Executive Summary

Introduction:

The formation of the new Slate Valley Unified Union School District has opened the door to new possibilities in our collective journey to strengthen and enhance the educational opportunities for all the children we now serve.

To assess those opportunities, the Slate Valley Unified Union School Board charged the Innovation Committee with exploring the educational costs and benefits of:

A. Addressing the current facility and infrastructure needs of schools across the district (including core maintenance);
B. Identifying facility enhancements to support the educational and instructional vision and goals of the district;
C. Creating a new district Middle School;
D. Enhancing the delivery and quality of district preschool educational programs through a collaboration with Castleton University (For Future Consideration);

Summary Findings:

The rationale for developing a long-range facilities plan for Slate Valley is grounded in two important challenges facing the schools in our district:

A. Our current facilities, in varying degrees, have serious problems that need immediate attention related to aging infrastructure; ADA and other compliance issues; student safety, security, and quality of life; and deferred maintenance. In addition, any goal to control long-term increases in district spending would benefit from steps aimed at making our schools more energy efficient and operationally cost-effective.
B. Our schools no longer fully or equitably support the educational programs that our community desires for its children. Addressing our facility needs is an essential step in realizing our district’s long-term educational vision.
After reviewing the facility needs of our schools, the Committee found that:

A. Every one of the district’s elementary schools has, in varying degrees, ongoing needs related to maintenance and core infrastructure. However, except in the case of the need to address the state of Orwell Village School’s current gym and cafeteria and the need to replace the current elevator at the Fair Haven Grade School, the committee found that the facility needs of the district’s elementary school can, for the foreseeable future be met by the careful allocation of targeted funds for building repairs and upgrades in the district’s annual budget. The district will also pursue additional avenues for addressing these needs — for example an energy savings performance contract among other possible alternatives. (Note: a detailed proposal for addressing the facility needs at the Orwell Village School is included in the body of this report)

B. The last significant renovation to the high school was completed in 1995 – 24 years ago. Over the years, annual budgets have not been able to meet the inevitable degradation of the high school’s infrastructure due to both age and use. As a result, the current facility at the high school now requires a significant investment of funds to fully address existing needs.

C. The high school has important and immediate facility needs that are not going away, will only worsen with time, and result in additional expense. Addressing these facility needs will require a significant investment by the district by way of a multi-year bond.

D. The need to address the high school school’s code and safety issues, aging core infrastructure, and instructional/program requirements exists independent of any plan to create a district middle school. However, the specific plan for addressing these needs will depend upon whether or not the district creates a middle school on the high school site.

Among the educational challenges facing today’s schools are emerging economic realities that requires a workforce that is at once skilled and innovative, able to work collaboratively, and capable of adjusting to the changing needs of today’s world.

To meet these challenges, the Slate Valley Unified School District is in the process of implementing major instructional initiatives designed to:

A. Increase student engagement by providing more opportunities for personal responsibility in charting their learning.

B. Increase student academic performance and mastery through remediation and enhancement of student learning in individualized and small group instruction.

C. Encourage and support our teachers to:
   1. Employ an expanded array of differentiated, student-centered instructional practices that are at once rigorous, authentic, experiential, and individualized.
2. Develop instructional programs that recognize that learning happens everywhere - programs that shift their focus to teaching students how to learn and to make that learning “stick” by connecting that learning to the real-life challenges facing them both now and in the future.

D. Build more supportive learning communities through emotional support and targeted intervention programs designed to serve all our students, but particularly those in crisis.

E. Foster within our students a greater environmental awareness and responsibility.

**Educationally**, the committee found that these instructional initiatives require upgraded facilities that offer flexible, resource rich classroom configurations for large and small group instruction; rooms for individual conferencing and intervention; enhanced building security; student project and maker spaces (including space for students to store their work); alternative program spaces; outdoor and community-based learning venues; not to mention new instructional spaces dedicated to teaching interdisciplinary approaches to the study of Science, Technology, Engineering, Art, and Math (STEAM).

In addition, at the high school, the Committee found that the current allocation of instructional space is not efficient – the size of existing spaces do not always match their specified use. The high school needs to **redesign and right-size its existing instructional spaces** to maximize its capacity to deliver a quality program. Accomplishing this goal would also free up space for additional program and instructional enhancements.

In regard to the creation of a **middle school** to serve the district’s 7th and 8th grade students, the Committee found that:

A. In the face of declining middle level enrollments, the core instructional challenge facing the district is ensuring the breadth of the educational program typically offered 7th and 8th students in Vermont.

B. At a time in life where middle school students would benefit from learning with and among a larger, more diverse cohort of students, the social and emotional breadth of their lived experience remains, for many of our children, developmentally narrow.

C. Maintaining equity and educational opportunity for all our students in the face of declining enrollments will become increasingly expensive for local taxpayers. As teachers serve fewer and fewer students, education spending per equalized pupil rises, driving homestead tax rates higher at the local level.

D. Locating a middle school on the grounds of the current high school would provide middle school students with additional opportunities for academic acceleration, access to arts and co-curricular programs (athletics, clubs, and extra-curriculars), and enriched support services.

E. Siting a middle school adjoining to the current high school would support:
   1. Greater operational efficiency – space utilization, staffing, field space at both schools;
2. A more cost-effective district-wide renovation plan to address the district’s current facility needs.
3. Facilities commensurate with those of neighboring districts and support educational programs that would make Slate Valley an attractive district for families thereby ensuring vibrant communities and a more stable tax base.

F. Transferring 7th and 8th graders to a district middle school would free up space in each of the district’s existing elementary schools for program enhancements that would benefit our younger students including the creation of Science, Technology, Engineering, Math (STEM) labs, performing arts/student exhibition spaces, and expanded student support areas.

In structuring the cost estimates of various renovation projects, the district’s architectural firm, Black River Design, organized its cost projections according to the overall scope of each renovation project in ascending level of facility and educational need. These needs are fully described and highlighted in the body of this report.

**Cost Estimates – High School Renovations + Middle School:**

- **Option 1:** $8 million (Addressing the code/safety issues at the high school)
- **Option 2:** $16 million (Option 1, plus addressing the infrastructure issues at the high school)
- **Option 3:** $28 million (Options 1 & 2 plus renovating the existing facility to address the proposed educational specifications for a 21st century high school program)
- **Option 4:** $54 Million (Options 1, 2, & 3 plus constructing a “separate” middle school facility on the existing site)
- **Option 5:** $58 million (Options 1, 2, & 3 plus constructing an “integrated but autonomous” middle school facility on the existing site)

**Cost Estimates – Orwell Village School:**

- **Option 1:** $1 million (Code and safety repairs)
- **Option 2:** $3 million (Code, safety, and infrastructure repairs)
- **Option 3:** $6.5 million (Code, safety, infrastructure, and gym/cafeteria addition)

*Note: at this time, upgrading the elevator at Fair Haven Grade School has yet to be costed out.*

| Total Construction Cost Estimate for Slate Valley = $64.5 million |
At this point in the process, estimating the tax impact of a $64.5 million bond is difficult to project with any certainty. The estimates that follow are preliminary at best. Education taxes are a function of four important variables:

A. Education Spending (expenditure budget less budgeted local revenues)
B. Equalized Pupil Counts
C. The Dollar Yield (set by the State Legislature)
D. Common Level of Appraisal

Since changes in these variables are impossible to predict, the projected taxpayer impacts outlined below of a $64.5 million bond are based on their current values used to calculate 2019 tax rates. In addition, these estimates were based on the following assumptions:

A. FY20 Education Spending (expenditure budget less budgeted local revenues)
   1. Less the estimated annual cost to operate Castleton Village School (very preliminary and conservative) = $170,000
   2. Less estimated personnel costs related to a combined middle school (very preliminary and conservative) = $830,000

**Tax Projections:**

A. Estimated increased taxes for taxpayers that pay based on the value of their home:

| Homestead Property Tax Increase for property valued at $100k: | $191 |

*Note: For homes of greater value make the following calculation: n(\text{Value of home} / $100,000) \times \$191*

B. Estimated increased taxes for taxpayers that pay based on their income:

| Homestead Property Tax Increase for a homeowner with income of $50k: | $36 |

*Note: A household that is eligible to pay taxes based on income will receive an additional credit on their bill for the amount that their education property taxes exceeds 2.77% percent of their household income (with certain limitations).*

**Castleton State Educational Collaboration:**

As of the completion of this report, Castleton University continues to express interest in expanding its early childhood program and utilizing the Castleton Village School as a potential site to house a Pre-Kindergarten that could serve children in the Slate Valley Unified School District. Additional conversations are needed to firm up the parameters of any partnership between the district and the college.
Final Thoughts:

The Slate Valley Unified Union School District stands poised at an important crossroads concerning the educational future of its schools and the communities they serve. The decision facing our elected representatives is not simply about repairing or upgrading our core infrastructure. It’s about the best way to create the next generation of schools here in Slate Valley - schools that will ensure our capacity to continue to offer high-quality educational programs to our children. Achieving this goal means nothing less than ensuring the long-term health and vibrancy of our local communities by continuing to provide educational programs of which we can be justifiably proud, 21st century facilities that support instructional programs that will attract families to continue to come and raise their children here in Slate Valley. This decision, at its core, is about ensuring educational excellence and maintaining a stable tax base to fund those institutions.

To that end, it is important for the Board to keep in mind as it works its way through this report, that the design process continues to remain fluid and responsive to the input of parents, community members, educators as we continue the work with our architects to formulate a final facilities plan and a cost structure that best reflects this community’s needs and aspirations.
Introduction:

The formation of the new Slate Valley Unified Union School District has opened the door to new possibilities in our collective journey to strengthen and enhance the educational opportunities for all the children we now serve. Over the past year with the help of citizens across our district, the Board forged a new and vibrant vision of the future of our schools:

**District Vision:** All students are engaged in rigorous, authentic, experiential, individualized learning that is supported or accelerated to ensure that they meet or exceed standards.

**Our Students** are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers and learners who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity and culture, act responsibly, and contribute to our community.

**Our Educators** believe in providing for the social, emotional, and academic needs of every child so that they feel connected, safe, and respected. They are committed in offering a challenging and engaging atmosphere in which all members of the school community can learn and grow.

**Our Families and Community** are integral to the success of our students and schools. Families are active, engaged, and welcomed partners in their child’s education. Our community is passionate about equitable educational outcomes for all students.

**Our Schools** offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.

In addition, our newly unified district is committed to ensuring educational equity for all our students. In Slate Valley, equity means that each student receives the resources and educational opportunities they need to learn and thrive.

A. Equity means that a student’s success is not predicted nor predetermined by characteristics such as race, ethnicity, religion, family economics, class, geography, disability, language, gender, sexual orientation, gender identity or initial proficiencies.

B. Equity means that every school provides high quality curriculum, programs, teachers and administrators, extracurricular activities and support services.

C. Equity goes beyond formal equality where all students are treated the same. Achieving equity may require an unequal distribution of resources and services.
D. Equity involves disrupting inequitable practices, acknowledging biases, employing practices that reflect the reality that all students will learn, and creating inclusive multicultural school environments for adults and children.

It is now time to establish specific strategies that will make these goals a reality. To that end, The Slate Valley Unified Union School Board established the Slate Valley Innovation Committee to develop a plan to expand educational opportunities for students, ensure educational equity, and help address the financial burden of rising operational costs and growing deferred maintenance needs.

Specifically, the Slate Valley Unified Union School Board charged the Innovation Committee with exploring the educational costs and benefits of:

A. Addressing the current facility and infrastructure needs of schools across the district (including core maintenance);
B. Identifying facility enhancements to support the educational and instructional vision and goals of the district;
C. Creating a new district middle school;
D. Enhancing the delivery and quality of district preschool educational programs through a collaboration with Castleton University (for future consideration);

-through the creation of a long-term facilities plan that is fiscally responsible, ensures equity and opportunity for all Slate Valley students, and delivers schools that are both energy efficient and environmentally friendly.

The short and long-term facilities needs of Slate Valley schools including an energy audit of our existing buildings, the educational specifications for designing a district middle school including a cost/benefit analysis of undertaking such a project, and an exploration of a proposed partnership with Castleton University to better serve our pre-kindergarten students, are all outlined below.
PART 1: CORE FACILITY NEEDS AND PROPOSED DISTRICT-WIDE RENOVATIONS/ENHANCEMENTS

Introduction:

What follows is a comprehensive list of the current facility needs in Slate Valley and proposed enhancements required to secure our district’s educational future. Some of those needs involve major upgrades in core infrastructure that will most likely require a multi-year bond to address properly. Others, like ongoing maintenance, are in the process of being evaluated and prioritized for possible inclusion in the district’s annual budget. It is possible, however, that some maintenance issues might best be addressed through bonding as well. The final category identifies potential facility upgrade/enhancements designed to support the district’s current and emerging educational/instructional goals. As such, this entire list is tentative and developed for the purpose of generating discussion throughout the district aimed at arriving at a long-term facilities plan for Slate Valley.

Note: This current facilities overview was generated by district and building level sub-committees, but will still need additional vetting by the School Board and community before being finalized and costed out.

Summary Rationale:

The rationale for developing a long-range facilities plan for Slate Valley is grounded in two important challenges facing the schools in our district:

A. Our current facilities, in varying degrees, have serious problems that need immediate attention related to aging infrastructure; ADA and other compliance issues; student safety, security, and quality of life; and deferred maintenance. In addition, any goal to control long-term increases in district spending would benefit from steps aimed at making our schools more energy efficient and operationally cost-effective.

B. Our schools no longer fully support either the existing or future educational programs that this community desires for its children. In addition, a review of program offerings across our district’s elementary schools revealed that not all students are able to access certain core offerings, particularly in the fields of related arts and world languages (in many cases due to the relative size of student populations between our schools). This is not a question of making all our schools the same, but to ensure equitable access for all our students to the district’s core programs. In short, addressing our facility needs is an essential step in realizing our district’s educational vision. (see above)
Specifically, our district is currently in the process of implementing major instructional initiatives to achieve a fully realized system of proficiency-based teaching and learning designed to:

A. Increase student engagement by providing more opportunities for personal responsibility and by encouraging and guiding our students to act with "voice and choice" in charting their learning.

B. Increase student academic performance and mastery through remediation and enhancement of student learning in individualized and small group instruction.

C. Encourage and support our teachers to:
   1. Employ an expanded array of differentiated, student-centered instructional practices that are at once rigorous, authentic, experiential, and individualized.
   2. Develop instructional programs that recognize that learning happens everywhere - programs that shift their focus to teaching students how to learn and to make that learning “stick” by connecting that learning to the real-life challenges facing them both now and in the future.

D. Build more supportive learning communities through emotional support and targeted intervention programs designed to serve all our students, but particularly those in crisis.

E. Foster within our students a greater environmental awareness and responsibility.

In addition, our district is working closely with its instructional staff to support them in developing and employing student-centered practices designed to achieve these goals – learning opportunities that shift the focus of instruction towards teaching students how to learn and connect that learning to the real-life challenges that will face them when they graduate regardless of the next step in their lives.

These initiatives require facilities that offer flexible, resource-rich classroom configurations for large and small group instruction; rooms for individual conferencing and intervention; enhanced building security; student project and maker spaces (including space for students to store their work); alternative program spaces; outdoor and community-based learning venues; not to mention new instructional spaces dedicated to teaching interdisciplinary approaches to the study of Science, Technology, Engineering, Art, and Math.

In addition, these facilities need to welcome, encourage, and enable families and community members to become active partners in the education of our community’s children. Finally, as a unified district, our facilities must reflect and support our collective effort to ensure equitable educational opportunities for all the students we serve.
Elementary Facility Needs:

Benson Village School:

Core Infrastructure:

- Roof replacement

Maintenance:

- Flooring replacement
- Window replacement
- Painting
- Bathroom upgrades: toilets, stalls, tile, etc.
- Intercom upgrade
- Paving

Proposed Facility/Program Upgrades:

Note: If the district consolidates the delivery of its 7th and 8th grade educational programs, Benson will pick up 1 (science) classroom to address some of these needs.

Draft Plan for Reconfiguring Classroom Space at the Benson Village School
December 12, 2018

Plan to address the following facility/education goals:

- Create a new STEM Science/Discovery instructional space

With the matriculation of 7th and 8th graders to a new district middle school, Benson will gain 1 science lab classroom. We recommend that it be refurbished as a PreK-6 building level science/discovery space.

If enrollment numbers increase to 10 per grade level, we will separate our 1/2 and 3/4 combined grades back out. This will still leave us with the opportunity to keep our newly created Tech Room, Home School Coordinator Office, and Spanish classroom intact.
We will also have the ability to run a full day PreK program and utilize all of the Specials and the cafeteria with our PreK students.

Additional Upgrades for consideration:

- Upgraded Art and Music Space
- Outdoor Learning spaces

**Castleton Elementary School:**

**Core Infrastructure:**

- HVAC

**Maintenance:**

- Concrete classroom entrances walkways
- Interior lighting
- Resurface/crack-fill parking lot
- Rear parking lot paving
- Oil tank replacement *(scheduled for completion – Fall 2020)*
- Main entrance hall lighting/ceiling

*Note: Recommended priorities: Address safety/security, then compliance issues.*

**Proposed Facility/Program Upgrades:**

*Note: If the district consolidates the delivery of its 7th and 8th grade educational programs, Castleton will “lose” 1 general classroom area to accommodate the return of 6th graders. The consensus at the building level is that the school has enough underutilized space to meet the educational needs of those additional students.*

CES Innovation Draft Plan for Castleton Elementary Integration of Grade 6
December 10, 2018

Plan to address the following facility/education goals:

- Make room for “returning” 6th graders from Castleton Village School

CES will repurpose one or more classroom(s) when 6th graders return to our building. This is not an issue as we have space to move/reconfigure current classrooms to accommodate.
Our draft plans for reconfiguration include placing the 6th graders in the wing where the gym is located. We propose moving the band room to that wing as well. Current special education rooms, the alternative room, the conference room and Latitudes may need to move. We have space to relocate these rooms in other parts of the building.

Upstairs - we propose possibly locating a special educator for grades 4 and 5 who will remain on the second floor. This might involve soundproofing a room due to noise from the gym directly below.

Soundproofing would be necessary for the band room if it is relocated near the gym.

Other plans include taking some large classrooms, such as the current schoolwide teacher’s rooms and/or special educator’s rooms and speech and making those larger classrooms two rooms instead of one. This would involve putting up a wall, which could be permanent or a sliding wall. We do not support dividers as they still let in a lot of noise and are not conducive to focusing students on instruction.

Additional Upgrades for Consideration: (Prioritized 1-6)

1. Pre-School Playground Upgrades (Access and Fenced in) (Compliance issue)
2. STEM/Tech Space
3. Stage/Performance Space
4. Upgraded Maker Spaces
5. Outdoor Learning areas
6. Designated After School Program Area

Castleton Village School:

Core Infrastructure:

*Deferred part of planning process pending exploration of the benefits and costs of creating a district middle school.*

Maintenance:

- Suspended ceiling old section building
- Replace air handlers
- Courtyard pavement removal
- Resurface/crack-fill parking lot
- Front entrance
- Principal's office - enlarge storage room
- Rear drive pavement
Proposed Facility/Program Upgrades:

Note: Deferred part of planning process pending exploration of the benefits and costs of creating a district middle school.

Fair Haven Grade School:

Core Infrastructure:

- Elevator replacement
- ADA access to 4th Floor
- HVAC – 4th floor

Maintenance:

Current Priorities:

- Front Walkway (Scheduled for completion – Summer/Fall 2020)
- Oil Tank replacement (Scheduled for completion – Summer/Fall 2020)

Other Maintenance:

- Gym Entrance - concrete
- Resurface/crack-fill parking lot
- Window upgrades in “old section” of building?

Note: Unclear when roof will need additional work

Proposed Facility/Program Upgrades:

Note: If the district consolidates the delivery of its 7th and 8th grade educational programs, Fair Haven Grade School will pick up 5 general classroom areas to address some of these needs)

Draft Plan for Reconfiguring Classroom Space at the Fair Have Grade School December 12, 2018

Plan to address the following facility/education goals:

- ADA access to 4th floor: (move current classrooms)
- Reconfigure Music Area
• Maker Spaces including STEM/Tech area
• Office Space for Service Providers
• Conference Spaces
• Additional Storage

This year: Move main office to grade 2 classroom by ramp entrance.

Future plan if grades 7 & 8 go to the high school:

Move grades 4-6 to the current middle school floor. They would have access to a science lab facility that would complement STEM projects and include technology.

The vacated 4th and 5th grade space would then become support services and office space. School-wide teachers, special educators, SLP’s, and mental health providers would have instruction and office space on this floor. That would free up classroom space on the handicapped accessible floors.

Alternative program for grades 4-6 will remain on the current middle level, providing integrated opportunities with grades 4-6, Tier 1.

Potential reconfiguration of the learning center/large conference room to include a maker space/STEM space (with new furnishings) that is size appropriate and student friendly.

Potential reconfiguration of small conference room, school-wide room, speech room, and guidance room to make conference room spaces.

Potential reconfiguration of the cafeteria to include the band space with updated acoustical sound softening. Updated cafeteria design/seating needed to accommodate two lunches grades K-3, 4-6. Use folding partition for band rehearsal.

Additional Upgrades for Consideration:

High Priority:

• Reconfigured bus drop-off and pick-up and Student Entrance Area
• Expansion of cafeteria space to free up gym and ease scheduling conflicts (possibly into current music room)
Tier 2:

- Stage/performance space
- Upgrade kitchen facility – freezer coolers
- Outdoor learning areas
- Designated After School and Vacation Program area
- Pre-School playground upgrades (access and fenced)

Orwell Village School:

Core Infrastructure:

- Gym
- Cafeteria
- Kitchen
- HVAC

Maintenance:

- Intercom upgrades
- Bathrooms (old wing)
- Roof maintenance
- Oil Tanks
- Window upgrades

Proposed Facility/Program Upgrades:

*Note: If the district consolidates the delivery of its 7th and 8th grade educational programs, Orwell will pick up 2 general classroom areas to address some of these needs*

Draft Plan for Reconfiguring Classroom Space at the Orwell Village School
December 12, 2018

Plan to address the following educational goals:

- Creating a 4, 5, 6 “upper” school wing
- Creating a new STEM/Tech Maker Space
- Allocating additional space to support programs
Proposed Drawing:

Additional Upgrades for consideration:

- Create covered walkway for bus pick-up and drop-off
- Larger art/music spaces
- Parking
- Storage space
Proposed Renovation Design of Orwell’s Gym and Cafeteria

The estimated cost of the required renovations in Orwell are:

Code and Safety repairs = $1 million
Code, Safety, and Infrastructure repairs = 3 million
Code, Safety, Infrastructure, and Gym/Cafeteria Addition = $6.5 million

Note: At the time of the completion of this report, a detailed list of the required renovation work at the Orwell Village School continues to be finalized by the district’s architectural firm, Black River Design.
Summary Finding – Elementary School Facilities:

A. Every one of the district’s elementary schools has, in varying degrees, ongoing needs related to maintenance and core infrastructure. However, except in the case of the need to address the state of Orwell Village School’s current gym and cafeteria and the need to replace the current elevator at the Fair Haven Grade School, the committee found that the facility needs of the district’s elementary school can, for the foreseeable future be met by the careful allocation of targeted funds for building repairs and upgrades in the district’s annual budget. The district will also pursue additional avenues for addressing these needs – for example an energy savings performance contract among other possible alternatives.

B. The creation of a district middle school for 7th and 8th graders would free up space in each of our existing elementary schools for program enhancement.

Facility Needs and Proposed Renovations Fair Haven Union High School:

Statement of Need/Rationale:

The last significant renovation to the high school was completed in 1995 – 24 years ago. Over the years, annual budgets have not been able to meet the inevitable degradation of the high school’s infrastructure due to both age and use. As a result, the current facility at the high school now requires a significant investment of funds to fully address existing needs. A good example of the breadth and depth of this challenge can be seen in the current state of the school’s HVAC system. Of the two boilers heating the building, one is original to the facility (1955) along with the majority of the current HVAC system. The other boiler was installed in 2006. As a result, the fragility of the existing system creates a real likelihood that it could fail during the winter months, leading to a closure of school depending upon the nature of the system failure and the temporary repair required.

Among the code and safety issues that need to be addressed are:

A. The renovation of the existing elevator both in terms of its size and location;
B. The current ramps in the 1973 wing of the building which are too steep to meet current ADA codes;
C. Bathroom stalls and locker room areas;
D. Gym access (ADA)

Throughout the building there exists core infrastructure that has outlived its useful life and needs to be replaced not repaired - including the kitchen, bathroom fixtures, floor and ceiling tiles, lockers, stair treads, science workstations, etc. In terms of energy efficiency, much of the current interior lighting and windows are no longer energy efficient and/or in need of replacement.

(See Appendix A: Graphic History of High School Phased Renovations 1955 to 1995)
High School Facility Needs:

Educational Specifications/Needs Overview:

Since the high school’s last renovation (1995), the size of the student population served by the school has gotten smaller. However, the educational programs needed to prepare our young people to take their place in the world have expanded as well as the program supports needed by many students to ensure their success in school. Chief among those program enhancements is a renewed emphasis in science, math, engineering, and the arts.

Today’s economy requires a workforce that is at once skilled and innovative, able to work collaboratively, and capable of adjusting to the changing face of today’s economy. Preparing high school students for the world they will be entering requires instructional programs that shift the focus of instruction towards project-based learning that teaches students how to learn and connects that learning to the real-life challenges that will face them when they graduate - regardless of the next step in their lives.

As noted earlier in this report, these program initiatives require facilities that offer flexible, resource rich classroom configurations for large and small group instruction; rooms for individual conferencing and intervention; enhanced building security; student project and maker spaces (including space for students to store their work); alternative program spaces; outdoor and community-based learning venues; not to mention new instructional spaces dedicated to teaching interdisciplinary approaches to the study of Science, Technology, Engineering, Art, and Math.

In addition, the developmental needs of today’s young people require continued attention to their social and emotional needs in the face of ongoing family and economic dislocation. It also requires a renewed emphasis on developing compassionate and responsible citizens who understand their country’s core history and political traditions and are ready to step up and make a difference.

Finally, the committee would also note that the current high school is in need of a major facelift that creates a more welcoming, friendlier school environment, that increases the student body’s access to more natural light, and that creates attractive gathering places for students and faculty to come together to work and share their experiences.
High School Proposed Facility and Program Upgrades:

Core Infrastructure:

- HVAC Replacement
- Electrical Upgrade
- Plumbing Upgrade
- ADA Compliance
- Kitchen Facility Upgrade
- Capacity to secure areas of building when some sections are open for public use.
- Elevator

Maintenance:

- Bathrooms
- Floor Tiles
- Ceiling Tiles
- Painting
- Interior Lighting
- Locker Replacement – Fewer and larger lockers needed; hallways seating, display areas.
- Intercom Speakers

Educational Specifications for High School Renovations to Address Educational Needs:

High Priority:

- 1 Cognitive impairment classroom area: (6-8 students)
- Upgraded athletic locker and team rooms
- Reconfigured/re-designed art and music areas; more music storage; practice areas with capacity of 400-450 multi-purpose performance/exhibition/presentation space (*shared space with middle school*)
- Upgraded science rooms – furniture and fixtures
- Student gathering/social spaces – renovation of cafeteria for and Multi-use (and Kitchen); study areas, conversation areas; small exhibition/performance spaces for student exhibitions and presentations, coffee houses, etc.
- Fabrication/maker/tech/engineering spaces for student projects to support the implementation of a 21st century Science, Technology, Engineering, Arts, and Math Program (S.T.E.A.M.)
- Additional field space

For Additional Consideration:

- Improved access to exterior green houses
• Conference spaces
• Small group student work areas
• Gallery and exhibition spaces for student work
• Teacher work areas/desks and prep areas to promote collaboration and maximize instructional use of core classrooms
• Green spaces within building
• Natural lighting – Skylights? Re-open front of building?
• Turf field – increased use, longer seasons

Summary Finding – High School Facility Needs:

A. The high school has important and immediate facility needs that are not going away, will only worsen with time, and result in additional expense. Addressing these facility needs will require a significant investment by the district by way of a multi-year bond.

B. The need to address the high school’s code and safety issues, aging core infrastructure, and instructional/program requirements exists independent of any plan to create a district middle school. However, the specific plan for addressing these needs will depend upon whether or not the district creates a middle school on the high school site.

Proposed District Facility/Program Upgrades:

Introduction:

An examination of the student support needs of children across the district revealed the need to establish alternative education spaces for students whose educational needs cannot be met through the district’s core educational programs. A number of these programs already exist in the district. Expanding these special programs will allow the district to address the needs of its students in-house, without the costly alternative of placing students in programs outside the district. It will allow for easier transitions both into these programs and back into mainstream instruction. Finally, it ensures close supervision of and accountability for these programs delivering their intended results.

The educational specification to meet the facility requirements of special needs programs are as follows:

Alternative Education Spaces - Embedded in existing school(s):

• One K-3 program (6-8 students) at Fair Haven Grade School
• One 4-6 program (6-8 students) at Castleton Elementary School
• One 7/8 program (6-8 students) at District Middle School
• One Cognitive Impairment program (6-8 students) at High School
**PART 2: PROPOSED DISTRICT MIDDLE SCHOOL – EDUCATIONAL SPECIFICATIONS**

*Introduction:*

The formation of the Slate Valley Unified Union School District has opened up the possibility of creating a district middle school to serve all of the 7th and 8th grade students across the communities that make up the new union – Benson, Castleton, Fair Haven, Hubbardton, Orwell, and West Haven. Currently these students are served in four separate elementary schools across the district – Benson Village School, Castleton Village School, Fair Haven Grade School, and Orwell Village School.

Over the last 5-10 years, many of our elementary schools have seen a drop in their total enrollment, a trend that while stabilizing somewhat is expected to continue in some of our communities.

Currently, 7th and 8th grade enrollment is:

<table>
<thead>
<tr>
<th></th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benson Village</td>
<td>4</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Castleton Village</td>
<td>26</td>
<td>31</td>
<td>57</td>
</tr>
<tr>
<td>Fair Haven</td>
<td>38</td>
<td>37</td>
<td>75</td>
</tr>
<tr>
<td>Orwell</td>
<td>19</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td>90</td>
<td>177</td>
</tr>
</tbody>
</table>

By 2023-2024, that enrollment is expected to increase by 6 students. *Based on current enrollment and existing enrollment trends.*

<table>
<thead>
<tr>
<th></th>
<th>7th Grade (Current 3rd Grade)</th>
<th>8th Grade (Current 4th Grade)</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benson Village</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Castleton Village</td>
<td>35</td>
<td>37</td>
<td>72</td>
</tr>
<tr>
<td>Fair Haven</td>
<td>43</td>
<td>27</td>
<td>70</td>
</tr>
<tr>
<td>Orwell</td>
<td>13</td>
<td>20</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>89</td>
<td>183</td>
</tr>
</tbody>
</table>

In light of these enrollment trends, one of the central goals of this proposal is to create facilities that support educational programs that will make Slate Valley an attractive district for families to move to in order to raise their children.
In addition, in the face of the district’s most recent enrollment declines, one of the instructional challenges that has emerged is ensuring equitable educational opportunity for all our students. As enrollments decline, there is often not a critical mass of students to support the full range of program offerings typically offered to 7th and 8th grade students in Vermont. e.g. Arts, Foreign Languages, STEM, etc. and/or to provide these opportunities with the requisite number of instructional minutes needed to fully support quality instruction in these areas of the curriculum. In addition, a district comparison of the program offerings at each of the district’s elementary schools revealed that some disparities, while not great, already exist in our instructional programs and may become greater if not addressed.

In addition, maintaining educational opportunity in the face of declining enrollments becomes increasingly more expensive for local communities. As teachers serve fewer and fewer students, education spending per equalized pupil rises, driving homestead tax rates higher at the local level (See: Slate Valley Unified Union Act 46 Final Report). When class sizes diminish too much, programs are often cut in an attempt to control spending, leading to reduced educational opportunity for students throughout the district.

Finally, at a time in life where middle school students would benefit from learning with and among a larger, more diverse cohort of students, the social and emotional breadth of their lived experience, for many of our children, remains developmentally confined.

Given those realities, the essential question before the committee is: “Would the creation of a district middle school lead to increased educational opportunity and a more diverse and developmentally appropriate learning environment for our children, while at the same time delivering those benefits in a more cost-effective manner for Slate Valley taxpayers?”

**Education Specifications:**

**Description of Instructional Program to be Housed:**

A. Enrollment: 180 – 200  
B. Program to be Housed:  
   1. Multiage 7/8 instructional groups**  
   2. Team Structure:  
      a. Four Core Teachers: Language Arts; History/Social Studies; Math; Science; Special Educator.  
   3. 2-3 Core Instructional Teams  
   4. 7-hour, 15-minute school day (435 minutes)  
   5. Flexible Block Schedule:  
      a. Capacity for teachers to adjust daily instructional plan and groupings.  
      b. Teacher Planning Time  
      c. Team Planning Time  
      d. Flex: Instructional Support/Enrichment Time; Advisory; Team Meetings.
**Notes on Middle School Composition:**

After careful consideration the Innovation Committee proposes a 7th and 8th grade configuration for a district Middle School.

Rationale:

1. The developmental and educational needs of 6th graders are currently being met within our current elementary school structure.
2. It is not cost-effective to construct new space to house 6th graders when there is sufficient space to house them in our current elementary schools.
3. Vermont teacher licensure requirements (7-12 certification) make staffing a 7/8 middle school easier and allows for sharing instructional staff with the high school.
4. A 7th and 8th grade middle school aligns with the current structure for delivering athletic programs and other co-curricular programs within the district and region.

C. Curriculum/Program of Study: (See Below)

D. Site/Facility/Design Needs:

1. Building identity/separation if housed on current high school site.
2. Gym and cafeteria access that does not drive schedule.
3. Student gathering areas - Capacity for Team and All-School Meetings.
4. Room organization built around team/pod structure.
5. Flexible core instructional spaces; capacity to open one core classroom to another.
6. Resource centers for books, media, and tech.
7. Multiple small-group, maker, and conference spaces for each team and for support programs. Small group/maker spaces with specialized uses – arts electives, tech, life skills, STEM, etc.
8. Individual student project areas – (sightlines, oversight)
9. Small Exhibition/Presentation Areas/Spaces (in resource areas)
10. Performing arts instructional space organized around a 400-450 Multi-purpose performing arts performance/exhibition/presentation space. *(shared space with high school)*
11. Outdoor Education areas; easier access to outdoors
12. Teacher work areas for preparation, collaboration, and team meetings
13. Office/conference space for admin team and support staff
14. Storage for furnishings, etc.
15. Student lockers big enough for coats, books, and athletic storage.
16. Balance security needs with openness
17. Recycling Areas, composting, etc.
18. Single user bathrooms along with larger bathrooms – gender issues; special needs
19. Lots of natural lighting; natural materials – wood, stone
20. Color and flexible room shapes – not boxes; connections between classrooms and areas
21. Common areas with multiple purposes – eating, etc.
22. Gym and locker room/additional field space

E. Location:

Introduction:

After reviewing potential sites for locating a district middle school within the geographic boundaries of the new Slate Valley Unified Union School District, the Committee concluded that the only educational complex large enough to meet the needs of a self-contained, autonomous middle school was on the grounds of the high school. Beyond that fact, however, there are decided advantages to siting a middle school adjoining the high school.

Space Utilization at The High School:

Over the past 20 years, the student population at the high school has declined from approximately 580 students to 360. On the surface, this data suggests that the existing facility could easily handle the inclusion of the district’s population of 7th and 8th graders. However, building capacity is not simply a reflection of total student population but dependent upon the educational programs housed in a given facility. For example, while the overall student population at the high school has declined, the needs of those students, as well as, the breadth of the instructional programs required to address those needs has expanded – many by state and federal mandate. All of those programs require space. As a result, over the years, spaces once used for general classroom instruction, have been repurposed to support special education programs, counseling support, wellness programs (physical education), home to school programs including school resource officers, student assistant programs, and district offices. Therefore, while it may be true that at one time the high school served approximately 600 students, it could no longer do so today given the educational programs required to serve our current population.

For example, 5 classrooms originally used for general instruction now house learning centers, a planning room, and a study hall. In addition, the cost-saving move of Central Office to the high school facility utilized 3 more general classrooms.

In assessing the remaining instructional space utilization at the high school, the current building has:
1. 18 General Classrooms (plus 1 offline due to ventilation issues) resulting in classrooms being utilized 74% of the school day (potentially 70% with the offline classroom back online).
2. 5 total science classrooms (plus 1 offline due to program reductions) resulting in our science rooms being utilized 74% of the school day.
3. 7 specialized instructional areas (art, music, consumer science, physical education, and the annex) are utilized 87% of the day.

It is important to note, that high schools with very high room utilization rates find it challenging to build schedules that fully address the course selections of their students. At this point, high school classroom utilization is not driving student scheduling.

That said, the current educational plan for the high school is not efficient – the size of existing spaces does always not match their specified use. Some are too large and some too small. Among the identified space issues already noted in this report, there exists the need to right-size our existing building to maximize our capacity to deliver a quality program. *(See Appendix C)*

**Educational Benefits of Siting a Middle School Adjoining the High School:**

Locating a middle school on the grounds of the current high school would provide students with additional opportunities for academic acceleration, access to arts and co-curricular programs (athletics, clubs, and extra-curriculars), and enriched support services. In addition, as noted earlier in this report, creating a critical mass of students in a single facility would enable our district to ensure that all our students have the opportunity to study a full range of programs in the arts, foreign languages, and mathematics. This is not only an issue of educational equity within our district as some of our elementary schools do not have a critical mass of students to offer a full range of programming, it is a comparative issue for prospective families deciding between enrolling their children in Slate Valley or at one of our neighboring districts.

Finally, siting a middle school adjoining to the current high school would support:
1. Greater operational efficiency – space utilization, staffing, field space.
2. A more cost-effective district-wide renovation plan to address our district’s current facility needs.
Draft Curriculum/Program of Study:

Introduction:

The educational sub-committees of the Innovation Committee examined two instructional models for delivering a consolidated middle school program to 7th and 8th graders. Both models utilize a team approach. The core difference between the models lies in the number of instructional teams utilized to deliver the school’s core programs. The number of instructional teams results in differences in class size and to some extent the range of special programs (Art/Health/Tech/World Language/Music, etc.) that can be delivered to students. These two models also result in different program delivery costs over the long term – particularly in terms of the size of the teaching faculty required to deliver each program. For a summary of the program differences, see page 31. For a summary of the staffing needs of each model, see pages 32 and 33.

TWO-TEAM INSTRUCTIONAL MODEL: #1 – PROGRAM ANALYSIS

(Note: See Appendix A for Two-Team Schedule Mock-up)

A. Core Instructional Block (Meets Daily for 200 minutes) (Team led and designed)
   1. 2 Core Instructional Teams – serving 90-95 students
   2. Average class size: 22-24 students
   3. Core content: English, Math, Science, Social Studies

B. Specials/PE/Flex Time Block
   1. 100 Minute Block: Specials scheduled against PE/Flex Time

Specials Block
   1. Two Specials blocks per day - One block for each team; 50-minutes per block
   2. Individual Specials rotate every 9 weeks/4 times per year
   3. Proposed Course Offerings: Art/Health/Tech/World Language/Music (Other?)
   4. Average Class size: 11-12 students
   5. Team planning time during specials block

PE/Flex Time Block
   1. Two PE/Flex Time blocks per day - One block for each team
   2. PE Program Alternates with Flex Time
   3. Alternating Day Schedule or 3/2 weekly rotation that changes each quarter
   4. 3 days of PE and 3 days of Flex over 6-day rotation
   5. Physical Education
6. PE Class size: 22-24 students
7. Requires a full-size gym with divider to accommodate two PE classes per block led by
   two teachers.
8. **Flex Time: Enrichment/Remedial Support; Class Meetings; Advisory**
9. Flex Time Class Size: 9-11 (45 students – 4 core teachers and 1 special educator)

C. Lunch/Arts Block

1. 100-minute block divided between Lunch/Recess and Arts Electives
2. 50-minute elective classes per day; 50-minute lunch/recess period per day
3. **Arts Block: Band, Chorus, Studio and Performing Arts electives. (other?)**
4. Student choice of electives.
5. Possible configurations in Band and Chorus – whole group and sectional rehearsals;
   
   *Note: music students could access another elective during a sectional rehearsal they are not attending or access individual practice rooms, projects, etc.)*

---

**THREE-TEAM INSTRUCTIONAL MODEL: #2 - ANALYSIS**

*(Note: See Appendix B for Three-Team Schedule Mock-up)*

A. Core Instructional Block (Meets Daily for 200 minutes) (Team led and designed)

1. 3 Core Instructional Teams – serving 60-66 students
2. Average class size: 15-17 students
3. Core content: English, Math, Science, Social Studies

B. Rotational Blocks – Specials; PE/Health; Flex Time

1. 3 Rotational blocks each day
2. Each rotational block = 45 Minutes, 5-days per week
3. Every Team scheduled for 45 minutes per day of Specials, PE/Health, and Flex Time

Specials Block

1. Three specials classes per day - One class for each team
2. Specials rotate every 9 weeks/4 times per year
3. **Specials: Studio Art, World Languages, STEM (Engineering/Robotics), Research (Humanities/Media Production), General Music, Life Skills, (other choices/sequences?)**
4. 45-minutes per class
5. Class size = 15-17 students
6. Team/Individual planning time during specials block
PE/Health Block

1. Three PE/Health classes per day - One PE/Health rotation for each team
2. 45 minutes per class
3. **Program:** 4 days of PE and 2 days of Health over 6-day rotation
4. Class size = 20-22 students
5. Requires a full-size gym with divider to accommodate two PE classes per block led by two teachers.
6. Team/Individual planning time during PE/Health block

Flex Time Block

1. **Flex time:** Remediation, Enrichment; Individual and Group Project Time; Advisory (PLP’s); Whole group meeting time
2. Class Size: 12-14 (60 students working with core team – 4 teachers, 1 special educator, support staff)
3. Flex meets 5 days per week for each team; one block daily
4. 45-minutes per block

C. Lunch/Arts Block

1. 90-minute block divided between Lunch/Recess and Arts Electives
2. 45-minutes for Arts each day
3. Band, Choral, Drama, Studio Art – (pottery, stained glass, jewelry, painting)
4. Student choice of electives.
5. Possible configurations in Band and Chorus – whole group and sectional rehearsals;
   *Note: music students could access another elective during a sectional rehearsal they are not attending or access individual practice rooms, projects, etc.*
6. 45-minute lunch/recess block per day.
## Two-Team vs Three-Team Program Comparison

<table>
<thead>
<tr>
<th>Core Program:</th>
<th>Core Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same Program of Study</td>
<td>Same Program of Study</td>
</tr>
<tr>
<td>200 Minutes per day</td>
<td>200 minutes per day</td>
</tr>
<tr>
<td>Core Program Class Size: 22-24 students</td>
<td>Core Program Class Size: 15-17 Students</td>
</tr>
</tbody>
</table>

### Specials:

<table>
<thead>
<tr>
<th>Two Team Structure</th>
<th>Three Team Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Program Class Size: 22-24 students</td>
<td>Core Program Class Size: 15-17 Students</td>
</tr>
</tbody>
</table>

### Flex Time (Alternates with PE):

<table>
<thead>
<tr>
<th>Two Team Structure</th>
<th>Three Team Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 Minutes per day</td>
<td>45 Minutes per day</td>
</tr>
<tr>
<td>4 Rotations every nine weeks</td>
<td>4 Rotations every nine Weeks</td>
</tr>
<tr>
<td>4 Electives including Health</td>
<td>4 Electives (not including Health = additional subject area)</td>
</tr>
<tr>
<td>Average Class Size: 22-24 students</td>
<td>Average Class Size: 15-17 students</td>
</tr>
</tbody>
</table>

### Physical Education (Alternates with Flex):

<table>
<thead>
<tr>
<th>Two Team Structure</th>
<th>Three Team Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 Minutes</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>Class alternates w/ PE</td>
<td>5 days per week (180 classes – 8100 m)</td>
</tr>
<tr>
<td>90 classes; 4,500 minutes of instruction/year</td>
<td>180 classes; 8,100 minutes of instruction/year</td>
</tr>
<tr>
<td>“Class” Size: 6 - 10 students</td>
<td>“Class” Size: 6 - 14 students</td>
</tr>
</tbody>
</table>

### Health (as part of Specials rotation):

<table>
<thead>
<tr>
<th>Two Team Structure</th>
<th>Three Team Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 Minutes</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>Class Meets for 9 weeks</td>
<td>6 day cycle = 4 periods PE and 2 periods Health</td>
</tr>
<tr>
<td>45 Classes; 2,250 minutes per year</td>
<td>30 cycles = 60 classes; 2,700 minutes per year</td>
</tr>
<tr>
<td>Average class size 22-24 students</td>
<td>Average class size 20-22 students</td>
</tr>
</tbody>
</table>

### Arts Electives:

<table>
<thead>
<tr>
<th>Two Team Structure</th>
<th>Three Team Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same Program of Study</td>
<td>Same Program of Study</td>
</tr>
<tr>
<td>50 Minutes per day</td>
<td>45 Minutes per day</td>
</tr>
</tbody>
</table>

### Lunch/Recess:

<table>
<thead>
<tr>
<th>Two Team Structure</th>
<th>Three Team Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 Minutes per day</td>
<td>45 Minutes per day</td>
</tr>
</tbody>
</table>
**Projected Staffing:** *(Estimates for architectural planning only)*

### A. Instructional Model #1 – 2 Core Teams

#### Instructional

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Instructional Staff (English, Math, Science, Social Studies)</td>
<td>8</td>
</tr>
<tr>
<td>Physical Education</td>
<td>0.8</td>
</tr>
<tr>
<td>Music (.2 band; .2 chorus)</td>
<td>0.4</td>
</tr>
<tr>
<td>Additional Electives</td>
<td>0.4</td>
</tr>
<tr>
<td>Studio Art (Special)</td>
<td>0.4</td>
</tr>
<tr>
<td>World Languages (Special)</td>
<td>0.4</td>
</tr>
<tr>
<td>Health (Special)</td>
<td>0.4</td>
</tr>
<tr>
<td>STEM (Special)</td>
<td>0.4</td>
</tr>
<tr>
<td>Resource/Media/Tech Integration Specialist</td>
<td>1</td>
</tr>
</tbody>
</table>

**Instructional Total: (Current: 19.41)**  
12.2 FTE

#### Special Education

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Alternative Program</td>
<td>1</td>
</tr>
</tbody>
</table>

**Special Education Total: (Current: 3)**  
3 FTE

*Notes:*
*Teacher FTE’s based on projected case loads*
*Para’s are student specific (no way to predict)*

#### Administrative/Support *(Approximate only - based on final student counts)*

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Asst. Principal/Special Ed Director</td>
<td>1</td>
</tr>
<tr>
<td>School Nurse (Shared with High School)</td>
<td>1</td>
</tr>
<tr>
<td>School Counselor</td>
<td>1</td>
</tr>
<tr>
<td>School-Based Clinician</td>
<td>1</td>
</tr>
<tr>
<td>Home/School Coordinator</td>
<td>1</td>
</tr>
<tr>
<td>School Secretaries</td>
<td>2</td>
</tr>
</tbody>
</table>

**Administrative/Support Total:**  
8 FTE

*Note: Not included in these projections is the potential reconfiguration of staffing at each elementary school due to the movement of 7th and 8th graders to a consolidated middle school.*

**Total FTE:** 23.2 FTE
B. Instructional Model #2 – 3 Core Teams

**Instructional**

<table>
<thead>
<tr>
<th>Core Instructional Staff (English, Math, Science, Social Studies)</th>
<th>12.0 FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>1.2 FTE</td>
</tr>
<tr>
<td>Health</td>
<td>0.6 FTE</td>
</tr>
<tr>
<td>Music (.2 band; .2 chorus)</td>
<td>0.4 FTE</td>
</tr>
<tr>
<td>Additional Electives (Arts, etc.)</td>
<td>0.4 FTE</td>
</tr>
<tr>
<td>Studio Art (Specials)</td>
<td>0.6 FTE</td>
</tr>
<tr>
<td>World Languages (Specials)</td>
<td>0.6 FTE</td>
</tr>
<tr>
<td>STEM (Specials)</td>
<td>0.6 FTE</td>
</tr>
<tr>
<td>Research (Specials)</td>
<td>0.6 FTE</td>
</tr>
<tr>
<td>Resource/Media/Tech Integration Specialist</td>
<td>1.0 FTE</td>
</tr>
</tbody>
</table>

**Instructional Total: (Current: 19.41)**  
18.0 FTE

**Special Education Total: (Current: 3)**  
3 FTE

*Notes:*
*Teacher FTE’s based on projected case loads*
*Para’s are student specific (no way to predict)*

**Administrative/Support (Approximate only - based on final student counts)**

<table>
<thead>
<tr>
<th>Principal</th>
<th>1 FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst. Principal/Special Ed Director</td>
<td>1 FTE</td>
</tr>
<tr>
<td>School Nurse</td>
<td>1 FTE</td>
</tr>
<tr>
<td>School Counselor</td>
<td>1 FTE</td>
</tr>
<tr>
<td>School-Based Clinician</td>
<td>1 FTE</td>
</tr>
<tr>
<td>Home/School Coordinator</td>
<td>1 FTE</td>
</tr>
<tr>
<td>School Secretaries</td>
<td>2 FTE</td>
</tr>
</tbody>
</table>

**Administrative/Support Total:**  
8 FTE

*Note: Not included in these projections is the potential reconfiguration of staffing at each elementary school due to the movement of 7th and 8th graders to a consolidated middle school.*

**Total FTE:**  
29 FTE
Summary: Proposed Educational Specifications for District Middle School

A. Instructional Model #1 (Two Core Teams)

1. School Gathering/Resource Center – Multi-purpose: individual and small group seating arrangements; food service areas; resource and project areas, presentation spaces; meeting spaces, etc.
2. 8 Total Classrooms (2 team classroom pods); {4 Core Classrooms per “pod”- 1 Language Arts; 1 History; 1 Math; 1 Science lab} {Flexible teaching and work areas for whole, small, and individual instruction}
3. 4 Maker Spaces:
   a. 1 Life Skills Space – Work Kitchens, Washer/Dryer, etc.
   b. 1 STEM Space – Engineering, woodworking, metalworking, robotics, etc.
   c. 1 Research/Media Lab – computers, 3-D printers, music/pod-cast recording and editing equipment, video recording and editing, green screen, etc.
   d. Art Studio
4. 1 Music Classroom? (depending on Specials rotation)
5. Band and Choral facilities – perhaps as part of a shared multi-purpose performance space with high school.
6. 1 Gym with fitness and aerobics areas (dance, aerobic workouts); and running track (elevated?)
7. 1 (425-450 seat) Multi-purpose “black box” for performing arts including music, theater, and dance; practice areas; large and small group meetings/presentations, flexible seating, etc. (perhaps shared with high school)
8. 1 alternative classroom area (7/8 grades) (6-8 students)
9. Office/Conference Spaces for Administrative Team and Support Staff

B. Instructional Model #2 (Three Core Teams)

1. School Gathering/Resource Center – Multi-purpose: individual and small group seating arrangements; food service areas; resource and project areas, presentation spaces; meeting spaces, etc.
2. 12 Total Classrooms (3 team classroom pods); {4 Core Classrooms per “pod”- 1 Language Arts; 1 History; 1 Math; 1 Science lab} {Flexible teaching and work areas for whole, small, and individual instruction}
3. 4 Maker Spaces:
   a. 1 Life Skills Space – Working Kitchens, counters, cabinets, washer/dryer, etc.
   b. 1 STEM Space – Engineering, woodworking, metalworking, robotics, 3-D printers, etc.
c. 1 Research/Media Lab – computers, 3-D printers, music/podcast recording and editing equipment, video recording and editing, green screen, etc.
d. 1 Art Studio
4. 1 Music Classroom? (depending on Specials rotation)
5. Band and Choral facilities – (perhaps as part of multi-purpose performance space)
6. 1 Gym with fitness and aerobics areas (dance, aerobic workouts); and running track (elevated?)
7. 1 (425-450) Multi-purpose “black box” for performing arts including music, theater, and dance; practice areas; large and small group meetings/presentations, flexible seating, etc. (perhaps shared with high school)
8. 1 alternative classroom area (7/8 grades) (6-8 students)
9. Office/Conference Spaces for Administrative Team and Support Staff

Summary Findings – Consolidated District Middle School:

A. In the face of declining middle level enrollments, the core instructional challenge facing our district is ensuring the breadth of the educational program offered our 7th and 8th graders. As enrollments decline in particular schools, there is often not a critical mass of students to support the full range of program offerings typically offered to 7th and 8th grade students in Vermont.

B. Maintaining equity and educational opportunity for all our students in the face of declining enrollments will become increasingly expensive for local taxpayers. As teachers serve fewer and fewer students, education spending per equalized pupil rises, driving homestead tax rates higher at the local level.

C. Locating a middle school on the grounds of the current high school would provide middle school students with additional opportunities for academic acceleration, access to arts and co-curricular programs (athletics, clubs, and extra-curriculars), and enriched support services.

D. Siting a middle school adjoining to the current high school would support:
   1. Greater operational efficiency – space utilization, staffing, field space at both schools;
   2. A more cost-effective district-wide renovation plan to address the district’s current facility needs.

E. Creating a district middle school on the grounds of a renovated high school would result in facilities commensurate with neighboring districts and support educational programs that would make Slate Valley an attractive district for families to move to in order to raise their children thereby ensuring vibrant communities and a more stable tax base.
PART 4: PROPOSED DESIGNS, COST ESTIMATES AND PROJECTED TAX IMPACTS

Architectural Drawing #1a – First Floor of “Integrated but autonomous” Middle/High School Facility
Architectural Drawing #1b – Second Floor of “Integrated but autonomous” Middle/High School Facility
Architectural Drawing #1c – Site Plan for “Integrated but autonomous” Middle/High School Facility
Architectural Drawing #2a– First Floor of “Separated” Middle School and High School Complexes
Architectural Drawing #2b– Second Floor of “Separated” Middle School and High School Complexes
Architectural Drawing #2c– Site Plan for “Separated” Middle School and High School Complexes
Notes:

**Architectural Drawings #1a,b,c – “Integrated but autonomous” Middle/High School Facility**

The architectural drawings for an “integrated” middle and high school:

A. Fully address all of the educational specifications developed by students, parents, and educators outlined in this report.
B. Create a fully autonomous middle school complex that provides for expanded program opportunities for both middle and high school students by providing easy access to shared facilities in the arts (music, art, and performing arts); family and consumer sciences; and physical education.
C. Provide for separate cafeterias but a shared kitchen complex.
D. Result in minimal impact on the surrounding field space with the exception of the softball field which will be moved to a different location on the existing site.
E. Ensure maximum flexibility for both schools to schedule their instructional programs.

**Architectural Drawings #2a,b,c – “Separated” Middle and High School Complexes**

These architectural renderings were developed to address the code requirements of providing firewalls between the existing structure and proposed additions to that facility. It simplifies this challenge by literally creating two separate buildings with a single fire wall at their single point of connection.

Not having to build additional firewalls at the various points of connection/expansion with/of the existing facility plus the fact that in this design rendition, a major portion of the 1973 wing no longer requires demolition, results in significant cost savings but also renders a middle school facility that is unable to address:

A. All of the educational specifications developed for that school particularly the teaming model for delivering core instruction due to the scheduling of arts and enrichment programs
B. Enhancing the breadth of related arts programs able to be offered middle and high school students because this design does not allow for sharing those core facilities.

This model also results in:

A. The creation of two kitchen facilities due to completely separate cafeteria complexes.
B. A major encroachment by the proposed middle school into the field space currently used for high school soccer.

These architectural drawings, however, do provide designs for a completely renovated high school complex that fully addresses the educational specifications for that facility albeit in a completely autonomous fashion. These designs provide for:
A. The resolution of all code and infrastructure issues currently facing the existing building.
B. The “right sizing” of all instructional and support programs to maximize the utilization of all existing spaces.
C. The preservation from the original drawings the creation of a new Science, Technology, Engineering, Arts, and Math (STEAM) wing to the existing facility including a new engineering design and maker space.
D. Renovations to the existing structure that result in:
   1. Updated science labs.
   2. A new performing arts/exhibition space.
   3. Right sized music and art facilities.
   4. A new special needs classroom for students who are currently being served out of district.
   5. Updated locker and team rooms; the weight and wrestling rooms; and gym storage.
**Introduction:**

Black River Design (BRD) has projected the costs associated with various projects based upon the scope of a given proposal and the attendant square footage or infrastructure requirements in each proposal. They are preliminary estimates at best, created to help guide the community’s decision-making process and should not be confused with estimates that could and will be generated by a professional cost-estimator once the scope of the project is finalized. As such, BRD has endeavored to provide conservative estimates that encompass the highest potential cost factors. That said, the uncertainties associated with the current economic climate particularly the future cost of labor and materials, underscore the preliminary nature of these construction estimates.

These cost projections focus initially on the renovation plans for addressing the facilities needs of the existing high school and the inclusion, on-site, of an autonomous middle school. They are followed by the cost estimates for addressing the building/infrastructure needs at the Orwell Village School outlined earlier in this report, providing the Board with a comprehensive look at the potential costs of addressing the totality of the facility needs across the district.

As noted earlier in the report, the infrastructure needs of the district’s elementary schools are currently, and for the foreseeable future, being addressed by ongoing line items in Slate Valley’s annual budgets. The cost of constructing a new elevator at Fair Haven Grade School have not been estimated as yet nor added into the figures listed below.

In structuring the cost estimates of various projects at the high school including the addition of a district middle school, BRD has organized its cost projections according to the overall scope of each renovation project in ascending level of facility and educational need. These needs are described and highlighted earlier in this report.

**Option 1:** Addressing the Code/Safety Issues at the High School

**Option 2:** Option 1, plus addressing the Infrastructure Issues at the High School

**Option 3:** Options 1 & 2 plus renovating the existing facility to address the proposed educational specifications for a 21st century high school program.

**Option 4:** Options 1, 2, & 3 plus constructing a “separate” middle school facility on the existing site.

**Option 5:** Options 1, 2, & 3 plus constructing an “integrated but autonomous” middle school facility on the existing site.
Note: Preliminary cost estimates reflect design work completed as of September 8, 2019 and are subject to revision based on additional work undertaken to refine these numbers by BRD.

Cost Estimates – High School/Middle School:

Option 1: $8 million (Addressing the Code/Safety Issues at the high school)

Option 2: $16 million (Option 1, plus addressing the Infrastructure Issues at the high school)

Option 3: $28 million (Options 1 & 2 plus renovating the existing facility to address the proposed educational specifications for a 21st century high school program)

Option 4: $54 Million (Options 1, 2, & 3 plus constructing a “separate” middle school facility on the existing site)

Option 5: $58 Million (Options 1, 2, & 3 plus constructing an “integrated but autonomous” middle school facility on the existing site)

Cost Estimates – Orwell Village School:

Option 1: $1 million (Code and Safety Repairs)

Option 2: $3 million (Code, Safety, and Infrastructure Repairs)

Option 3: $6.5 million (Code, Safety, Infrastructure, and Gym/Cafeteria Addition)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Construction Cost Estimate for Slate Valley</strong></td>
<td>$64.5 million</td>
</tr>
</tbody>
</table>

Final Thoughts on Design Process Moving Forward:

It is important for the Board to keep in mind as it works its way through this report, that the design process continues to remain fluid and responsive to the input of parents, community members, educators as we continue the work with our architects to formulate a final facility’s plan and a cost structure that best reflects this community’s needs and aspirations.
Estimated Taxpayer Impacts Based on $58MM High School/Middle School Project

Introduction:

The estimates that follow are preliminary at best. Education taxes are a function of four important variables:

A. Education Spending (Expenditure budget less budgeted local revenues)
B. Equalized Pupil Counts
C. The Dollar Yield set by the State legislature
D. Common Level of Appraisal

Since changes in these variables are impossible to predict, the Projected taxpayer impacts outlined below of a $64.5 million bond are based on their current values used to calculate 2019 tax rates.

This estimate assumes the following for this report:

A. FY20 Education Spending (Expenditure budget less budgeted local revenues)
   1. Less the estimated annual cost to operate Castleton Village School (very preliminary and conservative) = $170,000
   2. Less estimated personnel costs related to a combined middle school (very preliminary and conservative) = $830,000

Notes:

a. It is likely there will be other cost saving, but for purpose of the analysis for this report only the above savings have been projected
b. No revenue for a lease of the Castleton Village School has been included as that amount is unknown at this time.
c. Principal and interest payment for the entire amount of the project - $64,500,000 = $3,772,314 (Only interest is paid the first year and since the project will take several years, P & I for the entire bond will not be paid until the whole bond amount has been drawn.)
d. The current bond interest rate is 3.02%
e. As more information becomes available this estimate will be revised.
3. Estimated increased taxes for taxpayers that pay based on the value of their home:

| Homestead Property Tax Increase for property valued at $100k: | $ 191 |

*Note: For homes of greater value make the following calculation: \( n(\text{Value of home} / \$100,000) \times 191 \)*

4. Estimated increased taxes for taxpayers that pay based on their income:

| Homestead Property Tax Increase for a homeowner with income of $50k: | $ 36 |

*Note: A household that is eligible to pay taxes based on income will receive an additional credit on their bill for the amount that their education property taxes exceeds 2.77% percent of their household income (with certain limitations).*

*(See Appendix F: Tax Impact Calculations)*
*(See Appendix G: Income Sensitivity Rates by Community)*
As of the completion of this report Castleton University continues to express interest in expanding its early childhood program and utilizing the Castleton Village School as a potential site to house a Pre-Kindergarten that could serve children in the Slate Valley Unified School District. Additional conversations are needed to firm up the parameters of any partnership between the district and the college.

**PART 5: PROPOSED PROJECT TIMELINE**

**September 16, 2019 - Slate Valley District Board Meeting:**

Present report – Meeting to focus on clarifying Board Member questions concerning the report’s findings and renovation options.

**September 30, 2019 - Slate Valley District Board Meeting:**

Provide and clarify additional information generated by Board Member questions. Discussion Round #1 of Board proposed options/recommendations for addressing district facility needs.

**October 14, 2019 - Slate Valley District Board Meeting**

Board discussion and action on the scope of any proposed facility renovation proposal.

**November - December 2019**

Black River Design works to finalize designs and cost estimates for Board approved scope of work including construction timeline and recommended phasing of approved project. For Board presentation prior to December Break.

**January - February 2020**

Preparation of materials and warnings for Bond Vote; Public Hearings

**March 3, 2020 - Bond Vote at Town Meeting**
Appendix A: Graphic of High School Phased Renovations since 1955
Appendix B:

**Mock Schedule #1: Two-Team Instructional Model**

Total School Day: 7 hours 25 minutes with 5-minute passing times; 7 hours 15 minutes with 5-minute passing times.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:20</td>
<td>Morning Meeting</td>
<td></td>
</tr>
<tr>
<td>8:25 – 10:05</td>
<td>Team 1: Core Block A</td>
<td>205-minute core instructional block</td>
</tr>
<tr>
<td></td>
<td>Team 2: Core Block A</td>
<td></td>
</tr>
<tr>
<td>10:10 – 11:50</td>
<td>Team 1: Core Block B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Team 2: Core Block B</td>
<td></td>
</tr>
<tr>
<td>11:55 – 1:35</td>
<td>Lunch/Recess 1 then Band/Theater or Dance</td>
<td><em>Teacher Lunch plus whole school teacher meetings, student support meetings, and teacher leadership meetings depending on duty schedule</em></td>
</tr>
<tr>
<td></td>
<td>Chorus/Arts then Lunch Recess</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Note: If a single lunch for all students were possible:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Lunch/Recess: 11:55 – 12:35 (40-minute lunch/recess)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Arts: 12:40 – 1:30</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Rest of schedule moves up 5 minutes – day ends at 3:20 pm.</em></td>
<td></td>
</tr>
<tr>
<td>1:40 – 2:30</td>
<td>Team 1: Specials</td>
<td><em>Team 1 Teacher have core planning time; Team 2 teachers doing Flex.</em></td>
</tr>
<tr>
<td></td>
<td>Team 2: PE/Flex</td>
<td></td>
</tr>
<tr>
<td>2:35 – 3:25</td>
<td>Team 1: PE/Flex</td>
<td><em>Team 2 Teachers have core planning time; Team 1 teachers doing Flex</em></td>
</tr>
<tr>
<td></td>
<td>Team 2: Specials</td>
<td></td>
</tr>
</tbody>
</table>
PE/Flex Rotation:

**Team 1 Rotation: Block 4** {Students in Team 1 divided into 4 groups according to flex time needs}[e.g. half the team in Flex and half the team in PE]}

**PE Classes = 45 students and 2 teachers** (22-23 students per section)
**Flex Time = 45 students and 4 core teachers, special educators etc.** (Flex groups 6-10 students depending on need and staffing)

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1</td>
<td>PE 1 (Teacher A)</td>
<td>Flex</td>
<td>PE 1 (Teacher A)</td>
<td>Flex</td>
<td>PE 1 (Teacher A)</td>
</tr>
<tr>
<td>Section 2</td>
<td>Flex</td>
<td>PE2 (Teacher A)</td>
<td>Flex</td>
<td>PE 2 (Teacher A)</td>
<td>Flex</td>
</tr>
<tr>
<td>Section 3</td>
<td>PE 3 (Teacher B)</td>
<td>Flex</td>
<td>PE 3 (Teacher B)</td>
<td></td>
<td>PE 3 (Teacher B)</td>
</tr>
<tr>
<td>Section 4</td>
<td>Flex</td>
<td>PE 4 (Teacher B)</td>
<td>Flex</td>
<td>PE 4 (Teacher B)</td>
<td>Flex</td>
</tr>
</tbody>
</table>

**Team 2 Rotation: Block 3** {Students in Team 2 divided into 4 groups according to flex time needs};

**PE Classes = 45 students and 2 teachers** (22/23 students per section)
**Flex Time = 45 students and 4 core teachers, special educators etc.** (Flex groups 6-10 students depending on need and staffing)

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1</td>
<td>PE 1 (Teacher A)</td>
<td>Flex</td>
<td>PE 1 (Teacher A)</td>
<td>Flex</td>
<td>PE 1 (Teacher A)</td>
</tr>
<tr>
<td>Section 2</td>
<td>Flex</td>
<td>PE2 (Teacher A)</td>
<td>Flex</td>
<td>PE 2 (Teacher A)</td>
<td>Flex</td>
</tr>
<tr>
<td>Section 3</td>
<td>PE 3 (Teacher B)</td>
<td>Flex</td>
<td>PE 3 (Teacher B)</td>
<td></td>
<td>PE 3 (Teacher B)</td>
</tr>
<tr>
<td>Section 4</td>
<td>Flex</td>
<td>PE 4 (Teacher B)</td>
<td>Flex</td>
<td>PE 4 (Teacher B)</td>
<td>Flex</td>
</tr>
</tbody>
</table>

**Specials – 4 Core Programs; Rotate every 9 weeks**

*Specials = 90-95 students divided into four rotating sections (22-23 students per section)*
Appendix C:

**Mock Schedule #2: Three-Team Instructional Model**

Total School Day: 7 hours 25 minutes with 5-minute passing times; 7 hours 15 minutes with 5-minute passing times.

<table>
<thead>
<tr>
<th>Block A</th>
<th>Monday - Friday</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 8:00 – 11:20 | Team 1: Core Instruction  
                  Team 2: Core Instruction  
                  Team 3: Core Instruction | (Core curriculum block – schedule of classes set by teachers) |

| Block B | 11:20 – 12:50 | Arts/Lunch  
                  Lunch: 11:20 - 12:05  
                  Arts: 12:10 - 12:55  
                  Note: Chorus plus electives  
                      Arts: 11:25 – 12:10  
                      Note: Band plus electives  
                      Lunch: 12:10 – 12:55 | (Teacher Lunch plus whole school teacher meetings, student support meetings, and teacher leadership meetings depending on duty schedule) |

| Block C | 1:00 – 1:45 | Team 1: Specials  
                  Team 2: Flex Time  
                  Team 3: PE/Health | (Team 1&3 Teachers: Team and Individual Planning Time) |

| Block D | 1:50 – 2:35 | Team 1: PE/Health  
                  Team 2: Specials  
                  Team 3: Flex Time | (Team 1&2 Teachers: Team/ Individual Planning Time) |

| Block E | 2:40 – 3:25 | Team 1: Flex Time  
                  Team 2: PE/Health  
                  Team 3: Specials | (Team 2&3 Teachers: Team/ Individual Planning Time) |
**PE/Health Rotation:**

6 Day Rotation:
Class Size:

Health: 20-22 (1 Teacher)
PE: 40-44 (2 Teachers)

Teacher Color Code
- Health Teacher
- PE Teacher 1
- PE Teacher 2

*Note: PE Teachers: Team Teaching - Joint Planning and Delivery of Curriculum*

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE (Teacher 1)</td>
<td>Health (Section 1)</td>
<td>PE (Teacher 1)</td>
<td>PE (Teacher 1)</td>
<td>Health (Section 1)</td>
<td>PE (Teacher 1)</td>
</tr>
<tr>
<td>PE (Teacher 2)</td>
<td>PE (Teacher 2)</td>
<td>Health (Section 2)</td>
<td>PE (Teacher 2)</td>
<td>PE (Teacher 1)</td>
<td>Health (Section 2)</td>
</tr>
<tr>
<td>Health (Section 3)</td>
<td>PE (Teacher 1)</td>
<td>PE (Teacher 2)</td>
<td>Health (Section 3)</td>
<td>PE (Section 2)</td>
<td>PE (Teacher 2)</td>
</tr>
</tbody>
</table>

**Specials – 4 Core Programs; Rotate every 9 weeks**

Studio Art/STEM/World Language/Research(Ethics) (Other core offerings?)
### General Classroom Usage (English, Math, Science, Social Studies, Foreign Language, Drivers Education, Health, Business) and Science

<table>
<thead>
<tr>
<th>Teacher/Dept</th>
<th>Rm #</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
<th>Period 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross/Eng</td>
<td>105</td>
<td>1</td>
<td></td>
<td></td>
<td>Eng 9</td>
<td>Comp</td>
<td>Eng 9</td>
<td>Eng 9</td>
</tr>
<tr>
<td>Offline</td>
<td>109</td>
<td>(Smell, Fumes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Els/Spanish</td>
<td>110</td>
<td>Span 1</td>
<td></td>
<td></td>
<td></td>
<td>Span 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanborn/French</td>
<td>112</td>
<td>Fr 2</td>
<td></td>
<td></td>
<td>Fr 2</td>
<td></td>
<td>Fr 1</td>
<td></td>
</tr>
<tr>
<td>Drivers Ed</td>
<td>117</td>
<td>Dr. Ed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>118</td>
<td>Health</td>
<td></td>
<td></td>
<td></td>
<td>Health</td>
<td></td>
<td>Health</td>
</tr>
<tr>
<td>McGregor/Eng</td>
<td>119</td>
<td>Eng 10</td>
<td></td>
<td></td>
<td>Eng 9</td>
<td>Eng 10</td>
<td>Elec (S)</td>
<td>Eng 10</td>
</tr>
<tr>
<td>Doran/Eng</td>
<td>120</td>
<td>Voice/V</td>
<td></td>
<td></td>
<td>Elec (F)</td>
<td>Am Lit</td>
<td>Voice/V</td>
<td>Elec (S)</td>
</tr>
<tr>
<td>Worthing/Sci</td>
<td>124</td>
<td>Earth</td>
<td></td>
<td></td>
<td></td>
<td>Hortic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hier/SS</td>
<td>204</td>
<td>16</td>
<td>Annex</td>
<td></td>
<td>Wst Civ</td>
<td></td>
<td>Wst Civ</td>
<td>Debate</td>
</tr>
<tr>
<td>Christensen/Math</td>
<td>205</td>
<td>18</td>
<td>Alg 1/2</td>
<td></td>
<td>Alg 1</td>
<td>Calc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pariseau/Eng</td>
<td>207</td>
<td>Eng 9</td>
<td></td>
<td></td>
<td>Eng 9</td>
<td>Eng 10</td>
<td>Elec (S)</td>
<td>Eng 10</td>
</tr>
<tr>
<td>Best/Math</td>
<td>208</td>
<td>Geom</td>
<td></td>
<td></td>
<td>Geom</td>
<td>Alg 1</td>
<td>Geom</td>
<td>Alg 1/2</td>
</tr>
<tr>
<td>Ruby/SS</td>
<td>209</td>
<td>AP U.S.</td>
<td></td>
<td></td>
<td></td>
<td>U.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilson/Math</td>
<td>210</td>
<td>Annex</td>
<td></td>
<td></td>
<td>Alg 2</td>
<td>Alg 2H</td>
<td>Alg 2 H</td>
<td>Geom</td>
</tr>
<tr>
<td>Bruce/SS</td>
<td>211</td>
<td>Socio</td>
<td></td>
<td></td>
<td>Psych</td>
<td>Psych</td>
<td>U.S.</td>
<td>Socio</td>
</tr>
<tr>
<td>Adams/SS</td>
<td>212</td>
<td>29</td>
<td>Elec (F)</td>
<td></td>
<td>Elec (S)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ransom/Business</td>
<td>215</td>
<td>32</td>
<td>Career</td>
<td></td>
<td>Bs Math</td>
<td>Cn Econ</td>
<td>Elec</td>
<td>Elec</td>
</tr>
<tr>
<td>Smith/Science</td>
<td>216</td>
<td>Chem H</td>
<td></td>
<td></td>
<td>Lab</td>
<td>Chem H</td>
<td>Chem H</td>
<td></td>
</tr>
<tr>
<td>Offline</td>
<td>217</td>
<td>(Former Science Lab)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morriss/Science</td>
<td>218</td>
<td>Earth</td>
<td></td>
<td></td>
<td>Lab</td>
<td>Physics</td>
<td>Engineer</td>
<td></td>
</tr>
<tr>
<td>Ketcham/Science</td>
<td>220</td>
<td>Chem</td>
<td></td>
<td></td>
<td>AP Bio</td>
<td>Lab</td>
<td>Bio</td>
<td></td>
</tr>
<tr>
<td>Schwaner/Science</td>
<td>221</td>
<td>Bio</td>
<td></td>
<td></td>
<td>Labs</td>
<td>Bio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total General Classrooms = 18 (plus 1 offline)**  Room Utilization 74%-70% (w/offline classroom)
**Total Science Classrooms = 5 (plus 1 offline)**  Room Utilization 74%-61% (w/offline lab)

*Notes: Blue blocks = Science Rooms; Yellow blocks = free scheduling blocks*

### Repurposed General Classrooms

<table>
<thead>
<tr>
<th>Teacher/Dept</th>
<th>Rm #</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
<th>Period 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Room</td>
<td>103</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Learning Center</td>
<td>113</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Learning Center</td>
<td>114</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Study Hall</td>
<td>115</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Learning Center</td>
<td>116 b/c</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

**Total = 5 General Classrooms being used for other purposes**
**New Central Office utilized 3 general classrooms;**
**Prior to move, General Classroom utilization at HS = approx. 65%**
## Specialized Instructional Areas

<table>
<thead>
<tr>
<th>Teacher/Dept</th>
<th>Rm #</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
<th>Period 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer/ Family</td>
<td>121</td>
<td>Foods</td>
<td>Foods</td>
<td>1</td>
<td>Child D</td>
<td>Foods</td>
<td>Textiles</td>
<td>Fashion</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>122</td>
<td>Art/Drw</td>
<td>Photo</td>
<td>Art Hist</td>
<td>2</td>
<td>Ceramics</td>
<td>Art Intr</td>
<td>Painting</td>
</tr>
<tr>
<td>Music/Chorus</td>
<td>136</td>
<td>Mus/Flm</td>
<td>Lab</td>
<td>Chorus</td>
<td>3</td>
<td>Chorus</td>
<td>4</td>
<td>Chorus</td>
</tr>
<tr>
<td>Music Band</td>
<td>137</td>
<td>Piano</td>
<td>Rock Ens</td>
<td>Guitar</td>
<td>5</td>
<td>C Band</td>
<td>Lab</td>
<td>C Band</td>
</tr>
<tr>
<td>Gym/Weight Rm</td>
<td>Gym/125</td>
<td>Rec Spirt</td>
<td>Fitness</td>
<td>6</td>
<td>Fitness</td>
<td>Fitness</td>
<td>Rec Sprt</td>
<td>Fitness</td>
</tr>
<tr>
<td>Annex</td>
<td>141/142</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Specialized Instruction – 7 core areas; Space Utilization = 87%

## High School Renovation – Proposed Room Count

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
<th>Proposed</th>
<th>New Utilization Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Classrooms</td>
<td>18</td>
<td>16</td>
<td>72%</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
<td>4 (renovated)</td>
<td>75%*</td>
</tr>
<tr>
<td>STEM Lab</td>
<td>0</td>
<td>1</td>
<td>* math/science, engineering moves here</td>
</tr>
<tr>
<td>Green House</td>
<td>1</td>
<td>1 (renovated)</td>
<td></td>
</tr>
<tr>
<td>Special Services</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Planning Room</td>
<td>1</td>
<td>0 (Renovated Guidance)</td>
<td></td>
</tr>
<tr>
<td>Study Hall</td>
<td>1</td>
<td>0 (Renovated Commons)</td>
<td></td>
</tr>
<tr>
<td>Gym</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Weight Room/Fitness Center</td>
<td>1</td>
<td>1 (renovated)</td>
<td></td>
</tr>
<tr>
<td>Art Room</td>
<td>1</td>
<td>1 (renovated)</td>
<td></td>
</tr>
<tr>
<td>Band Room</td>
<td>1</td>
<td>1 (renovated)</td>
<td></td>
</tr>
<tr>
<td>Choral/General Music</td>
<td>1</td>
<td>1 (renovated)</td>
<td></td>
</tr>
<tr>
<td>Performance/Exhibition</td>
<td>1</td>
<td>1 (renovated)</td>
<td></td>
</tr>
<tr>
<td>Annex</td>
<td>1</td>
<td>1 (renovated)</td>
<td></td>
</tr>
<tr>
<td>Guidance</td>
<td>1</td>
<td>1 (renovated)</td>
<td></td>
</tr>
</tbody>
</table>
Appendix E: Act 46 Agreement – Process for School Closure or Repurposing a School Building

Article 8. Sections F and G

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

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

### Homestead Education Tax Rate Calculation

<table>
<thead>
<tr>
<th></th>
<th>Slate Valley FY20 Budget</th>
<th>Slate Valley FY20 Budget Adjusted for Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expenditures</td>
<td>$26,493,638</td>
<td>$26,493,638</td>
</tr>
<tr>
<td>less minimum personnel reductions</td>
<td>(830,000)</td>
<td></td>
</tr>
<tr>
<td>less building cost of CVS</td>
<td>(170,000)</td>
<td></td>
</tr>
<tr>
<td>plus bond P &amp; I</td>
<td>$3,772,314</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$29,265,952</td>
<td></td>
</tr>
<tr>
<td>2. Offsetting revenues</td>
<td>$4,620,700</td>
<td>$4,620,700</td>
</tr>
<tr>
<td>3. Education spending</td>
<td>$21,872,938</td>
<td>$24,645,252</td>
</tr>
<tr>
<td>4. Equalized pupils</td>
<td>1,361.24</td>
<td>1,361.24</td>
</tr>
<tr>
<td>5. Education spending per equalized pupil</td>
<td>$16,068.39</td>
<td>$18,105.00</td>
</tr>
<tr>
<td>6. Homestead property yield</td>
<td>$10,648.00</td>
<td>$10,648.00</td>
</tr>
</tbody>
</table>

Homestead equalized tax rate \(\frac{line \ 12}{line \ 13} \times \$1.00\)

|                          | $1.5091                  | $1.7003                                     |

without merger incentives

### Non-Residential Education Tax Rate

|                          | $1.594                   | $1.594                                      |

### Household Income Percentage (HIP)

|                          | $13,081.00               | $13,081.00                                  |

Household income percentage \(\frac{line \ 22}{line \ 23} \times 2.0\%\)

|                          | 2.46%                    | 2.77%                                       |

A household in this town that is eligible to pay taxes based on income will receive a credit on their FY21 bill (2020-2021 property tax year) for the amount that their education property taxes in FY20 exceeded 2.46% percent of their 2019 household income (with certain limitations).

|                          | $1,509.053               | $1,700.319                                  |
| $100,000 home            | $1,509.053               | $1,700.319                                  |
|                          | + $191.267               |                                             |
| $50,000 income:          |                          |                                             |
| % Ed Prop Tax is of income | 3.02%                   | 3.40%                                      |
| Inc % x $50,000          | $1,228.38                | $1,384.07                                  |
| Amount of credit [line 11 - line 14] | $280.676                | $316.251                                   |
|                          | +$35.575                 |                                             |
## Appendix G: Income Sensitivity Property Tax Data by Community

### Tax Year 2017 Property Tax Reduction Payment Summary

<table>
<thead>
<tr>
<th>Town</th>
<th>Housesites</th>
<th>Recipients</th>
<th>% of Property Tax Payers That Pay Based on Income</th>
<th>Average Education Fund Adjustment</th>
<th>Circuit Breaker Recipients (formerly called Homeowner Rebate) included in B</th>
<th>% of Homeowners with Household Income of $47,000 or Less</th>
<th>Average Circuit Breaker Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benson</td>
<td>290</td>
<td>202</td>
<td>69.66%</td>
<td>$1,202</td>
<td>75</td>
<td>25.86%</td>
<td>$481</td>
</tr>
<tr>
<td>Castleton</td>
<td>1057</td>
<td>717</td>
<td>67.83%</td>
<td>$1,295</td>
<td>174</td>
<td>16.46%</td>
<td>$421</td>
</tr>
<tr>
<td>Fair Haven</td>
<td>677</td>
<td>432</td>
<td>63.81%</td>
<td>$736</td>
<td>222</td>
<td>32.79%</td>
<td>$613</td>
</tr>
<tr>
<td>Hubbardton</td>
<td>243</td>
<td>178</td>
<td>73.25%</td>
<td>$1,067</td>
<td>63</td>
<td>25.93%</td>
<td>$757</td>
</tr>
<tr>
<td>Orwell</td>
<td>411</td>
<td>316</td>
<td>76.89%</td>
<td>$1,305</td>
<td>63</td>
<td>15.33%</td>
<td>$370</td>
</tr>
<tr>
<td>West Haven</td>
<td>79</td>
<td>60</td>
<td>75.95%</td>
<td>$819</td>
<td>20</td>
<td>25.32%</td>
<td>$1,105</td>
</tr>
</tbody>
</table>