

Blue Mountain USD Proposal: Section 9 AGS

It is the intent of the BMU Supervisory District to fully meet the goals of Act 46 by retaining the current preferred governance structure. Although the existing size of the preferred governance structure is not meeting Act 46 enrollment guidelines, we have found after extensive study that the alternatives open to BMU at this time are not better ways to meet the goals of the law.

Blue Mountain has created a Section 9 Alternative Governance Structure proposal that:

- 1. Outlines our intent to remain a pre-k through twelve unified union school district**
- 2. Continues the operation of BMU as a pre-k through twelve school**
- 3. Proposes action steps to better meet the goals of Act 46**

This proposal addresses the following:

- An introduction that provides background information on the operating structure of BMUSD and the efforts BMUSD undertook to merge in accordance with Act 46
- An explanation of why an expanded preferred structure is not possible or practicable for BMUSD
- A self assessment of how BMU currently meets the goals of Act 46
- A broad outline of the actions that BMUSD will take to continue to meet the goals set forth in Act 46.
- A description of how BMUSD will address the goals of Act 46 while retaining the current preferred governance structure

Seven appendices provide minutes of the public meetings held on this issue, and data that illustrates the capability of BMUSD to function effectively with its current preferred governance structure. An overview of the contents of the appendices is provided at the conclusion of this report.

Introduction to BMUSD

Formation of Blue Mountain Union School District

Blue Mountain Union School District was formed as a result of cooperative work of the member towns. The district was formed in November of 1964, and merged together the Wells River Graded School District, the Groton Town School District, and the Ryegate Town School District. This merger resulted in the closing of five local schools: Groton School, Wells River School, South Ryegate School, Ryegate Corner School, and East Ryegate School. The merger also removed the option for high school choice in the town of Ryegate, in favor of attending the new union high school.

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Although the merger was approved in 1964, there was a lengthy legal battle regarding the formation of the district, and the new district did not operate a school building until the fall of 1970. The building was authorized in 1965, but litigation questioning the legitimacy of the formation of the district made its way through the courts eventually landing in the Vermont Supreme Court, where its legitimacy was confirmed. Several bills were also introduced into the state legislature attempting to abolish the district. After this divisive start, community support for the school has grown over the years. At this time there is strong community desire to retain the prek-12 school unified union school district that was created as a result of the lengthy process undertaken in the 1960s and 1970s.

BMUSD currently operates as a unified union school district for grades prek-12. The district has one school building with all grade levels under one roof and is operated by a nine member board, made up of proportional representation from the towns of Ryegate, Wells River, and Groton.

History of Merger Activity in Blue Mountain Union School District

Conversations with SAU 23 in Haverhill NH

Blue Mountain USD (BMU) entered into a series of conversations with SAU23, our neighboring district in New Hampshire, to research how to share resources and find operational efficiencies. Those conversations resulted in the following:

1. BMU and SAU23 entered into an interstate transportation agreement. BMU and SAU23 share transportation routes in order to lessen transportation costs for both districts, and both Boards negotiate the transportation contract.
2. BMU contracts with SAU23 for special education programming for some high school students, enabling BMU students to attend King Street School in Woodsville, NH.
3. Students have had the option of taking needed courses at either campus, as scheduling or interest requires.
4. BMU and SAU23 have shared foreign language staff, most recently a shared Spanish teacher between BMU USD and Haverhill Middle School.

In the summer of 2015, further talks were held between BMU school district and SAU23 regarding the sharing of resources or school buildings. At that time, SAU 23 was researching

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available options for their high school students due to a need for costly building repairs in their current high school and one of their elementary schools. Conversations centered on the possibility of creating a new joint high school building. At that time, it was determined that without state building aid that was too costly an option to consider. Talks were abandoned as a result. SAU 23 continues to pursue options for their high school and is scheduled to hold a vote on whether or not to repair their facilities or to give students the option for high school choice. If choice emerged in SAU23 it could have a positive impact on BMU's enrollment. **BMU continues to be open to further conversations with SAU23 and would consider a more formal interstate partnership with SAU 23 in the future.**

Exploratory Committee: Thetford, Rivendell, Waits River, Blue Mountain, Oxbow, Bradford, Newbury

In the fall of 2015, BMU entered into a study committee with the members of OESU and Rivendell. As a result of those talks the following was decided:

1. Rivendell chose to not pursue further talks as it is exempt from Act 46
2. Thetford was not interested in pursuing a merger as it operates differently, and wished to pursue other options available to them.
3. Waits River was not interested in pursuing a merger as it operates differently, and wished to pursue other options available to them.
4. Blue Mountain reached out to Danville to see if they would be interested in possible merger discussions. Danville indicated at that time that it was more interested in pursuing talks with Cabot and Twinfield, and they declined exploratory conversations.
5. As a result of the exploratory committee BMU, Oxbow, Bradford and Newbury decided to continue talks under the auspices of a 706b committee.

706b Committee: Bradford, Newbury, Oxbow, BMU (<http://www.oesubmuact46.org/>)

Beginning in April of 2016 and continuing through April of 2017 BMU worked to form a preferred structure with Bradford, Newbury, and Oxbow. At the conclusion of the work it was determined by the Blue Mountain Union School District, and the majority of the voting members of the 706b committee, that it was inadvisable to form a unified district. Despite thorough analyses the determination was made for the following reasons:

1. Under a consolidated model tax rates would increase in the town of Bradford due to differences in operational cost and per pupil spending. This was not favorable for the Bradford Board.

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2. In order to control those costs it would require the closing of a school in the district or a change in the grades that schools operated. This was not supported by the BMU Board or community. Newbury also intends to keep their community school. School closure or grade level operational changes were not supported by a voting majority of the committee.
 - a. Travel distances for students in our consolidated district can already exceed one hour. Additional bus time for students who would live up to 30 miles away from Oxbow High School was deemed to be inappropriate for our students and would limit their participation in extracurricular activities. Currently more than 80% of our students participate in extracurricular activities at the high school level. Additionally, due to flexible scheduling, many students participate in several different activities throughout their high school careers.
 - b. The feasibility of a continued interstate bussing agreement was brought into question if travel times were extended. Currently our runs build on the runs of SAU 23. This relationship saves the district approximately \$77,000 per year.
 - c. The Board felt that there would be minimal educational opportunity increases as a result of a merger. Currently there are existing school choice agreements between Newbury Elementary School and BMU, as well as Oxbow and BMU. BMU students currently access tech center programming at the River Bend Career and Tech Center, and have taken classes at Oxbow High School.
 - d. As a result of these school closure conversations the BMU Board independently of the 706b committee made the decisions that if BMU did not operate a high school at BMU, they would hold community votes to become a pre-k through 8 operating district with school choice for high school students. Should BMU close, more opportunities would be available for high school students via school choice than merger.

The 706b committee was disbanded on April 24, 2017 as no workable solution could be found between these partners.

Meeting with Peacham

Blue Mountain met with a representative from the Peacham Act 46 committee to discuss their work and the possibilities of working together. It was decided that there was not a workable way forward given our current structures except by the inclusion of Peacham into a larger supervisory union with BMU. Peacham was open to working with BMU as a supervisory union member. **This would not expand the current preferred structure to meet Act 46 guidelines**

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but would necessitate a change in governance structure for BMU away from the preferred structure. It was decided that pursuing this direction was not optimal at this time.

Study Committee: Danville and BMU

Blue Mountain and Danville met for a series of conversations to explore merger possibilities facilitated by Peter Clarke. As a result of these conversations Danville decided that they would prefer to remain a stand-alone district and not merge with Blue Mountain. Danville is interested in pursuing a contractual agreement with St. Johnsbury Academy to expand academic offerings for Danville students. The Academy made it clear to Danville that those relationships would not extend to students at Blue Mountain. Therefore, a merger of the two districts was not feasible under the law if students within the district would not have access to equal opportunities.

Both the Blue Mountain and Danville School Boards are interested in sharing resources to improve opportunities for students through a series of contractual agreements. Ideas supported by both Boards included shared high school course offerings, a regional special education program, and shared advisory and January Term programs.

BMU continues to be open to further conversations with Danville and CCSU about expanded partnerships. Equity remains a priority for the BMU Board.

An Explanation as to Why a Preferred Structure is Not Possible or Practicable for BMUSD

Blue Mountain has diligently pursued many different options to comply with the law under Act 46 over a two year period. We have engaged in discussions with nine different school districts in an effort to find an appropriate partner to work with. Despite countless meetings and thousands of hours of work on the part of the school district a clear partner has not emerged that meets the requirements for a preferred structure.

Given that the Blue Mountain Board and community believe it is in the best interest of the school district to remain a unified union school district and retain their current governance and operational structure, we are proposing to remain a stand-alone USD. This decision was made based on the following:

1. Incompatible operating structures of neighboring districts have limited BMU's options.
 - Our neighbor to the east is SAU 23 in NH
 - Our neighbors to the north are Barnet and Peacham. Barnet operates a pre-k through 8 with high school choice, and Peacham operates a pre-k through 6 with choice in 7-12

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- Our neighbor to the south is Newbury who operates a prek-6 and then is part of the 7-12 Oxbow District with Bradford
- To the west, on roads passable by buses, we are bordered by Waits River who operates K-8 with school choice. The closest high school to areas of Groton would be Spaulding High School in Barre, not Oxbow.
- Groton State Forest occupies 26,000 acres in parts of Groton, making the feasibility of travel to districts north of us on Rte. 2 not possible in winter months. These districts include Cabot and Twinfield, and busing to Danville would offer the same challenges. Groton State Forest is the second largest contiguous land holding in the State of Vermont. The rurality of the school district is a necessary factor to consider in any decision making process.
- We are currently structurally isolated in that we operate as a supervisory district not a town school district working within a supervisory union.

2. Blue Mountain already operates in a preferred structure with a unified Board, one budget, and centralized services. We do not meet the count for the minimum number of students at this time. Rivendell Interstate School district has been exempted from the statewide plan, yet their population is smaller in size than our district. Blue Mountain should be afforded the same right to stand alone. According to the 2017 Annual Report of the Rivendell Interstate School District, their equalized pupil count was 309. Blue Mountain's was 403 and for FY 19 it rises to 412, based on current AOE estimate.

3. Our current operating structure is financially efficient when compared to other merger options. The work of the study committees showed that merging with Caledonia Central would not glean any savings. Additionally, it was found that merging with OESU would increase taxes for the member communities. Transferring from a preferred structure to an SU structure with multiple budgets and boards would add unneeded levels of bureaucracy to an already streamlined structure. Our current operating structure gives us the ability to closely track spending, and to create high-functioning systems within the district. Abandoning these systems would not be in the best interest of tax-payers, communities, or students. Blue Mountain has been able to keep budget increases at a minimum over the past few years, and as a result of these systems, has been able to correct many of the challenges the district once faced in terms of spending. Also our current interstate busing agreement with SAU23 adds operational efficiency to our transportation services as well as savings.

4. OESU has struggled to gain ground and become a high functioning system due to leadership turnover and Board instability. Abandoning our own district in favor of OESU would not lead to greater opportunities for students or savings for tax payers. Blue Mountain has worked hard to create efficient systems at the district level, and has invested in large scale curricular improvements with the end goal of improving student outcomes. Losing that forward momentum in favor of joining OESU would not benefit BMU.

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5. Danville has indicated that they are not interested in a merger with BMU. They are in favor of pursuing partnerships with St. Johnsbury Academy. In the conversations regarding the Academy it was made clear that those opportunities would not be made available to BMU students. BMU sees this as an equity issue for the students it serves. Additionally, we can't legally merge if that is the case. Danville and BMU are both interested in working together to find ways to offer more opportunities for students through a series of contractual relationships. One noted area of need in the region is a quality special education/alternative placement program for students in the elementary and middle grades. BMU is interested in partnering with Danville to create a regional center to better serve students.

6. The formation of Blue Mountain resulted in the closure of five local schools, the elimination of high school choice in Ryegate, and the dissolution of three school districts. Blue Mountain feels that it has already met the spirit of the law for school consolidation. If Blue Mountain were forced to close its high school, it would opt to pursue school choice as a means to offer more opportunities for students. However, over 70% of students and community members support keeping BMU a pre-k through twelve school.

7. Blue Mountain USD is interested in working to find ways to work with Newbury School District to increase educational opportunities for both districts. Blue Mountain would be open to having Newbury join our USD as a separate district, as our operating structures don't allow a merger.

The town of Newbury currently operates in three different school districts. Wells River, a village in the town of Newbury, attends BMU for all grade levels. The remainder of Newbury attends Newbury Elementary school, operated as its own district; as well as Oxbow High School, which operates its own 7-12 district with Bradford. When Blue Mountain USD was created it was recommended at the time that Newbury join with us, however the town of Newbury decided to remain on its own. Newbury has indicated an interest in working with BMU going forward. The two boards plan to continue discussions on the topic. Currently the Boards have written agreements for student 1:1 choice amongst the two school districts.

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Meeting the Goals Set Forth in Act 46

Provide substantial equity in the quality and variety of educational opportunities

Blue Mountain Union School District recognizes and supports equity for all students. This is evident through our Leadership Team Shared vision document, which was developed on July 15, 2016 and revised on August 22, 2017. In our shared vision, “We believe that *all* students will succeed in rigorous and engaging learning when all adults share this belief and are committed to making it happen.” To that end, Blue Mountain Union School District has taken steps to provide substantial equity in the quality and variety of educational opportunities:

K-12 articulated and aligned curricular frameworks

As of December 2017 each content area has a school board approved K-12 Curricular Framework outlining the content and skills per grade level. The content of each document is aligned to the applicable standards (Common Core ELA, Common Core Mathematics, Next Generation Science Standards, C3 Social Science Standards, etc.) By having articulated curriculum, vertically aligned grades kindergarten through twelve, with established benchmarks, we are ensuring that all students have equitable access to curriculum.

Additionally, we are working to improve Tier One instruction for all students. We know that the most important change is making the new curricular frameworks reach into the classroom and into the daily work of students and teachers. We are working on increasing the collective capacity of teachers by training them to meet the demands of the new frameworks.

Tier II Interventions and Local Assessment Planning

BMU has implemented a comprehensive Assessment Plan which not only provides equitable access to all state level assessments (SBAC and Science NECAP), but also includes several local assessments across grade levels:

K-2: PNOA

K-2: POA

3 & 4: Fountas and Pinnell (for those students who score below grade level on the STAR Reading)

3-8: STAR Reading and STAR Math (3 times per year)

School Wide Writing Prompts (three times per year) grades K-10

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2018-2019 ASVAB Testing at the start of 9th grade and then again at the end of 10th grade for this same cohort group of students.

In addition to equitable access to these assessments, the data is used to determine Tier II interventions, classroom interventions, and differentiated instruction. Teams of teachers meet with our Literacy Coach and/or Director of Curriculum to review the local assessment data results. Said results are then used to determine which students the interventionists work with (through both a pull-out and push-in model). Additionally, the data is used to determine reading groups in grades 5 and 6 and classroom placement in mathematics (grades 5-8) and in English/Language Arts (grades 7 and 8).

As of 2016, the Blue Mountain Union School District has employed a full-time Director of Curriculum and Instruction. The Director of Curriculum and Instruction has oversight of the development and implementation of all curricular areas – ensuring that standards are addressed, proficiencies are aligned to the curriculum/standards, and that students have equitable access to classes/programs. For example, in both the SNHU English Literature class and the SNHU History class we have removed pre-requisites and allow any high school student who wants to access a dual enrollment college course to attend and participate in these courses, even if the goal is not to earn the embedded college credits. During the 2016-2017 school year, in both of these classes, as well as the SNHU Biology class, students served on IEPs and a student served through our ELL Program, were enrolled and successfully completed each of these courses.

Additionally, all curricular and instructional requisitions for purchases have to be pre-approved by the Director of Curriculum to ensure that classroom materials are aligned to the board approved curriculum documents and that teachers are ordering materials to meet the needs of all instructional levels (and student levels) as determined by the local assessment data.

BMUSD recognizes that our current SBAC achievement data is not where we would like it to be. Since BMUSD's inception in the 1970s we have lacked a road map for how students progress through our system—there was no aligned curriculum or comprehensive assessment plan until 2016. This created an achievement gap that we are working to address. However, the district has made an investment in curriculum and instruction and has created the conditions for this gap to begin to lessen. We anticipate that this investment will begin to pay dividends in the coming years. Preliminary data from this academic year shows that we are seeing an improvement. The college and career readiness benchmarks for our 10th and 11th grade students from the College Board show an increase in readiness in both areas as well as being on par with the Vermont averages.

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BMUSD feels that an assignment to another SU would create conditions where these efforts would be abandoned and progress on erasing the achievement gap would be slowed. This would serve to increase equity gaps within the system. It is in the best interest of BMUSD to continue this work on behalf of the students we serve.

Meet or exceed quality standards

Blue Mountain was one of the first districts to participate in the Educational Quality Review Integrated Field Review process in the State of Vermont. Blue Mountain received high marks for its ability to meet the educational quality standards. Any areas that were noted for improvement have been addressed in our continuous improvement plan. A more detailed explanation is provided in Appendix C, F, and G.

Maximize operational efficiencies through sharing of resources and personnel

As a result of Act 46 discussions there have been many conversations about this topic. Currently, the BMUSD runs efficiently and would not see substantial gains as a result of a merger. BMUSD plans to continue to share transportation services with SAU23.

As the needs arise, we will continue conversations with neighboring districts about shared staff.

Plans currently under development:

1. BMUSD is developing an MOA with Little Rivers, the local federally qualified health center, to increase services for our students. Little Rivers will provide BMUSD with a school social worker, mental health counselor, and a home/school coordinator in exchange for office space. This will lessen the demands on BMUSD's budget, but will increase services for students. We are also exploring the possibility of on-site dental and medical services in future years.
2. Members of BMU, OESU, and CCSU have identified the need for a regional special education program for students who require an alternative placement. Currently we cooperate with SAU 23 to serve our high school students. We will work to further explore a partnership for a regional center to serve students in grades K-8.
3. BMUSD has held preliminary discussions with River Bend Career and Technical Center about the creation of a satellite tech center program on BMU grounds. BMU has been developing a robotics program over the past several years, and we continue to see increased demand for these programs from students and families. It has been a goal to continue to expand this programming for our students. Robotics offerings have also begun to attract tuition students to our school.

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BMU met with River Bend to discuss the possibility of partnering to create a satellite program here at BMU. As a tech center, River Bend has access to grant funding to expand program opportunities-and since they serve both NH and VT, they can access funding from both states. By partnering with River Bend we would have access to over \$100,000 in innovation and other grant funding, as well as access to transportation through the tech center. We could use current staff to run the program, current transportation routes, and would likely see an increase in tuition revenue from school choice students in the region. This would offer increased operational efficiencies and expanded opportunities for students.

Access to transportation would enable us to attract students from other high schools, who could be bused to our campus for the program. We could also offer dual enrollment credits to students who are enrolled in the program by building on our current offerings. There are several areas that we could provide students with training on: Robotics and Engineering, Coding, and Cyber-Security. Additionally we have interest from the high school journalism department to expand their program. BMUSD is working on creating a partnership with the Journalism Program at Lyndon State College and would like to partner with them to create a program for students. This could also serve as a tech center satellite program attracting more students from the region, expanding current offerings, and adding operational efficiency.

4. BMUSD will continue to analyze ratios and per pupil spending to increase efficiencies as our population expands. We will also continue to analyze how we use current staff, and be open to new ways to use staff to increase programmatic offerings. BMUSD's per pupil spending will decrease in 2019 as a result of growing population.

5. BMUSD is one of the founding members of a new Vermont Rural Education Cooperative, along with Caledonia North SU and North Country SU. The Vermont Rural Education Collaborative Northeast Kingdom VREC NEK is a group of districts working together to increase educational opportunities and raise the quality of education in our region through a variety of strategies, such as:

- Strengthening operations by sharing costs, resources, and expertise
- Scaling up and sustaining effective programs and best practices
- Providing professional development
- Promoting Innovation
- Advocacy on behalf of rural students
- Preparing students for life beyond school
- Communicating with and mobilizing stakeholders
- Advancing economic development
- The pursuit of greater rural educational opportunity

The goals of the cooperative are to improve education in the rural areas of the State. This year we are developing a regional professional development center. We have hired a consultant to

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get this up and running and we will be offering our first courses to teachers this summer, with the goal of expanding offerings in the future.

Promote transparency and accountability

The Blue Mountain USD has worked hard to promote both transparency and accountability over the past six years. The School Board created a community relations committee with the goal of working more closely with the community to hear concerns and to relay information in new ways. As a result we have increased our communications to the community through our annual report, our school look-book, community newsletters, and an increased social media presence. We have found that appropriate use of social media has had a profoundly positive impact on our school community.

Our audits have been released to the Board and community each year, as well as a detailed annual report of our budget and financial standing. The audits of the BMU school district have been clear of findings.

The district has a continuous improvement plan aimed at increasing educational outcomes for our students. This plan connects to our professional development goals and our budget plans. Progress on this plan is marked annually and the plan is updated to reflect emerging trends or concerns. Additionally, achievement data is shared with the Board on a regular basis, now that a local assessment system has been created. This year's district wide read is Overcoming the Achievement Gap Trap by Anthony Muhammad. This title was chosen to expand the conversations around student achievement from all stakeholders.

Deliver all of above at a cost that parents, voters, and taxpayers value

BMUSD has found that a merger would not create increased efficiencies or lower costs for our taxpayers. Therefore, we currently operate a system that parents, voters, and taxpayers value. That being said, we continue to strive for operational efficiencies within our system and will continue to seek ways to share resources across USD/SU lines.

At the end of operating year 2019, BMUSD will have no debt and we have had small increases in our budgets over the past few years. Our educational spending rate increases over the past few years have been: 1.2% (2015), 1.6% (2016), 1.56% (2017), and 2.28% (2018). We anticipate that the increase for 2019 will be minimal due to retirements and an increase in equalized pupils. Preliminary budgetary forecasts prove favorable for little to no increase. Our per pupil costs will decrease in FY19 due to rising enrollment.

We strive to find operational efficiencies to help ease any budget strains that come our way, and we feel that our current system is sustainable into the future. Our equalized pupils are

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rising and with plans to increase high school offerings, we hope to see an increase in tuition students and families who chose to make the district their home. We have already seen an increase in students from Newbury choosing to attend BMU for high school as a result of increased offerings and a strengthening reputation for meeting the goals of Act 77.

Our building is in good repair and receives the care that it needs due to strong community support for any brick and mortar needs. We have finished the past five operating years with a surplus and have been able to set money aside into reserve funds. This year we plan to use those funds to make needed upgrades to our kitchen and to invest in updating our playground.

The School District has concerns about taking on substantial debt or building needs as a result of partnering with neighboring districts.

Conclusion

BMU serves students in an area of the State that is challenged by the demands of poverty, by increasing levels of student trauma, as well as the rural nature of the district and surrounding towns. BMU understands its challenges and accepts them—we are not immune to the fact that our district and some of our neighbors in the region have struggled to resource schools and to fill gaps so that students can achieve. There are often dramatic differences in affluence between towns that offer school choice and those that operate at all grade levels, and this creates regional gaps in equity. We are willing to face the issues of multi-generational poverty, the opioid epidemic, low post-secondary aspirations, an achievement gap, and other challenges in our community. We believe that we can continue to adapt to meet the needs of students going forward. We can continue to innovate to find creative solutions to local and regional problems. We have created an aggressive improvement plan to leverage our resources appropriately and to help guide the district towards improvement.

There is a TED talk by Sir Ken Robinson that talks about school improvement and the importance of nurturing a culture of possibility. Sir Robinson talks about a time in the winter of 2004 when Death Valley received a large amount of rain, and as we know Death Valley isn't known for growing much. In the spring of 2005, after the rain had fallen, the flora began to bloom. The environment was such that when the conditions were right, the seeds that had lain dormant for many years began to bloom. BMU is working hard to make the conditions right, because the students in these communities—who often face many obstacles in their own lives—deserve to bloom. Our data is starting to show improvement on our local assessments, and walk-throughs are showing that lessons and units are beginning to align to the new curriculum. We anticipate that we will begin to see our SBAC scores rise this spring. In areas that we have

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spent more time on curricular improvements, we are seeing our students outscore VT averages; such as the NECAP science assessment, where 70% of our fourth graders scored proficient compared to a State average of 45% proficient. It is beginning to rain.

We have invested in our own academic infrastructure so that our students have a road-map to reach the destination that they choose. We have a growing population, and our per pupil costs for FY19 will be less than FY18. We are developing innovate partnerships to better meet student needs and to expand offerings with little to no added cost. Changing educational outcomes in the region will demand partnerships, creativity, shared vision, and cultural change. It must be supported by leadership capacity at all levels: school, board, and community. BMU has worked to build capacity over the past few years; we do not want to lose that capacity.

We ask that both the State Board and the Secretary take into account the complexity of our situation when making any decisions. The students that we serve do not need to have more roadblocks placed on their path.

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BLUE MOUNTAIN UNION SCHOOL					
DATA POINTS FOR ALTERNATIVE GOVERNMENT STRUCTURE					
		<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
Average Daily Membership:		415.40	401.34	403.62	404.62
Teacher turnover last three years:				2.50	3.00
Administrative turnover last three years:				0.80	0.75
Current Year 2018 Ratios:					
Student/Teacher			8.64		
Student/Admin			46.26		
Student/Adult			4.86		
Education Spending:		6,615,565.87	6,523,287.00	6,377,499.00	6,279,226.00
Equalized Pupils:		412.83	403.17	403.10	403.27
Per Pupil Spending:		16,024.92	16,179.99		
PreK-12 Spending:			8,404,844.00	8,138,164.00	8,151,713.00
Trends in Special Education Costs:			More out of district students		
			Pre-school needs have increased dramatically		
BMU Transportation Savings:		77,207.00	74,210.00	65,926.00	64,760.00

Overview of Appendices

Appendix A: Decision Making Process

Appendix B: Student Enrollment

Appendix C: School Programs

Appendix D: Staffing and Staff Support

Appendix E: Financial Information

Appendix F: Student Results

Appendix G: Other Data Points

Board Members

Bruce Stevens, Ryegate, Chair

Paul Hazel, Ryegate, Vice-Chair

Kelsey Root-Winchester, Wells River, Secretary

Brent Abare, Groton

Sara Dennis, Groton

Julie Oliver, Groton

Wade Parker, Ryegate

Josh Souliere, Ryegate

Judy Murray, Wells River

Emilie Knisley, Superintendent