



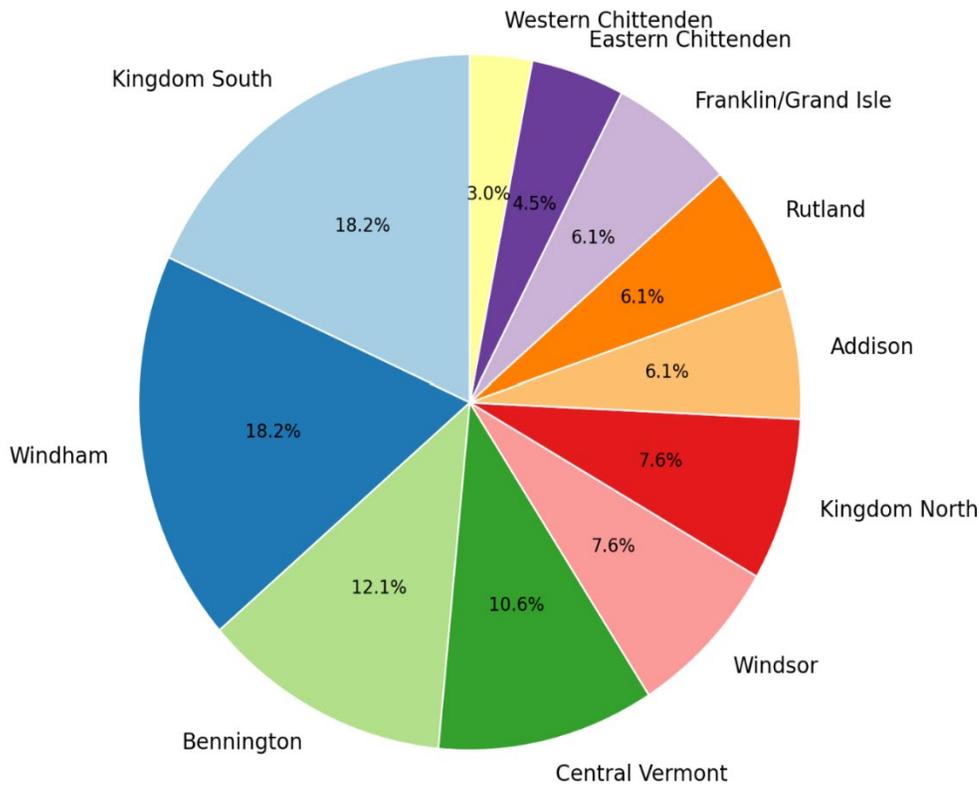
TO: School District Redistricting Task Force  
FROM: Sue Ceglowski, Executive Director, Vermont School Boards Association  
RE: Survey of School Board Chairs  
DATE: October 9, 2025

The Vermont School Boards Association (VSBA) sent a survey (see Appendix A) to all 132 individuals who serve as board chairs of school districts, supervisory districts and supervisory unions in the State of Vermont on September 17, 2025. The School District Redistricting Task Force members provided input on the survey questions prior to issuance of the survey.

The survey closed on October 6, 2025. We received a total of 67 responses to the survey. Please note: Windham Southwest SU submitted two responses; we did not remove either of them. We received the following response from another one of our members:

*[Our] "School Board is unable to complete the survey as provided at this time. Our board is interested in participating in an equitable process that will lead to better financial efficiency for our residents and improved outcomes for our students. In order to do that, we need answers to some of the most basic questions around how major systems will be merged and data that backs up the decisions being made. Without more information, we cannot make informed decisions or engage in informed advocacy for any future changes."*

The chart below shows respondent distribution across the [VSBA's 11 geographic regions](#) (n=67):



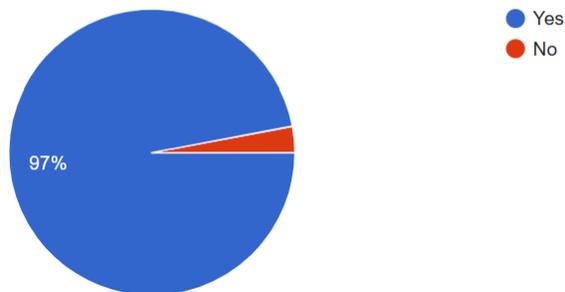
Below is a summary of key findings; raw data can be found in Appendix B for further review.

**Board discussion on redistricting**

- 97% of responding boards have discussed redistricting

Have you discussed redistricting as a school board?

67 responses



The boards that have discussed redistricting provided insights/details about those conversations. Most responses reflect significant engagement and serious concern about implications of Act 73. Even when “no formal position” was marked, boards expressed intent to discuss soon or to collaborate regionally.

Several respondents emphasized that past forced mergers (Act 46) created distrust, making boards cautious about committing too early.

## Common Themes in Responses

### 1. Formal Positions Already Taken

- Many districts have passed resolutions and/or drafted letters to the Redistricting Task Force.
- Some have formed task forces, committees, or working groups to coordinate formal feedback.
- Several boards are aligning on a unified stance within their Supervisory Union (SU) before communicating their position to the state.

### 2. Planning to Take a Position

- Others are in progress, planning to vote or finalize a position after more community input or legislative clarity.
- These boards are often waiting on additional data, maps, or financial modeling before taking a firm position.

### 3. No Formal Position Yet

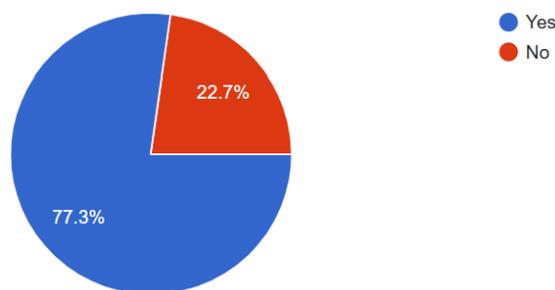
- A few districts said they do not have a formal position — citing confusion, lack of information, or that they are still in early discussion stages.
- Some boards expressed skepticism about the redistricting process or felt decisions were being made without local input, so they hadn't acted formally.

## **Boards with a formal position on redistricting**

77% of responding boards have taken a formal position on redistricting

Has your school board taken, or do you plan to take, a formal position on redistricting?

66 responses



#### a. *School boards engaging with the community:*

Based on the responses, most school boards are engaging their communities through meetings and public discussions. Community events, such as fairs, open houses, and local gatherings, were also a popular approach, showing strong emphasis on direct, face-to-face communication. A smaller number of boards

reported no current community engagement on redistricting, suggesting varying levels of readiness or capacity to involve the public.

Additionally, several boards have interacted with legislators or state representatives, indicating interest in aligning local perspectives with broader policy discussions. Communication tools like newsletters, websites, and email updates were mentioned less frequently but still represent a meaningful effort to keep stakeholders informed.

Overall, the data suggests that while most boards are proactive in community engagement, methods and intensity vary significantly across districts.

b. *Methods to share the board's formal position and with whom:*

Responses indicate that most school boards plan to communicate their positions through formal channels, such as resolutions, letters, or official statements at board meetings. Several respondents mentioned involving superintendents or state education officials, reflecting a structured approach to ensure their stance reaches policymakers. Others emphasized public transparency, planning to share updates with community members, parents, and the media. A few boards, however, expressed uncertainty or lack of clarity about how their formal position would be communicated, suggesting that some districts are still in the early stages of developing their outreach plans.

Overall, the data shows a strong intent to document and publicly share positions through both internal and external communication efforts.

c. *Data or information board needed, being used, or being accessed to inform its position:*

Responses reveal that school boards are relying on a mix of local data, state communications, and redistricting tools to guide their decisions. Many boards referenced meeting minutes, superintendent briefings, and legislative documents as key sources of insight. Several mentioned using mapping tools and GIS data to understand geographic and enrollment impacts, while others cited student and transportation data to evaluate operational feasibility. A few responses indicated that boards are still waiting for official maps or further guidance.

Overall, the feedback reflects a strong effort to base decisions on a combination of quantitative information and institutional knowledge.

### **Current SU/SD Structure**

Responses regarding current structural support for improved student outcomes for all students preK-12 show a wide range of perspectives. Many respondents described their current supervisory unions, supervisory districts or districts as effective, highlighting

benefits such as shared leadership, strong coordination, and access to robust programs and services. Several noted that while their current supervisory union or supervisory district provides consistency and efficiency in delivering educational support, they were uncertain about how the structure directly improves student outcomes, often citing small class sizes or local autonomy as both strengths and potential limitations. A few respondents indicated that while their current structure works reasonably well, greater collaboration and resource sharing could further enhance student opportunities.

Overall, the feedback reflects a balance of confidence in existing systems and recognition of areas where structural changes could strengthen educational equity and access.

### **Current strengths of district/system**

Responses about the strengths of current districts/systems emphasize a strong sense of pride in academic quality, personalized learning, and community connection. Many districts highlighted advanced programs—such as Advanced Placement (AP) courses—and high graduation or completion rates as key indicators of success. Smaller districts often cited their close-knit communities and flexibility, allowing them to adapt resources and respond quickly to student needs. Several respondents also praised strong intervention systems, dedicated staff, and collaborative environments that support student growth. A few answers referenced local autonomy as a strength, enabling tailored decision-making that reflects community priorities.

Overall, the feedback portrays districts as academically capable, responsive, and deeply connected to their students and communities, with differences in scale and resources among systems.

### **Current challenges or weaknesses**

Responses about the challenges or weaknesses of current districts/systems point to a range of structural, financial, and logistical issues faced by school districts. Many respondents identified funding limitations, high per-pupil costs, and difficulty passing budgets as ongoing challenges that constrain educational improvement. Several also cited geographic size and dispersion as barriers to equity, making it hard to deliver consistent programs or maintain a unified district identity. Staffing shortages, particularly in special education and support roles, were commonly mentioned, alongside concerns about class scheduling conflicts and coordination across schools. A few respondents raised broader community issues—such as housing shortages—that indirectly affect enrollment and stability.

Overall, the feedback highlights a tension between local autonomy and operational capacity.

### **Opportunities for members of a bigger district**

Responses related to opportunities as a member of a bigger district suggest that many school boards view potential consolidation or district expansion as an opportunity to broaden educational access and improve efficiency. Respondents frequently mentioned the potential for increased program offerings, more diverse course selections, and greater access to specialized staff and resources. Some saw larger districts as a way to reduce redundancy, share costs, and enhance collaboration among schools. However, a number of participants expressed skepticism or uncertainty, asserting that their district's current size is already appropriate and wondering whether larger structures would dilute community identity.

Overall, the feedback reflects cautious optimism—recognizing that while a bigger district could expand student opportunities and equity, success would depend on careful implementation that preserves local strengths and relationships.

### **Resources, support, or policy changes needed**

Responses that address resources, support, or policy changes that would be needed to seize opportunities reveal that many school boards feel they would require stronger financial support, state guidance, and flexibility to make the most of potential district consolidations or expansions. A significant number of respondents mentioned the need for funding and resource equity, including state-level financial assistance or transitional funding to support new structures. Some called for adjustments that would simplify governance or reduce the reliance on repeated budget votes. Others emphasized the need for technical assistance, examples from other successful districts, and clearer communication from state agencies. However, a notable portion of respondents expressed uncertainty or lack of clarity about what specific support would be needed, underscoring a gap in information and planning resources.

Overall, the feedback highlights that while many districts see potential benefits in larger systems, realizing those benefits would depend heavily on state collaboration, funding mechanisms, and practical implementation support.

### **Risks or concerns for members of a bigger district**

Responses about risks or concerns as a member of a bigger district reveal that the most common fear among respondents is the loss of local control and community identity. Many expressed concern that in a larger district, local voices might be diminished, and decisions about education could become more centralized, reducing responsiveness to individual communities. Others worried that students could become “just numbers” in a larger system, losing the personalized attention and close relationships that smaller districts provide. Additional concerns included potential program losses, such as tuition options or unique district offerings, and equity challenges, where smaller or rural schools might receive fewer resources. A few respondents noted that while risks exist, they are comparable to current challenges, suggesting some openness to change.

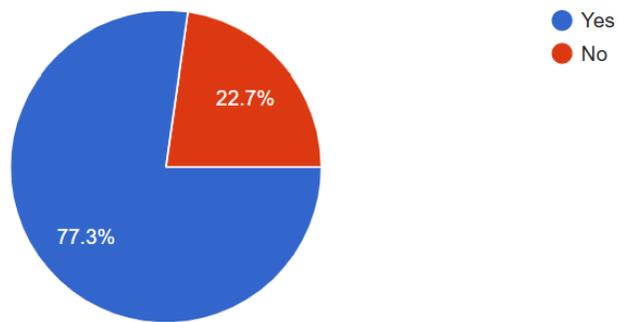
Overall, the feedback underscores a tension between the efficiency and scale of consolidation and the deep value placed on community-based education and local governance.

**Possible partners for consolidation or collaboration**

- 77% of respondents have identified possible partners for consolidation/collaboration

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

66 responses



- a. Please list the districts and provide any supporting information.

<b>School District or Supervisory Union</b>	<b>Suggested Partners for Consolidation or Collaboration</b>	<b>Potential Collaboration or Consolidation Discussed</b>
Addison Northwest School District	Mt. Abraham Unified School District, Addison Central School District, Lincoln School District, Patricia Hanniford Career Center	<p>             Merger study between ANWSD and MAUSD was explored over an 18 month period back in 2022- but ended in a failed vote. MAUSD and ANWSD currently share Food service, some athletic programs, and some support personnel in the Facilities and Maintenance department. We have an option for High School choice that extends beyond what is currently offered for all students in Vermont.           </p> <p>             MAUSD, ANWSD, and ACSD have a shared special education consortium which allows us to collaboratively offer some special education programs and services, though currently none are in operation.           </p> <p>             The board chairs of all five districts have met a few times over the past 6 months to discuss Act 73 impacts and how we might work together to mitigate any negative impacts amongst ourselves. The Superintendents of these districts talk on a regular basis. Sen. Ruth Hardy has organized a number of meetings between board chairs, superintendents, and business managers to discuss a number of issues concerning education in Vermont.           </p>

School District or Supervisory Union	Suggested Partners for Consolidation or Collaboration	Potential Collaboration or Consolidation Discussed
Barstow Unified Union School District	Rutland Town - Also has school choice, facilities are geographically close to many Barstow residents, provide access to more co-curricular activities 2. Rutland City – the vast majority of our graduating 8th graders choose to attend Rutland High School. Families in our two towns orient towards Rutland City.	
Bennington-Rutland Supervisory Union	We have held discussions with all the SUs in our area. Those have not led to any clearly agreed partnerships, to date. As noted above, to make such combinations work would likely require school closures and consolidations across existing SUs. As it is unclear at this time that such a change would be accepted by the involved communities, we do not feel it appropriate to provide specifics on those discussions. However, we will continue discussions with neighboring districts.	We have held discussions with all the SUs in our area. Those have not led to any clearly agreed partnerships, to date. As it is unclear at this time that such a change would be accepted by the involved communities, we do not feel it appropriate to provide specifics on those discussions. However, we will continue discussions with neighboring districts.
Blue Mountain Union School District/ Part of Orange East Supervisory Union	CCSU as they are neighbors, possibly going to a larger SU	CCSU as they are neighbors, possibly going to a larger SU
Cabot School District (member of the Caledonia Central Supervisory Union)	Kingdom East, St. Johnsbury. (uniting our Caledonia Central Supervisory Union with these partners into an enlarged Supervisory Union would allow for collaboration and cost sharing while still allowing our Cabot School board and community to continue to	We are hoping to, but have not done so yet.

School District or Supervisory Union	Suggested Partners for Consolidation or Collaboration	Potential Collaboration or Consolidation Discussed
	have a good deal of input on how our students are educated.	
Caledonia Cooperative School District	We are currently meeting with surrounding boards.	Just discussions right now.
Central Vermont Supervisory Union	Barre Unified, White River Valley, Orange South	It was very brief, as a invitation from Orange North and Paine Mountain to have other districts come to a board meeting to talk. No decisions were made, nor real direction taken, other than to take this idea to our communities to discuss in a forum, as well as to get media attention.
Champlain Islands Unified Union School District	Missisquoi Valley School District in northern mainland Vermont is our northern neighbor and has developed a strong, highly functioning district, Maple Run Unified School District, just nominated for a VSBA award, also is a highly functional unified school district which also has a Cerberus Tech Center. Franklin West already operates as Supervisory Union. All of these districts have less populated districts and we share common challenges and opportunities, If we establish a Grand Island County Unified School District, our southern Island towns still would need access to high school choice in Chittenden County	We have exchanged introductions but they are not ready to commit to redistricting proposals at this time due to the speed and lack of clarity in implementing Act 73. We are prompting them that the time is running short and that a mutual plan would help the Task Force with its mapping responsibilities and affirm their district functioning.

<b>School District or Supervisory Union</b>	<b>Suggested Partners for Consolidation or Collaboration</b>	<b>Potential Collaboration or Consolidation Discussed</b>
	due to long travel times to all Franklin County high schools.	
Coventry Village School	Orleans Central Supervisory Union and Essex North Supervisory Union (shared geography and challenges).	Through the NCSU-ENSU-OCSU Redistricting Working Group, the SUs are jointly evaluating redistricting impacts, service-sharing, and possible BOCES-style governance structures.
Harwood Unified Union School District	Because of our proximity, similar size and structure and because we touch, potentially MMUSD (Mount Mansfield Unified Union School District) We haven't had any discussion as a board on this. It was a external suggestion that made some sense to me.	
Lamoille North Modified Unified Supervisory Union	Being very partial, Cambridge Elementary, as they already send their students to Lamoille North High School. Our northers neighbors would be our best fit, as they are similar in size.	Lamoille North has requested these meetings (Bart Bezio and myself) and for some reason no one wants to meet. This includes one of the Taskforce Co-Chairs!
Lamoille South Supervisory Union	We have submitted resolutions for both EMUU and Stowe that endorse a merger if required. For a variety of reasons, we cannot support anything larger than this one, merged district.	We have submitted resolutions for both EMUU and Stowe that endorse a merger if required. For a variety of reasons, we cannot support anything larger than this one, merged district.
Lincoln School District (also a supervisory district)	(See response for Question 11, additional comments.)	(See response for Question 11 additional comments.)

School District or Supervisory Union	Suggested Partners for Consolidation or Collaboration	Potential Collaboration or Consolidation Discussed
Maple Run Unified School District	At this time, Maple Run’s preference lies with maintaining a school district structure rather than moving to a supervisory union model. While opportunities for collaboration may exist, we believe that a unified district structure provides stronger alignment of resources, clearer accountability, and greater ability to ensure equitable opportunities for all students. As such, any consideration of consolidation or partnership would need to prioritize and preserve the benefits of a district model.	The Board has identified the importance of engaging local representatives and senators as part of any future discussions on potential collaboration or consolidation as it is apparent to us the decision making authority relies with Vermont legislature. This work will focus on ensuring the perspectives and priorities of the community are represented and any consideration of structural change is aligned with the needs of students, families, and taxpayers.
Mt. Abraham USD	Vergennes, Lincoln, and Middlebury.	Currently MAUSD and Vergennes share many things including nutrition, sports teams, and some selected courses that students can take advantage of. Lincoln currently sends many high school aged children to attend MAUSD.
Mettawee School District, member of the Bennington Rutland Supervisory Union. Serves town of Pawlet and Rupert by operating Pk-6 and paying tuition for 7-12 to a variety of local public and independent schools.	We are currently Supervisory Union members with Taconic & Green. These ties have provided excellent educational opportunities for our students. We have aligned contracts, curriculum, professional development opportunities etc. These alignments have proven to increase educational growth and outcomes in our district. We do not wish to move away from these educational partners and feel it	We have continued to speak extensively with our partner districts within our Supervisory Union about the importance of maintaining the ties that we currently have. We have also held one joint meeting with the Wells Springs District before Act 73 passed and discussed shared values, like school choice. They briefly asked if our school might have capacity for their

School District or Supervisory Union	Suggested Partners for Consolidation or Collaboration	Potential Collaboration or Consolidation Discussed
	<p>would negatively impact our students to be moved into a different system than T&amp;G.</p> <p>Wells Springs is a neighboring District in the Greater Rutland Central Supervisory Union. We have the same operational structure operating PK-6 and offering choice to 7-12, they operate 2 schools. We have the newest and largest school building and geographically can accommodate their students easily. Our boards have met and agree that we have a shared value in continued access to the variety of middle and secondary educational opportunities we currently have. The Wells Springs board are not interested in a collaboration that would result in the closure of either of their schools unless they are given no choice. However geographically and economically it makes great sense for them to consolidate and come to Mettawee.</p>	<p>students if they were forced to close their small schools but declined a follow-up meeting post Act 73 passage.</p>
Mill River Unified Union School District	Mount Holly, Ira, Middletown Springs, Danby and Rutland Town. These are abutting choice towns who have historically tuitioned students to Mill River.	Some conversations have been proposed but no discussions have taken place
Milton Town School District	Fairfax and/or Georgia	
Missisquoi Valley School District	Franklin Northeast, Maple Run	

<b>School District or Supervisory Union</b>	<b>Suggested Partners for Consolidation or Collaboration</b>	<b>Potential Collaboration or Consolidation Discussed</b>
Montpelier Roxbury School District	Washington Central Unified Union School District	We partnered on an informal feasibility study, to root any merger conversation in data.
Mount Ascutney School District	At the district level, Weathersfield and Hartland.	There has been periodic discussion since the formation of Mount Ascutney School District about the potential for a district-level merger with our Windsor Southeast Supervisory Union partners. To date, this has not been the choice of the Weathersfield and Hartland districts.
Mount Mansfield Unified Union School District	We are in preliminary conversations with some surrounding districts and don't have any supporting information yet.	This process is just beginning.
Mountain View Union Elementary School District	Lamoille, Caledonia and Orleans Central. We have reached out to the administration of these districts to begin conversations about collaboration. We have had few responses.	None despite our requests.
Mountain Views Supervisory Union	Windsor Southeast and Hartford are natural partners geographically. Since our students access the Hartford CTC, they are logical partners.	We are at the beginning of the conversation. This Thursday the three boards are meeting for conversation and discussion around our common goals and concerns.

<b>School District or Supervisory Union</b>	<b>Suggested Partners for Consolidation or Collaboration</b>	<b>Potential Collaboration or Consolidation Discussed</b>
Newport City Elementary School	Orleans Central Supervisory Union and Essex North Supervisory Union (shared geography and challenges).	Through the NCSU-ENSU-OCSU Redistricting Working Group, we are jointly evaluating redistricting impacts, service-sharing, and possible BOCES-style governance structures.
North Bennington Graded School District	Sandgate School District (non-operating). It is the non-operating and location that make this promising	
North Country Supervisory Union	Orleans Central Supervisory Union	Ongoing discussions to create a BOCES model
North Country Supervisory Union (NCSU)	Orleans Central Supervisory Union and Essex North Supervisory Union (shared geography and challenges).	Through the NCSU-ENSU-OCSU Redistricting Working Group, we are jointly evaluating redistricting impacts, service-sharing, and possible BOCES-style governance structures.
NorthCountry Union High School	OrleansCentral Supervisory Union and Essex North SU - shared geography and challenges	With in our SUs work with the redistricting working group has- impacts, service sharing and other governance structures
Orange East Supervisory Union	I think there are many opportunities but I don't have enough info to give details. White River Valley, Barre, Caledonia, Rivendell, Norwich. We have many that are "near" but still far because of the rural area it takes a long time to travel	

<b>School District or Supervisory Union</b>	<b>Suggested Partners for Consolidation or Collaboration</b>	<b>Potential Collaboration or Consolidation Discussed</b>
Paine Mountain School District	<p>Montpelier/Roxbury and Washington Central would make good partners for Northfield, given that Roxbury kids already drive past Northfield schools to go to Montpelier and that Montpelier/U-32 families are very much part of Northfield communities and vice-versa.</p> <p>Barre would make a natural partner for Williamstown, given the geographic proximity and lack of barriers. Williamstown board and community members have also expressed interest in partnering with Orange Southwest and White River, as those districts also have geographic proximity and in many ways are already linked with Williamstown in terms of community connections.</p>	<p>We have identified possible partners and have held meetings with Orange Southwest (which representatives from Barre attended), but clear and easy partnerships are not easily identifiable given transportation issues, facility costs, etc.</p>
Patricia Hannaford Career Center	Rutland and Burlington CVU	<p>We believe the number of students in the neighboring Districts that can't attend their first choice of Career Centers should be allowed a second choice. The Patricia Hannaford Career Centers would welcome their applications.</p>

School District or Supervisory Union	Suggested Partners for Consolidation or Collaboration	Potential Collaboration or Consolidation Discussed
Rockingham School Board - Windham Northeast Supervisory Union (WNESU)	<p>Supervisory union board members and administration have been having informal conversations with contiguous school districts and supervisory unions. We have already established a relationship with other districts as a member of the southeast Vermont BOCES.</p> <p>The following are considering membership (or have already voted to join) in the Southeast Vermont BOCES: Mountain Views Supervisory Union (joined), Springfield School District (joined), Two Rivers Supervisory Union, Windham Central Supervisory Union, Windham Northeast Supervisory Union (joined), Windham Southeast Supervisory Union, Windham Southwest Supervisory Union, Windsor Southeast Supervisory Union.</p>	Currently, the most promising collaboration is through the BOCES model. It allows for improved student services as well as cost efficiencies, consistent with the intent of Act 73, without disrupting the current governance model which is appropriately scaled for the geography and characteristics of the WNESU's largely rural towns and villages.
Slate Valley Unified Union School District	Greater Rutland Supervisory Union as a whole, but NOT IN a SUPERVISORY UNION STRUCTURE!! We would also happily work with Rutland Northeast as a SCHOOL DISTRICT.	Yes, but we as a supervisory union and do not desire to work with them as an SU!
South Burlington School District	<p>Winooski - adds a lot of diversity, natural transportation routes, closeness to Chamberlin school, a small district that, combined with our medium-sized district, makes us into a sensibly sized large district.</p> <p>2. Burlington - same argument, except a much bigger change.</p>	

<b>School District or Supervisory Union</b>	<b>Suggested Partners for Consolidation or Collaboration</b>	<b>Potential Collaboration or Consolidation Discussed</b>
	3. Champlain Valley - our students and their students sometimes live across the road from each other.	

School District or Supervisory Union	Suggested Partners for Consolidation or Collaboration	Potential Collaboration or Consolidation Discussed
South Hero School District	<p>Missisquoi Valley School District in northern mainland Vermont is our northern neighbor and has developed a strong, highly functioning district, Maple Run Unified School District, just nominated for a VSBA award, also is a highly functional unified school district which also has a Cerberus Tech Center. Both of these districts have less populated districts and we share common challenges and opportunities, If we establish a Gand Island County Unified School District, our southern Island towns still would need access to high school choice in Chittenden County due to proximity.</p> <p>As supporting information, here is a copy of correspondence I sent to all board chairs in Franklin County and Chittenden County in proximity to Grand Isle County along Lake Champlain:</p> <p>From: Richard Monterosso &lt;rmonterosso@board.gisu.org&gt; Date: Mon, Sep 29, 2025 at 8:00 AM Subject: Reaching Our re Proposal For Consolidating Grand Isle County into One Unified District for Partnering with Neighboring Districts in NEW Enlarged Supervisory Union with Neighboring (mainland) Districts Renick Darnell-Martin, Chair, Missisquoi Valley School District Board</p>	<p>We have exchanged introductions but they are not ready to talk about redistricting at this time, We are prompting them that the time is running short and that a mutual plan would help the Task Force with its mapping responsibilities and affirm their district functioning.</p>

School District or Supervisory Union	Suggested Partners for Consolidation or Collaboration	Potential Collaboration or Consolidation Discussed
	<p>Nilda Gonnella-French, Chair, Maple Run Unified School District Board</p> <p>Jess Graffiti, Chair, Franklin West Supervisory Union Board, and Chair, Fletcher School District Board</p> <p>Carl Laroe, Jr., Chair, Georgia School District Board</p> <p>Emily Alken, Chair, Fairfax School District Board</p> <p>Lindsay Cox, Chair, Colchester School District Board</p> <p>Karen Stout, Chair, Milton Town School District Board</p> <p>Hello Chairs of SU/Districts Neighboring Grand Isle County,</p> <p>The Districts in the Grand Isle Supervisory Union (GISU) have had some demanding discussions about alignment with Act 73 and our ability to influence the process. The three Districts (Alburgh, South Hero, and Champlain Islands Unified Union School District - Grand Isle, North Hero, and Isle La Motte), along with the GISU Board, have agreed to pursue a merger into a single county-wide Unified District of approximately 900 students, but only if we can be partnered with other current SD/SU/Districts to form a larger Supervisory Union.</p> <p>We look at your situations and sizes and believe there is a possible synergy to be created. Our board resolutions supporting a single Unified District in</p>	

School District or Supervisory Union	Suggested Partners for Consolidation or Collaboration	Potential Collaboration or Consolidation Discussed
	<p>Grand Isle County are attempts to adjust to Act 73 consolidation demands and have county level control of our three remaining local elementary schools after the closings of schools in Isle La Motte and North Hero.</p> <p>To be clear, we would suggest dissolving our current GISU to potentially join with partner mainland districts or the existing SU to form a larger SU meeting the requirement of ACT 73.</p> <p>Our board resolutions, adopted after holding Community Forums in each district, are already posted with the Rural School Community Alliance (RSCA) and with the Redistricting Task Force on their Public Comment site.</p> <p>Since none of us are big enough according to Act 73 guidelines to stand alone, if we do nothing more to advocate, the Redistricting Task Force with its map(s), and ultimately the legislature (which is currently driven primarily by financial concerns) will decide for us without any input about our preferences or recommendations in the best educational interests of the students and communities we as school board members serve.</p> <p>A passive default position on our parts could easily result in the Task Force recommending mergers</p>	

School District or Supervisory Union	Suggested Partners for Consolidation or Collaboration	Potential Collaboration or Consolidation Discussed
	<p>involving many of our districts into one or more very large supervisory districts,with 4000 to 8000 students each, under a single board covering multiple towns and counties in northwestern Vermont. If this occurs, any vestige of localized authority in smaller districts with high levels of local community engagement, voice, and voting would be permanently eliminated. During its meeting today (9/29), The Redistricting Task Force is expected to finalize its rubrics for mapping new Districts and Supervisory Unions. The Task Force will proceed by actively working on up to three maps, at least one of which must include Supervisory Unions. Task Force must start coordinating with the Voting Wards Working Group by October 15th, and submit its final mapping recommendations to the legislature by December 1, 2025,</p> <p>When the legislature starts is session in January, 2026, the ground may change and we will all need to respond as necessary.</p> <p>Please contact GISU Chair Bob Chutter and me to let us know if a brief phone call or conversation would make sense from your viewpoint. Since we are pressed for time based on the Redistricting Task Force 12/1 reporting deadline, the sooner we submit messages to the Redistricting Task Force with our</p>	

School District or Supervisory Union	Suggested Partners for Consolidation or Collaboration	Potential Collaboration or Consolidation Discussed
	<p>governance preference(s) and recommendation(s), the better.</p> <p>On behalf of the GISU Board and our three member District Boards, we thank you for your consideration as we navigate these uncharted waters. We look forward to hearing from you as soon as possible.</p> <p>Kind Regards, Rich Monterosso, Chair, South Hero School Board</p> <p>Bob Chutter Chair, Grand Isle SU Board</p>	
St Johnsburry School District	Most logical partners are other contiguous, k-8 operating districts.	
Stamford Elementary School		Stamford School would be willing to open dialogue with Readsboro School for possible consolidation or student tuitioning, although the roadway remains a massive obstacle. We would also be willing to speak with superintendents in Massachusetts schools for possible merger or tuitioning of our students. Our previous merger exploration with Massachusetts showed many possibilities

School District or Supervisory Union	Suggested Partners for Consolidation or Collaboration	Potential Collaboration or Consolidation Discussed
		for student opportunities and large support from both communities
Stratton School district	Bennington Rutland Supervisor Union most of our students attend schools in this district currently it would be great to keep it that way.	We have looked into it in the past, but we have not formally petitioned to try and consolidate with the BRSU. We know we need every school in the district to agree to us joining their district.
Taconic and Green Regional School District (TGRSD) which is part of the Bennington Rutland Supervisory Union (BRSU). TGRSD serves the 9 towns of Danby, Mt. Tabor, Dorset, Manchester, Sunderland, Londonderry, Landgrove, Weston, and Peru. We currently operate 4 schools: Sunderland Elementary School (k-6), Currier School (pk-6), Dorset School (k-8),	<p>It is unclear at this moment.</p> <p>Partnering with any of our neighboring districts puts our system at risk without protections for ensuring our current operating structure.</p> <p>If our 9-12 operational structure can remain, the districts to our south (Southwest Vermont Supervisory Union) seem to be the best option for partnering. However, we have reached out to them to discuss the future potential, but have received little to no interest in having that discussion at this time.</p>	

School District or Supervisory Union	Suggested Partners for Consolidation or Collaboration	Potential Collaboration or Consolidation Discussed
Floodbrook School (k-8), and Manchester Elementary School (pk-8). We are non-operating grades 9-12.		
Thetford Town School District	White River Valley SU	
Twin Valley Union Unified School District	Possibly L&G for high school collaboration. Possibly Readsboro and Halifax if they are willing.	Past administrations have had some casual discussion about sharing high school opportunities. Many Readsboro middle schoolers already attend our school.
Twinfield Union School		Have not yet formally discussed with any SU
Washington Central Unified Union School District	Montpelier and we also mention in the study Barre and Twinfield	We have talked with Montpelier only formally and have received emails of interest from Twinfield and had informal conversations with Barre. Nothing serious.

School District or Supervisory Union	Suggested Partners for Consolidation or Collaboration	Potential Collaboration or Consolidation Discussed
Weathersfield School District	Mountains Views and Hartland	We have only had one meeting and just agree that if we are having to create bigger districts we feel that we will make good partners
Westminster Town School District	We have been having informal conversations with contiguous school districts and supervisory unions. Through the WNESU, Westminster's representatives to the WNESU board voted in support of participating in the southern Vermont BOCES. The BOCES model provides means to expand opportunities for students by means that also benefit taxpayers. The following are considering membership (or have already voted to join) in the Southeast Vermont BOCES: Mountain Views Supervisory Union (joined), Springfield School District (joined), Two Rivers Supervisory Union, Windham Central Supervisory Union, Windham Northeast Supervisory Union (joined), Windham Southeast Supervisory Union (joined), Windham Southwest Supervisory Union, Windsor Southeast Supervisory Union (joined). That is five to date.	Currently, the most promising collaboration is through the BOCES model. It allows for improved student services as well as cost efficiencies, consistent with the intent of Act 73, without disrupting the current governance model which is appropriately scaled for the geography and characteristics of the WNESU's largely rural towns and villages, including Westminster with its large geographic footprint and diverse terrain.
White River Valley Supervisory Union / Granville Hancock Unified District	Lincoln SD might be a good fit, as they are contiguous with our district. We are committed to working with our neighbours to "right-size" our SU in good faith, while understanding that we, a 10-town SU, already find ourselves rightly sized.	

<b>School District or Supervisory Union</b>	<b>Suggested Partners for Consolidation or Collaboration</b>	<b>Potential Collaboration or Consolidation Discussed</b>
Windham Northeast Supervisory Union	<p>Board members and administration have been having informal conversations with contiguous school districts and supervisory unions. The WNESU board voted on September 17 to participate as a member of the new southeast Vermont BOCES. The BOCES model provides means to expand opportunities for students that also benefit taxpayers. The following are considering membership (or have already voted to join) in the Southeast Vermont BOCES: Mountain Views Supervisory Union (joined), Springfield School District (joined), Two Rivers Supervisory Union, Windham Central Supervisory Union, Windham Northeast Supervisory Union (joined), Windham Southeast Supervisory Union (joined), Windham Southwest Supervisory Union, Windsor Southeast Supervisory Union (joined). That is five to date.</p>	<p>Currently, the most promising collaboration is through the BOCES model. It allows for improved student services as well as cost efficiencies, consistent with the intent of Act 73, without disrupting the current governance model which is appropriately scaled for the geography and characteristics of the WNESU's largely rural towns and villages.</p>
Windham Southwest Supervisory Union	<p>The SU is made up of 5 different school districts, and each have different answers on this question. Readsboro and Stamford have indicated they do not wish to consolidate school districts, but would be willing to consolidate Supervisory Unions. Halifax and Searsburg have not let me know where they stand. Twin Valley is hesitant to comment given the vast number of unknowns. While they do see opportunity for consolidation within the SU, it's hard to consider consolidation outside of the SU because of geography and rurality. They also are open to discussions around SU consolidation.</p>	<p>None at the SU level</p>

<b>School District or Supervisory Union</b>	<b>Suggested Partners for Consolidation or Collaboration</b>	<b>Potential Collaboration or Consolidation Discussed</b>
<p>Winhall School District which is a part of the Bennington Rutland Supervisory Union. Winhall is a non-operating district. We tuition all of our students.</p>	<p>Yes, we propose that we become part of a new district incorporating all of the current Bennington Rutland Supervisory Union districts plus more. We are part of the same community and we send our kids to many of the same schools. We believe that by creating a Supervisory District structure that incorporates “grandfathered choice” we can eliminate the need to merge all the non-operating districts together. While we share a structure with other non-operating districts we are not part of the same community and we don’t utilize the same schools. We explored merging with other non-operating districts in the past and decided against it because we found it would generate no tax rate benefits.</p> <p>We believe that we would be best served by a district that allows us to maintain our ability to send our students to the schools that have grown with us to meet our needs. We believe this could be accomplished by creating a Supervisory District that allows us to select local public and independent schools to be grandfathered into the new district. This would be a form of “designation” under the current structure, but we feel the term</p>	<p>During the Act46 process we voluntarily entered into merger negotiations with Stratton, and Sandgate. All parties concluded that without a tangible tax rate benefit, the mergers made little practical sense.</p>

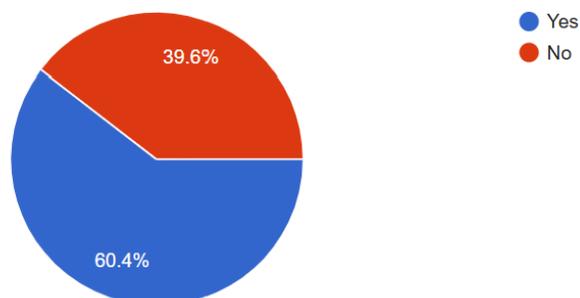
<b>School District or Supervisory Union</b>	<b>Suggested Partners for Consolidation or Collaboration</b>	<b>Potential Collaboration or Consolidation Discussed</b>
	designation is loaded and so we suggest the term "grandfathered choice".	

b. Conversations with neighbors about potential collaboration or consolidation:

- 60% of responding boards have had conversations:

Has your district had conversations with these neighbors about potential collaboration or consolidation?

48 responses



**Additional comments**

Respondents expressed a mix of gratitude, concern, and constructive feedback regarding Vermont’s school district redistricting efforts. Several participants emphasized appreciation for being included in the discussion but voiced worries that decisions might be made without sufficient local input or transparency. Many highlighted the importance of maintaining community identity, particularly advocating for the independence of technical and regional schools. Others stressed the need for more accessible and evidence-based information from the task force before any major restructuring occurs. Some comments reflected strong support for re- envisioning the education system to improve equity and efficiency, while others warned that shifting to larger supervisory districts could create new challenges and inefficiencies. Overall, there was a clear desire for more collaboration, transparency, and data-driven decision-making.

## Appendix A: CONTENT OF SURVEY

### Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

### Survey Questions

1. What is the full name of your school district or supervisory union (no abbreviations)?
2. Have you discussed redistricting as a school board? Y/N If yes,
  - a. What information, insights or details have those conversations included?
3. Has your school board taken, or do you plan to take, a formal position on redistricting? Y/N If yes,
  - a. How is your school board engaging with the community on this issue?
  - b. How will your board share its formal position and with whom?
  - c. What data or information is your board requesting, using or accessing to inform its position?
4. How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?
5. What are the strengths of your current district/system?
6. What are the challenges or weaknesses of your current district/system?
7. What opportunities do you see as a member of a bigger district?

8. What resources, support, or policy changes would you need to seize those opportunities?
9. What risks or concerns do you see as a member of a bigger district?
10. Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students? Y/N If yes,
  - a. Please list the districts and provide any supporting information.
  - b. Has your district had conversations with these neighbors about potential collaboration or consolidation? Y/N If yes,
  - c. Please specify the potential collaboration and/or consolidation discussed.
11. Additional comments.
12. Please provide your name and email address (for follow up and verification purposes, if needed).

## Appendix B: SURVEY DATA AS SUBMITTED

# Redistricting Task Force Survey

The respondent's email ([mkoenig@anwsd.org](mailto:mkoenig@anwsd.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Addison Northwest School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Updates on H.454 as it worked its way through the last legislative session and the discussion on potential impacts of Act 73. Thoughts of reaching out to neighboring districts to see what steps we might take to "consolidate" voluntarily on our own terms.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We have not engaged with the community yet.

How will your board share its formal position and with whom?

If/when we do, we will reach out through school newsletters and social media. Possibly a mailed flyer.

What data or information is your board requesting, using or accessing to inform its position?

We are looking at data including student enrolment, class sizes, course offerings, SPED, transportation, and well-being of students.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

As a school district (rather than a Supervisory Union) we are better able to align curriculum PK-12, and distribute resources equitably.

What are the strengths of your current district/system?

Given our small size, we are able to know our students and staff well. This enables us to communicate effectively with all stakeholders, and have more accessibility and visibility in schools.

What are the challenges or weaknesses of your current district/system?

We are among the highest spending school districts in Vermont and yet have fewer course offerings, fewer support staff (e.g. Interventionists), and fewer resources to improve teaching and learning (e.g. instructional coaches). We also have no more room to make reductions, so in order to stay below the threshold and contain costs, our only path forward is to continue to cut programs for students.

What opportunities do you see as a member of a bigger district?

Shared resources. More offerings.

What resources, support, or policy changes would you need to seize those opportunities?

ANWSD attempted to voluntarily merge with MAUSD in 2022, but the vote across both school communities failed. It is unlikely that, even when faced with the loss of programs for students, locals would vote to consolidate schools today. Our current funding system is not sustainable, nor equitable. It is the Legislature's responsibility to act – however, unless they are willing to make hard decisions (e.g. close schools), we are not likely to see change.

What risks or concerns do you see as a member of a bigger district?

Loss of autonomy and financial independence.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Mt. Abraham Unified School District, Addison Central School District, Lincoln School District, Patricia Hanniford Career Center

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Merger study between ANWSD and MAUSD was explored over an 18 month period back in 2022- but ended in a failed vote. MAUSD and ANWSD currently share Food service, some athletic programs, and some support personnel in the Facilities and Maintenance department. We have an option for High School choice that extends beyond what is currently offered for all students in Vermont. MAUSD, ANWSD, and ACSD have a shared special education consortium which allows us to collaboratively offer some special education programs and services, though currently none are in operation.

The board chairs of all five districts have met a few times over the past 6 months to discuss Act 73 impacts and how we might work together to mitigate any negative impacts amongst ourselves. The Superintendents of these districts talk on a regular basis. Sen. Ruth Hardy has organized a number of meetings between board chairs, superintendents, and business managers to discuss a number of issues concerning education in Vermont.

Additional comments

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Mark Koenig

Email \*

mkoenig@anwsd.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([d.singiser@rnesu.org](mailto:d.singiser@rnesu.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Barstow Unified Union School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

High level conversations. . We decided to focus on other issues within our control, such as the future of our middle school grades and whether to tuition our 7-8 grade students to another district before 2029. Also our conversations have been about how best to provide information to residents of our two towns about how they can engage with redistricting.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

.....

How will your board share its formal position and with whom?

.....

What data or information is your board requesting, using or accessing to inform its position?

.....

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

SU level implementation of relevant laws/policies for VT schools. Budget guidance. Shared student support services. Central physical location of the central office in the SU.

.....

### What are the strengths of your current district/system?

1. The origin story of the school—Barstow family endowment dedicating the school to the memory of their son who died from complications from his injuries in WWI.
2. Strong connection with the community
3. The building and grounds are in excellent condition and are aesthetically, architecturally beautiful
4. Academic programs—students are well prepared academically for high school
5. Strong SEL program
6. Personalized learning
7. Lots of eyes on students
8. Wrap around support

### What are the challenges or weaknesses of your current district/system?

- Declining enrollment
- Almost to the minimum class size requirements in several grades
- Rising costs due to mostly cost drivers/fixed costs that force us to decrease program opportunities to students—both academic and co-curricular

### What opportunities do you see as a member of a bigger district?

- More financial resources
- More co-curricular opportunities
- More career exploration opportunities at an earlier age—pre-CTE program
- A larger peer group for students
- More diversity in terms of teachers, staff and students

### What resources, support, or policy changes would you need to seize those opportunities?

- District provided transportation for all students for school and after school programs
- Guaranteed access and equity for students to be able to take advantage of these opportunities
- More diverse teacher certifications

### What risks or concerns do you see as a member of a bigger district?

- Losing school choice for secondary high school
- Losing strong connections with Mendon and Chittenden
- The potential of closing the school—in which case the land goes to Middlebury College
- The uncertainty of the future of the Chittenden Public Library located in Barstow School

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

1. Rutland Town - Also has school choice, facilities are geographically close to many Barstow residents, provide access to more co-curricular activities
2. Rutland City – the vast majority of our graduating 8th graders choose to attend Rutland High School. Families in our two towns orient towards Rutland City.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Additional comments

Right now, our middle school is our focus in terms of collaboration or potential consolidation with another district.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Debbie Singiser

Email \*

d.singiser@rnesu.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([chodsden@wsesdvt.org](mailto:chodsden@wsesdvt.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Bellows Falls Union High School Distirct #47

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

In short, our school board has indicated through group discussion at recent warned board meetings that we would like to maintain a governance structure that provides for the greatest capacity possible for local control within the constraints of Act 73 of 2025. We understand the purpose of and goals of Act 73, recognizing that changes may be needed for the overall sustainability of the system of public education in Vermont. However, we feel very strongly that the ability of local communities to feel (and be) closely connected to the local schools is a strength of the Vermont education system that needs to be a part of the goals of this process and needs to be a visible component of the resulting restructuring brought about through Act 73.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

While we have not participated in concrete dedicated meetings with the community, we have been engaged with other boards within the WNESU through dialogue at our scheduled board meetings with the chair of the WNESU board. This has helped us develop and understanding of the thoughts of all of the district boards on Act 73, providing the opportunity to develop a common district perspective on the potential impact of Act 73 on our communities as well as develop a common voice on how we would like the redistricting to play out for our community.

How will your board share its formal position and with whom?

This has not yet been determined by our board.

What data or information is your board requesting, using or accessing to inform its position?

We have not yet discussed this specific topic as a board.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

We have a student population with a wide range of needs and a high percentage of students who are being served through education plans, most of those plans based upon student disabilities. Our district has historically maintained a low teacher to student ratio in the interest of providing more opportunities for direct engagement between needy students and the teacher.

What are the strengths of your current district/system?

Our strengths include (1) incredible community support for our schools. This is visible in many ways, not the least of which is the fact that we have never had a school budget voted down in well over 30 years (the extent of my time living in the district as a taxpayer.) Additionally, (2) our school district has established and maintained for many years a high priority on hiring and retaining high quality staff members. We recognize that this is the starting point for classroom success. Finally, (3) a strength of our district/system is the commitment to maintaining really high quality facilities. We understand that student outcomes can be positively influenced by the impact on school climate that a high quality school facility provides.

What are the challenges or weaknesses of your current district/system?

We have not discussed this specific topic as a board. We would need to have that discussion with the current board and administration before we could provide a genuine introspective response to this question. That said, meeting the needs of a student body with such a wide range of academic capabilities, including a high percentage of students served through educational plans while keeping our budgets under control, is certainly a challenge for our district (even with a strong community support for our budgets over the years.)

What opportunities do you see as a member of a bigger district?

One opportunity might be access to a wider range of curricular offerings if there continues to be firm class size expectations imposed at the AOE level.

What resources, support, or policy changes would you need to seize those opportunities?

This is another topic that would be well served by detailed discussion with the entire board. However, one significant concern is the transportation that might be needed if local schools close and student travel distances increase significantly.

What risks or concerns do you see as a member of a bigger district?

The risk is that individual families will find it difficult to engage with the school district or the school itself when looking for information or for an individualized support opportunity for a student's unique needs.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

---

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

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#### Additional comments

Many of the questions in this survey will be ongoing topics for our board. Therefore, it would be very useful for our board to have a chance to respond to these questions as the Act 73 process continues.

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Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Chris Hodsdon

---

Email \*

chris.hodsden@wnesu.com

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([jsalsgiver@brsu.org](mailto:jsalsgiver@brsu.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Bennington-Rutland Supervisory Union

Have you discussed redistricting as a school board?

Yes

No

## What information, insights or details have those conversations included?

The Bennington-Rutland Supervisory Union (BRSU) is a public school system located in southwestern Vermont with 3 school districts serving 12 Towns in 4 Vermont counties and 3 Vermont technical center regions.

Our three school districts are: (1) the Taconic and Green Regional School District (operates 5 schools serving grades PK-8; tuitions grades 9-12); (2) the Mettawee School District (operates 1 school serving grades PK-6; tuitions grades 7-12); and the Winhall School District (non-operating).

The total combined enrollment of all students in the BRSU districts is approximately 2,200 students ~ 1,100 students in BRSU operating schools and 1,100 school choice students.

The BRSU does not operate a high school, and there is no public high school within our 460 square mile footprint. Each of the BRSU districts has a different school choice structure reflecting the grades they operate, but a very large percentage of BRSU students have long chosen Burr and Burton Academy in Manchester and Long Trail School in Dorset for the grades not operated by BRSU districts, with these independent schools being an important part of our local educational system.

The BRSU and its districts have long been engaged with legislation related to education at the State level. This has included: regular discussions with local legislators; relatively frequent written communications on many key education bills; periodic testimony provided in the legislature; involvement of our Superintendent via Vermont Superintendents Association (VSA); involvement of school board members via representation on the Vermont School Boards Association Board (VSBA).

All of our school board members have remained engaged through discussions at each board meeting guided by BRSU monthly legislative updates (part of our public Board Meeting packages), as well as through communications that school board members receive from the VSBA. Leaders of our four boards have met weekly since the beginning of 2025 to discuss legislative activity and determine when we should communicate our views to others.

The BRSU and its school districts very closely followed education legislation this year – from the Governor’s proposals, through H.454 and ultimately Act 73. Throughout the year, we held weekly meetings of leaders of our boards focused on the progress of this legislation. We also held meetings with local legislators and submitted several written comments to the House and Senate Education Committees, the Redistricting Task Force and others. These communications all reflected our board level discussions as well as input from our communities.

Our focus on this topic mirrored the focus of legislative efforts – proposals for redistricting of school districts; and the shift to a foundation formula for school funding.

Information, insights and details from those discussions could be briefly summarized as:

- We agree with the stated goals of legislation – (1) the need to reduce the rate of growth in state-wide education spending growth; and (2) the need to make changes to education governance to support more efficient operations.
- We have tried to model likely redistricting alternatives that might simply merge our 2,200 student SU with a neighboring SU. Our conclusion is that that such a new geographically large SU would be very complex to manage and would likely be significantly less cost-efficient than our current SU. It would create a large new community of many towns with no historic ties and very different views on delivery of education. As a new SU made up of many widely dispersed districts with separate school boards - governance would be tough (and a step back to pre-Act 46 with a substantial increase in the number of boards) and very time-consuming. That analysis did identify several possible opportunities to add individual districts currently housed in other SUs that might make sense. But, our concerns about operating efficiency of a new larger SU are informed by our serious efforts in recent years to constrain spending increases within our districts and we honestly expect most SU merger scenarios to lead to less efficient operations and less effective student learning. On student learning, we have made great positive progress in recent years by updating curriculum and other key elements of learning for all schools across our SU. We foresee substantial difficulty in trying to harmonize operational and educational approaches across merging SUs (considering the work it took to achieve that within our districts). One particular expense item that concerns us greatly in case of a merger of neighboring SUs would be higher compensation costs (our largest expense) as mergers tend to lead to labor contracts all being renegotiated to the highest level of compensation across the system.
- We agree with the proposed shift to a foundation formula. Our analysis indicates that the proposed system would likely provide adequate funding for our system – and we would welcome relief from recent property tax increases driven by statewide education spending increases that have been much larger than our local spending increases.

- We think it is important to note that BRSU's largest district (T&G) has been working for several years (i.e. -from before Act 73) on plans to restructure that school district. We have experienced declining enrollment across T&G's 5 schools serving grades PK-8. A great deal of study and community engagement has led us to propose to our communities several school closures and a major restructuring. This has been an effort with the same goals as the statewide effort – to provide better quality education at a lower cost. We are concerned that redistricting decisions might be inconsistent with the plans we have developed, but we are confident our plans are solid in terms of achieving our goals - and we are continuing to move forward with those plans. We have had some push back on our plans based on concerns that statewide redistricting might make our plans moot – but we continue to be hopeful that our communities will support continuation of our plans.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

As we have been meeting for more than a year with our communities in many forums (school board meetings, special meetings, smaller community discussions) to discuss our plans for restructuring the T&G District, that discussion has expanded since passage of Act 73 - to statewide plans for redistricting, as that may impact on our other plans.

How will your board share its formal position and with whom?

Our Board has been working hard to share our thoughts and discussions with our community via meetings and documents. Our Board has shared our thinking frequently with our local legislators and other legislators (like House and Senate Education Committees). We have also sent three notes, to date, to the Redistricting Task Force. To date, what we have shared are our ideas on preferential directions to be able to accomplish the goals of Act 73, our suggestions for how the current effort requires a reconsideration of some old and outdated elements of how education governance is currently structured, and concerns related to the initial proposal to use CTE Regions as a basis for consolidation.

## What data or information is your board requesting, using or accessing to inform its position?

Our Board has been following the development of Act 73 since the Governor's proposals which has informed our development of ideas on redistricting. We have accessed publicly available information on other SUs and school districts in our area, and around the State to better understand what additional consolidation might look like, and what elements might be positive or negative in terms of accomplishing the goals of education transformation. One difficult element in that analysis has been the complication of data and reporting associated with the SU structure of the entities we have studied. For instance, financial data, and even enrollment data, is often difficult to compare owing to there being some data reported at the SU level, other data at the district level and often inconsistent approaches to recording data from district to district. Accessing comparative figures for even something as basic as number of students can be more difficult than one would expect with there being multiple measures. If one is looking for a simple measure of student count - then ADM might be expected to be the best measure - but one may find that only equalized pupils or LTW ADM are available, which may not be at all useful.

As our Boards have largely concluded that we expect a Supervisory District type structure would be more likely than an SU structure to make progress on achieving the goals of Act 73, we have attempted to obtain some useful data to support our conclusion. That data has been difficult to obtain with respect to our educational context. We would truly hope that the Task Force can take a very good look at this question and provide the public (and us) with some useful analysis on this question.

We would also hope that the Task Force could consider whether it would be possible to consider fundamental changes to the complex, confusing and highly unique rules for education governance that have developed over many years in Vermont. Our belief is that Vermont's unique history with education led to a unique governance structure for education in Vermont. A key issue impacting that is our history with independent schools having an important role from the earliest stages of developing our public schools. In our area, Burr and Burton Academy predated our public schools. Our communities never felt any need to build a high school as all of our high school students had already been well served for many years before we opened our first public school. Many Vermont communities have a very different - and less positive - relationship and history with independent schools, and we fully understand why some school districts are less welcoming of independent schools in their communities. We acknowledge that these public / independent relationships require effort to work well and can be disruptive to some public systems. However, we feel that our local system is a good example of how such relationships can be mutually beneficial.

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## How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Since Act 46 our PK-8 public school system has developed from a group of districts and schools operating on silos - to a system that works much more efficiently and effectively for the benefit of all students. Our teachers and administrators work well together across what were once borders to working together. Our full update of all curriculum across our schools was a great example of that. We took advantage of pandemic funding to support decisions made by educators across our system - which has led to significant improvements in student achievement. Another benefit of our current structure has been the ability to create new internal programs to better serve our students - including very successful internally developed programs to deal with high need student groups - like those on the autism spectrum and those with significant behavioral issues. The current structure also helped us to build better relationships with our independent school partners - which has allowed us to work on the inevitable bumps in the road that can be expected with such relationships. The Act 46 mergers also streamlined our governance structure by dramatically reducing the number of boards involved in overseeing education - making it easier to reach consensus decisions and reducing the amount of time our administrators spend on governance. The potential for a merger of SUs has made us concerned that such a shift might return us to a governance structure not unlike what existed before Act 46.

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### What are the strengths of your current district/system?

We have strong leadership in our districts – from our Superintendent and her staff, to our school boards. We have been highly focused on remaining ahead of statewide education initiatives - like the restructuring of Special Education services. Our work on restructuring SPED over recent years helped us to improve programs and be well prepared for changes in the funding structure for SPED. This has been the experience with our districts with respect to most state level education initiatives in recent years. We also believe strongly that our students are very well served by our somewhat unusual public / independent school structure. This is a structure based on the long history of how education has been delivered in our communities. There is incredible support within our communities for this structure and it works very well for our students and families.

### What are the challenges or weaknesses of your current district/system?

Our greatest challenge at this time is ensuring that we have communicated our major plans for the future of education in our system adequately to our communities and generated sufficient community support to move forward with those plans. As these plans include school closures and bonding to build a new facility – they hit on several hot buttons for communities. While we have been working on these plans for several years, some community members have not truly been aware of all the work that has gone into developing these plans. The prospect of statewide redistricting has injected an additional complication as some community members think that restructuring our local system should be held off until we see the statewide plans. We believe that the years of planning work and community engagement on our plans support a view that these plans are the best way to achieve goals of better education for our students and financial sustainability. Therefore, we continue to move forward with our plans and we are hopeful that any redistricting will not create a conflict with our local plans.

### What opportunities do you see as a member of a bigger district?

Larger districts can provide opportunities for efficiency and savings. Our Act 46 mergers showed how we can make this happen. However, we do not believe that bigger necessarily leads to greater efficiency. If existing SUs/SDs are to be merged we believe that moving to a Supervisory District structure would be far more likely to lead to operating efficiencies and better student outcomes. One major reason is the sheer amount of time and effort required in a Supervisory Union to manage a large number of boards and the SU's governance. Our districts have operated much more efficiently with fewer boards following Act 46, although our current board structure has been sufficient for our various communities to still feel they are connected to our schools. A return to an SU with many school districts might challenge the ability to retain efficiencies we have been able to achieve. And, such a structure might also challenge the ability for our communities to feel connected to our education system in a much larger footprint.

## What resources, support, or policy changes would you need to seize those opportunities?

We believe that our current size and governance structure has provided us with great opportunities to improve operating efficiency and student outcomes. As noted earlier, we have identified opportunities for additions of specific districts from other SUs that might allow for improved efficiencies for all. However, that would likely require some additional school closures and consolidations – which are politically difficult. We do not believe that size alone would be likely to provide a lot of new opportunities, and we are concerned that greater size in an SU structure would be counterproductive to some of the gains we have made in recent years.

A key policy / legislative change that we strongly support and request is a change to the current rules and laws governing individual school districts all providing the exact same school choice options. We recognize that there are legal and constitutional concerns related to this request. However, this major education transformation effort seems the perfect time to consider why a governance structure change – like a change to an SD from an SU - should require many of the individual communities that make up the district to change the way they provide education for their residents. Our T&G district operates PK-8 and our Mettawee district operates PK-6. They currently can co-exist within the BRSU with the residents of the 9 T&G towns having choice for grades 9-12, and the residents of the 2 Mettawee towns having choice for grades 7-12. Why should it be impossible for BRSU to become an SD without requiring one group of towns to give up their current choice structure? Our hope is that the Task Force and the Legislature can take this up as an important fundamental question – and determine a solution that allows for a new set of rules that might be necessary if this education transformation is to meet the goals of Act 73.

## What risks or concerns do you see as a member of a bigger district?

Loss of connection between residents of the Towns served and their schools. The BRSU currently serves residents of 12 Towns across a 460 square mile area. That is sufficiently large to push the boundaries of community connections. To double the coverage area would be certain to bring together communities that have never felt any true connection. And it is highly likely that those communities would have very different views of education and how our schools should operate. Governance of schools across such a large area would be complex, difficult and time and effort intensive for school administrators. Such a burden of governance would leave far less time and effort available for what must be the key focus – providing high quality education at a reasonable cost.

## Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

## Please list the districts and provide any supporting information.

We have held discussions with all the SUs in our area. Those have not led to any clearly agreed partnerships, to date. As noted above, to make such combinations work would likely require school closures and consolidations across existing SUs. As it is unclear at this time that such a change would be accepted by the involved communities, we do not feel it appropriate to provide specifics on those discussions. However, we will continue discussions with neighboring districts.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

We have held discussions with all the SUs in our area. Those have not led to any clearly agreed partnerships, to date. As it is unclear at this time that such a change would be accepted by the involved communities, we do not feel it appropriate to provide specifics on those discussions. However, we will continue discussions with neighboring districts.

Additional comments

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Jim Salsgiver, Bennington-Rutland Supervisory Union - Board Chair

Email \*

jsalsgiver@brsu.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email (**kelsey.root-winchester@oesu.org**) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Blue Mountain Union School District/ Part of Orange East Supervisory Union

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

We have discussed as a board the possible changes with the law. The differences between and SD and SU. We had a community forum to inform the public about Act 73 and hear questions. Most of the questions were around if we could maintain local control and continue to operate preK-12.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We held a community forum on September 22nd. We offered an in-person and Zoom option. Our SU has sent out a community survey.

How will your board share its formal position and with whom?

We will write a letter to the Redistricting Task Force and share it with our community.

What data or information is your board requesting, using or accessing to inform its position?

We are looking at current and enrolment trends. Community input. STAR and State test scores.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Our SU has joint professional development among all the staff. Shared sped resources. Sharing of staff at different schools.

What are the strengths of your current district/system?

The strengths are local community involvement. The community, including non-parents, are engaged with the school. We have the flexibility to tailor curriculum to the school based on need.

What are the challenges or weaknesses of your current district/system?

There are multiple budgets and school boards among the SU.

What opportunities do you see as a member of a bigger district?

Sharing cost among a larger pool of taxpayers.

What resources, support, or policy changes would you need to seize those opportunities?

Not sure

What risks or concerns do you see as a member of a bigger district?

Losing local voice. We are a very rural community and worry that our voice, community, and school will be swallowed up by a larger district. There is a big concern about whether we would be allowed to continue to operate our high school.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

CCSU as they are neighbors, possibly going to a larger SU

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

CCSU as they are neighbors, possibly going to a larger SU

### Additional comments

We were one of the first unified union school districts in the state in 1970. We were merged with OESU in Act 46. We haven't finished sorting out from that change. We are very rural and hitting the 4,000 student number would almost triple the size of our SU. We are working well as a school district in an SU and would like to stay that way.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Kelsey Root-Winchester

Email \*

kelsey.root-winchester@oesu.org

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Google Forms

# Redistricting Task Force Survey

The respondent's email ([chris.tormey@ccsuvt.net](mailto:chris.tormey@ccsuvt.net)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Cabot School District (member of the Caledonia Central Supervisory Union

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

The conversations have dealt with the pro's and cons of joining a larger SU or joining a larger school district. Our conclusion is that we would have far more input and control over the operation of our small school if we join a larger SU. Although several of the changes included in Act 73 will make it more challenging to operate our school, we feel that we could risk losing our school entirely if we are joined into a school district of 4,000+ students.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

Yes

How will your board share its formal position and with whom?

We sent a letter detailing our formal position not the Redistricting Task Force in July.

What data or information is your board requesting, using or accessing to inform its position?

We are familiar with the benefits of collaboration and shared resources that we now enjoy as a district within a larger SU, At the same time, we are aware that we would have a very limited say on how our school operates if we were to join a large, merged district with a single board.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

While we have a good deal of autonomy within our district that leads to programs and learning opportunities designed to fit the needs of our students, we benefit from collaboration between administrators, teachers and students with other districts within our SU.

What are the strengths of your current district/system?

Our school's small size allows for a great deal of individual support for students and fosters strong student-teacher relationships that in turn lead to students' confidence and success.

What are the challenges or weaknesses of your current district/system?

We have a relatively high cost per pupil that has in the past made passing the school budget a challenge (although it's passed easily the last two years).

The small number of students (and the same cohort in successive years) in a given grade can be an issue for some students.

What opportunities do you see as a member of a bigger district?

If our district was merged into a larger district, it would certainly lead to larger class sizes (and longer bus rides) for at least some of our students. There would be certainly an enlarged cohort of students for our town's students to interact with in their classes, but as a community we are very concerned that losing parts of our school (especially the loss of the elementary grades) would lead to many families choosing to move out of town and others to not even consider moving in.

What resources, support, or policy changes would you need to seize those opportunities?

Not applicable (see above answer)

What risks or concerns do you see as a member of a bigger district?

Less say over the education of our students, a far less vibrant and thriving community

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Kingdom East, St. Johnsbury. (uniting our Caledonia Central Supervisory Union with these partners into an enlarged Supervisory Union would allow for collaboration and cost sharing while still allowing our Cabot School board and community to continue to have a good deal of input on how our students are educated.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

We are hoping to, but have not done so yet.

Additional comments

Thanks for organizing this survey. I hope that you will consider all of the districts' perspectives as you begin your map-making work.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Chris Tormey

Email \*

chris.tormey@ccsuvt.net

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# Redistricting Task Force Survey

The respondent's email ([clayton.cargill@ccsuvt.net](mailto:clayton.cargill@ccsuvt.net)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Caledonia Central Supervisory Union

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Because we are five very disparate districts, our discussion at the SU level mainly revolves around realizing that it's every district for themselves, and each district much look to its own interests. There's no way this SU survives in any form.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

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How will your board share its formal position and with whom?

---

What data or information is your board requesting, using or accessing to inform its position?

---

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Being a supervisory union, it's difficult to say that it does. Our whole existence together was supposed to generate economies of scale and we are all so different that we end up just doing the work five separate times.

---

What are the strengths of your current district/system?

Our payroll lady is good. What a job that is. Overall, it's difficult to point to an SU strength because we are so individual (except CCSD, but also CCSD too) and in such different positions the whole time.

---

What are the challenges or weaknesses of your current district/system?

Geography, different belief systems, different district makeups / grade groupings, our superintendent is forced to run 6 different businesses instead of 1 and attend so many board meetings.

What opportunities do you see as a member of a bigger district?

Uniformity.

What resources, support, or policy changes would you need to seize those opportunities?

you're already forcing it. So either force it, or stop forcing it. What's happening now, this waiting, is pretty painful.

What risks or concerns do you see as a member of a bigger district?

Complete loss of local voice, but still work to do. So feckless people trying to check boxes without authority.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Additional comments

This is so hard. Our SU is going to die and we don't know how exactly yet. We still have to operate in this state for years.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Clayton Cargill

Email \*

clayton.cargill@ccsuvt.net

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email (jason.miller@ccsuvt.net) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Caledonia Cooperative School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Yes- in an attempt to minimize change and the potential negative impacts it could bring, we discussed the possibility of becoming an SU or the possible SD with surrounding SD's. This would increase the number of students while also upholding the values we have in our current district. One of our largest concerns is the physical distance that students may be required to travel, especially students in underprivileged positions.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We will hold at least one community meeting after the Task Force has released their map options to gather their feedback on the maps. We have also sent information to principals to submit in their Friday folders.

How will your board share its formal position and with whom?

We have discussed communication with the community through Parent Square, Facebook posts, Front Porch Forum, and school newsletters. Ideally there will be a formal position sent to the RTF and may even be sent to the newspaper but we have not fully decided on what the final form of this would look like.

What data or information is your board requesting, using or accessing to inform its position?

We are having Scott Beck and Margaret MacLean keep up informed at our meetings and through email communications. Superintendent has also been instrumental in informing us of any updates with each board meeting. I have been having conversations with Scott Beck on where the Task Force is and other local boards.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Sharing employment opportunities for teachers with part-time positions helps keep a standard for all three of the schools in our SD. The values of each of the three schools are supported by one another and ideas for positive changes are shared between board members and staff of all three schools. Our current SD is a K-8 with choice HS. It is crucial that our schools maintain the option for school choice.

What are the strengths of your current district/system?

Biggest strength is the sense of community in our small schools and are key pieces of our community. Our district has done well with budgeting and maintaining our physical buildings.

What are the challenges or weaknesses of your current district/system?

Physical distance between the three schools can be an obstacle for cohesive events.

What opportunities do you see as a member of a bigger district?

I can see the value of students meeting more kids with whom they share interests. Also, collaboration between teaching and leadership staff could be positive. Additionally, there could be more oppurtunities for students that they may not have had in a smaller school that financially feasible.

What resources, support, or policy changes would you need to seize those opportunities?

I would be interested in the research of how becoming a bigger district would save money. Also, what are the academic implications of larger class sizes? It is important that we understand the new funding formula and how this affect our schools and the education system.

What risks or concerns do you see as a member of a bigger district?

I'm concerned with bussing students far from home. (Any longer than 30-40min on the bus). I'm concerned with students slipping through the cracks in larger classes, and missing out on the individual attention they receive as a result of being in a small class. I'm concerned about lack of community involvement if our town loses our central school. Some of the other concerns we have as a board is how fiancial impacts will be for our board regarding the local budget for the K-8 but also school choice what that cost will be.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

We are currently meeting with surrounding boards.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Just discussions right now.

Additional comments

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Jay Miller

Email \*

jason.miller@ccsuvt.net

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([mflinn@cvsu.org](mailto:mflinn@cvsu.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Central Vermont Supervisory Union

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

We are opposed to any redistricting that would increase teacher–student ratios or elementary class sizes, as we believe such changes diminish the quality of instruction and negatively affect student outcomes. Smaller class sizes at the elementary level allow teachers to provide more individualized attention and foster stronger relationships with students, both of which are essential for early academic success. Conversely, we support measures that reduce costs at the supervisory union level, including the potential consolidation of supervisory unions as a whole, when such actions serve as effective taxpayer cost-containment strategies.

We are open to exploring geographical or topographical consolidations at the high school level, where larger class sizes can be balanced by expanded academic offerings, broader extracurricular opportunities, and more diverse social experiences. At this level, the benefits of scale can outweigh the drawbacks.

At the same time, we remain deeply concerned about the impact of long bus rides, particularly on our youngest students. Extended commutes not only cut into valuable instructional time but also create undue stress for children and families. Any restructuring proposals must carefully weigh transportation logistics and prioritize the well-being of students.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

Yes. We have begun conversations at the school board level with neighboring district boards. Nothing formal, just early-stage, entry-level conversations. We plan near-future plans to hold community forums to engage with our community members.

How will your board share its formal position and with whom?

That is unclear. Should we adopt a formal position, we would likely then bring that position to discuss with our communities to obtain feedback from the taxpayers.

## What data or information is your board requesting, using or accessing to inform its position?

We have reviewed the GIS mapping tool and examined enrollment data from at least one regional high school, which indicates that the facility has capacity for approximately 400 additional students—bringing enrollment back to levels seen in the 1990s. While this suggests that physical capacity may not be an obstacle, we must ensure that redistricting does not create negative consequences for students or families. Specifically, our Board needs assurances that students will not experience a decline in instructional quality due to larger class sizes, nor endure excessively long bus rides or extended parent drop-off and pick-up times, which can place stress on both students and families.

Equally important, we need reliable financial modeling that demonstrates how any proposed redistricting will impact local taxpayers. Our communities must be assured that these changes will reduce costs, not increase them. This is particularly critical for districts like ours that have practiced careful cost-containment over many years and currently operate with a lower cost-per-pupil than many surrounding towns. Without clear evidence of taxpayer savings, we are concerned that redistricting could shift costs unfairly onto already tax-strapped communities, undermining both equity and public trust.

In short, the data we need to inform our position must address three key areas:

Educational quality – including teacher–student ratios, class sizes, and access to academic opportunities.

Student experience – particularly transportation logistics and their impact on young learners and families.

Taxpayer impact – with transparent projections showing whether redistricting truly delivers savings or risks adding new burdens.

Only with reliable information in these areas can our Board responsibly evaluate whether redistricting serves the best interests of both students and taxpayers

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## How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

We prefer the Supervisory Union (SU) structure over the Supervisory District (SD) structure because we believe it best balances equity, efficiency, and student outcomes. In an SU, each local district retains its own elected school board and direct accountability to its communities, while also benefiting from the cost-sharing and resource-pooling that comes with a central office. This ensures that resources such as special education, curriculum leadership, transportation coordination, and professional development are shared across all schools, so that students in smaller or less affluent districts have access to the same supports as students in larger or wealthier districts.

By contrast, a Supervisory District dissolves local boards and consolidates all governance into a single district-wide board. While this structure may appear more streamlined, it can result in less local representation and fewer checks on equity between communities. We believe the SU model better protects local voice while still ensuring that resources are distributed fairly and equitably across all students preK–12, regardless of the relative wealth or size of their home district.

For these reasons, we believe that the SU structure supports stronger outcomes: students benefit from broader access to shared services and programs, while communities maintain the ability to advocate directly for their schools and ensure that the unique needs of their students are met.

Would you like me to also add a few concrete examples (like shared literacy coaching, centralized special education staff, or cost-efficient IT services) to show exactly how SU sharing has improved outcomes in your context?

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## What are the strengths of your current district/system?

The greatest strength of our current system is its ability to balance local control with shared resources. Each district maintains its own elected board, which allows communities to have a direct voice in the education of their children. At the same time, the Supervisory Union structure ensures that important services—such as curriculum development, special education, transportation, professional development, and central office operations—are shared across districts in an equitable and cost-effective way.

This structure has allowed us to maintain lower per-pupil costs compared to surrounding districts while still providing high-quality programs. It also fosters collaboration among educators across schools, ensuring that best practices and innovations are not limited by geography or district wealth.

Additionally, the system provides flexibility to respond to the unique needs of each community while protecting access to consistent, high-level services for all students. This combination of equity, efficiency, and local accountability is a defining strength of our current structure.

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## What are the challenges or weaknesses of your current district/system?

One of the primary challenges of our current system is the small size of some of our districts, which can make it difficult to offer the same breadth of programming and extracurricular opportunities that larger districts can provide. While the Supervisory Union structure helps us pool resources, there are still limits to what small schools can sustain on their own.

Another challenge is the complexity of governance. Having multiple boards within a Supervisory Union can create inefficiencies, longer decision-making timelines, and, at times, difficulty achieving consensus across communities. This complexity also requires a significant investment of time and training for board members to fully understand policy, finance, and legal requirements.

Transportation is another area of concern. Given our geography, students—especially younger children—are at risk of experiencing longer bus rides if redistricting or further consolidation is pursued. This has both educational and developmental implications.

Finally, while we have worked hard to keep costs contained, tax capacity varies widely between towns. This means that even with shared services, the perception of inequity in financial contributions can create tension within and across communities.

Despite these challenges, we remain committed to building on the strengths of our current system while addressing these areas openly and strategically.

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## What opportunities do you see as a member of a bigger district?

As a member of a larger district, there are opportunities to expand educational programming, particularly at the middle and high school levels. Larger student populations above grade 6 can sustain a broader range of academic courses, career and technical education pathways, and extracurricular activities that are not feasible in smaller districts. This ensures that students have more choices and equitable access to enrichment opportunities as they advance through their education.

At the elementary level, larger districts can also create opportunities to enhance allied arts offerings. With greater staffing capacity, it becomes more realistic to provide programs such as health education, instrumental and choral music, art, and foreign language studies, with more consistency and depth. These experiences are essential to a well-rounded education and can foster student engagement, creativity, and social development from an early age.

A larger district may also allow for specialized staffing and shared expertise across schools—such as interventionists, enrichment coordinators, or allied arts teachers—ensuring that all students, regardless of where they attend, have access to high-quality instruction in areas beyond core academics.

Finally, with thoughtful planning, there is potential for greater operational efficiency in areas such as transportation, purchasing, and technology systems. Ideally, these efficiencies would allow more resources to be directed toward enriching student learning opportunities rather than administrative overhead.

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## What resources, support, or policy changes would you need to seize those opportunities?

To seize these opportunities, we would need several key resources and supports in place:

**Adequate and equitable funding.** Any move toward a larger district must ensure that savings from operational efficiencies are truly redirected into classrooms, rather than absorbed by new layers of administration. Additional funding may also be necessary to expand allied arts, music, and health programs at the elementary level and broaden course offerings above grade 6.

**Clear state policy guidance.** We would need assurances that consolidation will not simply shift costs from one community to another, especially for towns that have historically demonstrated strong cost containment. Policies should support equity across communities while avoiding unintended tax burdens.

**Transportation protections.** Long commutes are not developmentally appropriate for elementary-aged children. Younger students cannot be expected to spend extended time on buses, and families should not be forced to travel long distances or spend significant time on daily drop-offs and pick-ups. These burdens can carry financial consequences for families and jeopardize parents' work obligations. While older students (grades 9–12) may be able to tolerate longer commutes, this is not acceptable for younger children. Any consolidation plan must ensure reasonable, safe, and developmentally appropriate transportation solutions for all.

**Staffing support and flexibility.** Larger districts can only provide the promised opportunities if they have the ability to hire and retain specialized staff. This may require policy flexibility around licensure, creative staffing models, and investments in teacher recruitment.

**Local voice in decision-making.** To maintain community trust, governance structures must preserve meaningful local input, even within a larger system. Without this, communities may resist consolidation, undermining its potential benefits.

In short, to truly capitalize on the opportunities of a larger district, we need intentional investments, protections for equity, and policies that prioritize student outcomes over administrative convenience.

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## What risks or concerns do you see as a member of a bigger district?

While there are potential opportunities in being part of a larger district, we see significant risks that must be carefully considered:

**Loss of local voice.** Larger districts often mean more centralized governance, which can dilute the influence of smaller communities. Families and taxpayers may feel disconnected from decisions that affect their children and schools, leading to reduced trust and engagement.

**Equity of costs and benefits.** Communities like ours that have practiced strong cost-containment may end up subsidizing less efficient districts. Without safeguards, taxpayers in smaller towns could face higher costs without seeing proportional benefits.

**Class size increases.** We are concerned that consolidation could be used as a justification to increase student–teacher ratios, particularly at the elementary level. Larger class sizes have not been shown to improve outcomes for younger learners and may in fact undermine them.

**Transportation burdens.** Long bus rides for elementary-aged students are not developmentally appropriate and could negatively impact learning, well-being, and family stability. Extended parent commutes for drop-off and pick-up also carry financial and professional consequences. While older students (grades 9–12) may tolerate longer rides, this is not acceptable for younger children.

**Erosion of community identity.** Our schools are central to the life of our towns. Consolidation risks weakening that identity and the strong community support that comes with it.

**Uncertain financial savings.** While efficiencies are often cited as a reason for consolidation, we know from past experience that promised savings do not always materialize, especially once transition costs and new administrative structures are factored in.

In short, the risks of joining a larger district include not only financial and logistical concerns, but also the potential erosion of the student- and community-centered values that currently anchor our schools.

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Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Barre Unified, White River Valley, Orange South

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Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

It was very brief, as a invitation from Orange North and Paine Mountain to have other districts come to a board meeting to talk. No decisions were made, nor real direction taken, other than to take this idea to our communities to discuss in a forum, as well as to get media attention.

### Additional comments

#### Final Thoughts:

Our board's position is grounded in both data and values. We have reviewed GIS mapping, capacity information, and cost-per-pupil data, and while larger districts may offer opportunities—particularly for expanded programming above grade 6 and enhanced allied arts at the elementary level—these opportunities are only meaningful if they do not undermine the foundation of student success.

We cannot overstate the importance of small class sizes in the primary grades (Kindergarten through grade 4 or 5). These are the years when children acquire the foundational skills in reading, writing, and mathematics that determine their ability to thrive in later grades. Effective early literacy and numeracy instruction requires individualized attention and strong teacher-student relationships. Larger class sizes and fewer teachers do not create efficiencies that outweigh the harm—they diminish the very quality of instruction that sets children up for success.

We are also deeply concerned about financial inequity. Towns like ours that have worked hard to keep cost-per-student below the state average are the very ones most at risk of shouldering a higher tax burden under consolidation. This outcome would punish fiscal responsibility and run counter to the intent of the state's new funding formula, which was designed to reward efficiency and equity, not penalize it.

In addition, long commutes for elementary students are not developmentally appropriate, and the loss of local voice and community identity would weaken the close ties that make our schools so vital. While older students may benefit from broader course offerings and can tolerate longer travel, younger learners need supportive, developmentally appropriate environments close to home.

The current Supervisory Union structure strikes a workable balance: it allows for shared resources and equity across districts while preserving local governance and accountability. It also ensures that cost savings achieved through efficiency remain aligned with community values.

In weighing both opportunities and risks, our priority is clear: to support decisions that protect small class sizes in the early grades, safeguard children's developmental needs, respect families' realities, preserve taxpayer equity, and strengthen rather than weaken our communities. Any structural changes must be pursued with these commitments at the center.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Matthew Flinn

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This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([minners@board.gisu.org](mailto:minners@board.gisu.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Champlain Islands Unified Union School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

Each school district in Grand Isle County has held public forums to discuss Act 73, plus a county-wide forum held by the Supervisory Union (4 forums in total.) Multiple Front Porch Forum posts have been placed in each of the five towns. We have had extensive coverage in the local newspaper, the Lake Champlain Islander. LCATV has covered most of our discussions.

Act 73 has been a major discussion item within the board, between the board and community, and between our neighboring Grand Isle County school boards.

How will your board share its formal position and with whom?

It has been sent to the Task Force, posted on Front Porch Forum, and submitted to the local newspaper, the Lake Champlain Islander.

What data or information is your board requesting, using or accessing to inform its position?

First and foremost, we rely the many years of experience and extensive community ties of our local school board members. We have the original Act 46 study committee report. We have read the various reports created before, during, and after the H.454/Act 173 legislative process. We analyzed census data for the five Grand Isle County towns. We are monitoring the activity and materials of this Task Force. We also receive information from the Vermont School Board Association and the Rural Schools Community Alliance. Finally, some media reports have provided helpful high-level overviews.

Clarity on the new foundation funding formula is lacking. We do not understand why a full fiscal analysis has not been prepared and made public.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

In our Grand Isle Supervisory Union, we have developed a common curriculum, teacher training, and information system supports. We perform our own local evaluation of our students to identify their levels of proficiency and growth to provide their teachers and academic interventionists with specific real time data to help them target instruction and coaching on the specific skills that a student needs. We have worked towards greater connections with our major receiving high schools to ensure that our students transition successfully.

### What are the strengths of your current district/system?

We have highly dedicated and skilled staff at all levels - central office and building principal administrative, certified educators, paraprofessionals, and custodial/building staff. We have invested heavily in the curriculum (including classroom books and other classroom resources), staff training, and instructional technology. We provide a continuity of learning and evaluation from which the certified educators know what each student's needs and can direct instruction and support to achieve growth and proficiency. This investment would be unnecessarily and tragically lost if we are combined into a merged district of 4000-8000 students.

All licensed educators in the 5 town, 3 district, 3 school Supervisory Union are covered by the same collective bargaining unit and contract. The member boards are in the process of consolidating the support staff/paraprofessionals working in our 3 districts by negotiating a single collective bargaining contract to replace 2 existing bargaining unit contracts and incorporate the remaining support staff/paraprofessionals into this first systemwide contract.

These collective bargaining contracts for licensed and unlicensed personnel may serve as a model for the proposal to consolidate all 3 districts into a countywide district for the explicit purpose of joining other districts to form a new larger Supervisory Union of the requisite size with a shared central office.

### What are the challenges or weaknesses of your current district/system?

Opportunities for shared services, where appropriate, with neighboring districts have been limited - particularly for services to special needs students. The BOCES model has not been promoted nor given time to develop. The fact that all 3 districts in the supervisory union are not consolidated limits the ability to move staff to where most needed.

### What opportunities do you see as a member of a bigger district?

We see great opportunities if we are a member of a larger supervisory union in terms of shared administrative resources and partnerships with member districts. Our community and our school board see a larger supervisory district as crushing to our educational system which is successful in effectively preparing generations of students. Our community would lose connection, voice and any meaningful vote in our future as a rural school. When the first big infrastructure crisis occurs, we do not believe the thousands of taxpayer on the mainland will support repairs, upgrades and new construction, instead electing to have our buildings decay. It will be seen as "fiscally responsible" to spend the money to bus our kids off island to their own schools, gaining the foundation formula payments for every student on the buses.

The off Island high school course offerings and extracurricular opportunities are already available to our students through the tuitioning system. Being assigned to a single school would reduce opportunities, not enhance them.

### What resources, support, or policy changes would you need to seize those opportunities?

Promote and provide technical support to fully implement the BOCES model. It is a crime that so much money is being spent on consultants to push the Act 73 model with large districts, while so little has been done to facilitate adoption of the BOCES model - which could ACTUALLY save money.

What risks or concerns do you see as a member of a bigger district?

To be blunt, total loss of our local schools. Additionally, assignment of our high school students to a nearby high school which parents have made very clear both in statements to board members and in their attendance choices is NOT acceptable. Dilution of the democratic input from our rural towns.

We are losing the future of a publicly accountable system through local voting, not simply "voices" or powerless "advisory committees" suggesting ideas from the far corners of a much larger district. We are learning in real time that a representative democracy is not designed primarily for administrative efficiency but to incorporate the values and viewpoints of the stakeholder electorate.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Missisquoi Valley School District in northern mainland Vermont is our northern neighbor and has developed a strong, highly functioning district, Maple Run Unified School District, just nominated for a VSBA award, also is a highly functional unified school district which also has a Cerberus Tech Center. Franklin West already operates as Supervisory Union. All of these districts have less populated districts and we share common challenges and opportunities, If we establish a Grand Island County Unified School District, our southern Island towns still would need access to high school choice in Chittenden County due to long travel times to all Franklin County high schools.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

We have exchanged introductions but they are not ready to commit to redistricting proposals at this time due to the speed and lack of clarity in implementing Act 73. We are prompting them that the time is running short and that a mutual plan would help the Task Force with its mapping responsibilities and affirm their district functioning.

## Additional comments

ACT 73 is a complex mix of simultaneous work groups attempting to fulfill their own charges to present proposals for review and voting on each component in order for ACT 73 to actually become effective. The Champlain Islands UUSD, South Hero School Board, and Alburgh School Board have partnered to hold public meetings and submitted formal resolutions to the Task Force for to help them in incorporating Grand Isle County as a proposed unified school district within a Supervisory Union with mainland district partners for administrative purposes as required under Act 73.

All of our boards are concerned that residents of Island communities, which have already seen 2 out of their 5 schools close, are highly anxious about the future of their remaining 3 schools in this geographically isolated county with no direct access to most of mainland Vermont. Some are talking about selling their homes to be close to a neighborhood school. Others, including local business owners are concerned that the possible closure of one or more school in Grand Isle County will result in a steep financial downturn in the economy as young people and families look elsewhere to develop a sense of community that schools provide. These are not isolated residents - many are active members of the community.

We are dismayed that the draft maps presented so far seem to ignore the "elephant in the room" for Grand Isle County - Lake Champlain. It is a far more significant geographical barrier than many of the mountains and rivers carefully laid out on the mainland portion of the maps.

We are also troubled by claims that Supervisory Unions are somehow "undemocratic", while the entire structure of Act 73 tremendously dilutes traditional Vermont local democracy. Having little representation of rural towns in a much larger, urban-centered school district would be truly undemocratic. If there are concerns with unbalanced representation, that can be addressed by altering the composition of Supervisory Union boards, as was recently proposed in another area of the state.

The Supervisory Union model as a hybrid governance model, provides for both 1) meaningful PUBLIC VOICE AND VOTING for school boards in greater proximity to the schools over which they have direct authority and oversight, and 2) shared central office administrative services, which may also be enhanced by BOCES partnerships with neighboring Supervisory Unions and Supervisory Districts.

We have great respect for the members of The Redistricting Task Force who bring decades of educational legislative and administrative experience to their daunting task in a finite statutory four month period to review and develop up to three maps, at least one including Supervisory Unions.

We respectfully request that you include the Supervisory Union governance model for one unified district in Grand Isle County as part of a new supervisory union of requisite size with neighboring mainland districts to provide shared central office administrative services. Having one school board in charge of the entire Grand Isle County district covering 5 towns would be respectful of geographic isolation, shared community and economic connections, and allow families of students living in different sections of the county to have access to high schools and Career/Technical Centers in both the northern (via RT 78) and southern (via RT 2) from these three islands and the Alburgh peninsula (connected by land only to Canada.)

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Michael Inners

Email \*

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# Redistricting Task Force Survey

The respondent's email ([mmetzler@cvsdvt.org](mailto:mmetzler@cvsdvt.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Champlain Valley School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

The board has discussed H454/Act 73 throughout the legislative session. During our August meeting the board was updated on the final legislation. During our September meeting we discussed whether or not the board wanted to take a formal position on redistricting and our perspectives.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We have engaged with our community throughout the legislative process, including direct emails and letters from the superintendent and the school board chair about their concerns with Act 73. We will continue to do that in the coming months.

How will your board share its formal position and with whom?

This response to the task force is the first response. We will also share it more broadly with the community in an op-ed. We will also share it with our legislators.

What data or information is your board requesting, using or accessing to inform its position?

We have been reviewing the data that is being provided to the Redistricting task force. We have also reviewed testimony throughout the legislative session and we have asked our central office to model various scenarios from a funding perspective.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

CVSD is a supervisory district that was formed under Act 46 with one governing 12-member school board over five schools (CVU, three pre-K-8s, one pre-K-2 and one 3-8). Prior to 2017, the towns of Charlotte, Shelburne, Hinesburg, St. George and Williston formed CSSU, which were governed by 7 different school boards. As has been widely reported, CVSD is the only district in Vermont that meets the minimum size requirements in Act 73 for one important reason: we agreed to consolidate eight years ago and have been doing the hard work of consolidation ever since.

The current structure and size of our district allow our schools to operate at scale and enable the central office to work efficiently in providing the conditions for all students, in all schools, to advance toward our shared mission and vision. The superintendent answers to a single school board with one budget and ensures that schools follow a common curriculum and a unified set of policies. This coherence improves student outcomes through aligned instructional practices and supports, more equitable allocation of resources for students and professional learning, and consistent systems for engaging and responding to community partners.

### What are the strengths of your current district/system?

CVSD has many strengths, but if we wanted to highlight a few it would be that we operate at scale and that we have excellent educators in our schools. Our smallest K-8 school has 350 students and our high school has over 1200 students. While that is large by Vermont standards, our educators know that at the heart of learning is the individual story of each of our students that they are dedicated to honoring in the classroom everyday. We also live in communities that support our schools and the work that we do everyday.

The overall scale of our systems allows for a larger breadth of opportunities for our students than would otherwise not be feasible both logistically and financially in a smaller system.

### What are the challenges or weaknesses of your current district/system?

The biggest challenges to our system right now are financial and the continued uncertainty around what impact education reform will have on our schools.

Over the past two years we have had to cut over 80 positions from our district and reduce spending by \$9M. The opportunities available to our students today are fewer now than they were two years ago- and that includes (among others) fewer music classes, foreign languages, science classes and larger class sizes.

### What opportunities do you see as a member of a bigger district?

Given we already operate at scale, we have not identified realistic opportunities as a member of a larger district when we look at our geographic area. For example, neither we, nor any of our surrounding districts have the capacity in our buildings to merge operations and be able to reduce our operational footprint without investing in costly facilities projects.

Additionally, while there may be some efficiencies to be had from an administrative/central office consolidation perspective, we expect that they would not make a meaningful difference in overall spending.

### What resources, support, or policy changes would you need to seize those opportunities?

This is technically, N/A as we are not aware of any opportunities, but there are important policy considerations that we need to highlight. The current funding formula used in Act 73, to the best of our knowledge, uses an average teacher salary across the state. Chittenden County has a significantly higher cost of living and thus labor costs than the average in the state. Based on the data provided to the Redistricting Taskforce, the average Chittenden County salary is 20% higher than the statewide average. For teachers alone, the current funding formula would under-fund teacher salaries by more than \$20M countywide. While improving teacher pay is important, we believe the funding formula would require significant layoffs in the schools that are already more likely to be operating at scale given the overall population in the state.

Additionally, we believe based on our own modeling that the funding formula underfunds special education. We understand that the funding formula included in Act 73 is based on other state models, but we also know from the AOE's Current State of Special Education Delivery that Vermont (and CVSD) serves our students in more inclusive classrooms than other states. It is unclear if the funding formula and weights reflect Vermont's special education model. It is imperative that both of these areas are studied and appropriately modeled before any other decisions are made.

What risks or concerns do you see as a member of a bigger district?

While the consolidation from a supervisory union into a unified district that operates at scale ultimately benefited our students, the process itself—and the years that followed—brought several unintended consequences. The work of aligning policies, systems, and cultures across multiple communities proved far more complex than anticipated, often pulling energy away from direct student-facing priorities.

It is only in the past few years that we have begun to fully realize the promise of consolidation: establishing truly shared resources, building more coherent systems, and developing a co-created vision for the district. This progress has required sustained effort, deep collaboration, and a willingness to navigate tension in order to create alignment.

Any new merger would be a significant undertaking. Beyond the technical aspects of governance and operations, the process of integrating communities, identities, and expectations requires enormous time, trust, and attention. Such a shift risks diverting our focus from our central mission: to map and maximize the engagement of every student while turning our instructional and assessment systems toward a future-ready model.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Additional comments

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Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Meghan Metzler

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Email \*

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This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([praneet.menon@ncsuvt.org](mailto:praneet.menon@ncsuvt.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

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Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Coventry Village School

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

We have discussed Act 73 requirements, enrollment thresholds, costs, transportation, student outcomes, CTE placements, tax rate effects, local voice, and the potential of a BOCES-style structure.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We passed resolution stating our desire to remain as part of an SU, North Country Supervisory Union (NCSU), which has formed a working group with our neighboring SUs to discuss impacts, scheduled community forums across NCSU to solicit public feedback, and are also collecting input from current SU directors to inform our position.

How will your board share its formal position and with whom?

The SU working group will develop a position after data review, community forums, and feedback from current directors. We will share our position through board meetings, minutes, forums, and district communication channels with our community, the Redistricting Task Force, the Agency of Education, legislators, and neighboring supervisory unions.

What data or information is your board requesting, using or accessing to inform its position?

Enrollment projections, central office cost analysis, transportation cost and distance study, CTE tuition and access, staffing and equity data, and comparative scenario analysis, current operations analysis from SU directors.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Our structure sustains programs in small rural schools through shared services, economies of scale, and local governance that reflects student and community needs.

What are the strengths of your current district/system?

Supportive school and SU boards, strong community commitment, experienced central office, effective shared services, fiscally-responsible budgeting and expenditure, amazing staff.

What are the challenges or weaknesses of your current district/system?

Long bus ride times, limited enrollment in some member school districts, small-district governance pressures, and uneven program access.

What opportunities do you see as a member of a bigger district?

Shared services (alternative placements, CTE access) if structured as a BOCES.

What resources, support, or policy changes would you need to seize those opportunities?

Legislative recognition of rural needs, transportation funding, construction/capital improvement funding, consideration of a BOCES-style model.

What risks or concerns do you see as a member of a bigger district?

Loss of local control, longer bus ride times, weaker rural representation, and transition costs that may offset savings, significant tax impacts for low-spending districts.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Orleans Central Supervisory Union and Essex North Supervisory Union (shared geography and challenges).

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Through the NCSU-ENSU-OCSU Redistricting Working Group, the SUs are jointly evaluating redistricting impacts, service-sharing, and possible BOCES-style governance structures.

Additional comments

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Praneet Menon

Email \*

praneet.menon@ncsuvt.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([clayton.cargill@ccsuvt.net](mailto:clayton.cargill@ccsuvt.net)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Danville School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Our High School is in an existential crisis, with ever increasing pressure to close, now from even another front. The downward pressure of having our own authority taken away from us, just to be closed by a larger district is very constricting.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

Right now, just trying to stop the rampant rumors and side conversations . We don't know the answers because despite ACT 73 existing, we don't know the maps and we don't know if the whole thing is going to crumble. If the law gets opened back up and the particular passage -- that a school who changes their designation from operating a HS to School Choice can and must only choose 3 PUBLIC schools as their designated choice schools - we will be damning our students to either quit public education entirely, or to one hour bus rides to whatever schools you people decide deserve to stay open.

How will your board share its formal position and with whom?

After our next meeting, with your task force and publicly.

What data or information is your board requesting, using or accessing to inform its position?

We need to know if we will be allowed to see the district maps and whether or not they pass before being forced to decide whether we should continue operating. We need to be allowed to continue to operate until then. You really shouldn't be forcing us to close without all the information.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

We are a small public PK-12. We allow our students to grow up in a cloistered environment and make a lot of their own decisions about how to move forward in their educations, while living as part of their own small community.

What are the strengths of your current district/system?

Small Setting. Small Environment. Town Pride.

What are the challenges or weaknesses of your current district/system?

Rising Taxes, rising health care costs for teachers. Diminishing student counts. Less pathways, therefore being less flexible in those pathways to graduate. Also, retaining high school students from where we sit, in the shadow of two academies.

What opportunities do you see as a member of a bigger district?

Expanded opportunity for kids, maybe? But a lot of lost voice and lost jobs.

What resources, support, or policy changes would you need to seize those opportunities?

We just need answers to what is going to happen, so we can decide how we can seize anything.

What risks or concerns do you see as a member of a bigger district?

Having absolutely no say in anything that happens to our kids or building or anything.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

#### Additional comments

Please have somebody who isn't Scott Beck reach out to me. I can talk to Scott whenever I want, he is very forthcoming. But I need more information from different sources to try and understand what's happening with these districts and this Act 73 provisions that may resurface in this next legislative session.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Clayton Cargill

Email \*

clayton.cargill@ccsuvt.net

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([rcarpenter@board.ewsd.org](mailto:rcarpenter@board.ewsd.org)) was recorded on submission of this form.

## Survey Introduction:

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Essex Westford School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

ACT 73 Brief Reviewed by the EWSD Board:

<https://docs.google.com/presentation/d/1bUQXIGCJKYj40BYTjraaHiLmxSb6LpXEfLXjz0bhkTs/edit?usp=sharing>

Beth St James Overview: <https://drive.google.com/file/d/1kHnH3Weh4HSgRm2oPioZwf5gaHPcjupK/view?usp=sharing>

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We are actively involving our community in ongoing advocacy and organization around the harm and ethical failings of the entire Act 73 process; especially Scott Beck's most recent egregious proposal. That includes email blast, website landing page, staff engagement, and collaboration with stakeholders across the region and state.

How will your board share its formal position and with whom?

We will release a formal, voted-upon statement to our media contacts, community, legislators, and organizational stakeholders, as well as share it with other boards across the state.

What data or information is your board requesting, using or accessing to inform its position?

All of the data above as well as internal evaluation and up-to-date financial and impact projections by key experts.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

This is a much longer presentation that is inappropriate for a survey format, particularly one otherwise full of brief and leading questions. The redistricting committee should do its due diligence by evaluating this in partnership with district administration and boards for the school districts and supervisory unions already serving regional students.

What are the strengths of your current district/system?

This is a much longer presentation that is inappropriate for a survey format, particularly one otherwise full of brief and leading questions. The redistricting committee should do its due diligence by evaluating this in partnership with district administration and boards for the school districts and supervisory unions already serving regional students.

What are the challenges or weaknesses of your current district/system?

This is a much longer presentation that is inappropriate for a survey format, particularly one otherwise full of brief and leading questions. The redistricting committee should do its due diligence by evaluating this in partnership with district administration and boards for the school districts and supervisory unions already serving regional students.

What opportunities do you see as a member of a bigger district?

We dispute the premise of this question. Senator Beck's proposal is a despicable waste of taxpayer time and capacity. National data indicate that superdistricts harm both outcomes and communities and are only in the best interest of the profits of private schools (so, his own interests). Our district already has optimized and streamlined the logistics and operations of a larger district and already are feeling the stretch and challenges of ensuring positive outcomes in a larger district. To force further irresponsible consolidation reinvents a wheel that was not broken, instead of targeting the actual cost drivers that are causing the entire train to derail.

What resources, support, or policy changes would you need to seize those opportunities?

Responsible consolidation should target areas and districts that refused to do so in the past decade as the State put forth, not the districts that responsibly and in good faith integrated, budgeted, and operated to put forth strong outcomes throughout legislative cycle after cycle of short-sighted, reactive legislation causing our schools and taxpayers great harm.

The best support, resource, and policy change would be for Senator Beck to be removed from any meaningful leadership position while the actual on-the-ground expert educators and administrators, actually in public education, without blatant conflicts of interest, would be left alone to do the jobs they are doing well despite, not because of, the terrible legislative and gubernatorial governance of the past several years.

What risks or concerns do you see as a member of a bigger district?

Governor Scott and Scott Beck's superdistricts will hugely increase costs: in regional administrative build out (further separating decision-makers from classrooms and harming outcomes), in staff contract inflation due to pay disparities between districts, and of course on top of the healthcare inflation they already caused. They promised cost savings in forcing healthcare bargaining at the state level, and instead it caused financial crisis. Now they are causing the next crisis by forcing changes to systems that aren't broken but are the last stopgap protecting our communities from the harm of their last efforts.

All that inflation isn't considering issues such as taxpayer approved bonds being put upon communities that did not vote for them, having to fully reconfigure entire district systems and policies, and the loss of finances, staff capacity, and other harm in reinventing wheels that again, were not broken, all to remove local control, meaningful accountability, and pad the pockets of private school shareholders as outcomes fail while taxes rise.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

#### Additional comments

Given that the law puts forth districts targeting 4000-8000 students. EWSD and CVUSD already operate close to those margins and have both gone through mergers. One size does not fit all, particularly with the massive difference between scale, need, and operations within Chittenden County. Scott Beck's proposal is far out of any remote reasonableness and further demonstrates the magnitude to which he is unfit for any appointment to committees overseeing Vermont public education. We call on him to step down from this committee, return to his private interests, and allow those with experience in public education and real intent to preserve public education to lead this effort.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Robert Carpenter

Email \*

rcarpener@board.ewsd.org

# Redistricting Task Force Survey

The respondent's email ([eric.montbriand@grcsu.org](mailto:eric.montbriand@grcsu.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

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Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Greater Rutland County Supervisory Union

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

SU vs SD, the differences on how the governance structure could change and what our representation would look like. SD representation has yet to be decided. The impacts of the foundation formula to the districts and towns property tax. Potential loss of school choice being in a SD structure.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We will be hosting a community forum on October 7th

How will your board share its formal position and with whom?

The board chairman shared the boards position with the task force

What data or information is your board requesting, using or accessing to inform its position?

Act 73, what data or information is the task force using?

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

A 5 year strategic plan, streamlining curriculum, SU wide PD

What are the strengths of your current district/system?

Small schools, local control

What are the challenges or weaknesses of your current district/system?

Staffing issues,

What opportunities do you see as a member of a bigger district?

Shared staffing resources

What resources, support, or policy changes would you need to seize those opportunities?

What risks or concerns do you see as a member of a bigger district?

Loss of local voice in our schools, school closing

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Additional comments

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Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Eric Montbriand

Email \*

eric.montbriand@grcsu.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([ashleywoods05674@gmail.com](mailto:ashleywoods05674@gmail.com)) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Harwood Unified Union School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

We have not had a formal public discussion on the subject yet, but in conversations with board members over the past few months I can say there is worry and skepticism about what will happen when we become part of a larger district with a distant board with little or no understanding of our district and a nonvoting advisory groups as the only link.. We worry about forced school closures and what that might do to our tiny communities. Board members are not convinced that there will be any savings for taxpayers until 30 years from now. Our district has recently paid for (110K) a detailed assessment of all our schools buildings maintenance and infrastructure needs with a plan to prioritize the worst problems and plan for a bare bones bond, we worry that bond will fail because of people can't take any more tax increases and won't vote for it. I could go on.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

How will your board share its formal position and with whom?

What data or information is your board requesting, using or accessing to inform its position?

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

We have excellent teamwork and communication at all levels of our school management. That team work allowed us to successfully ban cell phones at the beginning of the 2024 school year. We have new programs in MTSS to support our youngest students.

What are the strengths of your current district/system?

Inspiring and dedicated teachers, tight knit school communities that support students and families compassion.

What are the challenges or weaknesses of your current district/system?

The tremendous budget pressures we face. Particularly in terms of health care costs, special ed costs, transportation costs, and the urgent need for school maintenance and repairs, which we just priced out at 121 million.

What opportunities do you see as a member of a bigger district?

Very few, the only financial savings will come potentially in the distant future. In the here and the now, we will face the huge and immediate expense of reconfiguration. If the HUUSD is to close schools we will have to spend substantial money to make one (or more) of our schools bigger to accommodate those students.

What resources, support, or policy changes would you need to seize those opportunities?

We desperately need assistance with deferred maintenance and construction, regardless of reconfiguration. We can't quite understand how state aid to schools for building maintenance and construction is not THE MOST important component of the big plan. How are we to close schools and consolidate student populations without making physical changes? As of now, any bonded money flows right to the Cost Per Pupil. Which will push districts over the threshold where there is a penalty.

What risks or concerns do you see as a member of a bigger district?

The prospect of the loss of local control is truly frightening. As there are no guarantees that advisory group, with zero actual voting power, will have any influence on a remote board. How we can trust a distant board to make the best educational or financial decisions for our district? Bigger is not better! Where and how will there be savings? And at what cost?

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Because of our proximity, similar size and structure and because we touch, potentially MMUSD (Mount Mansfield Unified Union School District) We haven't had any discussion as a board on this. It was a external suggestion that made some sense to me.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Additional comments

My last comment is about the 3rd survey question. Have we taken a formal position or do we intend to? How can we answer that question when we have no idea what the plan for reconfiguration is? I believe that more time is necessary for your task force to do this properly. I think that going to such a dramatically low number of districts is unreasonable and stands to seriously damage what we have here in Vermont. I think rushing this process is short sighted and could result in unnecessary mistakes and mistrust of the process. Thank you all for your hard work on this incredibly important and difficult puzzle.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Ashley Woods

Email \*

awoods@huusd.org

This form was created inside of Vermont School Boards Association.

# Redistricting Task Force Survey

The respondent's email (n489bc@gmail.com) was recorded on submission of this form.

## Survey Introduction:

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Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Lamoille North Modified Unified Supervisory Union

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

A review of Act 73, information from the VSBA and The Rural Community Alliance. The most current information from the task force on what is being looked at. Where we see Lamoille North fitting into the process.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

As we represent five towns, we make sure that all the board members understand. We engage through numerous social media platforms as well as a weekly newsletter to the parents and we have widened the distro list to include interested public.

How will your board share its formal position and with whom?

As the Task force knows we wrote a proposal and sent it in to your mailbox. The has been shared with the five town clerk's offices their posting. The board has made itself available to answer questions.

What data or information is your board requesting, using or accessing to inform its position?

Act 73 is in existence to lower property taxes. We are using Act 46 data that is published and exact. 2016 to present there have been no cost savings, so our submitted plan uses flexibility and focuses on student success both current and projected outcomes.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Our Supervisory Union works very well, we hire staff that can be utilized by several schools across the Union. As a Supervisory Union and school board working with our community our goal is to work together as one to benefit our Students.

What are the strengths of your current district/system?

Certainly the ability to move and maximize resources.

What are the challenges or weaknesses of your current district/system?

Although the "big" district will always look to assist and help Cambridge Elementary, it would be far better if they were a formal part of Lamoille North. Financially and otherwise.

What opportunities do you see as a member of a bigger district?

Looking at this question from a business standpoint ie., Walmart, Home Depot etc. there are obvious cost savings. However, we are not buying and selling commodities, we are in the education business. Bigger districts mean bigger holes for students to fall through, and the community that we are supposed to be communicating with gets farther away, and less involved.

What resources, support, or policy changes would you need to seize those opportunities?

From the business side of the house for the cost savings, you would require a corporate CFO with a target of so many percent savings a year until you achieve the States cost targets. And an obvious restructuring of the States tax system.

What risks or concerns do you see as a member of a bigger district?

Student outcomes. the bigger the organization the smaller the students get and the farther away the troubled student gets from the help they need. This Task force is Co-Chaired by two Board Chairs and has "Education Experts" on it. This should be common sense.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Being very partial, Cambridge Elementary, as they already send their students to Lamoille North High School. Our northern neighbors would be our best fit, as they are similar in size.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Lamoille North has requested these meetings (Bart Bezio and myself) and for some reason no one wants to meet. This includes one of the Taskforce Co-Chairs!

Additional comments

The Taskforce will be receiving a separate note from me (Mark Nielsen) from e mail address N8942v23@yahoo.com. I do want to take this opportunity to thank the member of the Task Force for the time they are spending on this. And the VSBA for their time and work as well. Not an easy assignment for sure.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Mark Nielsen

Email \*

n8942v23@yahoo.com

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Google Forms

# Redistricting Task Force Survey

The respondent's email ([ryan.heraty@lamoillesouth.org](mailto:ryan.heraty@lamoillesouth.org)) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Lamoille South Supervisory Union

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Yes, we have discussed this topic in depth for nearly a decade. Through Act 46, our two districts produced a comprehensive research report that indicated a merger between the two districts would offer little in terms of cost savings and educational benefits to students. Regardless, the state required a merger, which was in place for several years. This merger decision was then reversed in July of 2022 when Elmore, Morristown, and Stowe voted to decouple while Stowe attempted to pass a large capital improvement bond. However, following the implementation of Act 127 in 2024, Stowe saw a property tax increase of nearly 30%. This, combined with an additional \$1500 that would be added to the average homestead property tax bill, prevented the district from passing the \$40 million bond.

Since then, the boards have passed separate resolutions stating they would approve a merger if the state requires the consolidation of districts. Both boards recognize the state's need to create more efficient operating structures, yet urge lawmakers to make thoughtful changes that do not harm students or suppress democratic engagement.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

Our two districts work very well together and understand Vermont's need to create more efficient governance structures for fiscal and academic data monitoring and the implementation of a foundation formula. We have submitted resolutions to the school redistricting task force that outline our willingness to remerge into one unified school district that serves all three towns (Elmore, Morristown, and Stowe). We do not believe that a merger larger than this would offer any benefit to students or taxpayers. To the contrary, we believe that a larger district could be detrimental to student progress and educational growth.

The board has engaged in several public meetings and solicited input from the community. Additionally, the local newspaper produced a detailed article on this topic that was published locally and at a state level through the Vermont Digger. Additionally, the superintendent sent a clear and detailed letter to all families and local legislators, updating them on the resolutions. The letter was also published on Front Porch Forum. Community members were also invited to submit comments on this survey.

How will your board share its formal position and with whom?

The position has been shared via public comment through the redistricting task force.

What data or information is your board requesting, using or accessing to inform its position?

Our boards have years of financial history and a comprehensive research study that was conducted prior to the Act 46 merger. Additionally, we have data from the merged district (LSSU) and academic/spending outcomes for many years. Additionally, we have climate survey and other SEL metrics that offer additional insights.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Our supervisory union has recently completed a comprehensive strategic planning process that included a new Portrait of a Graduate and a five-year plan for improved student learning outcomes. Over 2,000 students, educators, families, and community members provided their input into this plan. We work collaboratively across the two districts and share special education services, professional development, data systems, transportation, facilities, central office, athletic teams, negotiated agreements, and more. Our boards operate efficiently, and according to the statewide spending data, we perform above the state average and spend far less.

Both school districts have noted significant academic growth and reductions in student discipline and behavior incidents. Additionally, we have expanded early education offerings and invested in our buildings with new roofing, parking areas, and mechanical upgrades.

What are the strengths of your current district/system?

Our district has many strengths, including strong academic performance, high rates of teacher retention, financial stability, strong family and community support, robust coordinated curriculum, shared sports and robotics teams, shared safety resources and emergency preparedness planning, a strong history of collaboration and equity-based budgeting. Lamoille South schools are noted for very high levels of student engagement and post-secondary success. Evidence of student growth and goal achievement is presented in detail to our communities each year through comprehensive academic and SEL data presentations.

## What are the challenges or weaknesses of your current district/system?

Our districts do not support a narrative or political bias that "bigger is better." We spend less and perform at a high level, while maintaining an efficient central office and high levels of accountability for strong student outcomes. The EMUU and SSD School Boards provide diligent oversight and are very involved in long-term planning. The boards have consistently shown prudent financial management and have built trust with taxpayers through careful planning and responsible decision-making over many years.

Our challenges are primarily driven by unfunded mandates and legislation that have disrupted the educational landscape. Many of these laws have impacted our ability to run our schools by requiring significant advocacy and changes to systems that are not based on research and have not proven to positively impact student learning. Additionally, our district has been negatively impacted by a lack of state school construction aid and the state's funding formula that penalizes districts that have a high percentage of non-homestead homeowners when calculating how bonds are factored into local tax bills.

The state's data system has also negatively impacted our supervisory union, as we are not able to share clear and transparent data with families and community members. The state's data suppression formula obscures performance metrics and hinders the public from understanding whether or not students are meeting state-level benchmarks. A lack of clear data and student performance metrics also inhibit educators from using assessment data in a timely way to improve instruction and plan professional development. For example, taxpayers cannot easily understand how many students in their local elementary school are on grade level.

Data suppression tactics have also led to Stowe High School no longer being ranked as the number one high school in the state by U.S. News and World Report, something that was discussed at a recent meeting of the redistricting task force. Stowe High School is no longer ranked at all due to the state's data suppression logic, while other districts have touted their rankings to attract students and families to their towns.

## What opportunities do you see as a member of a bigger district?

Beyond creating one unified district with Elmore, Morristown, and Stowe, there are limited benefits to a larger district. In fact, we have learned that when collaborating with other districts through the regional tech centers, our communities have limited voice and influence over decision-making. We believe that the leveling of contracts and disruption to student learning would hurt students, erode local control, raise taxes, and go against democratic principles that are valued by Vermonters.

## What resources, support, or policy changes would you need to seize those opportunities?

Merging Elmore, Morristown, and Stowe into one district makes fiscal sense and would work within the confines of Act 73.

## What risks or concerns do you see as a member of a bigger district?

Please see above. We have learned that when collaborating with other districts through the regional tech centers, our communities have very little voice and influence over decision-making. The leveling of contracts and disruption to student learning that would occur as a result of a larger merger would hurt students, erode local control, raise taxes, and go against democratic principles valued by Vermonters. Currently, a high percentage of our students access afterschool activities. With longer drive teams and students not being able to walk to school, we anticipate a very negative impact on student engagement associated with less access to athletics and the arts.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

We have submitted resolutions for both EMUU and Stowe that endorse a merger if required. For a variety of reasons, we cannot support anything larger than this one, merged district.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

We have submitted resolutions for both EMUU and Stowe that endorse a merger if required. For a variety of reasons, we cannot support anything larger than this one, merged district.

Additional comments

N/A

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Ryan Heraty (submitted on behalf of David Bickford)

Email \*

ryan.heraty@lamoillesouth.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([jalbert@lincolnsd.org](mailto:jalbert@lincolnsd.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Lincoln School District (also a supervisory district)

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

The Lincoln school district board has had several conversations about topics related to H.454 as the bill was moving through the legislative process, and also about redistricting specifically after it was signed into law as Act 73.

For example, at its regular meeting on July 2, 2025, the board discussed a draft letter to the Lincoln community to provide information about provisions of H.454 that we'd heard were of concern and about which we also had questions, including the pace of change, uncertainty about the future of our school and district, and how funding would work. As noted in the meeting minutes: "[t]he purpose of the letter is to explain H.454 and its implications for Lincoln SD/SU." The letter was approved unanimously by the board and distributed to community members via email and posted on front porch forum.

At the July 2, 2025 meeting the board also discussed a draft statement to be sent to the Redistricting Task Force, once it was formed, regarding potential governance changes. "The Board believes that it is important for the new Redistricting Task Force to understand that the goal of the Lincoln SD is to preserve its community-driven vision and mission and maintain local democratic engagement." The full statement was approved unanimously by the board (though subsequently revised slightly by the board before submission to the Task Force.)

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

## How is your school board engaging with the community on this issue?

At its August 26, 2025 meeting the board approved the final version of a statement regarding potential governance changes as a result of Act 73. This statement was submitted to the September 10, 2025 Redistricting Task Force meeting for inclusion as public comment. The core of that statement is provided below:

"Regarding any proposed legislative changes to Vermont School District governance and potential state action, The Lincoln School District (LSD) Board adopts the following statement."

If required to alter our current governance structure, we wish to remain a standalone district, operating within a multi-member Supervisory Union.

Lincoln's governance structure, including potential redistricting, has been a core topic of community discussion since the town voted overwhelmingly to withdraw from the Mount Abraham Unified School District (MAUSD). As noted in the statement submitted to the Task Force:

"We have profound respect for the democratic processes that led to the recent formation of our independent school District. This respect is grounded in the overwhelming support of voters to reject the merged, unified-union governance model and return to our prior status as a standalone district: we received majorities of over 75% in Lincoln as well as from our former partners in the Mount Abraham Unified School District."

After starting full independent operations just over two years ago, this past year was filled with numerous community engagement opportunities and events centered on the district's vision, mission, and values. This work has further grounded the board's commitment—throughout the redistricting conversation—to preserving the district's community-driven vision, mission, and values, and maintaining local democratic engagement, oversight, and accountability.

## How will your board share its formal position and with whom?

As noted, we have shared our statement of intent with the Redistricting Task Force and have posted it to the District web site. The board intends to host community conversations later in the fall.

## What data or information is your board requesting, using or accessing to inform its position?

In addition to the overwhelming support provided by the town (and by our former MAUSD partners) for our standalone district, in its ongoing work the LSD board is focused on a host of important issues— such as student enrollment and outcomes, staffing, financial sustainability, and vibrant community engagement— that confirm that our district can continue to thrive in its current governance structure or within a multi-member supervisory union that shares our values.

For example, with respect to financial stability and affordability, we are very proud to have the lowest education spending per LTW-ADM of any district in Addison county, while maintaining (and in some areas, expanding) staff and services. Further, student enrollment has been increasing and is projected to continue for the next several years, and student outcomes are consistently high.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Lincoln's current governance structure as a supervisory district supports student outcomes in several ways. First, being a standalone district empowers our dedicated, excellent staff to focus on teaching, learning strategies, and other programs that have been successful at the Lincoln Community School (LCS) for many years and to grow and enhance programs (e.g., place-based learning, sustainable education, mentoring) that are highly valued in our community.

We have also been able to maintain important continuity of adults at LCS, so that students with greater/different needs especially are able to develop the kinds of trusting relationships that are critical for learning.

Finally, being a very small supervisory district with our district office housed in LCS means nearly all of our employees— including the superintendent— are student facing. This creates a learning community in which all students are seen and respected, where shared responsibility is valued and celebrated, and which attracts like-minded, well qualified staff.

What are the strengths of your current district/system?

In addition to the strengths noted above, being a small, standalone district means that issues or challenges that inevitably arise can be surfaced more quickly and addressed thoughtfully with the input of many voices. The Lincoln school board itself is also a real strength, with members who bring a range of experience, background and skills to the work of district directors. Locally adopted budgets build trust and support in and by our community.

What are the challenges or weaknesses of your current district/system?

While shared roles and a lean business office helps our district be both effective and efficient, sudden changes in personnel or other unexpected events have the potential to cause added initial disruption— as in any small organization. From the start, District leaders recognized the importance of good communication and trust to weather such events.

Meanwhile, there are certainly many challenges that are beyond our control, including double-digit, unsustainable annual increases in health care costs and lack of affordable housing for families with school-aged children.

What opportunities do you see as a member of a bigger district?

We do not see any benefits from being re-merged into a larger supervisory district, especially as we have worked very hard to build a successful standalone district that is grounded in local democratic principles and community-driven values.

What resources, support, or policy changes would you need to seize those opportunities?

N/A

What risks or concerns do you see as a member of a bigger district?

As part of a merged supervisory district, Lincoln has seen first hand the challenges and risks for a small district such as ours:

- loss of agency and direct democracy (no local school board, no locally-voted budget, minimal representation on unified board so easily sidelined);
- elementary schools often targeted for spending cuts or threats of closure, regardless of quality and needs of rural communities;
- one district board makes it difficult for members to understand and respond in a timely way to the needs of all communities and schools;
- loss of transparency: one unified budget makes it difficult to see clearly where money is being spent or understand rationale for decisions, which increases the risk of failed budgets and lowered support for education;
- loss of consistent adults in the building (from sharing staff) doesn't support children as well, especially those with highest needs; and
- less flexibility to individualize schedules, curriculum, and pedagogies that meet the needs of our unique community.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

(See response for Question 11, additional comments.)

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

(See response for Question 11 additional comments.)

## Additional comments

While the LSD Board does not see any benefits from being re-merged into a larger supervisory district, as noted in its statement of intent to the Task Force: "If required to alter our current governance structure, we wish to remain a standalone district, operating within a multi-member Supervisory Union...To the extent that collaboration is practical, we will be speaking with other districts in nearby multi-member SUs."

To this end, as the Redistricting Task Force began its work, the LSD board reached out to the neighboring White River Valley supervisory union (WRVSU) Chair, Vice Chair, and Superintendent, in order to initiate preliminary conversations. In early August, the LSD Chair attended a meeting of the WRVSU board as a way to meet more board members and further this outreach, and in early September, the WRVSU Vice Chair reciprocated.

These fruitful conversations have centered on learning about each other's operations, finding common understanding, and identifying shared values, as a basis for potentially moving forward in an expanded and/or reconfigured multi-member supervisory union.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Jeanne Albert

Email \*

jalbert@lincolnsd.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([ktarbell@ssdvt.org](mailto:ktarbell@ssdvt.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Ludlow Mount HOLLY Unified Union School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

We are very concerned about the distribution of voice. It is our experience that Chittenden County has the population and drives decisions. Chittenden County does not have the same concerns as southern Vermont does.

We have discussed the past history of Acts 60, 68 & 46, all claiming they would improve taxes and educational outcomes for our children and families. What we have seen is an increase in taxes and a decline in educational outcomes. How will this decision be different? We certainly don't feel like it will.

We have discussed possible schools where the state might send our students, and we are very worried about the failing infrastructure in most Vermont schools. We have discussed how schools built in the 60's cannot tolerate the electrical load, student load, and general needs of a 21st-century student. Buildings may have physical space, but the classrooms may have once held 30 students each, but today's student and their needs are drastically different from students of decades ago. Schools now provide education, food, mental health, therapies such as OT & PT, Special Education, and sometimes even dental and doctor visits. Our schools are picking up the slack of our communities, and we are already not equipped to do so. To add hundreds of students to already ill-equipped buildings is criminal.

We have discussed that this is a community issue and communities are not pulling their weight, and therefore education/educators are picking up the slack. The community drug epidemic is changing our children faster and more permanently than COVID ever thought of.

We discuss the impact our tourism industry has had on our local community and the number of students in our area. While we don't have affordable housing because people from other states can come here and afford to buy local homes for prices that they consider cheap means that the locals no longer have adequate, affordable housing. Our tourism industry provides seasonal jobs the locals who work these jobs find housing very difficult. This also affects our schools. We have a much more transient population.

We are worried about simple things like busing, families' abilities to participate in their child's education, teacher shortages, and bus driver shortages; All of these things plague our current educational system and certainly impact our student outcomes. When families have to send their children to schools that are 20 miles away, what will happen to absenteeism? How will this added absenteeism add to other workplace staffing shortages? When parents can't get their children to school and they then have to call in sick. How will parents get to games & school concerts? They won't, and that will be a tragedy to our children and communities.

What our board hasn't been able to discuss is this survey; it was sent with no thought that monthly board meetings would not allow us to discuss the answers you seek on such a short deadline. It certainly makes me feel like our answers are not important. It certainly makes me feel like our voice is not important. It certainly makes me feel like "The State" can't plan a timely survey; how can they possibly plan for education reform?

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Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We have joined the Rural School Alliance. We have had discussions at our local Select Board Meetings and our districts have hosted open forums.

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How will your board share its formal position and with whom?

Shouldn't the state be asking for this a formal position and telling us who to share it with?

What data or information is your board requesting, using or accessing to inform its position?

Our superintendent is collecting data for our board.

Many of us have lived and been board members through all of these changes and have seen first hand the disaster each of these Acts have caused. What we haven't seen is lower taxes and improved student outcomes!

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

We have an in-house SEL program for our most needy students. Our district has been able to save money by housing our students LOCALLY rather than sending them to far off programs. Our Special Education department has also, when necessary and appropriate held an Autism program for students in our supervisory union.

What are the strengths of your current district/system?

Our district has 2 schools who are scoring well on all testing. These are small schools who do big things locally. Our schools are supported by our communities. Our small elementary schools have some of the best test scores in the state.

What are the challenges or weaknesses of your current district/system?

Funding under the arbitrary school funding formula, maintaining our buildings, bussing, housing.

What opportunities do you see as a member of a bigger district?

I cannot think of any opportunity that would outweigh the negative that I predict.

What resources, support, or policy changes would you need to seize those opportunities?

Look at John Hattie's work, specifically his effect size work. Things that have the biggest impact on education will be broken and lost if we shift to this bigger district model. You can say all you want that it is about opportunities but the people/Legislators making this decision do not understand the current situation, funding formulas and certainly cannot predict let alone understand the impact their decisions will have.

What risks or concerns do you see as a member of a bigger district?

Again I ask you to look at John Hattie's effect size work and ask "Will bigger districts support what we know has the biggest impact on student success?"

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Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

---

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

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Additional comments

I filled this out to the best of my abilities as board chair. My board could not comment or have input in this survey because of your timeline. To say that my board is concerned is an understatement and the timeline of this survey certainly highlights our concerns!

I also was filling this form out as Chair of the LMUUSD and my email being recorded is that of my workplace. I tried to switch it and it won't allow me to. My email as board chair for that board is [kelly.tarbell@trsu.org](mailto:kelly.tarbell@trsu.org)

---

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Kelly Tarbell

Email \*

kelly.tarbell@trsu.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([asmith@maplerun.org](mailto:asmith@maplerun.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Maple Run Unified School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

The conversations to date have centered on several significant concerns regarding the redistricting process. Members have questioned whether the Task Force will be able to effectively complete its work given the volume of public comment and the range of perspectives from individuals and districts advocating for supervisory union structures. Concerns have also been raised about the fairness and transparency of the process, specifically whether proposed configurations are being evaluated in alignment with the requirements of Act 73. We are concerned the legislature will not follow the guidance of this task force. Additionally, there is unease that the law does not appear to reflect evidence-based research on what is best for students, with many noting the absence of such research in the final development of Act 73. Participants have further questioned why equalizing tax capacity appears to be a driving factor in redistricting decisions, when tax capacity for the foundation formula is based upon the entire state. In addition, the board wonders why there is not more priority put on student outcomes. Finally, there is a strong belief that a school district structure is the best model for serving our schools and students, accompanied by concern that a supervisory union structure would not adequately meet the needs of our community.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

How will your board share its formal position and with whom?

The Board has not taken a formal position on redistricting beyond its clear consensus that a school district configuration is the best model for the future of MRUSD. The Board has expressed that it wishes to remain a school district moving forward and does not have any aspiration in becoming part of a supervisory union structure.

What data or information is your board requesting, using or accessing to inform its position?

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

The current structure of Maple Run as a unified school district has provided clear benefits for both students and taxpayers. For the first seven years following the merger, the educational tax rate remained at or below the merged rate, with increases due to a sharp rise in housing values (Common Level of Appraisal). Operating as a district has allowed us to strategically invest in areas that directly support student outcomes, including expanded mental health services, curriculum enhancements, and specialized programs at both the middle and high school levels. Notably, in our smallest school of 250 students, we have been able to complete approximately \$4 million in capital improvements, addressing a decades of deferred maintenance, without the need to bond. Through district-wide systems in behavior, social-emotional learning (SEL), and curriculum, we have seen measurable improvements in student outcomes: behavioral data reflects positive trends, our SEL data places us above the 90th percentile nationally in student sense of belonging, and academic proficiency in literacy has risen significantly, moving approximately 35 percentiles in local assessments within the past three years. Additionally, the unified curriculum and coordinated professional development efforts have allowed us to control costs while ensuring consistent quality across schools. Finally, being a single district provides the flexibility to place students where they can best access programs and supports, ensuring equitable opportunities for all students preK-12.

What are the strengths of your current district/system?

The strengths of the current Maple Run district lie in its unified approach to serving all students preK-12. Since the merger, we have developed a strong sense of collective efficacy and shared responsibility for every student, which was not present under the former structure. The Board now considers the system as a whole and is able to allocate resources strategically to areas of greatest student need. Staffing decisions are made through a needs-based approach, guided by an equity lens to ensure fair distribution of support across schools. In addition, the district has implemented a process improvement cycle that allows for continuous evaluation and refinement of practices, ensuring resources, staffing, and programming are aligned to best support student success.

What are the challenges or weaknesses of your current district/system?

Despite its many strengths, the district continues to face several challenges. One being, to provide adequate educational resources for students with increasingly complex needs. Schools have also had to assume responsibility for services that were historically provided by outside agencies, such as health, mental health, food security, and other essential supports. When those agencies are unable to deliver due to staffing or funding constraints, the district is required to ensure these services are in place so that students can access their education, often relying on the education budget to cover them. In addition, staffing shortages remain an ongoing challenge, compounded by rising healthcare costs and building maintenance expenses. Geographic factors and transportation demands further add to the complexity of equitably serving all students across the district.

What opportunities do you see as a member of a bigger district?

As a member of a larger district, there are several opportunities that could strengthen educational and operational outcomes. A broader system would allow for the distribution of costs for specialized programs across multiple districts, lowering overall expenses through economies of scale. Similarly, functioning as a larger buying group could create opportunities to reduce costs on goods and services. From a student-centered perspective, being part of a larger district could also help reduce gaps and transitions for unhoused students, ensuring greater continuity of support and minimizing disruptions to their education across the schools that serve them in their preK-12 educational career.

What resources, support, or policy changes would you need to seize those opportunities?

To fully seize the opportunities available within a larger district, access to additional capital funding would be essential. Capital resources would allow us to make the necessary investments in facilities, infrastructure, and program development to maximize the benefits of scale, reduce long-term costs, and ensure equitable access to high-quality learning environments across all schools.

What risks or concerns do you see as a member of a bigger district?

Several risks and concerns have been identified should Maple Run become part of a larger district. A primary concern is the potential loss of the strong community engagement that currently shapes our preK–12 vision. Maple Run has worked intentionally to include the voices of students, staff, families, and community members in district decision-making, and there is apprehension that in a larger system, schools may feel isolated if the district is less responsive, diminishing the collaboration and relationship-based cooperation that currently exist across our schools. Additional concerns include financial and operational challenges, such as pressures to equalize staff pay at the highest negotiated levels, increased transportation costs, longer bus rides for students, and the possibility of constructing larger schools to consolidate smaller ones. These risks pose challenges to sustaining the student-centered and community-driven approach that has been central to our district's success.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

At this time, Maple Run's preference lies with maintaining a school district structure rather than moving to a supervisory union model. While opportunities for collaboration may exist, we believe that a unified district structure provides stronger alignment of resources, clearer accountability, and greater ability to ensure equitable opportunities for all students. As such, any consideration of consolidation or partnership would need to prioritize and preserve the benefits of a district model.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

The Board has identified the importance of engaging local representatives and senators as part of any future discussions on potential collaboration or consolidation as it is apparent to us the decision making authority relies with Vermont legislature. This work will focus on ensuring the perspectives and priorities of the community are represented and any consideration of structural change is aligned with the needs of students, families, and taxpayers.

Additional comments

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Nilda Gonnella-French

Email \*

ngonnellafrench@maplerun.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([jmach@brsu.org](mailto:jmach@brsu.org)) was recorded on submission of this form.

## Survey Introduction:

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You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Mettawee School District, member of the Bennington Rutland Supervisory Union. Serves town of Pawlet and Rupert by operating Pk-6 and paying tuition for 7-12 to a variety of local public and independent schools.

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

We have discussed predictions of which other districts/SUs we might end up being put together with, how our current system of school choice for non-operating grades (7-12) might be impacted and that we wish to continue to have those choices. We believe that any operational efficiencies achieved by very large Supervisory Unions would be lost due to the duplication of governance and administrative processes necessary to continue providing the best educational opportunities for our students and believe that a larger Supervisory District is a better option but changes in current law, specifically to the statute regarding Designation, MUST be made in order for us to continue accessing the schools that we are providing education for our students in non-operating grades.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We have been including legislative updates on all of our regular meeting agendas as a way of including the public in the process, we have also worked with our SU in writing opinion pieces for local publication. We also have a public forum planned for October.

How will your board share its formal position and with whom?

We feel that we have already shared a formal position by engaging in communication to our legislators while Act 73 was still in the works, by sending direct communications (from BRSU) to the taskforce, and by including discussions at all of our regular meetings. We will likely continue communications with the Redistricting task force, our local legislators, and will hold a public forum regarding redistricting.

What data or information is your board requesting, using or accessing to inform its position?

We are using information such as enrollment numbers and patterns over time in our district and neighboring districts, information in the press, from the VT School Board Association, and public comments during meetings. Chairs of all districts in our SU meet regularly together with the Superintendent and rely a lot on her expertise.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

We are lucky to have good forward thinking boards that are operating under Policy Governance and are not interested in micromanaging the Superintendent, this has allowed us to align curricula and calendars in ways that have yielded positive results in educational outcomes. This may not always be the case in other systems and is more of a reflection on the quality of our board members and staff and less a reflection of the structure of our governance system itself.

What are the strengths of your current district/system?

We have great board members who are committed to community engagement and focus on student outcomes and opportunities. The Supervisory Union that we are in has been high functioning.

What are the challenges or weaknesses of your current district/system?

We have been experiencing declining enrollment over a period of time that has resulted in challenges regarding the ability to move students around in different classes which would benefit us in regards to social issues as well as academics because we only have 1 class per grade level, luckily, we are still able to maintain one class per grade level and have not yet had to combine grades. The hyper-local control of small boards overseeing small schools does cause challenges in budgeting because we know most of our staff on a personal level and it can be difficult to consider cuts to staffing in that context. It has also been a barrier in consolidation talks with other small boards who seem to fear loss of local control.

What opportunities do you see as a member of a bigger district?

We hope that one thing that we might get from a bigger district is gaining students from neighboring towns, allowing us to operate our school at capacity leading to increased efficiencies and perhaps increased educational opportunities, for example world language courses are not been something we can currently offer but may be something that can be offered if we were operating at capacity. Increased efficiencies in resource sharing and training for our staff are also opportunities we see in being a part of a larger system.

What resources, support, or policy changes would you need to seize those opportunities?

Our neighboring schools are also very small schools that are not operating at capacity, they are currently not interested in closing either of their schools, unless the State mandates that schools "small by choice" close, this would benefit us as we have the newest and largest school in our area. We also need changes to "designation" (Statute) rules in order for us to achieve efficiency in a larger Supervisory District while still allowing our students to access the 7-12 school options that have historically served our communities effectively and efficiently.

What risks or concerns do you see as a member of a bigger district?

Pawlet and Rupert, the towns served by Mettawee, are small towns and loss of local control, through both a foundation formula meaning no budgetary control, as well as governance restructuring is something that will not be popular among the public. While hyper-local control can be an issue it is still important to feel that there is some level of local representation regarding public education.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

We are currently Supervisory Union members with Taconic & Green. These ties have provided excellent educational opportunities for our students. We have aligned contracts, curriculum, professional development opportunities etc. These alignments have proven to increase educational growth and outcomes in our district. We do not wish to move away from these educational partners and feel it would negatively impact our students to be moved into a different system than T&G.

Wells Springs is a neighboring District in the Greater Rutland Central Supervisory Union. We have the same operational structure operating PK-6 and offering choice to 7-12, they operate 2 schools. We have the newest and largest school building and geographically can accommodate their students easily. Our boards have met and agree that we have a shared value in continued access to the variety of middle and secondary educational opportunities we currently have. The Wells Springs board are not interested in a collaboration that would result in the closure of either of their schools unless they are given no choice. However geographically and economically it makes great sense for them to consolidate and come to Mettawee.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

We have continued to speak extensively with our partner districts within our Supervisory Union about the importance of maintaining the ties that we currently have. We have also held one joint meeting with the Wells Springs District before Act 73 passed and discussed shared values, like school choice. They briefly asked if our school might have capacity for their students if they were forced to close their small schools but declined a follow-up meeting post Act 73 passage.

Additional comments

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Julie Mach

Email \*

jmach@brsu.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([cgeery@millriverschools.org](mailto:cgeery@millriverschools.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Mill River Unified Union School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Possible scenarios including meeting with neighboring districts, prioritizing district goals for redistricting, pros and cons of merging districts, survey of community

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

A survey has been sent to elicit community awareness and reaction to redistricting. Redistricting is included as a discussion item during School Board meetings. Updates are given by the superintendent, board chair and other members.

How will your board share its formal position and with whom?

The School Board will use survey responses to assess our community priorities. The Community Engagement Committee plan forums, presentations and community conversations to obtain input to a formal position and to whether to join proposals to merge with neighboring districts. Once the proposed redistricting maps become available, board members and community members will be encouraged to offer public comments.

What data or information is your board requesting, using or accessing to inform its position?

We will continue to meet with community members and seek input. Additional community conversations and surveys will occur as more specific input is needed.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

In 2016, we moved from a Supervisory Union to a unified school district. We added one town to our school district (Tinmouth). Our current Unified School District provides shared services and coordinated curriculum in historically aligned town schools that feed into a single high school. We are a choice high school for surrounding towns. Our district has elementary school choice for PK-6. Our curriculum, professional development and local assessment are aligned across our elementary schools. Our business office maintains careful fiscal accounting for individual schools as well as the District as a whole. Transportation (while a concern) is overseen by a central Transportation Coordinator. Policies are aligned for all the schools, and are reviewed and updated regularly.

### What are the strengths of your current district/system?

Our current strengths overwhelmingly center on size, community, and personal attention. The most frequently cited strength is the small size of the elementary schools and the small class sizes. There is a strong inter community connection among the schools. Currently our district is described as having a dedicated and caring staff, robust arts and athletics programs including collaboration with other districts for sports and a highly regarded music, visual and fine arts, and wood shop program. In addition, an elementary school transfer program allows caregivers to choose the school size, location and program that best meets the needs of their children.

Our Unified Union District is just the right size to quickly address individual needs in district schools and to respond to fiscal realities of our taxpayers. Our district budget is developed with care and is reliably supported by district taxpayers. Our per pupil costs are within the state average and our financial growth curve has been lower than surrounding districts.

### What are the challenges or weaknesses of your current district/system?

The biggest challenge that families are concerned about are transportation and bussing due to a shortage bus drivers and difficulty recruiting bus drivers, resulting in long rides, and route cancellations

Our district's small size restricts its ability to offer as full a range of programs as might be available in larger districts. This includes a lack of course diversity and electives at the high school level.

It is sometimes difficult to attract and retain specialized staff (ie: foreign language, special education teachers) due to part time positions or serving in multiple schools.

In schools where there is only one teacher per grade, there is a limit on the ability of teachers to collaborate.

There are competitive needs for maintenance and upkeep in the schools.

### What opportunities do you see as a member of a bigger district?

The primary opportunity is the ability to offer a wider variety of courses including rigorous classes and AP options where there could be a greater number of students and variety in these classes. Students would benefit from more diversity and a chance to socialize with a larger range of students from different communities.

### What resources, support, or policy changes would you need to seize those opportunities?

More flexibility in access to school choice at the high school level. Opportunities might occur through greater funding of infrastructure and building projects for building upkeep and repairs, but this would not address the primary need for more educational options for our students and would not necessarily result in better educational outcomes. As the goal seems to be to reduce the growth curve of costs, more funding for health insurance which has been a significant driver of budget increases should be addressed. Our current school district structure is working well and we could accommodate students from surrounding districts. Our high school has the capacity to double the enrollment of middle and high school students. This would enable our district to increase its capacity to expand course offerings while maintaining our small town, small school culture which is the most important thing to our families and community.

What risks or concerns do you see as a member of a bigger district?

The primary concern is the loss of local voice and control, longer bus rides which is already an existing problem. There is a concern that there will be a loss of the tight knit community and that the overall character of the district towns will be diminished if schools if these community schools were closed. Many worry that increased class sizes will result in less personal attention from educators than what is currently available. There is a risk of students being lost in the in the system. Other concerns involve losing experienced teachers and general instability in a large scale restructuring of the district schools. Consolidation creates a concern around safety and behavior issues often found in larger schools. Finally there is skepticism that resources will be distributed equally as there is already a sense that some schools have more resources available than others in the state.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Mount Holly, Ira, Middletown Springs, Danby and Rutland Town. These are abutting choice towns who have historically tuitioned students to Mill River.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Some conversations have been proposed but no discussions have taken place

## Additional comments

Based on the results of a community survey, there is skepticism and distrust of the motivation of this process. A "bigger is better" philosophy conflicts with the advantages of small-school environment. Many feel that our district configuration is not broken. The most important thing for the task force and legislators to keep in mind is to prioritize the students and protect this district's core strengths: small-school culture, personal attention and local community support for our schools. The overall message is that financial or logistical benefits of redistricting must not come at the expense of student well being. The small-school model in Vermont is unique and worth saving. The survey indicates that community members fear a loss of local voice and community if absorbed into a much larger district.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Carol Geery

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cgeery@millriverschools.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([kstout@mymtsd-vt.org](mailto:kstout@mymtsd-vt.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

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Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Milton Town School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Updates from our superintendent regarding the progress, discussion about how to set our district up for success, and how to communicate with our community.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

Activities fair this week to see how the community wants to get information.

How will your board share its formal position and with whom?

Our superintendent communicates with the state our behalf.

What data or information is your board requesting, using or accessing to inform its position?

Minutes from meetings

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

As a single town school district we have a strong alignment prek-12.

What are the strengths of your current district/system?

Well articulated and strong interventions for students that are not meeting grade level standards.

What are the challenges or weaknesses of your current district/system?

Special education is a challenge because we do not have the resources that we need to help students with high levels of need.

What opportunities do you see as a member of a bigger district?

Larger variety of options for students and/or more resources available.

What resources, support, or policy changes would you need to seize those opportunities?

Unsure at this time

What risks or concerns do you see as a member of a bigger district?

Students becoming just a number and not getting the personalized care that they need.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Fairfax and/or Georgia

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

N/A

Additional comments

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Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Karen Stout

---

Email \*

kstout@mymtsd-vt.org

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This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([renick.darnellmartin@mvdschools.org](mailto:renick.darnellmartin@mvdschools.org)) was recorded on submission of this form.

## Survey Introduction:

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Missisquoi Valley School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Presentation from the Superintendent and Director of Operations on the differences between Supervisory Unions versus Supervisory (School) Districts, a special board meeting, multiple board meeting discussions, input from the RSCA, and input from Jay Nichols (VPA).

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

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How will your board share its formal position and with whom?

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What data or information is your board requesting, using or accessing to inform its position?

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How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Our school district has achieved significant improvements in student outcomes by implementing a strategic approach focused on streamlining operations, establishing a uniform elementary curriculum, and ensuring consistency in learning across all schools.

The current district organizational structure is highly advantageous, fostering a robust environment for professional collaboration among staff. Furthermore, its size is a key asset, enabling our talented personnel to perform their duties with exceptional efficiency and effectiveness. We firmly believe that maintaining this structure is essential to continuing our trajectory of success and maximizing the professional capacity of our team

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What are the strengths of your current district/system?

We are a lower spending school district working efficiently and providing strong outcomes for our students.

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What are the challenges or weaknesses of your current district/system?

One of the biggest weaknesses is the volatility in the calculation of our tax rates. We tend to be held hostage by a revenue generating system. Even as a district we have experienced challenges in providing equitable experiences among our elementary schools and available resources due to the varying sizes.

What opportunities do you see as a member of a bigger district?

More academic opportunities for our students and more access to career technical centers and the ability to grow the current agriculture program that MVSD offers.

What resources, support, or policy changes would you need to seize those opportunities?

We would need to see regulatory change among tech centers. In a larger district, transportation would be an important part of ensuring students have equal opportunities. Models need to be in place to allow for equitable resources for students. Athletic policies would also need to be addressed. Policies around choices offered at the high school level need to be balanced.

What risks or concerns do you see as a member of a bigger district?

We have serious concerns over local representation, getting lost or absorbed in a larger district, and having equitable school board representation from each town. We risk losing the ground that has been covered on facilities and curriculum programs and fear the stunting of our progress. Risks of over-taxation and responsibilities on administrative staff are concerns. Our smaller schools will suffer in resource allocation; equity will be even less and will not improve under a large district. We do not want to lose the Articles of Agreement. Small communities will still need to have a voice, and the board representatives will have to be considered, we want to see proportional representatives in future boards (9-11 members).

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Franklin Northeast, Maple Run

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

n/a

Additional comments

The MVSD school board would like to acknowledge that while the input on this survey about change is important, we feel very strongly and confident that our current setup and size has allowed us to accomplish maximum student outcomes, fiscal responsibility, and our desired results would be not to change. It may be worth considering that other districts may need to reconfigure to a model more like MVSD with a more attainable size and structure.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Renick Darnell-Martin

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This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([miammoore@mpsvt.org](mailto:miammoore@mpsvt.org)) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Montpelier Roxbury School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

We have conducted an informal feasibility study with Washington Central Unified Union School District

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

Our superintendent held a community forum on the topic. We received and discussed the report of the informal merger feasibility study conducted by our consultant, Tracy Wrend, in a board meeting. We did not get into any details or opinions on the topic during this meeting. If we decide to take a position, we will develop an engagement plan that includes in-person and online options for our community to weigh in.

How will your board share its formal position and with whom?

This would be part of our discussion if we decide to take a position.

What data or information is your board requesting, using or accessing to inform its position?

Our most important factor is that we would need to see, in detail, what benefits redistricting does for our students, and for all students in Vermont. How will it increase opportunity? What opportunities will decrease? How might it displace students into different educational environments and is that the best thing for them? We would like to see financial modeling that is based off of current numbers, not dated budget years. We also would like to know more about the structure of governance and central office leadership.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

The district is the most efficient form of governance. We act as one board for every child, regardless of the town the child grew up in. We can learn from each other and better understand the pressures our neighbors in other towns experience because we are in this together. We think of all children with little infighting about which town gets what. We have a robust and seamless system of learning, including a vertically aligned curriculum where learning builds on the grade before it, and our graduates are proof of this.

What are the strengths of your current district/system?

Our vast flexible pathway offerings, in particular our community-based learning programming for all students to take advantage of; effective and appropriately funded MTSS model in both academics and social emotional learning; well-maintained facilities; high quality staffing and leadership; board that understands their role and supports our district work; articulated curriculum that is vertically aligned prek-12; average district academic scores are well above state averages every year; supportive and engaged community and caregivers; excellent financial management allowing for a healthy fund balance and capital plan.

What are the challenges or weaknesses of your current district/system?

Our central office is very lean, making it hard to ensure jobs imperative to a successful system have redundancy (eg. human resources and payroll), the people staffing our administrative offices are at their own max capacity; our high school is located in a flood plain and has seen significant flooding (as has our main town of Montpelier).

What opportunities do you see as a member of a bigger district?

Potentially offering more electives at the middle and high school levels; potentially having more than one high school and each specialized to a particular area of interest (i.e. an Arts high school) potentially eliminating a building in the flood plain (although this wouldn't be a guarantee because of middle school enrollment and space needs); should a bigger district be paired with a reduction in buildings (eg. close smaller schools), it may result in cost savings.

What resources, support, or policy changes would you need to seize those opportunities?

State support for communities to reimagine what empty school buildings could be used for by the town; an Agency of Education that is fully-staffed, understands its role, and partners with districts in the work; state funding for construction or renovation; time and resources devoted to newly formed districts determining their values, vision, and priorities, and building culture together.

What risks or concerns do you see as a member of a bigger district?

Loss of community identity and connection and overcoming biases between communities, hard decisions regarding use of buildings (eg. closing small schools), losing beloved staff members because we may not need as many, negotiating one contract with multiple unions, creating a new financial entity, taking on the debt of other communities, working within a completely different financial model at the same time we're redesigning a new district, the possibility of some kids losing out on co-curricular activities (it can be hard to be a little fish in a big pond), consolidating central office staffing and defining new roles/responsibilities, a need for greater support from the AOE which is currently not set up or staffed to provide it, working within a new governance structure, developing new relationships across the board - community, school, boards, students, etc..., providing equity across schools within a new district

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Washington Central Unified Union School District

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

We partnered on an informal feasibility study, to root any merger conversation in data.

Additional comments

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Mia Moore

Email \*

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This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([davis.mcgraw@wsesu.net](mailto:davis.mcgraw@wsesu.net)) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Mount Ascutney School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Conversations around consolidation have primarily taken place at the Supervisory level, which seems to align with the most immediate considerations of the Task Force. Given that our local district was formed from a merger between the Windsor and West Windsor districts in the recent past, our board generally seems generally amenable to some further consolidation with surrounding districts, although supervisory consolidation remains the priority.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

Our board, along with the rest of Windsor Southeast Supervisory Union, has been involved in publicly warned meetings regarding the intent to pursue a merger with Hartford and Mountain Views at the supervisory level.

How will your board share its formal position and with whom?

Windsor Southeast Supervisory Union, along with Mountain Views and Hartford, recently submitted a letter of intent to the task force.

What data or information is your board requesting, using or accessing to inform its position?

In addition to the reality that we already share a number of resources within our SU and with surrounding districts/SU's, notably the Hartford Tech Center, the best way we have found to inform this position is by having transparent and open discussions with our colleagues in surrounding districts and during regular district board meetings.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Within our district, our facilities and programs present a diversity of options for our students from STEAM to sports. The ability of Windsor and West Windsor students to access K-6 education at two different buildings, each with their own unique settings and strengths, exemplifies this.

Being part of a Supervisory Union only increases our ability to provide the supports and opportunities that all of our students might need to access free and appropriate public education that addresses key academic and developmental needs. The coordination of key services like transportation, food, and curriculum at this level has been beneficial in setting common standards while relying on smaller administrative units to help inform best practice in service delivery.

What are the strengths of your current district/system?

MASD's strength comes from the long relationship between the two towns that make up our district, and the enhanced collaboration that has come from our merger. As a board member from the town that has the larger K-12 facility, it has been incredibly valuable to have a more direct relationship with constituents in West Windsor whose students have been attending 7-12 in Windsor for generations. I also have to note that we have an incredible, professional, and dedicated administration and staff who go above and beyond to provide our learners with the very best education that a school community could ask for. As much as we have room to improve and grow, we have a team that is capable of meeting those challenges. On a structural level, our decision to have a system of four administrators collaborating as peers across our 2 buildings exemplifies the environment of collaborative learning that we seek to foster in our district.

What are the challenges or weaknesses of your current district/system?

While our SU allows us to buy-in on larger contracts with a few surrounding districts, we are still in a position where we need to outsource some of our educational and enrichment offerings. Ideally, there would be a greater range of opportunities withing a formal supervisory unit or larger district.

What opportunities do you see as a member of a bigger district?

The ability to internally resource a greater diversity and quality of educational and enrichment services for our learners, across the board. I am also cautiously optimistic that larger administrative units and service consolidation could provide some meaningful relief for our taxpayers.

What resources, support, or policy changes would you need to seize those opportunities?

The first thing that comes to mind is case studies: how have other district and/or states met this challenge? Clear, modelled plans and potential timelines would be helpful as well.

What risks or concerns do you see as a member of a bigger district?

The biggest risk would be the potential loss of facilities and local school-community-based identity. Even as administrative units get larger and necessary services and opportunities (ideally) becomes more easily accessible, the local presence of arts, social, and sports events that center on the school community are incredibly valuable to the community, and their preservation ought to be a part of any efforts towards systemic change.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

At the district level, Weathersfield and Hartland.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

There has been periodic discussion since the formation of Mount Ascutney School District about the potential for a district-level merger with our Windsor Southeast Supervisory Union partners. To date, this has not been the choice of the Weathersfield and Hartland districts.

Additional comments

Administrative consolidation makes sense for the Vermont education system right now, first and foremost to provide our learners with the best possible opportunities, but for the sake of taxpayers as well. My hope is that the unrealistic Act 73 timeline is reassessed and spread out over a decade-plus to ensure that these changes can be made in a way that preserves local voice and collectively sets us up for long-term success.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Davis McGraw

Email \*

davis.mcgraw@wsesu.net

# Redistricting Task Force Survey

The respondent's email ([edye.graning@mmuusd.org](mailto:edye.graning@mmuusd.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

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Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Mount Mansfield Unified Union School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

How our students have benefited from our district merger. If there are neighboring districts that we would like to work with, what the right size is for our kids since our district is currently 200 square miles.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

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How will your board share its formal position and with whom?

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What data or information is your board requesting, using or accessing to inform its position?

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How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

We are a supervisory district that completed a merger in 2018. Our students have a cohesive curriculum and generally achieve outcomes that are better than the rest of the state.

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What are the strengths of your current district/system?

Financially, we have a unified budget, one payroll and one audit and no duplicated systems. Educationally, a cohesive preK-12 curriculum. We focus on mental health and include advisories to ensure that students in our upper grade levels have relationships with at least one trusted adult. Our co-curriculars are widely attended and our staff are interested in supporting our students by offering co-curriculars. Our teachers can move between our schools under the same union contract, and professional development is consistent between our buildings.

---

What are the challenges or weaknesses of your current district/system?

We cover 200 square miles and 5 towns. Some students have long bus rides. There are still some rifts that existed before merger that have not fully healed within our communities.

What opportunities do you see as a member of a bigger district?

We saved money and offered better opportunities from our last merger, so we have already benefited from a merger. If there is a way to continue to offer our students more opportunities at a lower cost to taxpayers that would be a benefit.

What resources, support, or policy changes would you need to seize those opportunities?

More support from the state in implementing current programming. Better roll outs for new changes/programs. We have concerns about how the new graduation requirements will be decided upon and rolled out to schools. In the recent past, there have been no supports given to schools, just demands. It took our district 18 months of planning and then many more months of implementation to merge into one unified union school district from a supervisory union. We had similar systems within that supervisory union and one teacher's contract. If we are required to merge with another district where we have no insight into their processes it could take longer and be much more complicated.

What risks or concerns do you see as a member of a bigger district?

Bussing for students. We already have long bus rides for some routes - 45 minutes or longer. Community building will be necessary. We spend a lot of energy to build community within our 5 town district. Adding more towns will add complexity and could add to student transportation times. How do we ensure that students will be centered in any district changes. What will the systems look like to ensure that students are given opportunities. How will professional development for teachers be done to ensure that student experience is enhanced amid any changes.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

We are in preliminary conversations with some surrounding districts and don't have any supporting information yet.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

This process is just beginning.

Additional comments

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Edye Graning

Email \*

edye.graning@mmuusd.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([sfriend@ossu.org](mailto:sfriend@ossu.org)) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Mountain View Union Elementary School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Our concerns that this redistricting will create more hardships on rural communities, especially around bus rides and family participation in school events such as open house, conferences and concerts.

We understand the need to streamline and hopefully have associated cost savings. However we are a very small district that has struggled with a forced merger under Act 46. This merger has created a great deal of tension and conflict among our towns, even where towns are actively "against" each other. We are still attempting to recover and create a cohesive community from the last time we were forced to change our education system. We value local control and involvement, and worry that will be lost if we are added to a larger district. We also cross 4 counties in our district, so we wonder about where the new maps will be drawn, will our towns remain together? There is not enough opportunities to be involved in this process, our chair and vice chair have applied to be on committees for this process through vsba and are attending regional meetings with Task Force members, yet we still feel unheard and worry we will not be able to provide the personalized educations our students deserve. We have attempted to solicit public input, yet we have very few answers for questions we receive. Our local representatives are hard to get to come to our meetings. Vermont is a small town state, we value traditions and hearing everyone's voice, this change will make that almost impossible. The timeline for this drastic change is so short, it feels rushed and as if we have no choice or opportunity in the matter.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

How will your board share its formal position and with whom?

What data or information is your board requesting, using or accessing to inform its position?

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

We have centralized all special education, food, facilities and budgeting. We are working hard to create project based learning for our students, and our curriculum/assessment team is often sought out for support from other districts who see the value in the work we are doing.

What are the strengths of your current district/system?

Local voice and involvement. The ability to provide families and students with what they need to succeed. Local pride, volunteerism.

What are the challenges or weaknesses of your current district/system?

Resources can be limited based on our location, such as school nurses, speech services, English language learner supports, school based counseling and special educators.

What opportunities do you see as a member of a bigger district?

Access to be able to fill positions we struggle to staff. Wider opportunities for our students.

What resources, support, or policy changes would you need to seize those opportunities?

Transportation that is not excessively long, continued local voice and input. Opportunities for collaboration without losing our own identity.

What risks or concerns do you see as a member of a bigger district?

Losing our identity, input and decisions. Very long bus rides and difficulty for families who struggle to access transportation being able to participate in their student's learning.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Lamoille, Caledonia and Orleans Central. We have reached out to the administration of these districts to begin conversations about collaboration. We have had few responses.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

None despite our requests.

Additional comments

We cannot access the task force meetings, links do not work, we cannot join virtually and they are during working hours for the majority of our board members.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Samantha Friend

Email \*

sfriend@ossu.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([keri.bristow@mtnviews.org](mailto:keri.bristow@mtnviews.org)) was recorded on submission of this form.

## Survey Introduction:

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Mountain Views Supervisory Union

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Later this week we will be discussing options with two other SD/SU near us geographically. We would like to be considered a Regional Hub School and to that end we are working toward this goal, with the plan to build a new, bigger school to replace our 90% plus depleted HSMS, now rated the worst building in the state. We are willing to work with other towns and districts to make this goal happen.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

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How will your board share its formal position and with whom?

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What data or information is your board requesting, using or accessing to inform its position?

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How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

We are a unified SU, operating as an SD. Curriculum is unified across all the schools. PD for staff covers all of the schools. We have a unified contract so staff doesn't move from school to school.

---

What are the strengths of your current district/system?

Strong AP programs, personalization of learning, rising literacy, math and science scores on state tests, retainment of staff is very high, and families that support the education in our communities, which are 8 towns, with 20 other towns sending us students through choice. A seasoned superintendent who seeks out cutting edge techniques and curricula. A strong board that works together (19 people!)

---

What are the challenges or weaknesses of your current district/system?

Lack of affordable housing to grow the number of families who want to live in our district towns.

What opportunities do you see as a member of a bigger district?

I think that our district is right-sized (around 1000 students). Systems are streamlined and working well. Perhaps a bigger district could give students more choice for intradistrict school choice.

What resources, support, or policy changes would you need to seize those opportunities?

I'm not sure

What risks or concerns do you see as a member of a bigger district?

Students and families disenfranchised due to lack of local control, AOE driving all the decisions instead of local voters, co-curricular opportunities will be limited in a bigger district, especially for sports. Right now everyone who wants to play a sport has a place to go. Loss of identities that have been generational, thus leaving citizens with less incentive to invest in the schools, long bus rides in some districts, and no change in the amount of admin support to run the systems.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Windsor Southeast and Hartford are natural partners geographically. Since our students access the Hartford CTC, they are logical partners.

Has your district had conversations with these neighbors about potential collaboration or consolidation?



Yes



No

Please specify the potential collaboration and/or consolidation discussed.

We are at the beginning of the conversation. This Thursday the three boards are meeting for conversation and discussion around our common goals and concerns.

Additional comments

My biggest concern is that task forces are working without direct conversations and information. The last consolidation was so difficult and painful, to try to take on a larger one, after hard fought articles of agreement and compromise, pushes people into a corner to defend our turf. Education in Vermont is expensive, as is everything in Vermont, due to our sparseness, loss of working farms, and second home owners, among many other factors. If we restructured the tax system, we could pay for education and educate our children well. I think that you should look at high performing schools (like ours) and see what has been done to improve scores and address the challenges of today's students. Keep those schools intact, with merges to spread the success. Tax the second home owners at a much higher rate and generate revenue.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Keri Bristow

Email \*

keri.bristow@mtnviews.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([erin.jipner@mausd.org](mailto:erin.jipner@mausd.org)) was recorded on submission of this form.

## Survey Introduction:

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

MAUSD

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

The boards commitment to our constituents and the articles of agreement. We are dedicated to our students and are looking toward building a sustainable fiscal future.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

Through surveys and presentations. Community members can submit questions or engage in public comment.

How will your board share its formal position and with whom?

Our board made a formal statement that is available as public knowledge.

What data or information is your board requesting, using or accessing to inform its position?

The board has asked many questions of our admin to begin working on the future of MAUSD. We are interested in working with other Addison county districts to obtain cost savings and best practices for our students.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Currently we have small schools with local control. Our community schools are the cornerstone of our communities. We work hard to preserve the individuality of each community in our larger district context.

What are the strengths of your current district/system?

Local control and structure. Our staff, educators, and supports systems make our schools function. We have a caring administration who work tirelessly to improve and enhance practices for students.

What are the challenges or weaknesses of your current district/system?

Too spread out, not enough bodies or money to give the supports we would love too. Aging buildings and limited capitol improvement funds.

What opportunities do you see as a member of a bigger district?

Educational value for students. We do worry about loss of the individual strengths of our communities.

What resources, support, or policy changes would you need to seize those opportunities?

We need creativity and flexibility. We need time to understand all of the values our community holds beyond our portrait of a graduate work.

What risks or concerns do you see as a member of a bigger district?

Losing our smaller schools without proof or the structure needed to ensure better outcomes for our students.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Vergennes, Lincoln, and Middlebury.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Currently MAUSD and Vergennes share many things including nutrition, sports teams, and some selected courses that students can take advantage of. Lincoln currently sends many high school aged children to attend MAUSD.

#### Additional comments

We appreciate the ability to have a voice in this arena. We are bound to our articles of agreement and hold our community voice dearly. We would like to maintain our individual control structures and ensure that whatever occurs truly is what is best for students. Our communities are heavily intertwined and to lose any part of tradition will be tough without concrete evidence of how clothes changes are better and financial information to help ease minds. Tax impact is a close second to the need for students to have their local schools and local control. If the tax impact is 0 or very low and students benefit, that is ideal. Third is the importance of our people. Our staff are of utmost importance and will likely be at the forefront of any decision making we engage in.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Erin Jipner

Email \*

Erin.Jipner@mausd.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([carrieann.roberge@ncsuvt.org](mailto:carrieann.roberge@ncsuvt.org)) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Newport City Elementary School

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

We have discussed Act 73 requirements, enrollment thresholds, costs, transportation, student outcomes, CTE placements, tax rate effects, local voice, and the potential of a BOCES-style structure.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

The North Country Supervisory Union has formed a working group with our approval. This working group is working with our neighboring SUs to discuss impacts, has scheduled community forums across NCSU to solicit public feedback, and is also collecting input from current SU directors to inform our position.

How will your board share its formal position and with whom?

A position will be adopted after data review, community forums, and feedback from current directors. We will share our position through board meetings, minutes, forums, and district communication channels with our community.

What data or information is your board requesting, using or accessing to inform its position?

Enrollment projections, central office cost analysis, transportation cost and distance study, CTE tuition and access, staffing and equity data, and comparative scenario analysis, current operations analysis from SU directors.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Our structure sustains programs in small rural schools through shared services, economies of scale, and local governance that reflects student and community needs.

What are the strengths of your current district/system?

Experienced Administrators, Teachers, and Staff that work closely with our SU staff and the school board. Coordinated programming (math/language arts) with other schools in our district that show measurable positive results. In addition there is strong community outreach, effective shared services, fiscally-responsible budgeting and expenditure, and collaboration with neighboring districts

What are the challenges or weaknesses of your current district/system?

Declining enrollments, ability to fill positions with an increasing need to provide mental health and social services, increased documentation requirements

What opportunities do you see as a member of a bigger district?

Shared services (alternative placements, CTE access) if structured as a BOCES.

What resources, support, or policy changes would you need to seize those opportunities?

Legislative recognition of rural needs, transportation funding, construction/capital improvement funding, consideration of a BOCES-style model.

What risks or concerns do you see as a member of a bigger district?

Loss of local control, weaker rural representation.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Orleans Central Supervisory Union and Essex North Supervisory Union (shared geography and challenges).

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Through the NCSU-ENSU-OCSU Redistricting Working Group, we are jointly evaluating redistricting impacts, service-sharing, and possible BOCES-style governance structures.

Additional comments

As a district in the NCSU, we support NCSU's commitment to solutions that balance fiscal responsibility, equity, and local voice, while ensuring rural students are not disadvantaged. Flexibility, one that includes consideration of BOCES, will be key.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Carrie Ann Roberge

Email \*

carrieann.roberge@ncsuvt.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email (rhnullino@gmail.com) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

North Bennington Graded School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

The board has discussed the necessity of a Supervisory Union option for our area in order to maintain the district's education options for its pre-K to 6th grade resident students and because of the size and growing competence of the Southwest Vermont Supervisory Union in which our district sits.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

Public discussions in our board meetings at present; chair person has discuss the legislation with Vt. State representative William Greer at the North Bennington Trustees meeting, which the chair person is also a member. Community members expressed support at that Trustees meeting for the continuation of the current options for educating NB's pre-K to 6th grade resident student population and distrust of the state's legislation and capacity of AOE and districting and ward committees to come to appropriate decisions for implementation.

How will your board share its formal position and with whom?

The board will discuss our position with the SVSU through the chairperson's membership thereof. The chair person and the head of the Village School of North Bennington will participate in a legislative breakfast on October 6th and with the Rural School Community Alliance on Friday 09 19.

What data or information is your board requesting, using or accessing to inform its position?

The legislation as passed; RSCA communications and position papers; news sources

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

The SVSU provides superintendent's services through directors & staffing of financial services, HR department, building services, Early Education (pre-K/early special ed/community partners/school based early ed.), Student Services (K- 12 special education), Equity coordinator, Director of Curriculum and Professional Development, Department of Technology (service and administration contracted with outside service provider). There is substantial involvement with ELL due in part to Afghan refugee resettlement

The SU works closely with AOE regarding Special Education funding under current census grant system and with other Federal program funding to maintain records, compliance, and funding.

The SU provides oversight to 5 districts: the MAU secondary system, SVUESD unified K-6 system ( 6# schools), Arlington (Fisher elem.,Arlington Memorial Middle and High School), Sandgate (non-op, tuitioning K-12), North Bennington (non-op, tuitioning K-6; MAU, secondary). The Supervisory Union board represents all the operating districts through proportional representation and the non-operating districts each have one representative.

The SU until recent funding cuts maintain a strong outreach program for students whose attendance is sporadic to facilitate and encourage family support for attendance.

The SU's leadership has changed as of July 1, 2025. This has created new energy in the system and given the longtime local residence of the new Superintendent, there is considerable interest in the future of the districts served.

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## What are the strengths of your current district/system?

This question references the North Bennington Graded School District as its locus. The district provides a number of choices for its students, currently. These range from local K-6 public schools in both the SVUESD and Arlington districts to approved independent schools:

The Village School of North Bennington (pK-6) in the district owned building, Southshire Community School (K-8). Hiland Hall school (K-8), Grace Christian School (K-8), Sacred Heart School (K-8), Maple Street School (K-8), LongTrail School (6-12), Pine Cobble (K-8). Currently there are no students attending Long Trail or Pine Cobble.

The district sends ~ 20 of its ~ 145 K-6 students to local public elementary schools (most to our neighbor, Shaftsbury School, member of SVUESD and one to Fisher Elementary in Arlington).

Test results for the

Village School are well above state averages using a graded school structure and public school curricular format and there are many learning and socialization opportunities including Four Winds nature program, the Hiland Hall garden program, great field trips, strings instruction, significant student participation in an annual theater production, a sizeable pre-K program with a 5 star rating, an afterschool program managed by the Berkshire YMCA, use of staff from the McCullough Library of North Bennington for library instruction, a First Day parade, an annual event started by the public school and continued by VSNB, and other uses of village locations and people (eg., Firemen teach children fire safety and protect the annual First Day parade).

VSNB provides a counselor, nurse, special education services coordinated with the SVSU, extensive playground with an enclosed playground for pre-K children. The PE teacher provides excellent instruction. The school building which originated with an 1870 brick structure with additions from the 1890's, 1930's, 1997 and most recently, a completely new ventilation system paid for with ARPA funding through Efficiency Vermont. In 2011, bonding provided an accessible entrance to the ground floor gymnasium; previous renovation in 1997 provide an elevator for all floor access. Considerable maintenance and upgrade has occurred in distinction to some school facilities in Vermont.

VSNB and Southshire have both attracted students of Bennington College faculty. Bennington students spend time in VSNB teaching languages and in other activities.

However, Act 73 will take away a number of choices. Gone will be Grace, Sacred Heart, Hiland Hall School, and Maple Street (do not meet 25% participation rates). It is unclear to the board whether Southshire will continue to be eligible because they do not follow a strict grade/classroom program structure. Instead Southshire has multi-age groups.

That school may well adapt to the changes. Also, Pine Cobble will be eliminated as it is in Massachusetts. All of these schools currently are either priced at the state average or in the cases of Grace, Sacred Heart, and Hiland Hall below state average.

## What are the challenges or weaknesses of your current district/system?

The challenge has been for VSNB of late in maintaining a steady enrollment due in part to more transiency in population and interest in the multi aged approach of Southshire. VSNB uses a combined 5-6 approach as well but in the lower grades it is a classroom per grade.

The district finds however very consistent support of its budget. I chart this and find that it averages about 3-1 support ratio in our Australian ballot. There is consistent pride in the achievements of the district in maintaining growth in overall enrollment the past several years. There does seem to be a positive impact on location preference and residential real estate valuations. Moreover, there is support from the library, the Hiland Hall garden program, the Village Trustees, the Firemen, etc.

What opportunities do you see as a member of a bigger district?

The only real opportunity would be finding choice at the secondary level. But I doubt that will be an available option given the Mt. Anthony union district and Arlington SD.

What resources, support, or policy changes would you need to seize those opportunities?

MAUSD would need to allow NB to provide secondary choice : NB would no longer be a member district. This would lead to some loss of students attending MAU from NBSGD. On the other hand, the access to Burr and Burton or Long Trail would be curtailed if they are not in the overall district structure. Also, as described previously, certain K-8 independents would not be eligible for middle schoolers due to participation requirements.

MAU and Arlington will not welcome the competition and that may be true for BRSU's secondary schools.

What risks or concerns do you see as a member of a bigger district?

An SD will eliminate our tuition program and thus remove rather extraordinary opportunities for the K-6 students of the NBSGD without providing compensating opportunities.

Size will be attained, difficult to see much improvement amidst the disruption that students (some at least) will be subjected to. The churn will last for a considerable time. In my opinion, you will not save money, but spend it on new and updated facilities (as BRSU is already planning along with increased bus rides) and selling or repurposing existing buildings. SD's tend to be more expensive based on Vt. data. Unless someone has data to suggest better student support and results from SD's, I am not interested.

The result of losing the NBSGD is further erosion of local governance and participation in it I have seen the loss of participation in the SVUESD and MAU, both of which have trouble filling vacancies. However, this is also true from the NBSGD board but for a different reason: as a non-op we have much less interesting business to transact.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Sandgate School District (non-operating). It is the non-operating and location that make this promising

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Additional comments

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Ray Mullineaux

Email \*

rhullino@gmail.com

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([praneet.menon@ncsuvt.org](mailto:praneet.menon@ncsuvt.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

North Country Supervisory Union (NCSU)

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

We have discussed Act 73 requirements, enrollment thresholds, costs, transportation, student outcomes, CTE placements, tax rate effects, local voice, and the potential of a BOCES-style structure.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We have formed a working group with our neighboring SUs to discuss impacts, scheduled community forums across NCSU to solicit public feedback, and are also collecting input from current SU directors to inform our position.

How will your board share its formal position and with whom?

A position will be adopted after data review, community forums, and feedback from current directors. We will share our position through board meetings, minutes, forums, and district communication channels with our community, the Redistricting Task Force, the Agency of Education, legislators, and neighboring supervisory unions.

What data or information is your board requesting, using or accessing to inform its position?

Enrollment projections, central office cost analysis, transportation cost and distance study, CTE tuition and access, staffing and equity data, and comparative scenario analysis, current operations analysis from SU directors.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Our structure sustains programs in small rural schools through shared services, economies of scale, and local governance that reflects student and community needs.

What are the strengths of your current district/system?

Supportive NCSU board, strong community commitment, experienced central office, effective shared services, fiscally-responsible budgeting and expenditure, and collaboration with neighbors.

What are the challenges or weaknesses of your current district/system?

Long bus ride times, limited enrollment in some member school districts, small-district governance pressures, and uneven program access.

What opportunities do you see as a member of a bigger district?

Shared services (alternative placements, CTE access) if structured as a BOCES.

What resources, support, or policy changes would you need to seize those opportunities?

Legislative recognition of rural needs, transportation funding, construction/capital improvement funding, consideration of a BOCES-style model.

What risks or concerns do you see as a member of a bigger district?

Loss of local control, longer bus ride times, weaker rural representation, and transition costs that may offset savings, significant tax impacts for low-spending districts.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Orleans Central Supervisory Union and Essex North Supervisory Union (shared geography and challenges).

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Through the NCSU-ENSU-OCSU Redistricting Working Group, we are jointly evaluating redistricting impacts, service-sharing, and possible BOCES-style governance structures.

#### Additional comments

NCSU is committed to solutions that balance fiscal responsibility, equity, and local voice, while ensuring rural students are not disadvantaged. Flexibility, one that includes consideration of BOCES, will be key.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Praneet Menon

Email \*

praneet.menon@ncsuvt.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([mary.esposito@ncsuvt.org](mailto:mary.esposito@ncsuvt.org)) was recorded on submission of this form.

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Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

North Country Supervisory Union

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

We do not want to redistrict. We want to remain the same supervisory union that we are now.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

Community forums

How will your board share its formal position and with whom?

This work is being done as a supervisory union and we will send it to the redistricting taskforce.

What data or information is your board requesting, using or accessing to inform its position?

We are collecting data but I am not sure exactly what data.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Students are in school in their local communities. They are able to receive education in a familiar, close-to-home environment, which supports strong family engagement and local identity. The current structure allows for small class sizes, close student-teacher relationships, and community-specific programming. Local decision-making enables schools to be responsive to the unique needs of their students.

At the supervisory union level, shared services (e.g., curriculum coordination, special education, and professional development) help ensure a degree of consistency and equity across schools, while still allowing for local adaptation.

What are the strengths of your current district/system?

Community Connection: Strong relationships between schools, families, and local stakeholders.

Small Class Sizes: More personalized attention for students.

Local Governance: School boards reflect the values and priorities of the communities they serve.

Flexibility: Ability to quickly respond to individual student needs.

Dedicated Staff: Teachers and support staff are deeply invested in student success.

What are the challenges or weaknesses of your current district/system?

Staffing Challenges: Difficulty attracting and retaining qualified staff, especially for specialized roles.

What opportunities do you see as a member of a bigger district?

Shared Resources

What resources, support, or policy changes would you need to seize those opportunities?

State Support for Transition: Financial and technical support for merging systems.

Clear Governance Structures: Policies that maintain local input while streamlining decision-making.

Transportation Funding: To ensure students can access new programs and schools without hardship.

Community Engagement Plans: Support to guide and involve communities in transition planning.

Flexible Staffing Models: To ensure specialized staff can serve students across multiple campuses.

What risks or concerns do you see as a member of a bigger district?

Loss of Local Identity: Smaller communities may feel disconnected from a larger district's priorities.

One-Size-Fits-All Policies: Risk of standardization that doesn't reflect local needs.

Transportation Burden: Longer bus rides or commutes for students if services are centralized.

Representation: Smaller towns might have less influence on decision-making.

Cultural Misalignment: Differences in educational philosophy or priorities among merging districts

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Orleans Central Supervisory Union

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Ongoing discussions to create a BOCES model

Additional comments

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Mary Esposito

Email \*

mesposito@nchsi.org

This form was created inside of Vermont School Boards Association.

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# Redistricting Task Force Survey

The respondent's email ([rmmayhew@msn.com](mailto:rmmayhew@msn.com)) was recorded on submission of this form.

## Survey Introduction:

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

NorthCountry Union High School

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

We have discussed Act 73 requirements, including g enrollment, cost, transportation, student outcomes, tax rate effects, local voice and the potential of a BOCES style structure

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

will be having community forums for public input. A working group has been formed with neighboring SUs to discuss impacts as well as collecting input from our current SU directors.

How will your board share its formal position and with whom?

A position is to be adopted after reviewing data, input from community forums. This will be shared this position vis board meeting, minutes, and district communication channels with our community, the Redistricting task force, the agency of education, legislators, and neighboring supervisory unions

What data or information is your board requesting, using or accessing to inform its position?

Enrollment projections,central office cost analysis, transportation costs and distant study, CTE tuition and access, staffing and equity data,and comparative scenario analysis, current operations analysis from our SU directors.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Our structure sustains programs in small rural schools through shared services, economies of scale, and local governance that reflect student and community needs.

What are the strengths of your current district/system?

Supportive NCUHS board, strong community commitment, experienced central office,effective shared services, fiscally responsible budgeting and spending, and collaboration with neighbors.

What are the challenges or weaknesses of your current district/system?

Long bus rides, remaining competitive within the labor market,

What opportunities do you see as a member of a bigger district?

Shared services if structured as a BOCES.

What resources, support, or policy changes would you need to seize those opportunities?

Legislative recognition of rural needs, transportation funding, construction/capital improvement funding.

What risks or concerns do you see as a member of a bigger district?

Loss of local control, longer bus rides, weaker rural representation, and transition costs that offset savings, significant tax impacts for lower spending

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

OrleansCentral Supervisory Union and Essex North SU - shared geography and challenges

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

With in our SUs work with the redistricting working group has- impacts, service sharing and other governance structures

Additional comments

nCUHS is committed to solutions that balance fiscal responsibility, equity, and local voice while providing the best possible experience for our students ensuring rural students are not at a disadvantage

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Rosemary ayhew

Email \*

Rosemary.mayhew@ncsuvt.org

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# Redistricting Task Force Survey

The respondent's email ([danielle.corti@oesu.org](mailto:danielle.corti@oesu.org)) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Orange East Supervisory Union

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Information about Act 73 details about the law and what impact it may have on our SU and individual schools. We have also talked about how we want our schools to look. How we see education systems in our area functioning. We are working through the question of whether we want to stay together or split up. We have a SU committee that is working to assist with this question. We have formatted a letter that could be signed to show we want to stay unified but we are also helping organize community forums in Act 73 and will be putting out a survey for all of our schools and towns to respond to.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We have a SU committee that is working to assist boards . We have formatted a letter that could be signed to show we want to stay unified but we are also helping organize community forums in Act 73 and will be putting out a survey for all of our schools and towns to respond to. We have a section on our website that is updated with information on Act 73

How will your board share its formal position and with whom?

We will have a letter that states our position and will share it with the redistricting task force and our communities. The next task force meeting will be held in our area and we plan to have members from our community and boards there.

What data or information is your board requesting, using or accessing to inform its position?

We are looking at our student data, bussing routes, tax rates, poverty rates, rural dynamics of our area, community input will be gathered through forums and surveys

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

I think the smaller elementary schools are key for our area. The individual attention that is available is important for student success.

What are the strengths of your current district/system?

The rural nature of our area has caused us to have smaller schools which gives students the opportunity to have smaller classes and stronger relationships with teachers and staff. Our boards are starting to come together and work to find efficiencies

What are the challenges or weaknesses of your current district/system?

We struggle to work as a cohesive unit. All our individual boards still do things very differently and that creates a lot of work for the SU staff. We have significant issues in the business finance department. Finding qualified staff and then getting consistent accurate financials is a challenge. This has led to distrust in the system.

What opportunities do you see as a member of a bigger district?

Being able to give our student access to a wider range of opportunities. The chance to bring the area together to find better ways to educate our students and run the schools more efficiently.

What resources, support, or policy changes would you need to seize those opportunities?

If we could see how other areas have run larger SD/SU's successfully that would help (examples of other states that have similar populations and structures) the ability to have high school choice more options and less constraints on that might encourage some high schools to close or merge.

What risks or concerns do you see as a member of a bigger district?

Losing identity, voice and control. These are hard to overcome. If there is a way to allow for advisory committees or some structure that give voice and rights to the local areas it would be easier to transition.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

I think there are many opportunities but I don't have enough info to give details. White River Valley, Barre, Caledonia, Rivendell, Norwich. We have many that are "near" but still far because of the rural area it takes a long time to travel

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Additional comments

I support change and revisioning our education system. But the financial picture for rural schools is being ignored. We have high cost and large area to cover with buildings that need significant maintenance. It feels like we are getting pushed into fitting in with larger districts to "take care" of our issues but we will designate these towns if there are no schools especially high schools.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Danielle Corti

Email \*

Danielle.corti@oesu.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([ewaring@ossu.org](mailto:ewaring@ossu.org)) was recorded on submission of this form.

## Survey Introduction:

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Orleans Southwest Supervisory Union

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Understanding the different options being considered - Supervisory Districts versus Supervisory Districts. Determining what towns or neighboring districts we would consider aligning with.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

Each town school district is holding informational meetings with their own constituents.

How will your board share its formal position and with whom?

We will likely pass a formal resolution once we have established what works for everyone.

What data or information is your board requesting, using or accessing to inform its position?

We are asking to meet with the superintendents and board of neighboring districts to explore options for alignment.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

What are the strengths of your current district/system?

Small size allows us to move resources where they are need quickly.

What are the challenges or weaknesses of your current district/system?

What opportunities do you see as a member of a bigger district?

Potential increased access to programs that we can't sustain due to our small size.

What resources, support, or policy changes would you need to seize those opportunities?

What risks or concerns do you see as a member of a bigger district?

Loss of local, community control over education and funding decisions. The needs of individual students being lost when the administration needs to support thousands of learners.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Additional comments

Moving to a Supervisory District model will be bad in the long run. Loss of local control and input will be frustration to taxpayers. There does not seem to be a clear understanding of the impacts of these changes, and with no researched and assured financial or outcome gain it is unlikely that there will be much buy in.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Elliot Waring

Email \*

ewaring@ossu.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([dmorris@cvsu.org](mailto:dmorris@cvsu.org)) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Paine Mountain School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

We are aware of the importance of consolidating districts, but the two high schools (Northfield and Williamstown) in PMSD continue to present major challenges to merging high schools within our district. We have held many community forums and established several committees and task forces, but we haven't been able to find an easy way to consolidate middle-high schools. The major barrier is geographic, with the Green Mountains bisecting Northfield and Williamstown, which makes transportation to one of the two schools extremely difficult. In addition, many board and community members from Northfield and Williamstown have noted that merging Northfield high school with neighbors to the North (meaning Montpelier or U-32) would make more sense, and that Williamstown is quite close to Spaulding, without a major geographic barrier to hinder that partnership. Williamstown board and community members have also expressed an interest in joining with neighbors to the south and east, including Washington, Orange, Randolph, and White River.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We have assembled committees and task forces that include community members and we have held forums in which community members are invited to share their thoughts and ask questions.

How will your board share its formal position and with whom?

We have already voted to send a formal letter to the Redistricting Task Force and we have shared the contents of that letter in public session.

What data or information is your board requesting, using or accessing to inform its position?

Geographic features, proximity to other schools, commuter habits, tech center demand and locations, etc.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Financial savings from merging have perhaps freed up some tax availability for our expansion of pre-K programs to full-day, 5/days per week for both Northfield and Williamstown. However, student outcomes would likely improve much more if we could find a way to merge high schools so as to scale AP classes (and other offerings), but we haven't been able to reach a consensus on how to merge Northfield and Williamstown High Schools.

What are the strengths of your current district/system?

Cost savings

What are the challenges or weaknesses of your current district/system?

Geography, and more natural pairings with other districts and schools that are not currently affiliated with PMSD.

What opportunities do you see as a member of a bigger district?

Scaling AP classes, having more language, experiential, and extra curricular offerings, etc.

What resources, support, or policy changes would you need to seize those opportunities?

Given that we have not been able to merge Northfield and Williamstown high schools naturally or easily, and given that becoming a "school choice" town is extremely enticing but undermines the scale-ability of our schools, we may need the state to make a decision about which communities go with which, whose schools continue to operate, and whose do not.

What risks or concerns do you see as a member of a bigger district?

Transportation, differences in culture, students from smaller towns being marginalized.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Montpelier/Roxbury and Washington Central would make good partners for Northfield, given that Roxbury kids already drive past Northfield schools to go to Montpelier and that Montpelier/U-32 families are very much part of Northfield communities and vice-versa.

Barre would make a natural partner for Williamstown, given the geographic proximity and lack of barriers. Williamstown board and community members have also expressed interest in partnering with Orange Southwest and White River, as those districts also have geographic proximity and in many ways are already linked with Williamstown in terms of community connections.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

We have identified possible partners and have held meetings with Orange Southwest (which representatives from Barre attended), but clear and easy partnerships are not easily identifiable given transportation issues, facility costs, etc.

Additional comments

PMSD appreciates the work this Task Force is doing. It is not easy, but it is necessary. No one wants to lose a community school, but I believe most everyone on the PMSD Board understands that some tough choices will need to be made in order to alleviate tax burdens and maximize educational offerings for all our kids.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Dan Morris

Email \*

dmorris@cvsu.org

# Redistricting Task Force Survey

The respondent's email ([kimfarnham@pahcc.org](mailto:kimfarnham@pahcc.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Patricia Hannaford Career Center

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

The importance of Career and Technical Education in the State of Vermont. We are aware of surrounding CTE schools that have students that can't attend their local school because they are full. We believe that students should be allowed to attend a nearby CTE facility. We would be willing to provide transportation if necessary. We have space in our facility. With an increase in our enrollment the per pupil cost will decrease. Please consider these suggestions in your discussions.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

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How will your board share its formal position and with whom?

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What data or information is your board requesting, using or accessing to inform its position?

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How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

We have improved the outcomes of many students who have chosen Career and Technical Education. Vermont's average age of Technical, Construction and Plumbing/Heating workers is 55 years old. We are training the next generation of Vermont's workforce.

---

What are the strengths of your current district/system?

We have a close to 100% completion rate in all of our programs. We currently have three sending Supervisory Unions that support our enrollment. We have room for more students.

---

What are the challenges or weaknesses of your current district/system?

Our challenges can be class scheduling conflicts with some programs and sending schools. Weaknesses can be with a statewide decrease in student enrollments therefore shrinking the pool of students.

What opportunities do you see as a member of a bigger district?

The opportunities will increase for more students to have the opportunity to attend our Career and Technical School.

What resources, support, or policy changes would you need to seize those opportunities?

We would like to see more students able to attend/choose Career and Technical Training. If enrollment is full at one institution we would like to see students have the opportunity to apply to a neighboring school.

What risks or concerns do you see as a member of a bigger district?

We are a separate Supervisory District. We have a board that has representation from not only our sending schools but includes representation from our business community. This represents the voice of our community to continue to measure industry needs that provide employment in important areas of business. We would like to continue as a separate Supervisory District.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Rutland and Burlington CVU

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

We believe the number of students in the neighboring Districts that can't attend their first choice of Career Centers should be allowed a second choice. The Patricia Hannaford Career Centers would welcome their applications.

Additional comments

Thank you for including in your conversation the importance of Career and Technical Education.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Kim Farnham

Email \*

Kimfarnham@phacc.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([mark.clough@ccsuvt.net](mailto:mark.clough@ccsuvt.net)) was recorded on submission of this form.

## Survey Introduction:

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Peacham

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Districts vs. Supervisory Unions

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

Nothing formal but a lot of conversations going on

How will your board share its formal position and with whom?

We have contacted the SU, VSBA, and legislators

What data or information is your board requesting, using or accessing to inform its position?

VSBA and RSCA

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Standardizing teaching process and resources

What are the strengths of your current district/system?

Independence at the individual community level

What are the challenges or weaknesses of your current district/system?

Too much independence and differing values

What opportunities do you see as a member of a bigger district?

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What resources, support, or policy changes would you need to seize those opportunities?

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What risks or concerns do you see as a member of a bigger district?

Loss of a voice, run by a few with unknown values

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Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

---

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

---

Additional comments

A lot of unknowns as to how outcomes will be improved

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Mark S Clough

Email \*

Mark.clough@ccsuvt.net

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([cflorence@readsborocentralschool.net](mailto:cflorence@readsborocentralschool.net)) was recorded on submission of this form.

## Survey Introduction:

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Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Readsboro School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

We have discussed the possibility of school closure if we weren't granted a waiver and what that might look like. If the school were to close, some options could include school choice or merging with another school in the District. However, our current understanding is that the other school may be considering a merger with a school outside the District, which would leave our geographically challenged school as having school choice as the only option.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We have informed the Selectboard about the potential legislative changes. We are being as transparent as possible in our monthly meetings and are encouraging stakeholders to review the meeting minutes. Our state rep was invited to speak with the public over the summer. Additionally, we plan to hold quarterly meetings to communicate any updates from the Task force, legislative body, or administration.

How will your board share its formal position and with whom?

We have already shared our formal position in a resolution, which was recorded in our meeting minutes. A copy is also being drafted for the board to sign and forward to the Task Force and our local representatives.

What data or information is your board requesting, using or accessing to inform its position?

Our superintendent is expected to request information from the State, as no new details about the redistricting have been shared, and the process has lacked transparency. We joined the RSCA group to gain access to additional information. The Board develops its position based on the data and information available.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Our supervisory district supports student outcomes by aligning curriculum and resources for preK-6, while school choice for grades 7-12 ensures equitable access to opportunities.

What are the strengths of your current district/system?

Our District's strengths include strong collaboration and community support and commitment to keep our Pre-K-6 school open and available for all town residents, with school choice supporting grades 7-12.

What are the challenges or weaknesses of your current district/system?

Our District's weaknesses include small class sizes, along with limited support and resources from the Central Office.

What opportunities do you see as a member of a bigger district?

We do not see benefit in joining a larger district nor do we want to as per our resolution, but within a larger supervisory union we see opportunities for more central office resources, collaboration, and expanded social and academic opportunities.

What resources, support, or policy changes would you need to seize those opportunities?

We need a larger supervisory union with the support to provide resources and necessary services that meet all students' needs.

What risks or concerns do you see as a member of a bigger district?

As a member of a larger district, our concerns include losing our voice, reduced local input and control, and families potentially not having a choice in where their students fit best. Our board would be in favor of school choice rather than being forced into a merger that does not meet the needs of our students and community. For this reason, the Readsboro School Board voted on a resolution in support of joining a larger supervisory union, not a larger district.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

.....

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

---

Additional comments

What is needed now is timely information regarding the maps and their potential impact on our District. Without this information, we cannot make further decisions or adequately address questions and concerns from stakeholders.

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Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Cindy Florence, Board Chair

---

Email \*

cflorence@readsborocentralschool.net

---

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([bflint@rvtc.org](mailto:bflint@rvtc.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

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Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

River Valley Technical Center School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

The River Valley Technical Center School District has carefully reviewed the Agency of Education's proposal to establish a statewide CTE school district as well as attempting to understand the various moving parts with the work of the Task Force. While the board recognizes that adjustments to the current funding system have been requested, the proposed changes to CTE instead focus on altering the governance model. As an independent technical center school district, RVTC is uniquely positioned to respond effectively to the evolving needs of both the local workforce and students. Requiring RVTC to merge with another district would provide limited benefits while introducing significant potential costs.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

The River Valley Technical Center School District Board is comprised of representatives from Sending School boards as well as at-large members drawn from local businesses aligned with our programs. Each program convenes advisory committee meetings twice annually, with participation from industry professionals who provide sector-specific expertise. In addition, RVTC conducts a Comprehensive Local Needs Assessment (CLNA) on a biennial basis. The Board integrates the knowledge gained from sending region meetings, program advisory committees, and the CLNA to guide its community outreach and decision-making related to redistricting.

How will your board share its formal position and with whom?

For more than a decade, the River Valley Technical Center (RVTC) has consistently advocated for a noncompetitive funding system. When this request was denied and governance changes were proposed instead, RVTC communicated to the Agency of Education, the Legislature, the Governor, and our community that such governance adjustments would not result in meaningful improvements to Vermont's CTE system. We would share with all stakeholders, local, regional and statewide, including elected officials.

What data or information is your board requesting, using or accessing to inform its position?

The River Valley Technical Center (RVTC) utilizes board member surveys, Perkins performance data, and findings from the Comprehensive Local Needs Assessment (CLNA) to inform decision-making and to implement strategies aimed at improving student outcomes. We also put a priority on our sending school partners and their Boards opinions.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

The current structure of the River Valley Technical Center (RVTC) School District enables the District to focus exclusively on Career and Technical Education (CTE) and VTVLC programming. This structure allows students to transition from sending schools with broader or different educational focuses into an environment that is responsive both to their individual needs and to the workforce demands of local businesses where they are likely to be employed. The District regularly reviews student performance data and local workforce trends, making timely adjustments to programs and services to address emerging needs.

Additionally, the current governance model facilitates collaboration with sending schools to ensure that students are provided with the necessary resources to succeed beyond high school. It also allows RVTC to pass budgets and preserve student access to resources independently, even in a context where broader high school budgets may face voter resistance. Without this autonomy, students' access to critical CTE programs could be compromised due to community perceptions or challenges in passing general high school budgets. We have had FAR greater support and regional participation since becoming an independent CTE District.

What are the strengths of your current district/system?

RVTC maintains mutually beneficial relationships with local businesses, supporting both student development and regional economic needs. The District's efficient Business Office and Human Resources functions ensure timely processing of staff and student requirements, preventing delays in essential supplies and services. This organizational structure allows RVTC to respond rapidly to emerging needs and implement changes that enhance student success. In contrast, consolidation into a larger district could reduce the ability to respond promptly to the specific needs of local industries and students.

What are the challenges or weaknesses of your current district/system?

Challenges within the current governance model for Career and Technical Education (CTE) in Vermont include the absence of statewide curricula and standardized graduation requirements, resulting in unequal access—particularly for students facing educational barriers. Additionally, there is no dedicated funding or statutory mandate to establish or expand CTE centers in regions where a low percentage of eligible students are currently served. The current funding model pits CTE against sending schools for FTE's.

What opportunities do you see as a member of a bigger district?

The River Valley Technical Center (RVTC) School Board recognizes that the primary potential benefits of transitioning to a statewide CTE school district would be conceptual access to shared statewide professional development and coordinated program development.

What resources, support, or policy changes would you need to seize those opportunities?

No significant benefits have been identified for students or local businesses if the River Valley Technical Center (RVTC) were to merge into a statewide CTE district. While incentives tied to such a mandate might make the proposal more acceptable, RVTC is already an independent technical center school district and ranks among the lower third of technical centers in cost per FTE. Without the prospect of increased student enrollment, substantial funding to support facility expansion and program enhancement, or a transition to a noncompetitive funding system, there is no compelling rationale for changing the current governance structure.

What risks or concerns do you see as a member of a bigger district?

The options currently being presented for CTE center redistricting are limited and problematic. One option—joining a statewide district—would reduce the ability to respond rapidly to local industry and student needs. The alternative—reverting to a department within a traditional high school—represents a significant step backward in autonomy and program effectiveness. Characterizations of such institutions as “comprehensive high schools” may not accurately reflect the experiences observed in other states, where comprehensive high schools typically emphasize career development rather than solely focusing on high school completion. Of course, being south of Rt. 4, there is also the recognition that any “statewide” effort typically skews towards Chittenden County, in terms of representation and benefits.

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Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

---

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

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## Additional comments

While some districts may perceive potential advantages in altering their governance structure, RVTC has achieved an effective balance that meets the needs of its community with both speed and efficiency. The District maintains a low cost per FTE while serving approximately 30% of its eligible student population. It is highly unlikely that proposed changes would yield cost savings, increased student engagement, or enhanced services for the businesses in our community. Accordingly, the RVTC School Board reiterates its request of the AOE and Legislature to develop a noncompetitive funding system and that the current governance structure be maintained.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Bob Flint

Email \*

bflint@rvtc.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([caitlin.deschenes-desmond@wnesu.com](mailto:caitlin.deschenes-desmond@wnesu.com)) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Rockingham School Board - Windham Northeast Supervisory Union (WNESU)

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

We discussed concerns that the purported benefits of consolidation (financial savings, streamlined administration) would not materialize given the increase in administrative positions needed to support a larger district. We also became part of the Rural Schools Community Alliance.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We have added a standing board agenda item to discuss updates on the work coming out of Act 73.

How will your board share its formal position and with whom?

Our position was shared by the WNESU board chair with the Redistricting Task Force.

What data or information is your board requesting, using or accessing to inform its position?

We are keeping apprised of developments through the VSBA, the Rural Collaborative, and news reporting.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Efficient allocation of resources: Our supervisory union sets continuous improvement goals, and directs resources that have been centralized at the SU level to support schools in meeting their versions of those goals. Special education services are provided at the SU level, and we have adopted a shared elementary and middle school math and ELA curriculum, implementation of which is supported through centrally budgeted staff such as a Director of Instruction and Innovation and subject area-specific coaches.

In-depth local knowledge: Our district budgets are designed to provide tailored support for our district's schools in meeting their goals for improved student outcomes (for example, our board is able to deeply understand the goals of the three schools in our district and facilitate an allocation of resources that supports those goals via our district budget).

Local partnerships: The SU provides an effective preK program with three fully staffed and populated classrooms and an award-winning school meals program that features varied menus made with local products whenever possible. It is unlikely that Rockingham could support these programs entirely on its own. We are also charter members of the new BOCES, whose goals include helping to develop shared programming for special education students, providing professional development, and recruitment for hard to fill positions, among others. It will take a little time for the economic advantages of this membership to play out, most likely. We hope that the benefits to students will come more quickly.

### What are the strengths of your current district/system?

Rockingham voters are supportive of our budgets, which have been approved via Australian ballot every year for the past 25 years. There is also strong support for our sports teams and the students that play on them. Our board knows our schools, our families, and our employees and can be responsive to their needs. Our Board meetings are widely viewed on public access TV and YouTube.

As mentioned above, the centralized services such as special education, preK, and food services at the SU level has allowed us to provide programming that we might not otherwise have access to as an individual district.

### What are the challenges or weaknesses of your current district/system?

Cost increases out of the SU/district's control: Costs at the Supervisory Union level, of which Rockingham pays the majority, have increased sharply over the past few years. The main cost drivers are increases in staffing, absorbing the cost of positions for which grant funding has been discontinued, increases in health insurance premiums, and the impact of the special education block grant law, which has cost our SU over half a million dollars in reimbursements over the past 3 years.

This increase in centrally shared costs, driven largely by factors outside of our SU/district's control, is occurring within the context of declining student enrollment in Rockingham and the other WNESU member districts. These factors have impacted the Rockingham school district's ability to fund programs (such as course offerings at the middle school and summer and afterschool programs) at the local level.

Proportional representation: Additionally, we have some challenges regarding equitable representation and participation. The Rockingham School District Board, which represents two-thirds of the students in WNESU, holds one-fourth of the seats on the 12-person WNESU board. Voters do not have direct input on the SU budget, although that budget impacts their local district budget via assessments made to member districts. We anticipate both of these issues would be exacerbated by consolidation into a much larger district or SU model.

### What opportunities do you see as a member of a bigger district?

We believe that our SU, as it is currently staffed, could potentially serve a larger student population, whether it be a SU or SD. Theoretically, this could reduce costs to local taxpayers. Additionally, sharing programs and employees with a larger district may help with staffing and with meeting the needs of students.

### What resources, support, or policy changes would you need to seize those opportunities?

During Act 46 consolidation, there was an effort to create a School District comprising the towns of Rockingham, Westminster, Athens and Grafton. It failed due to concerns about losing the ability to vote on the budget on Town Meeting Day, giving up school choice in grades 6 and 7, and the potential for school closure. We anticipate similar concerns arising with the proposed consolidation coming out of Act 73.

Keeping an SU structure would presumably allow WNESU's other member districts to keep school choice. This is not a concern for Rockingham. Presumably, a School District has some advantages for Rockingham in terms of voting representation and shared programming and employees.

The main thing that we need now is some clarity from the legislature on the path forward.

## What risks or concerns do you see as a member of a bigger district?

The consolidation component of the education transformation plan was proposed as a means of promoting consistency, sustainability, capacity, and cost savings. While we see opportunities for increased capacity through shared programs/employees, as mentioned above, we do not believe consolidation will lead to greater sustainability and cost savings.

Losing local knowledge & momentum: Our SU has been working to align curriculum, instruction, and other supports for students to address opportunity gaps, and we are starting to see significant progress. We are concerned that consolidation will threaten the gains we have made by upending the systems and structures that have supported that progress.

Foundation formula impact on taxpayers: The weighted student foundation formula, no matter how generous, will eventually not be sufficient to support schools should enrollment continue to decline. In districts like ours, where the current level of per pupil spending is below the amount proposed in the funding formula, taxpayers will see an increase rather than cost savings. Additionally, we foresee a decline in engagement with school board matters when most of the funding levels have been set at the state level.

Administrative transition/turnover: Another concern related to purported cost savings is that larger school districts will require larger numbers of administrative staff. There may only be one superintendent, but a large district encompassing a geographically dispersed region may require multiple assistant superintendents, academic directors, etc. Will superintendents for these new districts be appointed from the existing pool of superintendents? If so, how will they be prepared for a quadrupling of the student body they are accustomed to managing? If not, how are we prepared to navigate the significant turnover of experienced administrators with a deep understanding of the communities they serve?

We are also subject to the same problems with proportional representation at the board level that we have now, but to a larger extent. It seems unlikely that a region-wide board would have the same level of responsiveness to local stakeholders.

## Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

## Please list the districts and provide any supporting information.

Supervisory union board members and administration have been having informal conversations with contiguous school districts and supervisory unions. We have already established a relationship with other districts as a member of the southeast Vermont BOCES.

The following are considering membership (or have already voted to join) in the Southeast Vermont BOCES: Mountain Views Supervisory Union (joined), Springfield School District (joined), Two Rivers Supervisory Union, Windham Central Supervisory Union, Windham Northeast Supervisory Union (joined), Windham Southeast Supervisory Union, Windham Southwest Supervisory Union, Windsor Southeast Supervisory Union.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Currently, the most promising collaboration is through the BOCES model. It allows for improved student services as well as cost efficiencies, consistent with the intent of Act 73, without disrupting the current governance model which is appropriately scaled for the geography and characteristics of the WNESU's largely rural towns and villages.

Additional comments

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Caitlin Deschenes-Desmond

Email \*

caitlin.deschenes-desmond@wnesu.com

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([celeste.keel@brsu.org](mailto:celeste.keel@brsu.org)) was recorded on submission of this form.

## Survey Introduction:

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Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Sandgate School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We are not doing anything at this time.

How will your board share its formal position and with whom?

Unknown at this time. Will seek direction from Superintendent

What data or information is your board requesting, using or accessing to inform its position?

Non at this time.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Our district has school choice for grades K-12.

What are the strengths of your current district/system?

Our district has school choice for grades K-12.

What are the challenges or weaknesses of your current district/system?

Challenges include budgeting for potential students and tuition increases at multiple schools.

What opportunities do you see as a member of a bigger district?

Better ability to budget if students no longer have full choice.

What resources, support, or policy changes would you need to seize those opportunities?

The district would need to stop offering school choice and designate a school.

What risks or concerns do you see as a member of a bigger district?

The loss of school choice.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?



Yes



No

Please list the districts and provide any supporting information.

Has your district had conversations with these neighbors about potential collaboration or consolidation?



Yes



No

Please specify the potential collaboration and/or consolidation discussed.

Additional comments

---

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Celeste Keel

---

Email \*

ckeel4vt@gmail.com

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This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([pamela.somerville30@gmail.com](mailto:pamela.somerville30@gmail.com)) was recorded on submission of this form.

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What is the full name of your school district or supervisory union (no abbreviations)? \*

Searsburg school board

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Just that it is a possibility that we will be redistricted. We have no school in our town and currently have school choice

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

.....

How will your board share its formal position and with whom?

.....

What data or information is your board requesting, using or accessing to inform its position?

.....

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Hard to say because a lot of our searsburg kids go to other districts currently so can't sit on all those boards

What are the strengths of your current district/system?

N/a

What are the challenges or weaknesses of your current district/system?

N/a

What opportunities do you see as a member of a bigger district?

As long as they allow us to be grandfathered in for school choice

What resources, support, or policy changes would you need to seize those opportunities?

N/a

What risks or concerns do you see as a member of a bigger district?

Want to make sure Searsburg town still gets school choice no matter what happens.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Additional comments

Searsburg has no school, keep us school choice not matter what the outcome is.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Pamela

Email \*

pamela.somerville30@gmail.com

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Google Forms

# Redistricting Task Force Survey

The respondent's email ([julie.finnegan@svuvt.org](mailto:julie.finnegan@svuvt.org)) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Slate Valley Unified Union School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

We want nothing to do with being a Supervisory Union.

Positive student growth, especially at the elementary level, and financial efficiencies are reflected in our success as a school district as a result of Act 46.

We will be sending the following statement to the Redistricting Task Force:

The Slate Valley Unified Union School District is committed to working with the State of Vermont to fulfill the goals of Act 73. The goal of creating more efficient and equitable school districts is of the utmost importance to our school district and our taxpayers. As our school board begins discussing our current formation and what we would like to look like in the future, we are dedicated to staying a school district within the boundaries of our current district, which includes both Addison and Rutland County.

The Slate Valley Unified Union School District has continuously worked with the State of Vermont as they have created laws around school consolidation. We have successfully merged our six towns into one, exceedingly well-functioning school district from an inefficient supervisory union model. Our district would like to advocate for the creation of school districts, NOT supervisory unions. We have found that providing an affordable education can be better accomplished in a school district configuration.

While there are pros and cons to both a supervisory union and a school district model, a school district brings the best to the table. The most challenging aspect of our current configuration is the perceived loss of local control. We believe that this is where the structure and makeup of the governing board become central to the school district's success. Having adequate representation from all individual towns at the table is essential. Adequate representation provides an opportunity for both the small and the large districts to have an equitable say in the policies and budget and to preserve the culture of each school, no matter their size or location.

The job of a central office in a school district versus a supervisory union is very different. To create value for taxpayers, the streamlined efficiencies of a school district central office with a shared budget and staff are far more efficient than the multi-layered supervisory union structure. We can share staff, create equitable access to resources and programming across our schools, and have stronger bargaining and purchasing power. The central office staff in a school district model is more efficient and effective than a supervisory union model.

As a school district, Slate Valley has been able to keep our costs down while realizing efficiencies as one of the lowest-spending districts in the state. We have cut dozens of positions as we consolidated services, closed a school, created equitable opportunities across our schools, and, most importantly, increased outcomes for our students. Student outcomes are the result of an efficient and equitable school district.

The Slate Valley Unified Union School District recommends that the task force create single, larger school districts that reflect established boundaries and greater communities within counties. These larger school districts would allow us to build on our accomplishments as a school district while bringing our successful framework for increasing student outcomes to a new district. Thank you for your time.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We have met with our legislators and have some upcoming community engagement events on our calendar: Coffee and Conversations, Community Advisory Board meetings monthly, newsletters, podcasts and it is on our agenda at each school board meeting.

How will your board share its formal position and with whom?

At a school board meeting a statement will be read and it will be submitted to the Task Force.

What data or information is your board requesting, using or accessing to inform its position?

Our history speaks for itself! Financial Efficiencies, streamlined staffing, building improvements (despite not being able to pass a bond), policy consistency, positive student outcomes, and more all at one of the lowest spending SCHOOL DISTRICTS in the state.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

We are a SCHOOL DISTRICT, and we provide robust, targeted professional development both in the classroom and district-wide. We have a small group of coaches who provide targeted support to teachers.

What are the strengths of your current district/system?

Please see the statement that is part of the previous comments.

What are the challenges or weaknesses of your current district/system?

Our biggest weakness is our inability to pass a budget on the first try. We also do not have instructional coaches at the high school due to money!

What opportunities do you see as a member of a bigger district?

If we can consolidate schools, then we will not have multiage classrooms. Also, at the high school level, more students equals more opportunities for multiple pathways to graduation.

What resources, support, or policy changes would you need to seize those opportunities?

A foundation formula that does not require voter approval. A guaranteed base amount for education. In reality, there needs to be forced consolidation and forced school closure to create these opportunities. There will be no savings achieved if allowed to stay as we are. We will just be rearranging the chairs on the deck of the Titanic.

What risks or concerns do you see as a member of a bigger district?

No more risk or concern that we have right now!

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Greater Rutland Supervisory Union as a whole, but NOT IN a SUPERVISORY UNION STRUCTURE!! We would also happily work with Rutland Northeast as a SCHOOL DISTRICT.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Yes, but we as a supervisory union and do not desire to work with them as an SU!

Additional comments

I would like to reiterate that we are firm in our desire to maintain our SCHOOL DISTRICT structure.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Julie Finnegan

Email \*

julie.finnegan@svvvt.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([sabshere@sbschools.net](mailto:sabshere@sbschools.net)) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

South Burlington School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

\* Broad but not unanimous support for the efficiencies of redistricting.

\* Importance of building principals to surviving such a big change.

\* Recognition of natural resistance to change, particularly among school boards and superintendents who might lose their jobs.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

Community Forums, a warned meeting of the school board with a full quorum present, where community members and school board members are allowed to have a back-and-forth conversation on warned topics.

How will your board share its formal position and with whom?

The Board will send it to the task force and the press.

What data or information is your board requesting, using or accessing to inform its position?

Opinions from Superintendent about the right district(s) to merge with, given that detailed financial calculations may be impractical, and political process may lead to redistricting (or receiving a waiver) regardless of such details.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Strong focus on equity. Being a moderately sized district, with five schools serving approximately 3,000 students, allows us to provide whole-child and family wraparound support while also maximizing resources and maintaining balanced class sizes.

### What are the strengths of your current district/system?

Strong focus on equity, robust support for multilingual learners (approximately 7% of students) and students with individualized education plans (approximately 25% of students), and the ability to provide whole-child, family-centered wraparound support. Our moderate size of five schools serving around 3,000 students allows us to maximize resources, maintain balanced class sizes, and foster close connections between students, families, and staff. We offer a wide range of academic, athletic and extracurricular opportunities. The South Burlington School District provides a broad range of programs and supports to meet the unique needs of students, including specialized and therapeutic offerings such as SouthPoint, Bridging, and Project Search, as well as embedded supports and programs in individual schools.

### What are the challenges or weaknesses of your current district/system?

Hiring personnel. Aging infrastructure and limited transportation options for extracurricular and afterschool programming, including childcare. These limitations can affect access and participation for some students and families. Financing our schools continues to be a challenge, and a large portion of our community does not have children in schools. Retirements/turnover in central office staff has weakened district curricular systems. Supports and opportunities for students with intensive needs pre-k-12

### What opportunities do you see as a member of a bigger district?

Resources spread out more equitably. Less management, which should reduce budgets, while potentially adding more teachers to reduce class sizes. Allowing deeper work to be done with students. We serve many transient families who move through the Chittenden County school system. Being part of a larger district could provide opportunities to create a more streamlined and consistent experience for these families, reducing duplication of efforts and ensuring that students receive continuity of support and services across schools. Larger districts can operate more efficiently and can offer classes with low enrollments through collaboration. There are increased opportunities for personalized learning and flexible pathway options for students.

### What resources, support, or policy changes would you need to seize those opportunities?

Financing for new facilities. Determining the most efficient transportation routes, streamlining technology and curricular programs, and cross-walking school board policies throughout Chittenden County to ensure consistency and clarity. Aligning collective bargaining agreements for teachers and administrators across districts

### What risks or concerns do you see as a member of a bigger district?

Potential loss of our strong community identity and the increased transportation time that could affect our youngest learners. Additionally, there are concerns about how decision-making authority might shift in a larger district, particularly in relation to curricular choices and equity-focused initiatives. The perceived loss of local control may be upsetting to some. There could be challenging impacts on the collective bargaining process as membership becomes larger and more diffuse.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

1. Winooski - adds a lot of diversity, natural transportation routes, closeness to Chamberlin school, a small district that, combined with our medium-sized district, makes us into a sensibly sized large district.
2. Burlington - same argument, except a much bigger change.
3. Champlain Valley - our students and their students sometimes live across the road from each other.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Additional comments

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Seamus Abshere

Email \*

sabshere@sbschools.net

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Google Forms

# Redistricting Task Force Survey

The respondent's email ([rmonterosso@board.gisu.org](mailto:rmonterosso@board.gisu.org)) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

South Hero School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

1) ACT 73 Redistricting decisions will be made by the legislature with input by the Redistricting Task Force by 12/1/25 of up to 3 maps (at least one of which includes SU's) not subject to votes by local voters or school boards

2) Since ACT 73 calls for new governance units covering 4000-8000 students each, South Hero School District (which consists of about 200 enrolled students with preK served by community providers, about 140 K-8 at Folsom School, and about 60 tuitioned off Island to high schools, and is part of the Grand Isle Supervisory Union has 3 options at his point:

2A) Do nothing and wait passively while the Redistricting Task Force works on its governance map(s) and submits its report to the legislature by 12/1/25. Then simply accept that we as a community and as a board will review the map(s) submitted, determine our position as a board, and advocate for the best interests of our students and community with our elected legislators and other elected state officials on the education and finance committees in the House and Senate.

2B) Planned, scheduled and hosted a Community Forum for the community, staff and board input to determine if there is a preferred governance structure that will provide for quality education for students, continue our high levels of community engagement in public education, and propose ONE COUNTYWIDE unified school district governance unit of all 5 towns in our Grand Isle County (instead of the current 3 separate districts).

2C) The sole purpose of requesting this countywide unified district would be to reach out to perhaps 2 neighboring mainland districts (Grand Isle County is geographically isolated and not contiguous with any Unites States land mass) to request that the Task Force create a new Supervisory Union for us in northwestern Vermont either meeting the minimum 4000 student size or exempting us due to our geographic isolation and permitting a smaller Supervisory Union governance unit. A Supervisory Union model would allow each district to have some degree of self-determination as permitted by the state and would accountable to their communities who know and use their schools.

3) At our public Forum and at the meeting of the Commission on the Future of Public Education in Vermont held at our South Hero School, South Hero community members, especially those with pre-school and school age children are afraid that our local K-8 school will be closed due to the new mapping or due to a lack of funding under the foundation formula.

The public has heard from news sources and I as chair have confirmed that ACT 73 passed with a per student opportunity grant foundation funding level of approximately \$15,000 (I think it is actually \$15,033). This is actually less than our LTWADM per pupil spending currently after Laing off staff members. Residents stated that our Governor has said publicly that he will not accept the \$15,000 foundation base amount because he believes it is excessive. People remember his initial proposal was much less (actually in the \$13,000 range) and are very concerned about the direction ACT 73 may be heading financially when it gets back into the political arena of the legislature and the Governor.

People are anxious and panicked to the point of talking about selling their homes and leaving the area - perhaps even the state - in order to find a government that invests wisely in the education of students.

4) most people do not understand that ACT 73 ends local budget analysis, planning and submitting a school district budget to voters for approval. When they are informed that there is no local input into setting the statewide foundation base amount, they feel betrayed.

5) On the tax side, South Hero taxes its residents and businesses over \$10 million per year but only spends roughly half \$5.1 million on itself as a district, including high school tuitions paid to other districts. Taxpayers who have been bearing this heavy cost sharing over the years cannot believe that now Under ACT 73 consolidation and financial pressures that they might lose their K-8 school after giving dollar for dollar to the state education fund for use in other communities with fewer resources of their own throughout the state.

The Common Level of Appraisal (CLA) in South Hero has multiplied the taxes due to to a small number of home buyers who have paid extra agent prices well over appraised values on the town grand list for their primary or secondary home. As a result most homeowner saw their education property taxes last year increase 20-30%, a much higher rate than the 14% increase cited statewide. People know that we as a local board are financial prudent and trust us to budget frugally so they do not hold us accountable for these intolerable tax hikes.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

South Hero has welcomed public comment at board meetings and to board members. As Chair I post information on Front Porch Forum about ACT 73 developments. Community members have also been posting in FPF their thoughts and feelings about redistricting. Our board meeting are recorded and are available on the school and the GISU websites as well as on the website of LCATV, our public access station which covers our meetings.

Our district held a Community Forum on the topic of REDISTRICtING and the community consensus was to support the plan for one unified district instead of 3 separate districts for the 5 towns in Grand Isle County and look to mainland districts to partner with us in a new Supervisory union that would allow elected Grand Isle Unified District Board members, who know the needs of our towns and schools. Given the distance involved, many families from Isle La Motte and North Hero are adjusting to their students already being bused some to Grand Isle School or to high schools off island. Some Island families are sending their students to high schools in Franklin county via RT 78 in the north while Grand Isle town families may differ between northern and southern high schools option depending upon proximity and their work locations. South Hero families typically send their high school student via route 2 to Chittenden County.

THESE 2 STATE ROUTES ARE THE ONLY ROADWAYS CONNECTING GRAND ISLE COUNTY WITH MAINLAND VERMONT. THE GRAND ISLE COUNTY SIDE OF THESE ROUTES OVER LAKE CHAMPLAIN ARE 29 DRIVING MILES APART FROM EACH OTHER, WHICH TYPICALLY TAKES 38 MINUTES ALONG RT 2, EXCEPT IN MORE CONGESTED TIMES OF DAY AND WHEN THE GRAND ISLE-NORTH HERO BRIDG IS RAISED FOR BOAT TRAFFIC.

Although the redistricting Task Force planning maps template shows Grand Isle County as contiguous to the mainland Vermont land mass, possibly distorting their planning efforts, the county had not land connected to mainland Vermont (only to southern Canada at the Alburgh peninsula).

The community is not confident that the map planners really understand the geographic isolation of our region and the transportation issues involved with any off Island education, employment, shoppings or family activities on the mainland.

Although our weekly countywide newspaper has provided excellent detailed coverage of educational "transformation" issues under ACT 73, our board would say that many residents are simply too preoccupied with their daily responsibilities to have the time or bandwidth to understand the possible impending changes in Vermont education precipitated by ACT 73.

How will your board share its formal position and with whom?

Our South Hero Board has shared it resolution (see TASK FORCE PUBLIC COMMENT PAGE ) with our community, with our partner districts with GISU, with the GISU Board, with the Redistricting Task Force and with our 2 elected Representatives and Senator (who have personally have attended many of our meetings. As Chair I have attended Community Forums sponsored by Alburgh and Champlain Islands Unified Union School District to discuss the South Hero resolution. I have reached out to each of the board chairs along the eastern shore of Lake Champlain to inform them of our position and request conversations about redistricting,

What data or information is your board requesting, using or accessing to inform its position?

We are relying on our own experience as a local district within a Supervisory Union which represents a very equitable sharing of administrative services overseen by a board selected by elected members of each district. We are also relying on testimony provided during the H454 process to the legislature.

I find that the publication "SCHOOL DISTRICTS AND GOVERNANCE MODELS IN VERMONT" (Rural Schools Community Alliance, July, 2025) compares the two major forms of school governance much more objectively than the "glossary" of "confusing term" included in the Task Force's agenda materials.

Basically Supervisory Districts prioritize centralized authority while Supervisory Unions with shared central office administrative services expenses, prioritize locally elected boards with authority and oversight over creating a budget (eliminated under the ACT 73 foundation formula) educational policy, achievement and proficiency in less centralized districts.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

In our Grand Isle SUPervisory Union, we have developed a common curriculum, teacher training , information system supports with our own testing of our students to identify their levels of proficiency and growth which their teachers and academic interventionists with specific real time data to help them target instruction and coaching on the specific skills that a student needs. Our Superintendent Lisa Ruud (o Ruud@gisu.org) and our Folsom School K-8 Principal Julie Pidgeon (jpidgeon@gisu.org) can provide you with the very positive detail outcome data.

What are the strengths of your current district/system?

We have highly dedicated and skilled staff at all levels - central office and building principal administrative, certified educators, paraprofessionals, and custodial/building staff. We have invested heavily in the curriculum (including classroom books and other classroom resources), staff training and the continuity of learning and evaluation from which the certified educators know what each student s needs and can direct instruction and support to achieve growth and proficiency. This investment would be unnecessarily and tragically lost if we are combined into a supervisory district of 4000-8000 students.

All licensed educators in the 5 town, 3 district, 3 school SUPervisory Union are covered by the same collective bargaining unit and contract. The member boards are in the process of consolidating the support staff/paraprofessionals working in our 3 districts by negotiating a single collective bargaining contract to replace 2 existing bargaining unit contracts and incorporate the remaining support staff/paraprofessionals into this first systemwide contract.

These collective bargaining contracts for licensed and unlicensed personnel may serve as a model for the proposal to consolidate all 3 districts into a countywide district for the explicit purpose of joining other districts to form a new larger Supervisory Union of the requisite size with a shared central office.

What are the challenges or weaknesses of your current district/system?

South Hero is a small but vibrant district which cannot function independently as a supervisory district and needs partners in a supervisory union. We realize and are fearful that the foundation model funding under the political fiscal pressures of ACT 73 and the current administration may be insufficient to cover operating and capital improvement costs given inflation, escalating healthcare premiums, and increasing expenses related to staff salaries and benefits which are not comprehensively addressed in the existing state funding formulas to date.

Potential mainland district partners in a new Supervisory Union have not yet had substantive discussions of their preferred governance structures and this presents a major challenge of developing a multi-district resolution proposal to present to the Task force at this time (10/2/25).

What opportunities do you see as a member of a bigger district?

We see great opportunities if we are a member of a larger supervisory district in terms of shared administrative resources and partnerships with member districts. Frankly, our community and our school board see a larger supervisory district as crushing to our educational system which is successful in effectively preparing generations of students attending high schools on the mainland. Our community would lose connection, voice and any meaningful vote in our future as a rural school. When the first big infrastructure crisis occurs, we do not believe the thousands of taxpayer on the mainland will support either infrastructure repairs, upgrades and new construction electing to have our building decay and spending the money to bus our kids off island to their own schools, gaining the foundation formula payments for every student on the buses. REMEMBER THAT THE STATE OF VERMONT DISCONTINUED SUPPORT FOR LOCAL SCHOOL INFRASTRUCTURE 17 YEARS AGO - the earliest denial of adequate funds for equitable education in Vermont. To put it bluntly, except for off Island high school course offerings and extracurricular opportunities, my constituency does not see opportunities in a larger district which would control all decisions and appropriations of available resources going forward impacting our "RURAL BY NECESSITY" 3 remaining schools in Grand Isle County after the closings of Isle La Motte and North Hero Schools. We have already closed 40% - 2 out of 5 - of our schools.]

What resources, support, or policy changes would you need to seize those opportunities?

I apologize in advance for the passionate tone of my responses, which accurately reflect the communications we have received from our community members. We would need the members of Redistricting Task Force to stand up to the pressure from this administration, including the Agency of Education, and some professional education organizations who believe that Supervisory Districts (similar to a corporate model) represent the only administratively effective and efficient model of governance.

We are talking about the future of a publicly accountable through local voting, not simply voices or advisory committees suggesting ideas from the far corners of a larger Supervisory District. We are learning in real time that a representative democracy is not designed primarily for administrative efficiency but to incorporate the values and viewpoints of the stakeholder electorate.

I have now heard personally from 2 members of the task force that they do not believe in or support the Supervisory District model that we see as necessary for our longterm viability in our isolated geographic area. The Commission of the same name was derailed from its thoughtful, deliberate, all stakeholder path to envisioning an educationally and economically. Now we have seen its leaders resign in disappointment that their charge has been reduced to public engagement and (IRONICALLY) developing the process by which local schools can be closed. What happened to their charge for organizing a vision for the future of public education in Vermont?

What risks or concerns do you see as a member of a bigger district?

Answered in above responses

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Missisquoi Valley School District in northern mainland Vermont is our northern neighbor and has developed a strong, highly functioning district, Maple Run Unified School District, just nominated for a VSBA award, also is a highly functional unified school district which also has a Cerberus Tech Center. Both of these districts have less populated districts and we share common challenges and opportunities, If we establish a Grand Isle County Unified School District, our southern Island towns still would need access to high school choice in Chittenden County due to proximity.

As supporting information, here is a copy of correspondence I sent to all board chairs in Franklin County and Chittenden County in proximity to Grand Isle County along Lake Champlain:

From: Richard Monterosso <rmonterosso@board.gisu.org>

Date: Mon, Sep 29, 2025 at 8:00 AM

Subject: Reaching Our re Proposal For Consolidating Grand Isle County into One Unified District for Partnering with Neighboring Districts in NEW Enlarged Supervisory Union with Neighboring (mainland) Districts

Renick Darnell-Martin, Chair, Missisquoi Valley School District Board  
Nilda Gonnella-French, Chair, Maple Run Unified School District Board  
Jess Graffiti, Chair, Franklin West Supervisory Union Board, and  
Chair, Fletcher School District Board  
Carl Laroe, Jr., Chair, Georgia School District Board  
Emily Alken, Chair, Fairfax School District Board  
Lindsay Cox, Chair, Colchester School District Board  
Karen Stout, Chair, Milton Town School District Board

Hello Chairs of SU/Districts Neighboring Grand Isle County,

The Districts in the Grand Isle Supervisory Union (GISU) have had some demanding discussions about alignment with Act 73 and our ability to influence the process. The three Districts (Alburgh, South Hero, and Champlain Islands Unified Union School District - Grand Isle, North Hero, and Isle La Motte), along with the GISU Board, have agreed to pursue a merger into a single county-wide Unified District of approximately 900 students, but only if we can be partnered with other current SD/SU/Districts to form a larger Supervisory Union.

We look at your situations and sizes and believe there is a possible synergy to be created. Our board resolutions supporting a single Unified District in Grand Isle County are attempts to adjust to Act 73 consolidation demands and have county level control of our three remaining local elementary schools after the closings of schools in Isle La Motte and North Hero.

To be clear, we would suggest dissolving our current GISU to potentially join with partner mainland districts or the existing SU to form a larger SU meeting the requirement of ACT 73.

Our board resolutions, adopted after holding Community Forums in each district, are already posted with the Rural School Community Alliance (RSCA) and with the Redistricting Task Force on their Public Comment site.

Since none of us are big enough according to Act 73 guidelines to stand alone, if we do nothing more to advocate, the Redistricting Task Force with its map(s), and ultimately the legislature (which is currently driven primarily by financial concerns) will decide for us without any input about our preferences or recommendations in the best educational interests of the students and communities we as school board members serve.

A passive default position on our parts could easily result in the Task Force recommending mergers involving many of our districts into one or more very large supervisory districts, with 4000 to 8000 students each, under a single board covering multiple towns and counties in northwestern Vermont. If this occurs, any vestige of localized authority in smaller districts with high levels of local community engagement, voice, and voting would be permanently eliminated.

During its meeting today (9/29), The Redistricting Task Force is expected to finalize its rubrics for mapping new Districts and Supervisory Unions. The Task Force will proceed by actively working on up to three maps, at least one of which must include Supervisory Unions. Task Force must start coordinating with the Voting Wards Working Group by October 15th, and submit its final mapping recommendations to the legislature by December 1, 2025,

When the legislature starts its session in January, 2026, the ground may change and we will all need to respond as necessary.

Please contact GISU Chair Bob Chutter and me to let us know if a brief phone call or conversation would make sense from your viewpoint. Since we are pressed for time based on the Redistricting Task Force 12/1 reporting deadline, the sooner we submit messages to the Redistricting Task Force with our governance preference(s) and recommendation(s), the better.

On behalf of the GISU Board and our three member District Boards, we thank you for your consideration as we navigate these uncharted waters.

We look forward to hearing from you as soon as possible.

Kind Regards,

Rich Monterosso,  
Chair, South Hero School Board

Bob Chutter  
Chair, Grand Isle SU Board

---

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

We have exchanged introductions but they are not ready to talk about redistricting at this time, We are prompting them that the time is running short and that a mutual plan would help the Task Force with its mapping responsibilities and affirm their district functioning.

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## Additional comments

ACT 73 is a matrix of simultaneous work groups attempting to fulfill their own charges to present proposals for review and voting on each component in order for ACT 73 to actually become effective. Our South Hero Board in conjunction with our partners Alburgh and Champlain Islands Unified Union School District have held public meetings and board meetings and submitted formal resolutions to the Redistricting Task Force to help them in incorporating Grand Isle County as a proposed unified school district within a Supervisory Union with mainland district partners for administrative purposes required under ACT 73.

The South Hero Board is concerned that residents of Island communities, which have already seen 2 out of their 5 schools close, are highly anxious about the future of their remaining 3 schools in this geographically isolated county with no direct access to most of mainland Vermont. Some are talking about selling their homes to be close to a neighborhood school. Others, including local business owners are concerned that the possible closure of one or more school in Grand Isle County will result in a steep financial downturn in the economy as young people and families look elsewhere to develop a sense of community that schools provide. These are not isolated residents - many are active members of the community.

As Board Chair I am especially concerned that members of the Redistricting Task Force have already expressed negativity about the Supervisory Union paradigm which, by statute, must be incorporated into at least one map proposal. I worry that this prejudice may not result in a genuine effort for a quality effort on that particular map and will deter the Task Force from including any supervisory unions in the other two possible maps permitted by ACT 73.

The Supervisory Union model as a hybrid governance model, provides for both 1) meaningful PUBLIC VOICE AND VOTING for school boards in greater proximity to the schools over which they have direct authority and oversight, and 2) shared central office administrative services, which may also be enhanced by BOCES partnerships with neighboring Supervisory Unions and Supervisory Districts:

We have great respect for the members of The Redistricting Task Force who bring decades of educational legislative and administrative experience to their daunting task in a finite statutory four month period to review and develop up to three maps, at least one including supervisory unions.

We wish you the necessary strength, wisdom and collegiality to present all three map versions you have been authorized to draft, respectfully requesting that you include the supervisory union governance model for one unified district in Grand Isle County as part of a new supervisory union of requisite size with neighboring mainland districts to provide shared central office administrative services. Having one school board (instead of the current three boards and supervisory union) in charge of the entire Grand Isle County district covering 5 towns would be respectful of geographic isolation, shared community and economic connections, and allow families of students living in different sections of the county to have access to high schools and Career/Technical Centers in both the northern (via RT 78) and southern (via RT 2) from these three islands and the Alburgh peninsula connected by land only to Canada.

Respectfully submitted,  
Richard Monterosso, Chair  
South Hero School Board

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Rich Monterosso

Email \*

rmonterosso@board.gisu.org



# Redistricting Task Force Survey

The respondent's email ([vtlog@comcast.net](mailto:vtlog@comcast.net)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

South West Tech

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

.....

How will your board share its formal position and with whom?

.....

What data or information is your board requesting, using or accessing to inform its position?

.....

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Not sure , have small classes

.....

What are the strengths of your current district/system?

Several AP classes

.....

What are the challenges or weaknesses of your current district/system?

Money

.....

What opportunities do you see as a member of a bigger district?

None

What resources, support, or policy changes would you need to seize those opportunities?

What risks or concerns do you see as a member of a bigger district?

Lose local control

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Additional comments

Tech schools should stay independent , much different than regular High Schools !

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Kenneth Swierad

Email \*

Vtlog@comcast.net

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([mhcphotos@gmail.com](mailto:mhcphotos@gmail.com)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Southwest Technical School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

We have had a few conversations about updates from the state regarding the proposed ideas in the new legislation. For us being a CTE district it is a bit different from other districts and curious how the funding structure will look and also teacher contracts across the state. We are in southern Vermont so we feel teachers in Bennington should be paid the same as those in Burlington. These are going to be important conversations for the future!

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

.....

How will your board share its formal position and with whom?

.....

What data or information is your board requesting, using or accessing to inform its position?

.....

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Being a CTE we provide an opportunity for students and adult learners to gain industry knowledge and training to help

.....

What are the strengths of your current district/system?

We operate a wide district and serve students from all over Bennington county and into Hoosick Falls NY. We also offer summer programs, adult ed, and we partner with a lot of companies for our learners to have industry experience.

.....

What are the challenges or weaknesses of your current district/system?

We need more room if we wanted to expand programming

.....

What opportunities do you see as a member of a bigger district?

More program opportunities for our learners

What resources, support, or policy changes would you need to seize those opportunities?

Funding and more teachers and their pay/benefits.

What risks or concerns do you see as a member of a bigger district?

Not having our local voices heard, especially if CTE is a state wide district.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

### Additional comments

How CTE fits into all of this is still foggy to us and currently we don't see the benefits of how it will enhance our school, our district, and not becoming a burden to our taxpayers.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Mike Cutler

Email \*

rgb.mike.cutler@swtech.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([colleen.morris@stjbsd.org](mailto:colleen.morris@stjbsd.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

St Johnsbury School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Discussion of governance models, local needs, and neighboring districts/SUs.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

conversation

How will your board share its formal position and with whom?

TBD

What data or information is your board requesting, using or accessing to inform its position?

TBD

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

What are the strengths of your current district/system?

What are the challenges or weaknesses of your current district/system?

What opportunities do you see as a member of a bigger district?

---

What resources, support, or policy changes would you need to seize those opportunities?

---

What risks or concerns do you see as a member of a bigger district?

Risk of reduced / lack of local input and control.

---

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Most logical partners are other contiguous, k-8 operating districts.

---

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

---

Additional comments

---

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Colleen Morris

---

Email \*

colleen.morris@stjssd.org

---

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([cindy.lamore@stamford.wswsu49.org](mailto:cindy.lamore@stamford.wswsu49.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Windham Southwest Supervisory Union

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

The Stamford Elementary School Board of Directors is aware of Act 73, the redistricting plan by the State of Vermont and has kept apprised by way of the news media, Vermont School Board Association (VSBA) and our superintendent. We have briefly discussed our situation at meetings that include interested community members and an all-boards meeting with the town select board hosting and asking for updates. There has not been enough information to discuss redistricting except to speculate and reiterate that past consolidation and/or redistricting plans have not yielded the cost savings or efficiencies anyone thought they would. The school board will continue to discuss options that may include tuitioning in students from other towns, applying for school choice and/or resume discussion with Massachusetts school districts for possible merger. The school board has encouraged the visitors to our meetings to contact our state representatives and remind them of Stamford School's unique position as a border town and our geographic isolation. The town select board has offered to help any way they can, and we will all share information as it becomes available through town distributed emails and special meetings as needed. The Windham Southwest Supervisory (WSWSU) Superintendent has requested information from the state and will share information as soon as it becomes available.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

.....

How will your board share its formal position and with whom?

.....

What data or information is your board requesting, using or accessing to inform its position?

.....

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

The WSWSU is promoting improved student outcomes through standardized testing, uniform curriculum monitored closely with test scores and many teacher workshops and professional development to promote improvement of student performance. Our principal has implemented ELA and math proficiency improvements that are successfully raising our student outcomes.

What are the strengths of your current district/system?

Our current district is made stronger by the smaller size of our classes that ensure students are closely monitored in their daily tasks and the principal, teachers and support staff are able to reinforce critical areas where needed. Stamford School is small by necessity which affords our community a strong education for our youth.

What are the challenges or weaknesses of your current district/system?

There are times that we at Stamford School feel we do not get the most from our supervisory union as larger towns within our district have larger needs. Our town pays for district services that we sometimes struggle to receive. Becoming part of an even larger school district will negatively impact necessary student services beyond what we now obtain. Health insurance costs, union demands and state mandates are a substantial problem for our budgets.

What opportunities do you see as a member of a bigger district?

Stamford School will not benefit from becoming part of a larger district. We currently feel we struggle to obtain special educational services, speech and occupational therapy, etc., because of the distance that specialists at the WSWSU in Wilmington, VT need to travel to bring services to our students.

Also, some say that there will be a possibility of expanded sports programs, music programs, after school clubs and activities, for our students. While these opportunities could be available, our students would need separate transportation after participation and parents would be severely prohibited from attending programs as our infrastructure has many parents working in Massachusetts.

As a member of a bigger district we envision: (1) a total loss of our voice as a community of concerned citizens for the education of our children; (2) we are geographically isolated from all surrounding towns in Vermont and object to the bussing of our children miles away over treacherous, winding roads and compromising their safety; (3) we are also strongly concerned that our right for reasonable representation of our tax dollars will vanish.

What resources, support, or policy changes would you need to seize those opportunities?

There isn't a policy or resource that could bring beneficial opportunities to Stamford School students by way of redistricting which places more miles between students, parents and possible extracurricular events. Stamford School is small by necessity which affords our community a strong education for our youth.

What risks or concerns do you see as a member of a bigger district?

Our board is concerned for the continuation of our PreK-8 school, the heart of our community. The town select board, parents and older community members have voiced concerns that we must preserve our school and its class sizes in order to offer the best educational start for our youngest citizens. Stamford School has long been an example, model if you will, of what a school should be. We are adamant that our building remains open to our students without major bussing or unnecessarily long travel to another school. The geographic challenge of the highway structure between Stamford and the next town, Readsboro, is a documented hazard that has deemed Stamford geographically isolated in previous state reports.

---

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

---

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

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## Additional comments

Stamford School would be willing to open dialog with Readsboro School for possible consolidation or student tuitioning, although the roadway remains a massive obstacle. We would also be willing to speak with superintendents in Massachusetts schools for possible merger or tuitioning of our students. Our previous merger exploration with Massachusetts, Act 46 in 2017-18, showed many possibilities for student opportunities and large support from both communities that keep our students off of perilous roads and much closer in terms of distance/travel.

The Stamford School Board of Directors is open for discussion of cost saving ideas without compromising educational benefits, creating hazardous student transportation and retaining our autonomy.

---

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Cynthia Lamore

---

Email \*

cindy.lamore@stamford.wswsu49.org

---

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([acallan@vtvsba.org](mailto:acallan@vtvsba.org)) was recorded on submission of this form.

## Survey Introduction:

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You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Stamford Elementary School member of Windham Southwest Supervisory Union, (WSWSU).

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

2. The board of directors is aware of Act 73, the redistricting plan by the State of Vermont and has kept apprised by way of the news media, Vermont School Board Association (VSBA) and our superintendent. We have briefly discussed our situation at meetings that include interested community members and an all boards meeting with the town select board hosting and asking for updates. There has not been enough information to discuss redistricting except to speculate and reiterate that past consolidation and/or redistricting plans have not yielded the cost savings or efficiencies anyone thought they would.

2a. Our board is concerned for the continuation of our PreK-8 school, the heart of our community. The town select board, parents and older community members have voiced concerns that we must preserve our school and its class sizes in order to offer the best educational start for our youngest citizens. Stamford School has long been an example, model if you will, of what a school should be. We are adamant that our building remains open to our students without major bussing or unnecessarily long travel to another school. The geographic challenge of the highway structure between Stamford and the next town, Readsboro, is a documented hazard that has deemed Stamford geographically isolated in previous state reports.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

3. The school board will discuss options that may include tuitioning in students from other towns, applying for school choice and/or resume discussion with Massachusetts school districts for possible merger. The school board has encouraged the visitors to our meetings to contact our state representatives and remind them of Stamford School's unique position as a border town and our geographic isolation. The town select board has offered to help any way they can and we will all share information as it becomes available through town distributed emails and special meetings as needed. The Windham Southwest Supervisory (WSWSU) Superintendent has requested information from the state and will share information as soon as it becomes available.

How will your board share its formal position and with whom?

What data or information is your board requesting, using or accessing to inform its position?

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

4. The WSWSU is promoting improved student outcomes through standardized testing, uniform curriculum monitored closely with test scores and many teacher workshops to promote improvement of student performance.

What are the strengths of your current district/system?

5. Our current district is made stronger by the smaller size of our classes that ensure students are closely monitored in their daily tasks and the principal, teachers and support staff are able to reinforce critical areas where needed. Our principal has implemented ELA and math proficiency improvements that are successfully raising student outcomes. This prepares our students with the skills necessary to excel in the Massachusetts high schools they will eventually attend. Stamford School's geographic situation makes our residents rely heavily on Massachusetts for our students' high school education and our residents' employment and economic base.

What are the challenges or weaknesses of your current district/system?

6. There are times that we at Stamford School feel we do not get the most from our supervisory union as larger towns within our district have larger needs. Our town pays for district services that we sometimes struggle to receive. Becoming part of an even larger school district will negatively impact necessary student services beyond what we now obtain. Health insurance costs, union demands and state mandates are a substantial problem for our budgets.

What opportunities do you see as a member of a bigger district?

7. Stamford School will not benefit from becoming part of a larger district. We currently feel we struggle to obtain special educational services, speech and occupational therapy, etc., because of the distance that specialists at the WSWSU in Wilmington, VT need to travel to bring services to our students.

Also, some say that there will be a possibility of expanded sports programs, music programs, after school clubs and activities, for our students. While these opportunities could be available, our students would need separate transportation after participation and parents would be severely prohibited from attending programs as our infrastructure has many parents working in Massachusetts.

What resources, support, or policy changes would you need to seize those opportunities?

8. There isn't a policy or resource that could bring beneficial opportunities to Stamford School students by way of redistricting which places more miles between students, parents and possible extracurricular events. Stamford School is small by necessity which affords our community a strong education for our youth.

What risks or concerns do you see as a member of a bigger district?

9. As a member of a bigger district we envision: (A) a total loss of our voice as a community of concerned citizens for the education of our children; (B) We are geographically isolated from all surrounding towns in Vermont and object to the bussing of our children miles away over treacherous, winding roads and compromising their safety; (C) We are also strongly concerned that our right for reasonable representation of our tax dollars will vanish.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

---

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

10. Stamford School would be willing to open dialog with Readsboro School for possible consolidation or student tuitioning, although the roadway remains a massive obstacle. We would also be willing to speak with superintendents in Massachusetts schools for possible merger or tuitioning of our students. Our previous merger exploration with Massachusetts showed many possibilities for student opportunities and large support from both communities

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Additional comments

11. The Stamford School Board of Directors is open for discussion of cost saving ideas without compromising educational benefits, creating hazardous student transportation and retaining our autonomy.

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Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

12. Cynthia Lamore, Stamford School Board of Directors Chair

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Email \*

cindy.lamore@stamford.wswsu49.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([mwalkerstrattonschoolboard@gmail.com](mailto:mwalkerstrattonschoolboard@gmail.com)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

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Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Stratton School district

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Our conversations have included writing a letter to the task force stating our preference to be in the same school district as the Winhall and Manchester VT school since a majority of our students already attend a school in this location. School choice is vital for our community due to our geographical location and topography making some schools more of a challenge than others to get to. Due to our remoteness the school choice is also vital for parents who would like their kids in school that are convenient for them depending on where they work.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We have discussed talking with the community but we have not set up a meeting at this time waiting to see what the committee comes up with.

How will your board share its formal position and with whom?

Our formal position will be discussed at our board meetings that are open to the public and on zoom. It will also be posted in the meeting minutes. Then if appropriate or necessary we can meet with the town and discuss more.

What data or information is your board requesting, using or accessing to inform its position?

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Our current structure is school choice. This is ideal for us. Stratton is remote and our topography can make some schools harder to get to than others. With being remote parents have to drive out of town for work and school choice helps parent so they can enroll their children in a school that work for them and their schedules.

What are the strengths of your current district/system?

School choice

What are the challenges or weaknesses of your current district/system?

Due to our school choice the school board works hard at making sure people who receive our funds truly are full time residents Some people try and take advantage of the situation.

What opportunities do you see as a member of a bigger district?

What resources, support, or policy changes would you need to seize those opportunities?

What risks or concerns do you see as a member of a bigger district?

As a member of a bigger district I feel our representation is going to be limited when it comes to a new school.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Bennington Rutland Supervisor Union most of our students attend schools in this district currently it would be great to keep it that way.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

We have looked into it in the past, but we have not formally petitioned to try and consolidate with the BRSU. We know we need every school in the district to agree to us joining their district.

Additional comments

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Melissa Walker

Email \*

Mwalkerstrattonschoolboard@gmail.com

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Google Forms

# Redistricting Task Force Survey

The respondent's email ([mvirgilio@brsu.org](mailto:mvirgilio@brsu.org)) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Taconic and Green Regional School District (TGRSD) which is part of the Bennington Rutland Supervisory Union (BRSU). TGRSD serves the 9 towns of Danby, Mt. Tabor, Dorset, Manchester, Sunderland, Londonderry, Landgrove, Weston, and Peru. We currently operate 4 schools: Sunderland Elementary School (k-6), Currier School (pk-6), Dorset School (k-8), Floodbrook School (k-8), and Manchester Elementary School (pk-8). We are non-operating grades 9-12.

Have you discussed redistricting as a school board?

Yes

No

## What information, insights or details have those conversations included?

Since our formation as a regional school district through a voluntary merger under Act 46, we have included legislative and VSBA updates at each of our monthly meetings. Since January 2025, we have closely followed the progress of H.454 through to the enactment of Act 73. Throughout the 2025 legislative session, we also spoke with several Senators and Representatives to share our local concerns and gain better insight into the goals and progress of the legislation.

We have engaged with local independent school leaders to explore potential strategic partnerships, with the goal of preserving existing collaborations in light of Act 73 and its potential implications. Each of these conversations has been reported back to our board and discussed in depth.

We recognize that change is inevitable, and are preparing by fortifying our system. This includes closing schools we believe would ultimately be considered “too small” by a future regional board and are not operating in a fiscally efficient way. By making these difficult decisions now, we hope to preserve our current community ties within the district and prevent a newly drawn district from reassigning students without regard for longstanding relationships.

As a district, we support the goals of Act 73: greater efficiencies at the administrative level, a more transparent and equitable funding system, and long-term benefits for students and taxpayers. Our primary concern lies in the politics surrounding the charge of the Redistricting Task Force. We need to maintain access to a 9–12 choice structure, as independent schools play a critical role in our system. Under current law, maintaining 9–12 choice would require our district to merge with another district and form a Supervisory Union (SU). However, both we and the state, per Act 46 statement of preferred district structure, recognize that SU’s run counter to the goals of Act 73, as they are less fiscally efficient and perpetuate hyper-local control—often preventing the difficult decisions needed to address declining student enrollment and rising education costs.

When this discussion arises at the board level and with our SU partners, it becomes clear that significant changes to current law are needed to fully realize the goals of Act 73 and to allow a variety of operating structures within a single district. This barrier continues to prevent partnerships in our communities that could create greater efficiencies and equity for our students.

## Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

## How is your school board engaging with the community on this issue?

As we plan to consolidate on a local level, by closing our smallest school and creating a unified middle school, we have been holding several meetings within each of our communities. The implications of Act 73, are frequently part of those conversations. Our community is very aware that if we do not close the schools and make decisions about the future education of our students now, there is a likelihood that a larger board, with few community ties, will make that decision for us, without the benefit of community involvement. Generally, our communities are well aware of the challenges our district could face, depending on how the Task Force decides our new boundaries and our future governance structure.

How will your board share its formal position and with whom?

We have continually shared our opinions with the legislature during the discussions of H. 454, and have since sent multiple position statements to the task force, beginning in late July. These communications have largely been communicated on behalf of the entire BRSU, as we have been working closely with our partner districts of Mettowee and Winhall. Moving forward, I would expect the same approach. Additionally, our Superintendent has been working closely with the VSA to share the position of our boards, as well as their formal opinion on redistricting and how that could affect the future of education in our region.

What data or information is your board requesting, using or accessing to inform its position?

As we have been looking to better understand the pros and cons of a Supervisory Union vs. a Supervisory District, we have been trying to analyze our neighboring districts annual budgets to create a true cost comparison. What has become very clear is that there is little to no unity in how each district or SU manages their budgets and it has been nearly impossible to analyze. I request the state analyze the actual impact of budgets moving forward and compare the real costs associated with managing an SU vs. an SD, as well as analyze the true cost of merging large districts without offering transition grants, as were available during Act 46. The true costs of these changes are not outlined as of yet, and we will need to see that before a formal position on redistricting can be given.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

There are a number of factors that currently exist that create opportunities for improving student outcomes, many of which we are at risk of losing to redistricting under Act 73.

At the board level, we have a shared goal across our 9 towns, which states that "All our kids are all our kids." This means that when decisions are made that affect any of our 5 schools, each board member treats the educational opportunity of the students within those schools as vitally important, regardless of the community they may come from. This trust and cohesion at the board level came from the work that we did during the merger of Act 46, when we were given the time and opportunity to draft our districts' articles of agreement, in order to ensure that all parties, communities, and students felt supported by this new board. Without this process, our district would not have the trust of our communities, and our members would not have a shared respect and appreciation for each other.

We operate under a model of Policy Governance. We are extremely fortunate to have a superintendent who is undeniably dedicated to providing equitable educational opportunities to all of our students at a cost the taxpayers and the board find reasonable. Policy governance allows Dr. Lowe to manage the schools and the administrative team in an agile and responsible manner, without the board micromanaging the process and means by which she is working to achieve the board-defined goals. Again, it is unclear whether this system of governance will continue under the new board.

We have long standing relationships with a number of independent schools, some as long as almost 200 years, whom we rely on to provide world class educational opportunities to our students. It has been stated that only 4% of Vermont's students benefit from the tuitioning system across the state. I can state that 100% of our students benefit from the tuitioning system in Vermont. Without access to the Independent High Schools in our region, we would not be able to provide for education k-12. We work closely with the primary local independent school, which currently has open enrollment for all of the 9 towns within the TGRSD, enabling every student to have equal access to their educational programing for grades 9-12.

### What are the strengths of your current district/system?

As a district, a board, and a community, we continue to look for ways to improve outcomes and demand that all our kids are provided for at every level throughout their time in our schools. Our communities are part of our schools, and that support continues to inspire and require our administration, our teachers, and our board members to remain informed and responsive to the challenges and needs within our educational community, as well as the changes that continue to come down from Montpelier. In addition to the 3 stated structures listed in the previous question, I think vigilance and dedication to our kids is one of our greatest strengths. I fear there is a risk of losing this, once we are forced to merge, if we are not careful to build new relationships with respect and shared goals.

### What are the challenges or weaknesses of your current district/system?

Declining enrollment within our schools. We are currently operating an elementary school which has one teacher teaching grades 4/5/6 in a single classroom. This school is currently under consideration for closure, and we have been working closely with the community to ensure they are aware and involved in the process. We understand that a closure like this is very difficult, however, more importantly, we recognize the fiscal responsibility to our taxpayers, as well as the educational deficits students may be experiencing in such a small school.

Our buildings are old, and in need of repair, however, with the increase of educational costs, and decreased enrollment, it is a challenge to do much more than minor repairs in order to maintain our buildings.

We are a district that spans miles and mountains. Transportation time, and equitable access to education will continue to pose challenges to our system as both come at too high a cost, and highlight equity issues across our region.

### What opportunities do you see as a member of a bigger district?

As part of the BRSU, the TGRSD is already part of a district which educates over 2000 students. There are benefits we could realize if our SU were instead an SD, fiscally and in efficiency. Otherwise, we have not identified any other benefits for our district to merge with other districts within our region, other than the potential for shared transportation routes.

### What resources, support, or policy changes would you need to seize those opportunities?

For our district to maintain our current operational structures, providing access to independent schools 9-12, and merge with a reasonably geographically aligned district, which operates school k-12, there must be changes made to the laws governing merged districts, SU's, and SD's. There are a number of options to consider as solutions, such as grandfathering choice, revised designation laws which open designation to all grades, not just 9-12, or the potential to grant waivers to public 9-12 geographically isolated regions, just as we do for small schools in geographic isolation.

What risks or concerns do you see as a member of a bigger district?

As part of a large district, especially a larger Supervisory Union, we have a great concern for an increased cost at the administrative level in part due to the vast geographic area the SU would have to cover, leading to potentially multiple sites and increased travel time from one area of the district to another. Additionally, in an SU structure, we do not get the benefit of shared fiscal responsibilities as a Supervisory District would. If we are forced into an SU, there will also be additional cost associated with maintaining multiple boards, which will directly impact the funds available to educate our students.

The greatest risk of a large district is a lack of accountability, responsibility to, and relation with the communities it serves. A new district will be made up of a new entity, or part time board members. Because of the large geographic space, these members may have few ties with most areas of their region. Additionally, by creating this as a part-time role with part-time pay, we will lose most of the experienced school board members across the state, who work full time during the day, while supporting their schools in the evening. Essentially, the role will only be filled with retired folks or those wealthy enough not to have to work full time day jobs. With no judgement to folks in either of these positions, it is clear that changing the designation of this role also threatens to significantly decrease the diversity of school board members across the state. I see this as an enormous loss.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

It is unclear at this moment.

Partnering with any of our neighboring districts puts our system at risk without protections for ensuring our current operating structure.

If our 9-12 operational structure can remain, the districts to our south (Southwest Vermont Supervisory Union) seem to be the best option for partnering. However, we have reached out to them to discuss the future potential, but have received little to no interest in having that discussion at this time.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

---

### Additional comments

We have two essential goals within the framework of the current Act 73 progress.

1. We must keep our district communities tied together. The nine towns within the TGRSD have built a strong community, focused on educating our students, and tied to the communities' relationships between our towns. We educate students in both the "Mountain Towns" (Langrove, Londonderry, Peru, and Weston) as well as students in the "Valley" (Dorset, Manchester, Sunderland, Danby, and Mt. Tabor). The relationship between the mountains and the valley has deep historical roots, both educationally and for our communities. Many people live in one space, yet work in the other. Additionally, the strong majority of students on the mountain come to the valley for high school education, where they also gain access to the CTE that serves the greater Manchester community. Because of this connection, we will be pursuing a bond vote in March to build a long-desired Regional Middle School (RMS) to educate all of our students in each of the nine towns, to increase educational opportunity and equity throughout our district. The RMS was a shared goal and a strong consideration factor during our Act 46 merger. We do not want to lose that opportunity and have all the work we have done be forgotten in the process of the Act 73 redistricting. This is a shared goal for all of our towns.

2. We must figure out a way to preserve the public access we have to our regional Independent High Schools, ideally through an SD structure. This challenge is significant for two reasons.

First, merging our district with a K-12 operating structure threatens access to our High School, without amendments to the current laws outlined in Title 16, specifically regarding SU vs. SD structures. We know that an SU will require excess spending to manage the administrative cost of managing several districts instead of one. Under a funding formula, this means more money goes to overhead and less to educate our students. That is a cost we believe the legislature should work hard to prevent.

Second, breaking up our district significantly threatens the viability of the high schools our students attend. Decreasing student population, due to redistricting, will leave the current high schools at less than state mandated numbers, while leaving behind the students that need to access them due to public 9-12 high school isolation.

Each of these goals, we recognize, may not fall within the purview of the redistricting task force. We will continue to advocate for each of these priorities during the upcoming legislative session, with our local senators and representatives.

---

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Melanie Virgilio

---

Email \*

mvirgilio@brsu.org

---

This form was created inside of Vermont School Boards Association.

# Redistricting Task Force Survey

The respondent's email ([nicholas.cook@oesu.org](mailto:nicholas.cook@oesu.org)) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Thetford Town School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Private Schools

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

.....

How will your board share its formal position and with whom?

.....

What data or information is your board requesting, using or accessing to inform its position?

.....

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Small class sizes

.....

What are the strengths of your current district/system?

Local government structure

.....

What are the challenges or weaknesses of your current district/system?

Inconsistent staff bargaining agreements

.....

What opportunities do you see as a member of a bigger district?

Consistent school staff bargaining agreements

What resources, support, or policy changes would you need to seize those opportunities?

Control over healthcare benefit negotiations

What risks or concerns do you see as a member of a bigger district?

No provable cost saving and negative student outcomes

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

White River Valley SU

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Additional comments

Please provide actual evidence/data to support potential charges before forcing mergers.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Nicholas Cook

Email \*

Nicholas.cook@oesu.org

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Google Forms

# Redistricting Task Force Survey

The respondent's email ([kcorey@tvhs.k12.vt.us](mailto:kcorey@tvhs.k12.vt.us)) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Twin Valley Union Unified School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

It is important for us to maintain a voice in how our schools work. Given our geographic location, we think it is important for our community to keep our school

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

---

How will your board share its formal position and with whom?

Anticipate community forums once it becomes clear what direction this is headed. There are so many unknowns

---

What data or information is your board requesting, using or accessing to inform its position?

There were studies done about the geographic necessity both in 2012 (consultants) and 2018 (Education Secretary Dan French). We have also requested model data on scarcity, poverty from our Superintendent to better understand how we compare to other districts.

---

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Our new SU leadership values student outcomes. The current structure does offer differing opportunities for students based on the school district they reside in (for example, the smaller schools (Readsboro, Halifax, Stamford) have multi-grade classrooms, whereas the Twin Valley district has a larger elementary school with 1-2 classes per grade. We have a high student to teacher ratio. We do think the structure of the SU is detrimental to our school district in that the schools around us have school choice out and send students out of state.

---

What are the strengths of your current district/system?

TV has strong community support as measured by  $\frac{2}{3}$  of voters regularly supporting our budget. We have good school leadership. Population fairly steady. Believe that the change in SU and school leadership has our school on a positive trajectory to meeting student needs.

---

What are the challenges or weaknesses of your current district/system?

Rural. Transportation. As it is our students are spread out across many miles and bus routes within our district are 45 minutes to an hour within our district

What opportunities do you see as a member of a bigger district?

Very unclear at this time. (We already consolidated on our own in 2004 when Wilmington and Whitingham became a joint contract PreK-12 district. Later, under Act 46, we became a unified union district. Because of our location, it is hard to imagine any benefits if we had to move to a bigger district since it would mean excessive time devoted to transportation.) For Twin Valley, we could potentially see a benefit from consolidating with Halifax, Searsburg, Somerset, and Readsboro as it would help boost our high school enrollment. Those districts have school choice for their high school age students and the majority of their students travel further distances to out of state tech schools in Massachusetts. While we (TV) view this as a benefit, they would not agree with a consolidation and therefore it has not been discussed. It's also interesting to note Massachusetts does not reciprocate choice back to Vermont.

What resources, support, or policy changes would you need to seize those opportunities?

Knowledge of how a bigger district would better meet the needs of our students and if, in fact, it would save any money. We believe the state should look at its policy on out of state school choice. In some cases students are driving by Vermont High schools to Tech schools out of state. We also feel that the Windham Regional tech center is extremely far away from some of our more rural families and think the state should consider a satellite tech location in our district.

What risks or concerns do you see as a member of a bigger district?

Loss of local voice. Loss of time for our students. Potential loss of quality staff. If joining a larger district means closure of our high school or school choice amongst high schools in the same district, we have grave equity concerns. The commute for some of our students would be manageable, but for others it would take away opportunities to play sports, do extracurriculars. If the local school closes, those students would be the ones who suffer the most. TV has a high poverty rate, and student opportunity would be directly linked to their ability to commute 45-60 minutes each way every day.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Possibly L&G for high school collaboration. Possibly Readsboro and Halifax if they are willing.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Past administrations have had some casual discussion about sharing high school opportunities. Many Readsboro middle schoolers already attend our school.

Additional comments

Our middle/high school has capacity for about 80-100 more students and our elementary has room for more students as well with no capital investment. Our schools are in great shape having both been renovated in the last 10 years. It seems we are losing students to out of state tech centers, and have wondered what a tech satellite could do for us.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Kristy Corey

Email \*

kcorey@tvhs.k12.vt.us

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Google Forms

# Redistricting Task Force Survey

The respondent's email ([patrick.healy@ccsuvt.net](mailto:patrick.healy@ccsuvt.net)) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Twinfield Union School

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Where we want to be placed in a SU

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We will be .....

How will your board share its formal position and with whom?

With everyone that will listen including public and legislators .....

What data or information is your board requesting, using or accessing to inform its position?

Waiting for the redistricting map/s .....

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Not sure if it does .....

What are the strengths of your current district/system?

None? .....

What are the challenges or weaknesses of your current district/system?

Too wide geographically .....

What opportunities do you see as a member of a bigger district?

More opportunities for our students

What resources, support, or policy changes would you need to seize those opportunities?

Dollars

What risks or concerns do you see as a member of a bigger district?

Voice

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Have not yet formally discussed with any SU

Additional comments

---

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Patrick Healy

---

Email \*

patrickhealy@twinfield.net

---

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Google Forms

# Redistricting Task Force Survey

The respondent's email ([diazsmith.flor@gmail.com](mailto:diazsmith.flor@gmail.com)) was recorded on submission of this form.

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Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Washington Central Unified Union School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

We're holding a community meeting on redistricting ACT 73 this Wednesday, October 8, and I'll have more information to share then. The meeting will also include information on the bond vote for the New Career Center. We conducted an informal study involving Montpelier as part of our reconfiguration discussions. The study included a review of Montpelier and a brief acknowledgment of our interest in reaching out to the Twinfield and Barre School Districts. This report summarizes information to inform considerations of a hypothetical merger to form a singular district between the Montpelier Roxbury School District and Washington Central Unified Union School District. This informal study includes options for the formation of a singular district, comparisons of current Articles of Agreement, considerations for other districts in the region, and much of the data required under Vermont law for governance studies. While it does not present pros and cons, since these are inherently subjective and shaped by community values, it provides useful information for discussions about opportunities and challenges. This is the first step in what could be a multistep process and there will be multiple opportunities for public engagement and involvement.

We are glad to have collaborated to compile this material in one place, so our districts and the state can better understand and consider the educational opportunities and financial realities as we all weigh potential reconfigurations. At the heart of this work is the unwavering commitment of both MRPS and WCUUSD to public education and to all of the communities we serve. Our districts remain dedicated to fostering strong, inclusive schools that reflect community values, provide rigorous & equitable opportunities to every student and strengthen the social civic and social fabric of our cities and towns."

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We have been hearing from the community at our meetings with different ideas about redistricting and we are having a community meeting on the 8th to specifically talk about ACT 73.

How will your board share its formal position and with whom?

At our September 17th meeting, we held a vote on whether to join the Rural Schools Resolution to request we are made part of a SU. The vote failed, and we did not take a formal position on joining a Supervisory Union (SU). We currently do not have the data or modeling needed to determine whether that would be a good option for us. We rather be a School District as we are now. We will write to the Task Force after the meeting on the 8th.

What data or information is your board requesting, using or accessing to inform its position?

As I mentioned before, we conducted an informal study with Montpelier. The data we would like to have includes a complete modeling of the foundation formula for any redistricting option. We are interested in doing a similar study to the one we just completed, but expanded to include additional districts.

At this point, we do not have information on other districts. At our upcoming meetings, we will be sharing all the information we do have, along with deadlines outlined in Act 73. We'll also be asking community members about their concerns and what they are hopeful or excited about.

We want to understand the broader vision for education in our state, and how we plan to fund that vision. What are the potential savings? What are the expected outcomes? Will there be any phasing or incentives to support districts through the difficult transition from the current system to a new one?

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

We are one district with five elementary schools that feed into a single middle school and high school. We have one strategic plan, developed through significant community engagement to identify our core beliefs. From those beliefs, we built our strategic plan. Our student outcomes are aligned across the district, and we have established a strong foundation to ensure we invest in resources for our Multi-Tiered System of Supports (MTSS).

What are the strengths of your current district/system?

As I mentioned before, we fund and maintain a strong Multi-Tiered System of Support, which we refer to as a Multi-Layered System of Support. We invest in professional development for our teachers to ensure that, for example, Tier 1 instruction is meeting the needs of at least 80% of our students.

We also are fully invested in proficiency-based learning and project-based learning across the district, helping students engage more deeply with their education while demonstrating mastery in meaningful ways. Our student learning outcomes and transferable skills are monitor.

Our district offers a strong Pre-K program, supported by a combination of before- and after-school care options that provide consistency and support for families.

We have a strong Labor-Management Committee and well-established teacher agreements. In terms of facilities, we maintain a comprehensive capital plan that includes a 25-year vision, a 5-year plan, and an annual plan to ensure we stay on top of all facility needs. We also have a highly effective leadership team and have made significant investments in Community Schools as well as in equity and belonging work through our Humanity and Justice initiatives. We have a strong board with different committees that work hard to make sure all our kids thrive.

What are the challenges or weaknesses of your current district/system?

One of our biggest challenges is a lack of sufficient resources to invest in key cost drivers such as health care, homelessness, and mental health. Another challenge is not receiving full Average Daily Membership (ADM) funding for Pre-K students, as well as limited resources to invest in strong before- and after-school care, including "third space" programming.

As a district, we are also engaged in ongoing conversations about school configuration...asking whether we are currently structured in the best way to serve all our students. We have developed criteria and benchmarks to guide these discussions, and we are revisiting them alongside our budget process again this year.

Our Articles of Agreement require a vote by the affected town in order to close any school. While we technically have the flexibility to retain just one grade level in a school, these conversations have proven to be difficult and have been challenging to move forward.

What opportunities do you see as a member of a bigger district?

Sharing resources and having more opportunities for all of our kids. But it depends on the size if they are too big and not based in a criteria that has a strong vision for what we want for kids it won't bring what we are hoping for.

What resources, support, or policy changes would you need to seize those opportunities?

We will need a transition time and resources to fund the transition. We will need a phased approach and incentives to help with the transition and the expertise to help us through that transition. We will need to make sure we have enough funding to set the new districts for success.

What risks or concerns do you see as a member of a bigger district?

There is stress and concern about creating districts that are too large, and about merging multiple systems, two or three district ...without allowing the necessary time for thoughtful integration. A major worry is that this significant transformation is not being supported with the resources or expertise required to make it successful.

There's also the weight of knowing that newly formed districts may not have the resources needed to address the ongoing cost drivers we continue to overlook, such as healthcare, housing instability, and mental health.

Most importantly, our students don't have a year to lose. We must be incredibly thoughtful and intentional in how we move forward as a new district, if that is the path we take. We have done so much work and I know we all think we are exceptional but the fear is real for our communities.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Montpelier and we also mention in the study Barre and Twinfield

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

We have talked with Montpelier only formally and have received emails of interest from Twinfield and had informal conversations with Barre. Nothing serious.

#### Additional comments

I am not sure how to attach the informal study to this form.

Also, I forgot to mention another strength: the consistency of being able to provide special education across our elementary schools in a consistent way and high quality. Thank you for all your work and we will have more information after our meeting.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Flor Diaz Smith

Email \*

fdiazsmith@u32.org

This form was created inside of Vermont School Boards Association.

Google Forms

# Redistricting Task Force Survey

The respondent's email ([annemarie.redmond@wsesu.net](mailto:annemarie.redmond@wsesu.net)) was recorded on submission of this form.

## Survey Introduction:

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

.....  
Weathersfield School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

.....  
We agree that it is unlikely to save tax payer any money and will cost us our independence.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

.....

How will your board share its formal position and with whom?

.....

What data or information is your board requesting, using or accessing to inform its position?

.....

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

The current structure allows local control to customize learning for our students. We have good results. It also allows for school choice, which meets the needs of our students.

.....

What are the strengths of your current district/system?

I believe school choice is the number one strength.

.....

What are the challenges or weaknesses of your current district/system?

Getting all taxpayers to understand that costs go up every year, there is nothing we can do about that.

.....

What opportunities do you see as a member of a bigger district?

A broader tax base to draw from.

What resources, support, or policy changes would you need to seize those opportunities?

We would need our voters to agree to give up school choice and local control of budgets.

What risks or concerns do you see as a member of a bigger district?

We will lose autonomy and school choice.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Mountains Views and Hartland

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

We have only had one meeting and just agree that if we are having to create bigger districts we feel that we will make good partners

Additional comments

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Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Annemarie Redmond

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Email \*

annemarie.redmond@wsesu.net

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# Redistricting Task Force Survey

The respondent's email ([cheryl.charles@wnesu.com](mailto:cheryl.charles@wnesu.com)) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Westminster Town School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

The Westminster Town School District has discussed the implications of Act 73. At a warned meeting held on August 7, the board unanimously passed a motion expressing our intent to remain a part of a supervisory union while also expressing the board's willingness to explore the possibility of helping to create a larger supervisory union with contiguous cooperating districts and supervisory unions. Our intent was transmitted to the Act 73 Redistricting Task Force in an emailed letter sent by the Windham Northeast Supervisory Union (WNESU) superintendent of schools and board chair on September 4. Westminster is a member of the WNESU.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

The school board includes updates about the work of the Redistricting Task Force as part of updates from Superintendent of Schools as well as the Rural School Community Alliance at each of its regularly warned public meetings, and has done so since the passage of Act 73. Further, school board members have participated in regular warned meetings of the Westminster Select Board. Both the Westminster School Board and the Westminster Select Board are members of the Rural School Community Alliance.

How will your board share its formal position and with whom?

To date, the Westminster School Board has shared its formal position via school board meetings, including the meetings of the Windham Northeast Supervisory Union board.

What data or information is your board requesting, using or accessing to inform its position?

The school board is considering student performance data; engagement of students, families and community members; budget information; and value positions including the community's prior history and votes to remain a town school district.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

We begin with the overall dedication and qualifications of talented and dedicated teachers and staff throughout the Westminster Town School District and the Windham Northeast Supervisory Union. The Westminster community is engaged, supportive and vocal in its support, including at the polls in consistently supporting the town's school budget. We are not aware of any time that Westminster voters have defeated a budget proposed by the school board; votes to approve the school budget tend to be nearly unanimous at Town Meetings, after thoughtful discussion of the budget's details. With those as foundations, at a practical level, the WNESU and each of its member districts have instituted instructional leadership teams within the overall WNESU and at each member school district. Westminster has a strong school district-based Instructional Leadership Team (ILT) as well as an SU-wide ILT. Through the combined instructional leadership provided at the SU level and the strength of the local principal and school-based ILT and school community, Westminster is seeing tangible improvements in students' academic performance, attitudes and behaviors.

What are the strengths of your current district/system?

The Westminster Town School District has seen the strengths first-hand from being a town school district within a supervisory union model. The supervisory union model allows for strong community engagement and oversight, with curricular opportunities that reflect the town's character and values, while benefiting from cost-based and student services efficiencies made possible through the supervisory union. A recent example demonstrates the value of being a town school district within a supervisory union, rather than a larger merged supervisory district. For more than 30 years, the Westminster Town School District has provided a summer program for students, most often with grant funds obtained by the school district. This past year that funding completed, and Westminster joined a grant application submitted on behalf of member districts within the Windham Northeast Supervisory Union (WNESU). The WNESU grant was not approved. As a result, the WNESU held a discussion at a regularly scheduled SU board meeting about whether or not to fund such a program during the summer of 2025. After much discussion, the SU board voted not to take on that financial commitment. In turn, the Westminster Town School District Board voted to continue to provide summer programming for interested students, doing so at a reasonable cost and with significant value to participants' students and their families. Westminster would not have had that option were it part of a merged supervisory district with no independent town school districts.

What are the challenges or weaknesses of your current district/system?

Most of the challenges within the current system are tied to factors out of the control of the town school board; examples include annual double-digit increases in health care premiums for educators covered with collective bargaining agreements and lack of affordable and available housing for young families with school-aged children.

What opportunities do you see as a member of a bigger district?

We see no appreciable values as part of a larger school district or supervisory union, with the possible exception of a larger regional high school. Bellows Falls Union High School is a union high school of the four towns of Athens, Grafton, Rockingham and Westminster, and a member of the WNESU. The building has undergone recent improvements, including mitigation for PCBs, and is well suited to serve more students. While the Westminster Town School District is responsible for K-8 education, we see the potential value of increased services to the region's high school age students were there a larger population of students in attendance. We are committed to working collaboratively with contiguous and other districts to improve student outcomes and achieve cost efficiencies, such as through the WNESU Board's recent approval to join a southern Vermont Board of Cooperative Educational Services (BOCES).

What resources, support, or policy changes would you need to seize those opportunities?

We are currently working to seize those opportunities via the BOCES model, while open to discussions to expand the student populations that could be served by a larger regional high school using the current Bellows Falls Union High School building and land.

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What risks or concerns do you see as a member of a bigger district?

The Westminster Town School Board and townspeople see major risks and concerns related to being part of a larger school district, particularly if it is a district other than a supervisory union model. For context, the town school district was forcibly merged with the town districts of Athens and Grafton in 2018. We saw diminished community participation in annual meetings, no cost savings, and no benefits to students. When it became possible within Vermont law to participate in a process to be reinstated as a town school district, Westminster was successful in doing so, effective July 1, 2022. The town school board and its voters have consistently demonstrated a commitment to the town school district within a supervisory union model, which allows for local agency, oversight and accountability without losses to participatory democracy and community engagement while maintaining educational services and benefits to students in a cost-effective and transparent manner. Westminster is further concerned were it to lose the ability to tuition its seventh and eighth graders via school choice, as it does not operate schooling for those grade levels.

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Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

We have been having informal conversations with contiguous school districts and supervisory unions. Through the WNESU, Westminster's representatives to the WNESU board voted in support of participating in the southern Vermont BOCES. The BOCES model provides means to expand opportunities for students by means that also benefit taxpayers. The following are considering membership (or have already voted to join) in the Southeast Vermont BOCES: Mountain Views Supervisory Union (joined), Springfield School District (joined), Two Rivers Supervisory Union, Windham Central Supervisory Union, Windham Northeast Supervisory Union (joined), Windham Southeast Supervisory Union (joined), Windham Southwest Supervisory Union, Windsor Southeast Supervisory Union (joined). That is five to date.

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Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Currently, the most promising collaboration is through the BOCES model. It allows for improved student services as well as cost efficiencies, consistent with the intent of Act 73, without disrupting the current governance model which is appropriately scaled for the geography and characteristics of the WNESU's largely rural towns and villages, including Westminster with its large geographic footprint and diverse terrain.

#### Additional comments

Resident voters and community members in Westminster have consistently demonstrated their commitment to remaining a town school district within a supervisory union. This was notably evident during implementation of Act 46, as noted above, when Westminster was merged with the towns of Athens and Grafton to form a new union elementary school district in 2018, against the will of voters in those three towns. Forcibly merged, voters in the three towns cooperated to request that Westminster be allowed to withdraw from the union school district. That request was ultimately approved by the Vermont State Board of Education in September of 2021, with the Town School District officially operating again on July 1, 2022.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Cheryl Charles

Email \*

cheryl.charles@wnesu.com

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Google Forms

# Redistricting Task Force Survey

The respondent's email ([speters@wrvsu.org](mailto:speters@wrvsu.org)) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

White River Valley Supervisory Union / Granville Hancock Unified District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

It is critical to us to continue to allow our children to attend school close to home and in the direction parents travel for work. Adding further distance between school children and working caregivers will decrease opportunities and increase truancy. Closing small schools does not solve the problem of population decline; it exacerbates that problem. Maintaining a supervisory union structure allows local representative voices to have a seat in the critical decisions affecting our communities. We should continue to press for the addressing of cost drivers that result in unpredictable shifts in property taxes before further disrupting our school systems.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

Community listening, Front Porch Forum and list serv posts, editorials to local papers.

How will your board share its formal position and with whom?

We have been outspoken advocates in our SU, having testified, provided statements, and authored open letters, as well as disassociating ourselves from organizations whose positions would do disservice to our communities.

What data or information is your board requesting, using or accessing to inform its position?

In alignment with the Rural School Community Alliance, we would like to see Vermont-specific data around district sizes, per pupil spending needs, and alternative funding mechanisms.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Our 10-town SU offers shared services in a geographic area that is large enough to provide shared staffing while small enough to ensure those staffers can travel freely throughout the district. Having an SU with a talented CAO and central office support staff in an SU whose membership shares the values of excellence for all our students with local oversight has allowed us to identify areas of improvement and work together toward creative solutions.

What are the strengths of your current district/system?

For an underserved working class rural area of the state, a supervisory union allows equity of voice across the communities it serves, such that difficult decisions involve those communities with help and oversight from neighboring towns. In the age of misinformation and political polarization, educating our kids begins with informing our communities, and we can do this with strong local models.

What are the challenges or weaknesses of your current district/system?

Our property taxes continue to be in flux based on criteria beyond our control. Likewise, cost drivers behind property taxes, including year-over-year double-digit increases in teacher health insurance, are similarly beyond our control. This leaves very little faith by taxpayers or board members that the state has capacity to competently manage more of our educational system, or that consolidation of these programs results in any real cost containment.

What opportunities do you see as a member of a bigger district?

We have seen opportunities in the form of efficient operations, peer sharing, and shared resources by merging to the size we are now, but that size works because our SU is composed of boards aligned in vision and a central office staff who supports that vision. We fear merger beyond our exist size will result in diminishing returns, where we can't effectively share our services.

What resources, support, or policy changes would you need to seize those opportunities?

We would need a legislative body and implementation team that is committed to understanding the particular needs of small rural towns. We have not seen that to-date.

What risks or concerns do you see as a member of a bigger district?

Our concerns are in loss of local voice, further decimation of the populations of small towns, and additional school closures leading to long travel and decreased opportunity for our most enfranchised, most isolated rural students.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Lincoln SD might be a good fit, as they are contiguous with our district. We are committed to working with our neighbours to "right-size" our SU in good faith, while understanding that we, a 10-town SU, already find ourselves rightly sized.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Additional comments

Any forward movement on this fundamentally flawed legislation without addressing cost drivers is a system designed to fail. This austerity approach to the future of our public schools couched in terms of "equity" and "improving outcomes" without evidence of either is not the future I envision for the youth of our state. I would urge the task force to consider this before launching us in this direction.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Stacey Peters

Email \*

speters@wrvsu.org

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Google Forms

# Redistricting Task Force Survey

The respondent's email ([cheryl.charles@wnesu.com](mailto:cheryl.charles@wnesu.com)) was recorded on submission of this form.

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Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Windham Northeast Supervisory Union

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

The WNESU Board has discussed the implications of Act 73. At a warned meeting held on June 18, the board unanimously passed a motion expressing our intent to remain a part of a supervisory union while also expressing the board's willingness to explore the possibility of helping to create a larger supervisory union with contiguous cooperating districts and supervisory unions. Subsequently, each of the member districts of the WNESU voted at warned public meetings to express their intent to remain part of a supervisory union model. The intent of the WNESU and member districts was transmitted to the Act 73 Redistricting Task Force in an emailed letter sent by the Windham Northeast Supervisory Union (WNESU) superintendent of schools and board chair on September 4.

This is the language of the motion approved on June 18 by the WNESU board: MOTION The Windham Northeast Supervisory Union (WNESU), being composed of the member districts of Athens-Grafton, Rockingham Town School District, Westminster Town School District, and the Bellows Falls Union High School, moves to remain a supervisory union, within a larger governance region to the extent practical, under the terms of H.454 as approved on June 16, 2025 by the Senate and House of Representatives of the State of Vermont. The WNESU will submit our statement of intent to the new Redistricting Task Force when it is established and will reach out to contiguous school districts and supervisory unions to explore combining into a larger supervisory union. In addition, we will continue to develop the Board of Cooperative Education Services proposal the WNESU, with other supervisory unions in our region, has submitted to the Vermont Agency of Education. Our purpose is to optimize cost-savings and efficiencies where possible while maintaining local democratic engagement, oversight and accountability in order to achieve excellent educational outcomes for our communities' children and youth at a cost Vermonters can afford.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

The school board includes updates about the work of the Redistricting Task Force as part of updates from Superintendent of Schools as well as the Rural School Community Alliance at each of its regularly warned public meetings, and has done so since the passage of Act 73. Further, the WNESU website includes a section on Act 73 to help inform the community. The site includes legislator contact information.

How will your board share its formal position and with whom?

To date, the WNESU School Board has shared its formal position via school board meetings and the WNESU website.

## What data or information is your board requesting, using or accessing to inform its position?

The school board is considering data and information from a variety of sources, including and not limited to minutes of the deliberations of and public comments submitted to the Act 73 Redistricting Task Force; research, public comment and position papers developed or compiled by the Rural School Community Alliance; WNESU data about student performance and attitudes; WNESU data about engagement of students, families and community members; budget information; historical data and information from Town Meetings, public votes and documents developed during implementation of Vermont's Act 46; as well as current national dynamics affecting performance and funding at state and local levels.

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## How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

We begin with the overall dedication and qualifications of talented and dedicated teachers and staff throughout the Windham Northeast Supervisory Union and its member districts. The townspeople of the WNESU member districts tend to be engaged, supportive and vocal in their support. With those as foundations, at a practical level, the WNESU and each of its member districts have instituted instructional leadership teams (ILTs) within the overall WNESU and at each member school district. Through the combined instructional leadership provided at the SU level and the strength of the local principals and school-based ILT and school communities, WNESU member districts are seeing tangible improvements in students' academic performance, attitudes and behaviors. The WNESU has a coordinated curriculum in both English Language Arts (ELA) and Mathematics as well as a coordinated Responsive Classroom initiative in grades K-8. The WNESU Restorative Practices coordinator supports K-12 students. The WNESU's Farm-to-School Foods Nutrition Program ensures students have high quality food which contributes to higher attendance and engagement, while also helping to support local farmers.

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## What are the strengths of your current district/system?

The WNESU has seen the strengths first-hand from a supervisory union model. The model allows for strong community engagement and oversight, with curricular opportunities that reflect the various towns' character and values, while benefiting from student services and cost-based efficiencies made possible through the supervisory union. Tangible examples include:

- enhanced quality and cost savings throughout the member districts when the SU adopted a nutrition services farm-to-school model described above, first developed by member school district, Westminster, with the help of local farmers;
- collaboration to achieve efficiencies in the areas of professional development, financial and administrative services, technology, special education, and transportation;
- collective bargaining agreements with both teachers and support staff that provide for a consistent salary schedule and benefits throughout the member districts of the supervisory union;
- policies within both the teacher and support staff collective bargaining agreements that allow those employees to retain seniority and credit for years of service no matter which SU member school district employs them;
- highly qualified central office staff and strong leadership that had already worked with our member school districts to implement evidence-based literacy curricula consistent with the science of reading and math curricula before those were required by the state;
- individualized student monitoring expertise among central office curriculum specialists who have established improved systems to assist each school district in measuring student progress; and
- place-based programs in our largely rural schools that make significant use of school and community outdoor spaces for high-quality, experiential, nature-based and outdoor learning;

The SU model allows for coherence, shared commitment to equitable academic and social outcomes, while maintaining local town members' agency, accountability and engagement.

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What are the challenges or weaknesses of your current district/system?

Most of the challenges within the current system are tied to factors out of the control of the member town school boards; examples include annual double-digit increases in health care premiums for educators covered with collective bargaining agreements and lack of affordable and available housing for young families with school-aged children.

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What opportunities do you see as a member of a bigger district?

We see no appreciable benefits as part of a larger school district or supervisory union; however, we are committed to working collaboratively with contiguous and other districts to improve student outcomes and achieve cost efficiencies, such as through the WNESU Board's recent approval to join a southeast Vermont Board of Cooperative Educational Services (BOCES).

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What resources, support, or policy changes would you need to seize those opportunities?

We are currently working to seize those opportunities via the BOCES model.

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What risks or concerns do you see as a member of a bigger district?

A major risk is that massive disruption will occur without any cost savings, and associated negative impacts will occur. Examples are the significant risks to student well-being, academic achievement, community viability, spiralling costs without transparency, and to democracy and community engagement. There are real risks associated with the high potential for school closures, increased time on school buses, and diminished economic viability in the WNESU's rural communities. Loss of qualified personnel, transition costs, diminished morale, and reduced community participation are significant risks. When students are bused greater distances, their after-school enrichment opportunities are diminished. When local businesses and community services are no longer visited by students and their families, those communities' economic and social resilience are impacted. When Act 46 was first proposed with its similar efforts at school district consolidation, the WNESU proposed an alternative governance structure. Consolidation was not recommended by the acting Secretary of Education at the time; however, the alternative governance structure was not approved and the Vermont State Board of Education forced the consolidation of non-contiguous WNESU school districts, Athens-Grafton and Westminster. Administration and school boards found no appreciable cost savings would occur from consolidation. However, the forced consolidation occurred. During the three years following that consolidation in 2018, there was diminished participation in annual school district meetings among the townspeople in the three affected towns and no benefits in terms of student opportunities or cost efficiencies. As a result of townspeople's efforts in the three towns, Westminster was reinstated as a town school district by the Vermont State Board of Education in 2021, to begin services again effective July 1, 2022. Since that time, community engagement, oversight and accountability has again increased.

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Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Board members and administration have been having informal conversations with contiguous school districts and supervisory unions. The WNESU board voted on September 17 to participate as a member of the new southeast Vermont BOCES. The BOCES model provides means to expand opportunities for students that also benefit taxpayers. The following are considering membership (or have already voted to join) in the Southeast Vermont BOCES: Mountain Views Supervisory Union (joined), Springfield School District (joined), Two Rivers Supervisory Union, Windham Central Supervisory Union, Windham Northeast Supervisory Union (joined), Windham Southeast Supervisory Union (joined), Windham Southwest Supervisory Union, Windsor Southeast Supervisory Union (joined). That is five to date.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Currently, the most promising collaboration is through the BOCES model. It allows for improved student services as well as cost efficiencies, consistent with the intent of Act 73, without disrupting the current governance model which is appropriately scaled for the geography and characteristics of the WNESU's largely rural towns and villages.

Additional comments

None at this time. We are happy to respond to questions.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Cheryl Charles

Email \*

cheryl.charles@wnesu.com

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# Redistricting Task Force Survey

The respondent's email ([dstanford@wsesdvt.org](mailto:dstanford@wsesdvt.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Windham Southeast School District

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

We are concerned that the Committee is unable to process the overwhelming data and the multiple issues that face our rural communities due to the rapid pace of scheduling constraints determined by the State. Our Board is well informed by our own Task Force whose sole mandate is to bring these critical issues to our Board and stakeholders. We are concerned that the final solution will dilute the voice and strength of individual towns – the very essence of what Vermont values.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

This issue is on every agenda in order to engage with families, students, and administrators. In fact every resident must be included in these conversations. Schools are the essence of our local communities. We have already hosted a forum with our local state representatives and senators, and we are in the process of organizing another one. Every form of communication is being utilized – from articles in our local press to social media to casual conversations in grocery store lines.

How will your board share its formal position and with whom?

We have already communicated our position to the State Redistricting Task Force as well as to our constituents via formal emails and board minutes. As we continue to engage with our contiguous Supervisory Unions, all developments will be shared in press releases. Our goal is to be transparent, accurate, and accountable at every point in this rushed process.

What data or information is your board requesting, using or accessing to inform its position?

We have poured over the details of Act 73 in order to understand the implications of these changes on our local schools. The information that we need is not forthcoming at this time: transportation and increased travel time for students in remote areas. With issues of consolidation – how accessible will schools and board meetings be for families traveling longer distances in order to preserve their voices in determining future change? To what extent does Act 73 guarantee cost savings when the recent change of mergers as per Act 46 has never been fully analyzed. To what extent are current facilities able to accommodate increased numbers when the state is struggling financially? Who has determined that bigger is better?

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

We are a district of 10 schools with an awareness of the nuances of every site. We are active collaborators in developing and supporting CIP goals.

What are the strengths of your current district/system?

Our schools and 4 towns are represented at every meeting. Our Board is balanced – with representatives from every town. We rotate our meetings from site-to-site to ensure an awareness of the components of the whole. Our Board Members regularly visit schools, attend classes, and chat with teachers and administrators. We pride ourselves on knowing the needs of our district from staffing to physical facilities.

What are the challenges or weaknesses of your current district/system?

What opportunities do you see as a member of a bigger district?

BOCES offers enhanced services that are too often difficult to support as individual supervisory unions. Other than the reality of BOCES, which we committed to 4 years ago, we see no advantages in increasing our size as per Act 73.

What resources, support, or policy changes would you need to seize those opportunities?

What risks or concerns do you see as a member of a bigger district?

I have already responded to this question in detail.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

Additional comments

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Deborah Stanford

Email \*

dstanford@wsesdvt.org

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# Redistricting Task Force Survey

The respondent's email ([kcorey@tvhs.k12.vt.us](mailto:kcorey@tvhs.k12.vt.us)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Windham Southwest Supervisory Union

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

Our superintendent has let us know the status of the task force, and that a possible map centers around the tech centers.

Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

.....

How will your board share its formal position and with whom?

.....

What data or information is your board requesting, using or accessing to inform its position?

.....

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Our new SU leadership values student outcomes. The current structure does offer differing opportunities for students based on the school district they reside in ( For example - the smaller schools (Readsboro, Halifax, Stamford) have multi-grade classrooms and have choice for their upper grades. The Twin Valley(Whitingham/Wilmington) district has a larger elementary school with 1-2 classes per grade and has a Middle High School for grades 6-12. Students from the smaller schools routinely come to Twin Valley for sports, etc)

What are the strengths of your current district/system?

Our district has maintained local control within each of its districts. Our central office staff is engaged with improving our student outcomes.

What are the challenges or weaknesses of your current district/system?

Rural, Transportation. Student opportunity is different based on the school you attend.

What opportunities do you see as a member of a bigger district?

Each member district has differing opinions on this, so deferring to their individual responses.

What resources, support, or policy changes would you need to seize those opportunities?

Because each board has differing views, opting not to answer this question.

What risks or concerns do you see as a member of a bigger district?

Loss of local voice. Loss of time for our students. Potential loss of quality staff. Each board has different areas of concern so defer to their individual responses.

Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

The SU is made up of 5 different school districts, and each have different answers on this question. Readsboro and Stamford have indicated they do not wish to consolidate school districts, but would be willing to consolidate Supervisory Unions. Halifax and Searsburg have not let me know where they stand. Twin Valley is hesitant to comment given the vast number of unknowns. While they do see opportunity for consolidation within the SU, it's hard to consider consolidation outside of the SU because of geography and rurality. They also are open to discussions around SU consolidation.

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

None at the SU level

#### Additional comments

Readsboro has passed a resolution indicating they support SU consolidation, but not SD consolidation. Stamford wishes to remain their own district and cites geographic necessity. Halifax and Searsburg have not made their views known to me as of the time of doing this survey. Twin Valley (of which I am also filling out this survey separately) has capacity for additional students and would be open to discussions so long as they would not lead to the closure of their elementary or high school which they believe is geographically necessary given their location.

Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Kristy Corey WSWSU Board Chair

Email \*

kcorey@tvhs.k12.vt.us

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Google Forms

# Redistricting Task Force Survey

The respondent's email ([dgianotti@brsu.org](mailto:dgianotti@brsu.org)) was recorded on submission of this form.

## Survey Introduction:

The Vermont Legislature, through Act 73 of 2025, created the School District Redistricting Task Force to recommend new school district boundaries and configurations to the General Assembly. As part of its work, the Task Force is requesting input directly from school boards in order to better understand local perspectives, priorities, and concerns. The Vermont School Boards Association is assisting in gathering the input through this survey.

You are receiving this survey because you serve as chair of your school district board or supervisory union board. Your board's insights are critical to helping the Task Force understand the strengths and challenges of your district (or supervisory union), your board's current thinking about redistricting, and the opportunities and risks the board sees for the future of your students.

Please complete this survey on behalf of your board no later than **October 6, 2025**. If you serve as the chair of a school district board and the chair of a supervisory union board, please respond to the survey twice (once for each board). Your feedback will be shared with the Task Force to inform its deliberations and recommendations to the Legislature. This survey is to share current collaboration work with the Task Force and is not intended to dictate the final maps or policy decisions made by the Task Force.

Thank you for your time and your thoughtful responses.

What is the full name of your school district or supervisory union (no abbreviations)? \*

Winhall School District which is a part of the Bennington Rutland Supervisory Union. Winhall is a non-operating district. We tuition all of our students.

Have you discussed redistricting as a school board?

Yes

No

What information, insights or details have those conversations included?

We started by examining Act 73 and identifying the primary goals of redistricting. We recognize that within the context of the legislation the primary function of redistricting is to generate operational efficiencies which will theoretically result in lower education costs across the state. The secondary function of redistricting is to ensure that as many schools as possible are operating at or near capacity. We are resolved that we can only support redistricting measures which serve these functions. A redistricting proposal which does not generate operational efficiencies and/or effectively manage capacity is not viable.

As a non-operating district our primary concern with redistricting is the impact it would have on our non-operating status. We tuition students to a variety of public and independent schools. Redistricting is almost guaranteed to have a significant impact on which schools our students are permitted to attend. We recognize that redistricting has the potential to strengthen and revitalize the public school system in Vermont, however we also maintain that independent schools serve a vital function in our local educational landscape. We seek a redistricting plan that fortifies public education without harming the independent schools that have become essential to delivering education in our region.

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Has your school board taken, or do you plan to take, a formal position on redistricting?

Yes

No

How is your school board engaging with the community on this issue?

We have, through the Bennington Rutland Supervisory Union, submitted numerous proposals to legislators at every stage of the process. We acknowledge and support the need for significant education reform in the state, however we maintain that a massive and disruptive overhaul of education is only beneficial if it accomplishes its two stated goals. Stabilizing tax rates, and improving educational opportunities. Redistricting is arguably the most complex element of Act 73 and as such it has the greatest potential for failure if it is not managed appropriately. A successful redistricting plan will require hard work and collaboration from all stakeholders. We recognize that the best way to ensure that we end up with a redistricting plan that serves our needs is to engage with

the process and make sure our voices are heard. We support the process, but will not support proposals that do not expressly serve the stated goals of reform, stabilizing tax rates, and improving educational opportunities.

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How will your board share its formal position and with whom?

We will share our positions directly with the redistricting task force

What data or information is your board requesting, using or accessing to inform its position?

All available data including enrollment numbers, internal cost/budget analysis, and publicly available data from nearby districts. Our superintendent, administration and board chairs have started modeling what potential redistricting plans might look like based on the available data and stated goals. We recognize that accurate modeling is nearly impossible without guidance from the redistricting task force. We hope the task force opens up a dialogue and shares their goals and plans as soon as possible so we can begin to weigh in.

How does the current structure of your supervisory union/supervisory district support improved student outcomes for all students preK-12?

Our structure is the best possible way to organize our component districts given the confines of the current system. As the task force knows, the current education model is the result of decades of modifications and scaffolding new ideas onto old systems. With each iteration the structure changes to accommodate the new goals. Despite significant challenges our supervisory union has maintained excellent student outcomes. As we meet these challenges we have maintained an open and collaborative culture which allows us to discuss difficult issues as a community.

What are the strengths of your current district/system?

We maintain a policy governance structure that allows our board to provide direction and ensure accountability without becoming entrenched in operational details. We have

a superintendent who is focused on improving educational outcomes and our board empowers our superintendent and administrators to accomplish our educational goals. The collaborative and open nature of our supervisory union culture has allowed us to take up difficult tasks while maintaining unity and shared goals. For example well before Act 73, our SU took up the arduous task of consolidating and building a new middle school. Community discussions regarding school closures are absolutely the most challenging aspect of redistricting and we are already engaged in this process.

What are the challenges or weaknesses of your current district/system?

The supervisory union structure is by definition operationally inefficient. It allows each member district to maintain its own school schools and/or tuitioning models, but it costs more to operate than a Supervisory District. We hope that the redistricting task force will help create a supervisory district that allows us to maintain our vital schools (both public and independent) while also generating the operational efficiencies required to accomplish the stated goal of stabilizing tax rates.

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What opportunities do you see as a member of a bigger district?

The operational efficiencies provided by larger districts could be significant. A larger district has more and better opportunities to match existing capacity with existing student populations. Operating as many schools as possible at or close to capacity could provide significant benefits. Theoretically, larger districts would have more resources.

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What resources, support, or policy changes would you need to seize those opportunities?

The primary requirement for successful redistricting is an openness to new ideas and a willingness on the part of the redistricting task force to discard the structural norms that have been plaguing the Vermont education system for decades. We had the courage to tear down the old system in the hopes of coming up with something better. It is therefore imperative that when faced with challenges, we do not retreat to the relative comfort and safety of the way we did things before. We need the task force to communicate with us at every step of the process. We need the task force to maintain rigorous adherence to the stated goals of redistricting. If it doesn't stabilize the tax rate or lead directly to improved educational outcomes, then don't do it.

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What risks or concerns do you see as a member of a bigger district?

The operational efficiencies provided by a larger district could be significant. However if redistricting cannot match existing capacity with current student populations then it runs the risk of blowing up those efficiencies and failing to meet its stated goal of stabilizing tax rates. If a proposed "bigger district" requires new school construction, the costs could easily exceed any potential savings gained from increased operational efficiency. Proposed "bigger districts" would require a brand new administrative apparatus and that administrative burden would now fall over a larger geographical area. If sufficiently large, the boards governing these new districts would have tremendous power. Regional control will no longer be the paradigm and that is likely to have rippling repercussions over the coming years and decades. The task force must consider these factors when proposing new districts. Above all the task force must maintain strict adherence to the stated goals of redistricting, stabilizing tax rates, and improving educational opportunities. If a proposed district does not accomplish these goals then it is not viable.

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Are there other districts that you believe would make good partners for consolidation or collaboration to expand opportunities for students?

Yes

No

Please list the districts and provide any supporting information.

Yes, we propose that we become part of a new district incorporating all of the current Bennington Rutland Supervisory Union districts plus more. We are part of the same community and we send our kids to many of the same schools. We believe that by creating a Supervisory District structure that incorporates "grandfathered choice" we can eliminate the need to merge all the non-operating districts together. While we share a structure with other non-operating districts we are not part of the same community and we don't utilize the same schools. We explored merging with other non-operating districts in the past and decided against it because we found it would generate no tax rate benefits.

We believe that we would be best served by a district that allows us to maintain our ability to send our students to the schools that have grown with us to meet our needs. We believe this could be accomplished by creating a Supervisory District that allows us to select local public and independent schools to be grandfathered into the new district. This would be a form of "designation" under the current structure, but we feel the term designation is loaded and so we suggest the term "grandfathered choice".

Has your district had conversations with these neighbors about potential collaboration or consolidation?

Yes

No

Please specify the potential collaboration and/or consolidation discussed.

During the Act46 process we voluntarily entered into merger negotiations with Stratton, and Sandgate. All parties concluded that without a tangible tax rate benefit, the mergers made little practical sense.

Additional comments

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Please provide your name and email address (for follow up and verification purposes, if needed).

Name \*

Dean Gianotti Jr

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Email \*

dgianotti@brsu.org

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