>● Intro to Digital Media</li> <li>● Graphic Design</li> </ul>	<ul style="list-style-type: none"> <li>● Integrated into MS Curriculum and Co-curriculars</li> </ul>
Driver Education	<ul style="list-style-type: none"> <li>● Driver &amp; Traffic Safety Education</li> </ul>	<ul style="list-style-type: none"> <li>● Driver Education</li> </ul>
English	<ul style="list-style-type: none"> <li>● AP Language and Composition</li> <li>● AP Literature and Composition</li> <li>● BE HERE NOW "Identity, Community, and Place-Based Literacies"</li> <li>● Creative Writing</li> <li>● English 9</li> <li>● English Seminar</li> <li>● Interpretations of Film</li> <li>● Interpretations of Literature Honors</li> <li>● Journalism I</li> <li>● Poetry (S1)</li> <li>● Prose (S2)</li> </ul>	<p>9th Grade</p> <ul style="list-style-type: none"> <li>● Composition and Literature Pt I &amp; Pt II</li> <li>● Academic HS Literacy Support</li> </ul> <p>10th Grade</p> <ul style="list-style-type: none"> <li>● Humanities 10 Pt I and Pt II</li> <li>● Academic Support</li> </ul> <p>11th &amp; 12th Grade</p> <ul style="list-style-type: none"> <li>● Advanced Expository Writing</li> <li>● American Writers</li> <li>● Creative Writing</li> <li>● Expository Writing</li> <li>● Journalism</li> <li>● Senior English Survey</li> <li>● World Authors</li> </ul>
Extra-curricular Activities	<ul style="list-style-type: none"> <li>● Masque Theater</li> <li>● Athletics <ul style="list-style-type: none"> <li>○ Fall: <ul style="list-style-type: none"> <li>■ Soccer (all genders)</li> <li>■ Field Hockey (female identifying)</li> <li>■ Cross Country (all genders)</li> <li>■ Golf (all genders) at U-32</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Stage 32</li> <li>● Athletics <ul style="list-style-type: none"> <li>○ Fall: <ul style="list-style-type: none"> <li>■ Cross Country - Boys &amp; Girls</li> <li>■ Field Hockey</li> <li>■ Football</li> <li>■ Soccer - Boys &amp; Girls</li> <li>■ Stage 32 (Theater)</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>■ Volleyball (all genders)</li> <li>■ Football at U-32</li> <li>○ Winter: <ul style="list-style-type: none"> <li>■ Basketball (all genders)</li> <li>■ Nordic Ski (all genders)</li> <li>■ Gymnastics (female identifying)</li> <li>■ Ice hockey at U-32 (all genders)</li> </ul> </li> <li>○ Spring: <ul style="list-style-type: none"> <li>■ Boys' Lacrosse</li> <li>■ Track and Field (all genders)</li> <li>■ Baseball (all genders)</li> <li>■ Tennis (all genders)</li> <li>■ Ultimate Frisbee (all genders)</li> <li>■ Softball and girls' lacrosse at U-32</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Golf - Boys &amp; Girls</li> <li>○ Winter: <ul style="list-style-type: none"> <li>■ Alpine</li> <li>■ Basketball -Boys &amp; Girls</li> <li>■ Ice Hockey</li> <li>■ Nordic - Boys &amp; Girls</li> </ul> </li> <li>○ Spring: <ul style="list-style-type: none"> <li>■ Baseball</li> <li>■ Lacrosse - Boys &amp; Girls</li> <li>■ Softball</li> <li>■ Tennis - Boys &amp; Girls</li> <li>■ Track &amp; Field - Boys &amp; Girls</li> </ul> </li> </ul>
Flexible Pathways (Complementary Academic Programs)	<ul style="list-style-type: none"> <li>● Central Vermont Career Center</li> <li>● Community-Based Learning</li> <li>● College Courses &amp; Dual Enrollment/Early College</li> <li>● Extended Learning Opportunities (ELO)</li> <li>● Foreign Exchange</li> <li>● Intro to College &amp; Careers</li> <li>● Online Learning (VTVLC and BYU)</li> <li>● Personalized Learning Study</li> </ul>	<ul style="list-style-type: none"> <li>● Aide positions</li> <li>● Branching Out</li> <li>● Central Vermont Career Center</li> <li>● College Courses &amp; Dual Enrollment/Early College <ul style="list-style-type: none"> <li>○ Dual Enrollment Statistics</li> <li>○ Dual Enrollment Stats &amp; Sports</li> </ul> </li> <li>● Foreign Exchange</li> <li>● Central VT Adult Basic Education</li> <li>● Independent Study</li> <li>● Multi-Year Plan/Alternate Credit Accrual</li> <li>● Pilot Program</li> <li>● Vermont Virtual Learning Cooperative (VTVLC)</li> </ul>
Learning Supports & Special Education	<ul style="list-style-type: none"> <li>● English Culture &amp; Linguistics (for Multilingual Learners)</li> <li>● English Learning Language Lab (for Multilingual Learners)</li> <li>● Literacy &amp; Community</li> <li>● Literacy For Life</li> </ul>	<ul style="list-style-type: none"> <li>● Special Education &amp; 504 Services &amp; Supports</li> <li>● Blue Table</li> <li>● Enhanced Employment Skills</li> <li>● Independent Living Skills</li> <li>● Literacy Learning</li> <li>● Math Skills</li> </ul>

	<ul style="list-style-type: none"> <li>● Literacy Lab</li> <li>● Special Education &amp; 504 Services &amp; Supports</li> <li>● Strategic Algebra</li> <li>● Strategic Geometry</li> <li>● EST</li> <li>● Health Services</li> <li>● Library</li> <li>● Tier 3 Support Teams</li> <li>● Teacher Advisor (TA) Program</li> <li>● Thrive</li> <li>● School Counselor (2)</li> <li>● Social Worker (2)</li> <li>● Work Lab Time</li> <li>● Solon Block</li> <li>● Retakes &amp; Wrap Up Days</li> <li>● EST</li> <li>● Health Services</li> <li>● Library</li> <li>● Tier 3 Support Teams</li> <li>● Teacher Advisor (TA) Program</li> <li>● Thrive</li> <li>● School Counselor (2)</li> <li>● Social Worker (2)</li> <li>● Work Lab Time</li> <li>● Solon Block</li> <li>● Retakes &amp; Wrap Up Days</li> </ul>	<ul style="list-style-type: none"> <li>● Speech And Language Skills</li> <li>● Transition Academy</li> <li>● School Counselors (academic, college/career, and personal counseling)</li> <li>● Educational Support Team (EST)</li> <li>● Gender Equity Coordinators</li> <li>● Health Services (nurse, medical needs tracking, health records, vision screenings)</li> <li>● Library (resources, support for research, collaboration, and learning)</li> <li>● Mentoring Program (peer mentoring)</li> <li>● Social Worker (social, emotional, and life adjustment support)</li> <li>● Teacher Advisors (TA)</li> <li>● “You” After U-32 (Juniors)</li> <li>● Freshman Seminars</li> <li>● Sophomore Seminars</li> <li>● Junior Seminars</li> <li>● Senior Seminars</li> </ul>
Math	<ul style="list-style-type: none"> <li>● AP Calculus</li> <li>● AP Precalculus</li> <li>● AP Statistics</li> <li>● Algebra I</li> <li>● Algebra II</li> <li>● Algebra II Honors</li> <li>● Essential Math for College &amp; Careers (EMC<sup>2</sup>)</li> <li>● Geometry</li> <li>● Integrated Algebra/Geometry</li> </ul>	<ul style="list-style-type: none"> <li>● Algebra 1</li> <li>● Algebra 2</li> <li>● Algebra 2 STEM</li> <li>● AP Calculus</li> <li>● AP Pre-Calculus</li> <li>● Mathematics Modeling</li> <li>● Plane Geometry</li> <li>● Pre-Calculus</li> <li>● Statistics</li> </ul>

	<ul style="list-style-type: none"> <li>● Personal Finance: Invest In Your Future</li> <li>● Personal Finance: Living On Your Own</li> <li>● Precalculus</li> </ul>	
Music	<ul style="list-style-type: none"> <li>● Advanced Jazz Combo</li> <li>● Chamber Choir</li> <li>● Concert Band/Jazz Band</li> <li>● Concert Choir</li> <li>● Music Technology</li> <li>● Orchestra</li> <li>● Singer/Songwriter</li> </ul>	<ul style="list-style-type: none"> <li>● Camerata</li> <li>● Guitar Class</li> <li>● HS Band</li> <li>● HS Chorus</li> <li>● Jazz Band</li> <li>● Modern Band</li> <li>● Music &amp; Technology</li> <li>● Music Theory</li> <li>● Songwriting &amp; Composition</li> <li>● String Ensemble</li> <li>● Studio Music</li> </ul>
Physical Education/ Health	<ul style="list-style-type: none"> <li>● Foundational Strength</li> <li>● Health</li> <li>● Healthy Masculinity</li> <li>● Personal Wellness</li> <li>● Personalized Learning Study: Physical Education</li> <li>● Physical Education I: "Lifetime Skills &amp; Activities"</li> <li>● Physical Education II: "Games for Understanding"</li> <li>● Unified PE</li> <li>● Yoga</li> </ul>	<ul style="list-style-type: none"> <li>● Health</li> <li>● PE IA</li> <li>● PE IB</li> <li>● PE II Adventure-Based Wellness</li> <li>● PE II Independent</li> <li>● PE II Lifetime Games &amp; Activities</li> <li>● PE II Wellness through Strength Training</li> </ul>
Science	<ul style="list-style-type: none"> <li>● AP Biology</li> <li>● Applied Chemistry I (Fall) / Applied Chemistry II (Spring)</li> <li>● Biology</li> <li>● Chemistry II Honors</li> </ul>	<ul style="list-style-type: none"> <li>● 9th Grade Earth/Physical</li> <li>● 10th Grade Biology</li> <li>● Anatomy and Physiology</li> <li>● AP Biology</li> </ul>

	<ul style="list-style-type: none"> <li>● Chemistry Honors</li> <li>● COOKED! “How science, culture, history, and art shape the food we eat.”</li> <li>● EA: Climate Crisis (Spring Semester)</li> <li>● EA: Human Population and Consumption</li> <li>● Engineering</li> <li>● Environmental Applications</li> <li>● Face The Rivers (Fall Semester Only)</li> <li>● Integrated Science</li> <li>● Physics Honors</li> </ul>	<ul style="list-style-type: none"> <li>● AP Chemistry</li> <li>● Applied Physics &amp; Eng.</li> <li>● AP Physics 1</li> <li>● AP Physics 2</li> <li>● Chemistry (CP or Adv.)</li> <li>● Forest Ecology</li> <li>● Forensic Science</li> <li>● Horticulture (Fall)</li> <li>● Horticulture (Spring)</li> </ul>
Social Studies/Global Citizenship	<ul style="list-style-type: none"> <li>● AP United States History</li> <li>● Global Studies I</li> <li>● Global Studies II</li> <li>● Global Studies II Fundamentals</li> <li>● Global Studies II Honors</li> <li>● Media Studies and Contemporary Issues</li> <li>● Psychology</li> <li>● Social Change Theory and Practice</li> <li>● Sociology</li> <li>● United States History</li> </ul>	<p>9th &amp; 10th Grades</p> <ul style="list-style-type: none"> <li>● Democratic Roots</li> <li>● Global Studies</li> </ul> <p>11th &amp; 12th Grades</p> <ul style="list-style-type: none"> <li>● Advanced World History</li> <li>● AP US History</li> <li>● Current Event Seminar</li> <li>● Economics</li> <li>● Psychology I &amp; II</li> <li>● Sociology</li> <li>● US History</li> </ul>
Theater	<ul style="list-style-type: none"> <li>● Acting: Performance</li> <li>● Improvisation</li> </ul>	<ul style="list-style-type: none"> <li>● Theater Studies</li> </ul>
Visual Arts	<ul style="list-style-type: none"> <li>● Advanced Art</li> <li>● Ceramics/Sculpture</li> <li>● Drawing I</li> <li>● Drawing II</li> <li>● Fine Arts Portfolio</li> <li>● Painting I</li> <li>● Painting II</li> <li>● Printmaking</li> </ul>	<ul style="list-style-type: none"> <li>● Advanced Art</li> <li>● Advanced Projects in Painting</li> <li>● Digital Arts</li> <li>● Drawing 1</li> <li>● Drawing 2</li> <li>● Jewelry 1</li> <li>● Jewelry 2</li> <li>● Painting</li> <li>● Photography 1</li> </ul>

		<ul style="list-style-type: none"> <li>• Photography 2</li> <li>• Pottery 1</li> <li>• Pottery 2</li> <li>• Printmaking</li> <li>• Sculpture and Installation</li> </ul>
World Languages	<ul style="list-style-type: none"> <li>• AP SPanish</li> <li>• French I</li> <li>• French II</li> <li>• French III</li> <li>• French IV</li> <li>• French V</li> <li>• La Bonne Crêpe: "Learning how to run a Food Cart business!"</li> <li>• La Cocina: "Exploring Latin American Culture Through Food"</li> <li>• Latin I</li> <li>• Latin II</li> <li>• Latin III</li> <li>• Latin IV</li> <li>• Latin V</li> <li>• Spanish I</li> <li>• Spanish II</li> <li>• Spanish III</li> <li>• Spanish IV</li> <li>• Spanish V</li> </ul>	<ul style="list-style-type: none"> <li>• American Sign Language</li> <li>• AP French</li> <li>• AP Spanish V</li> <li>• French I</li> <li>• French II</li> <li>• French III</li> <li>• French IV</li> <li>• Spanish I</li> <li>• Spanish II</li> <li>• Spanish III</li> <li>• Spanish IV</li> </ul>

## Possible Areas for Additional Study

This report provides foundational information for a formal or informal study to assist with addressing the required elements of articles of agreement and analyzing the pros and cons of a merged district if there is a desire to explore formation of a new union or enlarging. There are important elements for implementation of a union for which deeper study and explicit planning may be important. Following are some possible areas for further exploration, if desired. The list is not exhaustive.

- Review of major operating systems, service contracts, and leases, for example student information systems, learning management systems, and financial management systems.
- Review of the major terms of the master agreements, exploration of similarities and differences and possibilities for unifying agreements
- Comprehensive plan for unified graduation requirements<sup>41</sup> and curriculum, grade level configurations, and transition plans for students including a 4-year plan at the high school level
- Staffing analysis (including vacant and hard to fill positions) and exploration of opportunities and needs in a unified district structure.
- Transportation study to map model routes and times and project any differences in transportation times and costs if there is an interest in reconfiguring where students attend school, for example for middle and high school grades
- Financial projections, operational efficiencies, and transition costs, review of Federal grants
- An analysis of pros and cons with input from a broad spectrum of school and community voices

---

<sup>41</sup> Statewide graduation requirements are anticipated, so districts will need to plan a multi-year transition regardless.

## Appendices: Current MRPS and WCUU Articles of Agreement

MRPS Articles of Agreement

Warning: MRPS Merger - June 20, 2017

WCUUSD Articles of Agreement

Warning: Amendments to WCUU Articles of Agreement - June 25, 2019

# ARTICLES OF AGREEMENT

The Montpelier-Roxbury Study Committee recommends that the following Articles of Agreement be presented to the electorate of each of the named school districts in order to create a unified union district to be named the Montpelier-Roxbury School District hereinafter referred to as the “Unified District”. Both referenced school districts are hereinafter referred to as the “forming districts.” The Unified District shall be a supervisory district.

## **Article 1 Necessary Districts**

The School Districts of Montpelier and Roxbury are proposing to come together to create the Unified District. Both are necessary for the establishment of the new district.

## **Article 2 Grades to be Operated**

The Unified District will provide education to all students in Pre-K through grade 12. The Unified District is committed to operating schools for all students grades K-12.

## **Article 3 New School Facilities**

No new school facilities are required due to this unification.

## **Article 4 First Year of Operation and Transitional Provision**

- 4 (a) In the first year that the Unified District is fully operational students will attend grades K-4 in the elementary school located in their town of residence, provided, however, at parent request, the Board of School Directors may adjust student enrollment within the new district based on individual student circumstances, and the Superintendent’s determination of capacity to serve the child.
- 4 (b) In the first year that the Unified District is fully operational and providing educational services, middle school education (grades 5-8) will be provided through the middle school program offered in Montpelier.

- 4 (c) In the first year that the Unified District is fully operational and providing educational services, high school education (grades 9-12) will be provided through Montpelier High School, except as described in 4(d).
- 4 (d) Roxbury students who were enrolled as of May 1, 2017, in grades 7-12 in a school system other than Montpelier may choose to complete their education in that school/school district with tuition paid for by the Unified District beginning in the 2018-19 school year.
- 4 (e) The Unified District will comply with 16 VSA Chapter 53, subchapter 3, regarding the recognition of the representatives of employees of the respective forming districts as the representatives of the employees of the Unified District and will commence negotiations pursuant to 16 VSA Chapter 57 for teachers and 21 VSA Chapter 22 for other employees. In the absence of new collective bargaining agreements on July 1, 2018, the board of the Unified District will comply with the pre-existing master agreements pursuant to 16 VSA Chapter 53, subchapter 3. The Board of School Directors shall honor all individual employment contracts that are in place for the forming school districts on June 30, 2018 until their respective termination dates.
- 4 (f) The Unified 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 existence during the first year of the new Unified District's operation.
- 4 (g) The Superintendent of Schools employed by the Montpelier School District as of June 30, 2018, will serve as Superintendent of the Unified District until the expiration of his/her contract. If the Superintendent of the Montpelier School District vacates the position prior to July 1, 2018, the newly elected School Board of the Unified District shall have sole authority to hire a Superintendent for the Unified District, who will assume the position effective July 1, 2018. The superintendents presently serving the "forming districts" shall support the work of the Unified District Board until July 1, 2018.
- 4 (h) The Board of School Directors of the Unified District will make all subsequent decisions relative to the operation of the new district consistent with state and federal laws and these Articles of Agreement.

## **Article 5     Surpluses and Debts, Special Funds**

- 5 (a) The Unified District will assume all capital debt of the forming districts including both principal and interest, as may exist at the close of business on June 30, 2018.
- 5 (b) The Unified District will assume any and all general operating surpluses and deficits of the forming districts that may exist as of the close of business on June 30, 2018. In

addition, reserve funds identified for specific purposes will be transferred to the Unified District and will be used for said purpose unless otherwise determined through appropriate legal procedures.

- 5 (c) The forming districts will transfer to the Unified District any pre-existing school district specific endowments or other restricted accounts that may exist on June 30, 2018. Scholarship funds or like accounts held by school districts or the Supervisory Union prior to June 30, 2018 that have specified conditions of use will be used in accordance with said provisions.

Long-term debt and reserve funds are listed in **Attachment B**.

## **Article 6 Existing School Facilities and Real Property**

- 6 (a) No later than June 30, 2018, City of Montpelier, and/or its school district and the Town of Roxbury and/or its school district, will convey to the Unified District all of their school-related real and personal property, for One U.S. Dollar, and the Unified District will assume all capital debt associated therewith. The Unified District recognizes the long-term financial investments and community relationships that each city and town has with its school building(s). The Unified District will encourage appropriate use of the building by the students and community according to the policies and procedures of the Unified District as overseen by the building administrator.
- 6 (b) In the event that, and at such subsequent time as, the Unified District School Board determines, at its discretion, and subject to the school closure provisions of Article 6 (c), that any of the real property, including land and buildings, conveyed to it under the terms of these articles, by the City of Montpelier, and/or its school district and the Town of Roxbury and/or its school district, is or are unnecessary to the continued operation of the Unified District and its educational programs, the Unified District shall offer such real property, for the sum of One U.S. Dollar, and subject to all encumbrances of record, the assumption of a payment of all outstanding bonds and notes and the repayment of any school construction and/or grants as required by Vermont law, to the city or town in which it is located.

The conveyance of any of the above school properties shall be conditioned upon the Town/City owning and utilizing the real property for community and public purposes for a minimum of five years. In the event a Town/City elects to sell the real property prior to five years of ownership, the Town/City shall compensate the Unified District for all capital improvements and renovations completed after the formation of the Unified District and prior to the sale to the Town/City. In the event the Town/City elects not to acquire ownership of such real property, the Unified District shall sell the property upon

such terms and conditions as established by the board of the Unified District School Board and pursuant to Vermont statutes,

- 6 (c) The current school buildings will continue to function as education facilities for at least the first four years of the new district (through June 30, 2022), unless a majority vote of the electorate of the municipality agrees with a plan to close a school facility within its border.

Property to be transferred is listed in **Attachment C**.

**Article 7 Board Composition**

A forming district’s representation on the Unified district Board of School Directors will be closely proportional to the fraction that its population bears to the aggregate population of all forming districts in the Unified District. The Initial Unified District Board of School Directors composition is based upon the 2010 Federal Census, and shall be recalculated by the Board of School Directors promptly following the release of each subsequent decennial census. Each forming school district shall have at least one representative on the board. Subject to the previous sentence, each proportionality calculation shall be rounded to the nearest whole number.

The initial membership of the Unified Board of School Directors will be as follows:

<b>Town/District</b>	<b>Population/Percentage</b>	<b>Board Members</b>
Montpelier	7855/92%	7 with 2 weighted votes each
Roxbury	691/8%	2 with 1 weighted vote each
Total	8546	9 members/16 votes

**Article 8 Terms of Office of School Directors**

Pursuant to the provisions of 16 VSA §706j(b), elected school directors shall be sworn in and assume the duties of their office. The term of office for School Directors elected at the June 20, 2017, election shall be one, two, or three years respectively, plus the additional months between the date of the Organizational Meeting of the Unified District (16 VSA §706j), when the initial school directors will begin their term of office, and the date of the Unified District’s annual meeting in the spring of 2018, as established under 16 VSA §706j. Thereafter, terms of office shall be three (3) years and shall begin and expire on the date of the Unified District’s Annual Meeting. The following table establishes the expiration dates of the initial terms:

<b>Town/District</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
----------------------	-------------	-------------	-------------

Montpelier	2	3	2
Roxbury	1		1
TOTAL	3	3	3

**Article 9 Date of Voter Action**

The proposal to form a Unified District will be presented to the voters of each forming district on June 20. The candidates for the new Unified District Board of School Directors will be elected by Australian ballot on June 20 as required by law. Nominations for the office of School Director representing any district/town shall be made by filing with the clerk of that school district/town a statement of nomination as specified in law.

**Article 10 Unified District Board of School Directors Transition Role**

Upon an affirmative vote of the electorates of the school districts, and upon compliance with 16 V.S.A. § 706g, the Unified District Board of School Directors shall have and exercise all of the authority which is necessary in order for it to prepare for full operation beginning on July 1, 2018. The Unified District Board of School Directors shall, between the date of the affirmative votes and June 30, 2018, develop school district policies, adopt curriculum, educational programs, assessment measures and reporting procedures in order to fulfill the State’s Education Quality Standards (State Board Rule 2000), prepare for contractual agreements, set the school calendar for Fiscal Year 2019, prepare and present a budget for Fiscal Year 2019, prepare for the 2018 Unified District Annual Meeting, and transact any other lawful business that comes before the Unified District Board of School Directors, provided, however, that the exercise of such authority by the Unified District Board of School Directors shall not be construed to limit or alter the authority and/or responsibilities of the school districts of Roxbury and Montpelier. The new Unified District will begin operating schools and providing educational services on July 1, 2018.

On July 1, 2018, when the Unified District becomes fully operational and begins to provide educational services to students, the school districts of Montpelier and Roxbury 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.

**Article 11 Annual Budget and Public Questions**

The Unified District Board of School Directors shall propose annual budgets in accordance with 16 VSA Chapter 11. The vote on the annual budget, school board members, and public questions shall be conducted by Australian ballot pursuant to 17 VSA Chapter 5513(b).

**WARNING**

The voters of the town school district of Roxbury are hereby notified and warned to meet at the Roxbury Town Clerk's Office on June 20, 2017, to vote by Australian ballot between the hours of 7:00 a.m., at which time the polls will open, and 7:00 p.m., at which time the polls will close, upon the following articles of business:

**Article I**

Shall the town school district of Roxbury, which the State Board of Education has found necessary to include in the proposed union school district, join with the school department of the City of Montpelier which the State Board of Education has found necessary to include in the proposed union school district, for the purpose of forming a union school district to be named the Montpelier-Roxbury Unified Union School District, as provided in Title 16, Vermont Statutes Annotated, upon the following conditions and agreements:

- Grades. The Montpelier-Roxbury Unified Union School District shall operate and manage schools offering instruction in grades Pre-Kindergarten through grade 12.
- Board of School Directors. The Montpelier-Roxbury Board of School Directors shall have 9 members. A member town's representation on the School Board of the Montpelier-Roxbury Unified Union School District will be based on proportional representation based on the 2010 census with two members with one weighted vote each from Roxbury and seven members with two weighted votes each from Montpelier. 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. At no time will a member town have less than one school director on the Unified Union School District Board.
- Assumption of debts and ownership of school property. The Montpelier-Roxbury Unified Union School District shall assume the indebtedness of member districts, acquire the school properties of member districts, and pay for them, all as specified in the final report.
- Final Report. The provisions of the final report proposed to the State Board of Education for approval on the 16<sup>th</sup> day of May, which is on file in the town clerk's office, shall govern the Montpelier-Roxbury Unified Union School District.

**Article II**

To elect two school directors to serve on the proposed Montpelier-Roxbury Unified Union School District from the date of the organizational meeting for the following terms and seats:

- One (1) school director from Roxbury to serve from the date of the organizational meeting through the date of the annual meeting in March 2019.
- One (1) school director from Roxbury to serve from the date of the organizational meeting through the date of the annual meeting in March 2021.

**ROXBURY TOWN SCHOOL BOARD OF DIRECTORS**

  
\_\_\_\_\_  
Jon Guffre, Chair

5/15/17  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Ryan Zajac, Vice-Chair

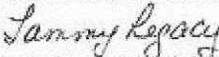
5-15-17  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Kaitlyn Jackson, Clerk

5-15-17  
\_\_\_\_\_  
Date

Notice: the last day to register to vote to be eligible to participate at this meeting is June 20, 2017 at 7:00 p.m. at the Town Clerk's Office. Requests for absentee ballots for this meeting must be received by June 19, 2017 at 5 p.m. Further information on voter registration and absentee voting or any other appropriate information may be obtained from the Town Clerk during normal business hours.

Received at the Town Clerk's Office for record before posting on May 16, 2017 at 1:05pm

Attest:   
\_\_\_\_\_  
Tammy Legacy, Town Clerk

# **The Washington Central Unified Union School District**

## **Articles of Agreement**

Pursuant to the State Board of Education's final Statewide Plan dated November 28, 2018 and issued on this 30th day of November, 2018 as required and authorized by 2015 Acts and Resolves No. 46, Sec. 10(b), as amended ("Act 46"), the Washington Central Unified Union School District ("New Union District") is created to provide for the prekindergarten through grade 12 education of its resident students.

### **Article 1 – Creation of New Union District**

#### **A. Forming Districts**

The Berlin School District, the Calais School District, the East Montpelier School District, the Middlesex School District, the Worcester School District, and the Union High School District No. 32 (collectively "the Forming Districts") are merged to create the New Union District.

#### **B. Temporary Legal Name**

The New Union District shall be known by the name "the Washington Central Unified Union School District" unless and until the New Union District changes it.

#### **C. Resident Students**

The New Union District is responsible for the prekindergarten through grade 12 education of students residing in the towns of Berlin, Calais, East Montpelier, Middlesex, and Worcester.

### **Article 2 – Grades Operated and/or Tuitioned in Academic Years 2019-2020 and 2020-2021**

In academic years 2019-2020 and 2020-2021, the New Union District shall operate schools for the grades for which the Forming Districts operated schools in academic year 2018-2019 and shall pay tuition for any grades for which the Forming Districts paid tuition in that year.

### **Article 3 – Attendance; Restructuring of Grade Configurations in Academic Years 2019-2020 and 2020-2021**

#### **A. Attendance in Academic Years 2019-2020 and 2020-2021**

In academic years 2019-2020 and 2020-2021, each student in the grades for which the New Union District operates multiple school buildings will attend the school that a student residing in that town would have attended in academic year 2018-2019; provided however, that the New Union District Board may grant a parent's or guardian's request for student enrollment in a different school operated by the New Union District based on individual student circumstances and the Superintendent's determination of the school's capacity to serve the child.

## **B. Restructuring of Grade Configurations in Academic Years 2019-2020 and 2020-2021**

- i. For purposes of these Articles, the words “restructuring of grade configurations,” “restructuring,” and any grammatical variations mean eliminating all classrooms for any grade or grades, prekindergarten through grade 12, operated at one or more schools and requiring children in the grade or grades to attend classrooms located in a different school.
- ii. In academic years 2019-2020 and 2020-2021, the New Union District Board shall not restructure the grade configuration of any school building conveyed to it by a Forming District.

## **Article 4 – Closure of School Buildings**

### **A. Academic Years 2019-2020 and 2020-2021**

In academic years 2019-2020 and 2020-2021, the New Union District shall not close any school building conveyed to the New Union District by a Forming District or cease using the building to provide direct education in at least one grade, prekindergarten through grade 12, unless first approved by the voters residing in the town(s) in which the school is located.

Provided, however, that if the school building was conveyed by a Forming District that was already a union school district, then the New Union District shall not close the school building or cease using the building to provide direct education in at least one grade in academic years 2019-2020 and 2020-2021 unless first approved by the electorate of the New Union District.

### **B. Academic Year 2021-2022 and After**

In academic year 2021-2022 and after, the New Union District Board shall not close any school building or cease using the building to provide direct instruction in at least one grade, prekindergarten through grade 12, unless first approved by the electorate of the New Union District.

## **Article 5 – Finances**

### **A. Indebtedness, Including Capital Debt**

The New Union District shall assume all indebtedness that may exist on June 30, 2019, including capital debt and including both principal and interest, of the Forming Districts.

### **B. Operating Fund Surpluses**

The New Union District shall assume all operating surpluses, deficits, and fund balances of the Forming Districts that may exist at the close of business on June 30, 2019.

The New Union District shall apply any reserve fund for the fund's specific purpose, if identified, unless otherwise determined through appropriate legal procedures.

**C. Transfer of Debt and Funds**

The Forming Districts shall transfer the debt and funds specified in this Article to the New Union District on or before June 30, 2019 in accordance with procedures and timelines established by the New Union District Board.

**Article 6 – Real and Personal Property**

**A. Transfer of Property to the New Union District**

No later than June 30, 2019, the Forming Districts shall convey to the New 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 contents.

**B. Subsequent Sale of Real Property to Town in which it is Located, in Any Year in the Future**

*Subject to any requirements relating to school building closure in Article 4 and to the sale of buildings in Title 16 or any other Title of the Vermont Statutes Annotated, if the New Union District Board determines, in its discretion, that the real property, including land and buildings, conveyed to it by one or more of the Forming Districts will not be used for direct delivery of education in at least one grade or for any other purpose related to operation of the New Union District, then the New Union District shall offer for sale such real property to the town in which the 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.*

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. If the town elects to sell the real property prior to five years of ownership, then the town shall compensate the New Union District for all capital improvements and renovations initiated after July 1, 2019 and prior to the sale to the town.

If a town elects not to acquire ownership of such real property, then the New Union District shall sell the property pursuant to Vermont statutes and upon such terms and conditions as established by the New Union District Board.

**C. Subsequent Sale of Real Property Conveyed by Forming District that was a Union School District, in Any Year in the Future**

Notwithstanding Paragraph (B) of this Article 6, and *subject to any requirements relating to school building closure in Article 4 and to the sale of buildings in Title 16 or any other Title, if the New Union District Board determines, in its discretion, that the real*

property, including land and buildings, conveyed to it by a Forming District that was a union school district on June 30, 2019, will not be used for direct delivery of education in at least one grade or for any other purpose related to operation of the New Union District, then the New Union District shall sell the property pursuant to Vermont statutes and upon such terms and conditions as are established by the New Union District Board.

## **Article 7 – Transportation, Employees, and Contracts in Academic Year 2019-2020**

In academic year 2019-2020, the New Union District shall provide for the transportation of students, assignment of staff, and implementation of curriculum in a manner that is consistent with the contracts, collective bargaining agreements, and provisions of law that are in effect during that academic year.

The New Union District, through its Board, shall comply with 16 V.S.A. Chapter 53, subchapter 3, regarding recognition of the representatives of employees of the respective Forming Districts, and the SU if applicable, as the representatives of the employees of the New Union District, and the SU if applicable, and shall commence negotiations pursuant to 16 V.S.A. Chapter 57 for teachers and 21 V.S.A. Chapter 22 for other employees. In the absence of new collective bargaining agreements on July 1, 2019, the New Union District shall comply with the pre-existing master agreements pursuant to 16 V.S.A. Chapter 53, subchapter 3.

The New Union District shall honor all individual employment contracts that are in place in the Forming Districts on June 30, 2019 until their respective termination dates; provided, however, that if a Forming District enters into the contract on or after November 1, 2018, then this paragraph shall apply only if the contract expires on or before July 1, 2020.

## **Article 8 – Organizational Meeting of New Union District**

### **A. Date of Meeting and Public Notice**

On or before January 29, 2019, the voters of the New Union District shall hold an organizational meeting within the district on a date and at a location to be determined by the Superintendent.

The Superintendent shall post notice of the day, hour, and place of the meeting in at least one public place in each town identified in **Article 1(C)** and publish it at least once in a newspaper circulating within the New Union District. Publication and posting shall be made not more than 40 days nor fewer than 30 days before the date of the meeting. The New Union District shall bear the cost of giving notice.

The Secretary of Education shall draw the warning for the organizational meeting.

## **B. Business to be Transacted**

The Secretary or the Secretary's designee shall call the organizational meeting to order. The voters of the New Union District shall transact the following business at the organizational meeting, with all votes conducted "from the floor:"

- i.** To elect a temporary presiding officer and clerk of the New Unified District from among the qualified voters of the district.
- ii.** To swear in the members of the Transitional Board created in **Article 9**, who shall immediately assume office and serve until the voters of the New Union District elect the initial members of the Board of Directors and those members are sworn in and assume their duties.
- iii.** To adopt Robert's or other rules of order, which shall govern the parliamentary procedures of the organizational meeting and all subsequent annual and special meetings of the New Union District.
- iv.** To elect the following officers of the New Union District from among the qualified voters of the district, which officers shall assume office upon election and serve for a term of one year or until their successors are elected and qualified:
  - Moderator
  - Clerk
  - Treasurer
- v.** To determine a date and location for the first annual meeting of the New Union District and all subsequent annual meetings, which shall be not earlier than February 1 and not later than June 1 in each year.
- vi.** To determine whether to vote on the New Union District's budget and all other public questions by Australian ballot.
- vii.** To determine whether to elect members of the New Union District Board by Australian ballot.
- viii.** To determine and approve compensation, if any, to be paid to officers of the New Union District.
- ix.** To determine and approve compensation, if any, to be paid to members of the New Union District Board.
- x.** To establish provisions for the payment of any expense incurred by the New Union District before it becomes fully operational on July 1, 2019 under a voter-approved budget for the fiscal year beginning on that date.

- xii. To address any other business determined to be necessary or advisable and warned as required in Paragraph (A) of this Article 8.

**Article 9 – Transitional Board**

**A. Creation of Transitional Board; Term of Existence**

*Until the voters of the New Union District elect the members of the initial Board of Directors as set forth in Article 10, and those members are sworn in and assume their duties, the individuals serving on July 1, 2018 as Chair and Clerk of the board of directors of each Forming District identified in Article 1, including the board of any Forming District that is a union school district on that date, constitute the transitional board of directors for the New Union District (“Transitional Board”); provided, however, that by majority vote the board of a Forming District may designate another board member or members to serve on the Transitional Board instead of the Chair, or the Clerk, or both.*

**B. Initial Meeting of Transitional Board**

The Superintendent of the supervisory union of which a majority of the Forming Districts are members shall convene the first meeting of the Transitional Board to occur no later than 14 days after the organizational meeting convened pursuant to Article 8. The agenda for this first meeting of the Transitional Board shall include the election by the Transitional Board members of:

- i. One of their members to serve as Chair of the Transitional Board; and
- ii. One of their members to serve as Clerk of the Transitional Board.

**C. Purpose and Authority of Transitional Board**

During the period of its existence, the Transitional Board shall serve as the New Union District’s school board and shall perform all functions required of, and have all authority granted to:

- i. The Transitional Board in Paragraph (D) of this Article 9; and
- ii. The New Union District Board in these Articles of Agreement and otherwise by law.

## D. Specific Duties of Transitional Board

In addition to any responsibilities of the New Union District Board that can, should, or must be performed before the initial members of that Board are elected and assume office, the Transitional Board shall perform the following functions:

- i. First Draft of Proposed Budget: Prepare a *draft* of the proposed Fiscal Year 2020 budget of the New Union District, which the Transitional Board shall provide to the New Union District Board for consideration at the first meeting of the New Union District Board convened pursuant to **Article 10(D)**.
- ii. District Meeting Warnings: Prepare for and warn the following items as one or more special meetings of the New Union District:
  - a. Election of Initial Board Members: A meeting of the New Union District at which the voters shall elect initial Board members as set out more detail in **Article 10**, in the manner determined by the voters at the organizational meeting pursuant to **Article 8(B)(vii)**.<sup>1</sup>
  - b. Amendments to Default Articles if Intended to be Effective on or before July 1, 2019: A meeting of the New Union District, which the Legislature has required to occur no later than February 28, 2019, at which the voters shall consider whether to approve any amendments to the Articles of Agreement that may be proposed by the committee authorized in 2016 Acts and Resolves No. 46, Sec. 10, as amended by 2017 Acts and Resolves No. 49, Sec. 8(d), and which is addressed in more detail in **Article 14(B)(i)**.

## Article 10 – New Union District Board of School Directors – *Initial Members*

### A. Initial Representation on New Union District Board

The members of the New Union District Board shall be composed of a total of ten (10) individuals elected pursuant to the “Hybrid Model” of board representation, which the United States District Court for the District of Vermont has endorsed as meeting constitutional requirements of proportionality.<sup>2</sup>

---

<sup>1</sup> See 16 V.S.A. chapter 11 for statutes addressing the process for appointing individuals to fill vacant school board seats. See also 2018 Spec. Sess. Acts and Resolves No. 11, Sec. E.500.8, which temporarily replaces those statutes with a different process.

<sup>2</sup> *Barnes v. Board of Directors, Mt. Anthony Union High School District*, 418 F. Supp. 845 (D. Vt. 1976).

Two seats on the Board are allocated to each town identified in **Article 1**, with individuals elected to fill those seats by a vote of the electorate of the entire New Union District.

**B. Length of Term of Initial Board Members**

The terms of office for the initial members of the New Union District Board elected at the meeting warned for that purpose by the Transitional Board pursuant to **Article 9(D)(ii)(a)**, are as follows:

Town	Term ending Spring 2020	Term ending Spring 2021	Term ending Spring 2022
Berlin	1	1	
Calais	1		1
East Montpelier		1	1
Middlesex	1	1	
Worcester	1		1

**C. Election of the Initial Board Members if the Voters Decide at the Organizational Meeting<sup>3</sup> to Proceed by Australian Ballot**

- i. Nominations: Nominations for the office of New Union District Board member allocated to a specific town shall be made by filing a statement of nomination signed by at least 30 voters in that town or one percent of the legal voters in the town, whichever is less, and accepted in writing by the nominee. The statement shall be filed with the elected clerk of that town not later than the sixth Monday preceding the date of the vote.<sup>4</sup>
- ii. Preparation of Ballot: Within seven days after the deadline for filing statements of nomination has expired, each town clerk shall transmit the names of all qualified candidates to the Clerk of the New Union District elected at the organizational meeting pursuant to **Article 8(B)(iv)**. The District Clerk shall compile the names of the qualified candidates from each town and shall prepare the ballot for use at each polling place in the New Unified District.
- iii. Counting of Ballots: Each town clerk shall count the ballots cast in the town and shall transmit the results of the vote in that town to the elected Clerk of the New Union District. The District Clerk shall calculate the combined votes cast by voters of the District and report the combined results to the public, without

---

<sup>3</sup> See *Article 8(B)(vii)*.

<sup>4</sup> See *Footnote 1 regarding appointing individuals in the event of vacancies*.

differentiating as to town of residence. A candidate is elected to serve in a seat allocated to the candidate's town of residence if the candidate receives a majority of the votes cast by the voters of the New Union District for that seat.

#### **D. Swearing-In and Assumption of Duties**

Within 14 days after the initial Board members are elected, the Superintendent shall:

- i. Arrange for the Clerk of the New Union District and/or one or more town clerks within the boundaries of the District to swear in the initial elected members of the Board, who shall assume office upon being sworn in; and
- ii. Convene the first meeting of the initial members of the New Union District Board, at which time the Transitional Board created in **Article 9** shall dissolve.
- iii. At the first meeting of initial members of the New Union District Board:
  - a. The members shall elect a Chair of the Board and Clerk of the Board.
  - b. The members of the former Transitional Board shall present the draft Fiscal Year 2020 budget to the New Union District Board required in **Article 9(D)(i)** together with any supporting data or other documentation.

#### **E. Preparation and Presentation of Proposed Fiscal Year 2020 Budget**

Pursuant to the provisions of Title 16, V.S.A., the New Union District Board shall prepare and distribute a proposed Fiscal Year 2020 budget (academic year 2019-2020) and the voters of the New Union District shall vote, at a special meeting of the district that the Board warns for the purpose, to appropriate the sums necessary to meet the district's expenses.

### **Article 11. Representation on New Union District Board – *On and After the District's Annual Meeting in 2020***

The New Union District Board shall be composed of individuals elected pursuant to the "Hybrid Model" of board representation, in the numbers and allocation set forth for election of the initial members under **Article 10(A)**, unless and until the voters of the New Union District amend this Article 11.

*Except as provided for the election of the initial members of the New Union Board in **Article 10(B)**, each New Union District Board member shall serve for a period of three (3) years or until his or her successor is elected and qualified, as required by Vermont law.*

Each member of the New Union Board who serves after the expiration of terms of the initial Board members, shall be elected at an annual or special meeting of the New Union District. Terms of office shall begin and expire on the date of the New Union District's annual meeting. In the event the New Union District's annual meeting

precedes Town Meeting Day, the terms of each Board member shall begin and expire on Town Meeting Day.

If the voters amend this Article 11, the amendment shall ensure that the terms of office are staggered as required by law.

## **Article 12 – Commencement of Operations**

The New Union District, through its Board, has and shall exercise all of the authority that is necessary for it to prepare for full educational operations beginning on July 1, 2019. On or before June 30, 2019, the New Union District Board shall perform all planning, transitional, and other related duties necessary to begin operations of the New Union District on July 1, 2019, including preparing for and negotiating contractual agreements, and transacting any other lawful business that comes before the Board, provided however, that the exercise of such authority by the New Union District shall not be construed to limit or alter the authority or responsibilities of each Forming District, which shall remain responsible for providing for the education of its resident students until July 1, 2019.

## **Article 13 – Dissolution of Forming Districts; Supervisory Union**

### **A. Dissolution of Forming Districts**

On July 1, 2019, when the New Union District becomes fully operational and is solely responsible for providing for the education of its resident students, the Forming Districts shall cease all educational operations on July 1, 2019 and shall remain in existence after that date for no more than six months for the sole purpose of completing any audits or any other task that the New Union District is legally unable to perform. Such business shall be completed as soon as possible; provided, however, that upon completion or on December 31, 2019, whichever is earlier, the New Union District shall supplant the Forming Districts and the Forming Districts shall cease to exist.

### **B. Supervisory Union**

The Vermont State Board of Education assigns the New Union District to the Washington Central Supervisory Union pursuant to 16 V.S.A. § 706h as of the date of these Articles until the New Union District is fully operational on July 1, 2019.

The Vermont State Board of Education designates the New Union District a supervisory district pursuant to 16 V.S.A. § 261(c) as of July 1, 2019. The Washington Central Supervisory Union (the “SU”) will transfer its funds, debt, and property to the New Union District in the same manner as the Forming Districts in Articles 5 and 6. The SU shall cease to exist on December 31, 2019.

## Article 14 – Amendments

### A. Authority to Amend Articles

- i. The substance of the following Articles cannot be amended by the electorate of the New Union District, the elected board of the New Union District, the Transitional Board, or the electorate or board of any Forming District, except as expressly authorized by the Vermont General Assembly:
  - a. Initial Paragraph (statement of creation)
  - b. Article 1, Paragraph (A) (identity of Forming Districts)
  - c. Article 5 (financial transfer to New Union District)
  - d. Article 6, Paragraph (A) (real property transfer to New Union District)
  - e. Article 7 (continuity of contractual obligations)
  - f. Article 8 (organizational meeting for the new district)
  - g. Article 9 (transitional board to warn special meetings and prepare first draft of FY2020 budget until first board is elected)
  - h. Article 10, Paragraph (D) (swearing in and assumption of duties)
  - i. Article 10, Paragraph (E) (preparation and presentation of FY20 budget)
  - j. Article 12 (initial board must prepare for full operations)
  - k. Article 13 (dissolution of Forming Districts; SU)
  - l. This **Article 14, Paragraph (A)(i)**
  - m. Article 14, Paragraph (B) (processes by which articles are amended)
  
- ii. The substance of the following Articles can be amended only by a majority of the voters of the New Union District present and voting at an annual or special meeting of the District warned to address this issue:
  - a. Article 1, Paragraph (C) (towns of residence for which New Union District is responsible); provided, however, that such amendment must proceed pursuant to 16 V.S.A. § 721 (addition of new member town) or § 724 (withdrawal by member town in year two or after)
  - b. Article 4, Paragraph(B) (building closure requires approval by voters of district in 2021-2022 and in all years after)
  - c. Article 6, Paragraph (B) (sale of building to town for \$1 in all years in the future)
  - d. Article 6, Paragraph (C) (sale of existing union school building, if any, in all years in the future)
  - e. Article 10, Paragraph (A) (initial board membership – hybrid model; two seats per town)
  - f. Article 10, Paragraph (B) (staggered terms for initial board members)
  - g. Article 10, Paragraph (C) (process of nominating and electing initial board members if by Australian ballot)
  - h. Article 11 (representation on school board continues as hybrid model with two seats per town unless changed by the voters)

- i. **This Article 14, Paragraph (A)(ii)**
- iii. The substance of the following Articles can be amended only if approved by the voters of each town identified in Article 1(C):
  - a. Article 2 (continuity of grades operated / tuitioned in 2019-2020 and 2020-2021)
  - b. Article 3, Paragraph (A) (continuity of attendance lines in 2019-2020 and 2020-2021)
  - c. Article 3, Paragraph (B) (continuity of grade configurations in 2019-2020 and 2020-2021)
  - d. Article 4, Paragraph(A) (building can be closed in 2019-2020 and 2020-2021 only if affected town voters approve)
  - e. **This Article 14, Paragraph (A)(iii)**
- iv. The substance of the following Articles can be amended by the Board of the New Union District; provided, however, that the Board may present questions to the voters, either in the Board’s discretion or upon petition of the voters:
  - a. Article 1, Paragraph (B) (name of New Union District)
  - b. **This Article 14, Paragraph (A)(iv)**

**B. Process for Amending Articles of Agreement**

- i. Amendments Presented to the Electorate for a Vote on or before February 28, 2019:  
At a meeting warned by the Transitional Board pursuant to **Article 9(D)(ii)(b)**, any proposed amendments to the Articles of Agreement developed pursuant to 2016 Acts and Resolves No. 46, Sec. 10, as amended by 2017 Acts and Resolves No. 49, Sec. 8, shall be presented to the voters of the entire New Union District pursuant to the process set forth in subsection (d)(1)-(2), which states:

*(1) After the State Board of Education issues the statewide plan ..., districts subject to merger shall have 90 days to form a committee with members appointed in the same manner and number as required for a study committee under 16 V.S.A. chapter 11, and which shall draft Articles of Agreement for the new district. During this period the committee shall hold at least one public hearing to consider and take comments on the draft Articles of Agreement.*

*(2) If the committee’s articles are not approved within the 90 day period, then the provisions in the State Board’s default articles of Agreement included in the statewide plan shall apply to the new district.<sup>5</sup>*

---

<sup>5</sup> The lead-in language to subdivisions (1) and (2), which is not directly applicable to this Article 14, is as follows:

- ii. Amendments Presented to the Electorate for a Vote later than February 28, 2019: At an annual or special meeting warned for the purpose, any proposed amendments to the Articles of Agreement shall be presented to the voters pursuant to the process set forth in 16 V.S.A. chapter 11.

---

*(d) The statewide plan required by subsection (b) of this section shall include default Articles of Agreement to be used by all new unified union school districts created under the plan unless and until new or amended articles are approved.*

***CORRECTED***

**WARNING**

**WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT**

**SPECIAL MEETING**

**June 25, 2019**

The legal voters of the Washington Central Unified Union School District (“District”), a municipal corporation consisting of the Town School Districts of Berlin, Calais, East Montpelier, Middlesex, and Worcester, Vermont, are hereby notified and warned to meet in their respective towns at the polling places hereinafter named on Tuesday, June 25, 2019, to vote by Australian ballot on Articles 1 through 5 below. The polls will open beginning at 8:00 AM in Berlin; 7:00 AM in Calais; 7:00 AM in East Montpelier; 7:00 AM in Middlesex; and 10:00 AM in Worcester. The polls will close in all towns at 7:00 PM.

Note: Articles 1-5 are proposed amendments to the Articles of Agreement for the Washington Central Unified Union School District. The format of the proposed amendments is as follows: wording in regular text is current language to be retained; wording with ~~striketrough~~ is current language to be deleted; and wording in **bold underline** is proposed new language for the article.

Article 1: Shall the voters approve the following amendment to the Washington Central Unified Union School District Articles of Agreement:

Article 4 – Closure of School Buildings

**A. Academic Years 2019-2020 and 2020-2021**

In academic years 2019-2020 and 2020-2021, the New Union District shall not close any school building conveyed to the New Union District by a Forming District or cease using the building to provide direct education in at least one grade, prekindergarten through grade 12, unless first approved by the voters residing in the town(s) in which the school is located.

Provided, however, that if the school building was conveyed by a Forming District that was already a union school district, then the New Union District shall not close the school building or cease using the building to provide direct education in at least one grade in academic years 2019-2020 and 2020-2021 unless first approved by the electorate of the New Union District.

**B. Academic Year 2021-2022 and After**

In academic year 2021-2022 and after, the New Union District Board shall not close any school building or cease using the building to provide direct instruction in at least one grade, prekindergarten through grade 12, unless first approved by **both a majority of the Union District Board and the voters residing in the town in which the school is located.** ~~the electorate of the New Union District.~~

Article 2: Shall the voters approve the following amendment to the Washington Central Unified Union School District Articles of Agreement:

Article 11: Representation on New Union District Board – On or After the District’s Annual Meeting in 2020.

~~The New Union District Board shall be composed of individuals elected pursuant to the “Hybrid Model” of board representation, in the numbers and allocation set forth for election of the initial members under **Article 10(A)**, unless and until the voters of the New Union District amend this Article 11.~~

**Immediately following the School District Annual Meeting of 2020, the Board of School Directors shall be expanded to include five (5) additional members elected for a total of fifteen (15) members, with 3 members from each town. The additional members will be elected at the 2020 annual School District Meeting. All members will be voted on by the entire electorate. Votes of the entire electorate shall be counted together (comingled) without being first counted at the town level.**

**The terms of office for the additional member shall be as follows:**

**Berlin – term ending 2022**

**Calais – term ending 2021**

**East Montpelier – term ending 2023**

**Middlesex – term ending 2022**

**Worcester – term ending 2021**

*Except as provided for the election of the initial members of the New Union Board in **Article 10(B)**, each New Union District Board member shall serve for a period of three (3) years or until his or her successor is elected and qualified, as required by Vermont law.*

Each member of the New Union Board who serves after the expiration of terms of the initial Board members, shall be elected at an annual or special meeting of the New Union District. Terms of office shall begin and expire on the date of the New Union District’s annual meeting. In the event the New Union District’s annual meeting precedes Town Meeting Day, the terms of each Board member shall begin and expire on Town Meeting Day.

If the voters amend this Article 11, the amendment shall ensure that the terms of office are staggered as required by law.

Article 3: Shall the voters approve the following amendment to the Washington Central Unified Union School District Articles of Agreement:

**Article 15 (tentative) – Input on Policy and Budget Development**

**The District Board shall provide timely and sufficient opportunity for local input on policy and budget development; structures to support and**

**encourage public participation within the District will be established by the District Board of School Directors on or before June 30, 2020.**

**These structures may include but not be limited to local school councils that have an advisory responsibility in key areas.**

Article 4: Shall the voters approve the following amendment to the Washington Central Unified Union School District Articles of Agreement:

**Article 16 (tentative)**

**If a competent judicial authority concludes that any of these articles are illegal for any reason, then that article or part thereof shall be nullified. The remaining article or part thereof shall be deemed severable from the nullified article or section of an article and shall remain in full force and effect.**

Article 5: *Shall the voters approve the following amendment to the Washington Central Unified Union School District Articles of Agreement:*

**Article 17 (tentative)**

**These articles are prepared due to the State Board's order forcing merger of the Washington Central Supervisory Union member towns. By voting on these Articles, the voters in the member towns are not waiving any rights to challenge the legality of the State Board's forced merger order. All rights are reserved.**

**Polling Places & Hours**

Berlin Municipal Office, 108 Shed Road, Berlin – 8:00 AM - 7:00 PM  
Calais Town Office, 3120 Pekin Brook Road, Calais – 7:00 AM - 7:00 PM  
East Montpelier Elementary School in East Montpelier – 7:00 AM – 7:00 PM  
Middlesex Town Office, 5 Church Street, Middlesex – 7:00 AM – 7:00 PM  
Worcester Town Office, 20 Worcester Village Road, Worcester – 10:00 AM – 7:00 PM

Upon closing of the polls, the ballots will be counted by local town/village election officials who shall transmit the voting results to the Clerk of the Washington Central Unified Union School District, who will then tabulate the final results for the District.

The legal voters of the Washington Central Unified Union School District are further notified that voter qualification and registration relative to said Special Meeting shall be as provided in Sections 706u of Title 16 and Chapters 43, 51 and 55 of Title 17, Vermont Statutes Annotated.

Dated at East Montpelier, Vermont this 22<sup>nd</sup> day of May 2019.

\_\_\_\_\_  
Vera Frazier, Berlin  
WCUUSD Board Director

\_\_\_\_\_  
George Gross, Berlin  
WCUUSD Board Director

\_\_\_\_\_  
Dorothy O Naylor  
Dorothy Naylor, Calais  
WCUUSD Board Director

\_\_\_\_\_  
C. Scott Thompson  
C. Scott Thompson  
WCUUSD Board Director

\_\_\_\_\_  
Flor Diaz Smith  
Flor Diaz Smith, East Montpelier  
WCUUSD Board Director

\_\_\_\_\_  
Malinda (Lindy) Johnson  
Malinda (Lindy) Johnson, East Montpelier  
WCUUSD Board Director

\_\_\_\_\_  
Christopher McVeigh  
Christopher McVeigh, Middlesex  
WCUUSD Board Director

\_\_\_\_\_  
Marylaine Strachan  
Marylaine Strachan, Middlesex  
WCUUSD Board Director

\_\_\_\_\_  
Jonas Eno-Van Fleet  
Jonas Eno-Van Fleet, Worcester  
WCUUSD Board Director

\_\_\_\_\_  
Jaiel Pulskamp  
Jaiel Pulskamp, Worcester  
WCUUSD Board Director

I hereby certify the above warning was received and recorded this 23 day of May, 2019.

\_\_\_\_\_  
Mary Ormsby  
Mary Ormsby  
WCUUSD Clerk