MOUNTAIN VIEW UNION
ELEMENTARY SCHOOL DISTRICT

A Review of Consolidation and Structural Change in the Mountain View Union Elementary School District

Short Term Planning Committee Final Report
October 1, 2026

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Executive Summary

OUR CHARGE

The Mountain View School Board will establish a short-term planning Committee that will investigate the advantages and disadvantages to further consolidation of buildings in the district. Based on evaluation of data, including financial, access to educational opportunities, community impact and organizational needs, the Committee will provide a summary report by October 1, 2026 to the School Board.

The purpose of the Committee's inquiry was to gather and analyze available evidence relevant to this charge and develop a clearer understanding of possible structural changes within the district. The Committee did not test a predetermined hypothesis or seek to determine whether consolidation should or should not occur.

METHODS

The Committee used a mixed-methods approach combining quantitative, qualitative, historical, and external evidence. Quantitative sources included enrollment, financial, staffing, facilities, capital planning, transportation, attendance, and building-capacity data. Qualitative sources included staff listening sessions, Student, Family, and Community Surveys, community engagement activities, a Community Forum, and historical Board records. The Committee also reviewed external literature related to school consolidation and closure, referenced current legislation (Act 170) and welcomed an offer to receive forthcoming information from the Hardwick Historical Society on the history of consolidation in our communities. All available evidence was examined across the four domains identified in the Board's charge: Financial Implications, Educational Opportunities, Community Impact, and Organizational Needs. While this report reveals a more complete picture of the system, it is a snapshot of what was available during our limited timeframe (summer months and the first 6 weeks of FY27 school year). Continued engagement with these inquiries and metrics will be necessary to maintain the relevance of this work over time.

CLAIMS & FINDINGS

In addition to adding to the base of evidence supporting this inquiry, the Committee established three claims supported by direct evidence, and identified several themes that emerged throughout our investigation.

Claim 1) Building consolidation doesn't necessarily remove costs; it reorganizes the MVU system. Building consolidation changes how costs, resources, and operational requirements are distributed across all schools within the District. Structural change can eliminate or reduce some costs and challenges while transferring, transforming, or creating others.

For example, the committee's Campus Consolidation Assessment showed that holding net spending constant while changing student weighting due to the loss of a small school would result in a higher equalized tax rate and would require further budget reductions in order to remain tax-neutral. FY 27 campus-coded expenditures for the 3 locations only establish where costs currently sit, not costs that would disappear under consolidation. The effects of consolidation occur across all four domains, and are configuration-dependent. The Committee identified significant constraints, dependencies, and unresolved variables across multiple possible configuration scenarios, and found that increasingly precise estimates of feasibility and financial impact require a more clearly-defined structural and educational configuration. For more details and evidence, refer to this claim in the Interpretations & Key Learnings section.

Claim 2) Current campus expenditures and identified capital projects are not the same as potential tax savings. Consolidation may produce financial efficiencies, but net financial effects depend on which costs are eliminated, continued, transferred, or newly created, as well as changes in staffing, transportation, capital obligations, receiving-site requirements, and education funding.

Reductions in District spending also do not translate directly into equivalent reductions in education taxes. Under Vermont's current funding system, education tax rates are influenced not only by a district's education spending, but also by its weighted pupil count, statewide education funding parameters, and town-level property valuation factors. Accordingly, the tax effect of any consolidation scenario would need to be modeled separately from its potential operating savings. The Committee therefore distinguishes among current campus expenditures, costs that could actually be avoided through consolidation, and the resulting effect on education taxes. These are related, but they are not interchangeable. For more details and evidence, refer to this claim in the Interpretations & Key Learnings section.

Claim 3) Current organizational modeling does not show that Woodbury students can simply be added to Hardwick's existing organizational configuration; a combined campus requires an educational and operational redesign. Feasibility also depends on classroom configuration, staffing, support space, programming, student needs, and the educational model.

For example, integrating Woodbury pupils into Hardwick Elementary would require at least 1 additional home classroom to Hardwick's current configuration. Doing this would require specialized intervention spaces and support programming to be displaced. Listening sessions with staff further highlight distinct campus environments and needs, demonstrating that numerical room counts do not automatically translate to operational or functional capacity. For more details and evidence, refer to this claim in the Interpretations & Key Learnings section.

We also found a number of themes that represent cross-source synthesis: places where evidence from different parts of the inquiry converged around recurring conditions, experiences, tensions, or priorities:

- Spending reductions and tax-rate savings are related, but not equivalent.
- Agency and role clarity matter in educational experiences for both students and staff.
- Process legitimacy matters.
- A common fact base matters.
- Physical reconfiguration ≠ internal integration or unity.
- Numerical capacity ≠ functional capacity.

The inquiry found that building configuration is to be considered as one component of a larger educational and organizational system. The report therefore distinguishes between findings supported by current evidence, effects that depend on future configuration choices, and questions that remain unresolved. The purpose of this report is to provide the Board with an evidence base for continued consideration of MVU's future structure rather than to recommend a particular configuration.

NOTE 1: The Committee used a rigorous and structured approach to gather and analyze available evidence relevant to the Board's charge. Our methods and activities were a planning inquiry rather than a formal academic research study; this Final Report is offered within that scope and context.

NOTE 2: Content in the Committee's Final Report supersedes earlier versions of information (some of which are contained in the Appendix) where discrepancies occur.

Historical Review

Over time, our communities have experienced significant structural changes, ranging from consolidation through Act 46 in 2015, to Lakeview's more recent transition to an Early Childhood Center. The Committee's inquiry builds on these past discussions and decisions related to enrollment, staffing, facilities, affordability, educational access, campus configuration, capital improvements, and needs across all three campuses. This historical review provided context for understanding not only where the district is today, but how its understanding of these issues has developed over time.

The Committee recognized that the current inquiry did not begin with this Committee. Many of the questions before us have been considered previously by Board members, administrators, educators, families, and community members, and those earlier efforts represent an important part of the district's organizational and historical knowledge. The Committee therefore sought to incorporate as much relevant prior work as possible so that the current inquiry could learn from, rather than inadvertently repeat, earlier conversations and analyses.

Organizational Record

To support this work, Quantum Co-Lab used its Coherence Index tool to create a five-year Organizational Record, bringing together relevant prior studies, Board discussions and decisions, district data, community input, and other available MVU public records from FY2022 – FY2027. This span of time was determined by Committee members specifically to include records from the Lakeview transition. The Committee's Organizational Record was a living document used to support institutional memory, identify recurring issues, trace how conditions and understanding have changed over time, preserve prior learning, and identify questions or gaps that remained unresolved at a given point in the process. The Organizational Record was not used as a source of evidence. Findings presented in this report are grounded in Committee records, district and Supervisory Union data, public records, research, and information gathered through the Committee's engagement activities. The tool did not determine findings, evaluate preferred configurations, or make recommendations. Committee members remained responsible for reviewing the evidence, interpreting its significance, and determining what was included in the report.

Organizational Timeline: Five-Year Learning Arc

PERIOD	OBSERVED DEVELOPMENT	QUESTION / LEARNING SIGNAL
2022 Post-merger integration	MVU/OSUESD works to function more as one district while maintaining three campuses. Shared athletics, curriculum/MTSS, professional learning, resource-sharing, community engagement, facilities planning, and district-identity work expand. Significant public conversation about consolidation is established.	How can a newly unified district build connection/equity and understand the differences between integration and physical consolidation?
Fall 2022 Enrollment, equity, access, process	Board discussion makes enrollment differences visible and requests trend data, while members also ask what question the data are intended to answer and warn that merger/closure discussion could create	Collecting data and deciding what the data are for are not the same organizational act.

PERIOD	OBSERVED DEVELOPMENT	QUESTION / LEARNING SIGNAL
	tension. Transportation/access become equity questions.	
Winter–Spring 2023 Capacity pressure + explicit enrollment concern	Special-education/hiring shortages, facilities needs, cross-campus integration and budget communication continue. By May, Lakeview enrollment is explicitly raised as a Board concern; prior deferral of difficult discussions during COVID recovery is referenced.	When does enrollment move from descriptive information to an organizational viability question?
June–Fall 2023 Immediate decision + long-range planning	Lakeview staffing/enrollment concerns intensify. The Board keeps Lakeview open for 2023–24 and identifies the need for longer-range criteria/planning.	An urgent operating decision can reveal deeper system questions without resolving them.
2024–25 Lakeview inquiry and transition	Short/long-term planning broadens from enrollment/staffing into stability, early childhood, transportation, community meaning, mixed use, and system design; transition creates the current early-childhood model.	Reconfiguration can create losses, gains, and new forms of coherence depending on design and conditions.
2025 Strategic/governance development	Vision and Strategic Plan emphasize unity through equity, flexible staffing, sustainable resources, data-informed workforce planning, and facility utilization.	The organization increasingly names sustainability as a system issue.
2025–26 Budget/facilities/state pressure	FY27 affordability, Hardwick PCB obligations, Woodbury water/life-safety needs, staffing pressures, and state restructuring become more entangled.	Financial, facilities, educational, community and organizational questions cannot be separated cleanly.
Spring–Summer 2026 Consolidation + structured inquiry	Consolidation becomes explicit in public/Board discourse. Board creates four-domain Short-Term Planning Committee; June discussion frames it as information/resource inquiry rather than a merger study.	The system shifts from position-based debate toward structured evidence gathering.
August 2026 Committee's current systems learning	Updated data, facilities timelines, Board goals around data/transparency/trust, and three-school listening sessions reveal different lived experiences across campuses. Functional capacity, local coherence, and system fragmentation emerge as questions.	What conditions allow a school/subsystem to remain proactive and coherent under shared district conditions?
September 2026 Committee's scenario testing and synthesis	Updated financial, enrollment, capacity, capital, and community evidence is used to test consolidation more specifically. Woodbury→Hardwick modeling reveals that financial effects, receiving capacity, and educational consequences vary according to staffing, classroom configuration, transportation, capital, and funding assumptions.	More precise estimates of consolidation effects require a defined structural and educational configuration.

A Perspective from the Hardwick Historical Society

When Committee facilitators were present at the Hardwick Community Picnic at Atkins Field on 9/19 to share information about our Community Surveys and Forum, we were approached by Elizabeth “Wiz” Dow, Chair of the Hardwick Historical Society. At this event, Wiz shared anecdotal information that more than a century ago, people in these same communities confronted similar questions about the structure, cost, and geography of education. A new transportation system had emerged – the train – and distances that once determined where children could attend school were changing. Communities had to reconsider how many school districts they needed, how far children could travel for school, what should remain local, and what could be shared with other towns.

This cycle of change in local educational systems and community needs has repeated several times throughout our history, and many people we have heard from hold the memory of an impactful change in their school structure or experience.

Wiz has offered to create a historical analysis of school consolidation in our area with the resources available at the Historical Society. Her findings are not complete for this Report, but we will follow up with her and share any information she provides with the board as it becomes available.

External Review

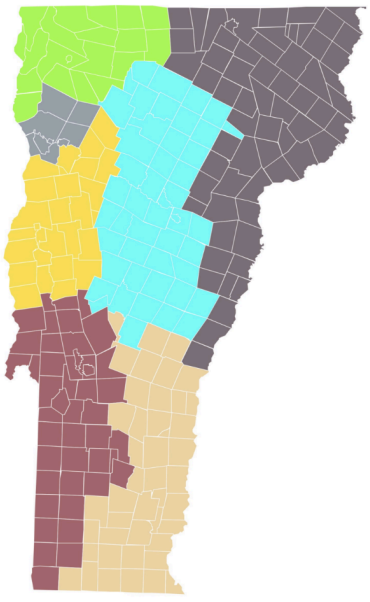
MVU's consolidation inquiry is occurring within a changing state and regional education environment. Vermont's Act 170 incentivizes voluntary school district consolidation, establishes a statewide process for districts to examine larger governance structures, requires participation in Cooperative Educational Service Areas (CESAs), and continues a transition toward changes in education funding and regional service delivery. Several components of Act 170 remain dependent on additional legislative action, which creates uncertainty about the long-term conditions under which potential configurations would operate.

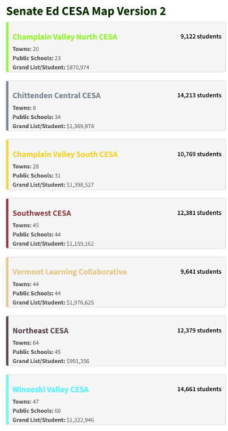
Other external conditions—including enrollment and demographic change, workforce availability, special education requirements, facilities and code requirements, transportation, health-care costs, and regional collaboration—also affect the feasibility and consequences of structural change.

The Committee also reviewed external research on school consolidation and closure. The literature does not identify a single consistent outcome of consolidation. Reported effects vary by context and implementation, with studies examining factors that range across financial savings, staffing changes, student outcomes, transition effects, transportation, enrollment, and community impacts. This evidence was used to contextualize and test MVU's local findings rather than to predict outcomes for a specific MVU configuration.

VT Act 170 (H.955):

- Signed into law on June 18, 2026.
- Unlike earlier mandatory proposals, this law relies on incentivized, voluntary school district consolidation rather than forcing mergers.
- District-led merger study Committees are set to begin discussions in October 2026, report findings by September 2027, and hold local voter votes on Town Meeting Day in March 2028.
- It lays the groundwork for a transition toward a new foundation funding formula slated around 2029, while opening up state aid for school construction and addressing property tax pressures.
- The bill creates Cooperative Educational Service Areas (CESAs), which are associations of School Districts / Supervisory Unions to help share resources, special education services, and professional development.





WE ARE CURRENTLY GROUPED IN THE WINOOSKI VALLEY CESA

The Winooski Valley Cooperative Educational Service Area (CESA) encompasses 47 towns across 11 regional supervisoryd unions and school districts.

It is the largest CESA in Vermont by student population and number of schools, serving over 14,600 students across 59 public schools.

It stretches from northern communities like Belvidere, Eden, and Cambridge down through central hubs like Barre, Montpelier, and Stowe, and south toward Royalton and Stockbridge.

STATEWIDE MERGER COMMITTEE PROCESS & TIMELINE

Act 170 requires every school district to participate in a study process examining the advisability of forming larger unified union school districts. These merger studies are mandatory, but the final decision to merge is voluntary. These groups must examine governance, educational opportunity, efficiency, and access to regional middle and high schools and career technical education.

September 1, 2026: Facilitators hired.
September 15, 2026: Districts appoint merger Committee representatives who must be current school board members.
October 15, 2026: Initial merger Committee meetings.
2027–2028: Merger analysis and public engagement.
September 1, 2027: Final merger analysis from each study Committee presented to the State Board and the Agency of Education.
December 1, 2028: Facilitator report to Legislature.
March 2, 2028: Vote to merge proposed districts.
July 1, 2028: Boards of new districts begin to operate.
July 1, 2029: New districts go into effect.

External Literature Review

Committee member Laura Cannon conducted an external literature review to identify research relevant to the potential effects of school consolidation and closure. The review examined research addressing the Committee's four domains, with particular attention to financial effects, educational outcomes, and community impacts. The literature we gathered documents individual studies, their settings and populations, research methods, findings, and limitations relevant to interpreting the results in the MVU context. Rather than treating findings from other districts as predictions for MVU, the Committee used the literature to compare local findings with existing research, identify areas where research findings converge or differ, and test assumptions emerging from the Committee's inquiry. Differences in geography, school and district size, funding structures, implementation conditions, and study design limit direct comparison with MVU. External research was therefore treated as contextual evidence rather than evidence that a particular outcome would occur under an MVU configuration. Review reflects what we could gather within our timeframe, and can be added to over time.

Literature Related to Financial Implications

STUDY/REPORT	Year	Research Question and/Or Major Findings	Study Design/Level of Evidence	Strengths or Limitations of the Study
Does the Cost-Cutting Strategy of Closing Public Schools Provide Financial Benefits? Evidence From Ohio	2019	**Question:** Does the strategy of closing public schools reduce school district expenditures—and if so, by how much and from which specific budgetary categories? **Findings:** "This study finds that Ohio school closures reduce an average district's total operating expenditures by 278–285 per pupil (relatively small), and that savings come primarily from cuts in classroom instructional services, including teachers."	**Quasi-experimental: multi-period, staggered Difference-in-Differences** comparing districts that experienced a closure with those that never had a closure or had not YET experienced a closure.	**Limitations:** Ohio more urban/suburban than VT, many newer buildings, schools closed often closer to receiving school than VT schools. **Strengths:** Looks specifically at savings amounts in dollars and where they came from.

Revisiting economies of size in American education: are we any closer to a consensus?	2002	**Findings:** Optimal fiscal efficiency for entire districts peaks between 2,000 and 4,000 students, while larger school buildings risk neutralizing financial savings through negative student outcomes and increased transportation costs.	Narrative literature review and synthesis study. Methodology did not include explicit database search strings, rigorous including/exclusion criteria, or blinded screening processes nor the statistical methods characteristic of a meta-analysis or systematic review study. The authors hand selected 22 of the most rigorous peer-reviewed studies published since 1980, evaluated their methodology, and summarized the common patterns and consensus thresholds they found across the existing literature.	School building consolidation is examined largely through an urban/suburban lens and findings for rural schools are most relevant/significant at the administrative/district level.
The Fiscal Consequences of School Closures in California: Evidence from a Statewide Synthetic Difference-in-Differences Design	2026	**Abstract**: "This study estimates that school closures reduced per-pupil expenditures and revenues by approximately $440 each—a pattern of symmetric, imprecisely estimated effects that left districts' funding deficits and probability of achieving a balanced budget unchanged. These null effects were consistent across urban, rural, cash-strapped, and fiscally solvent district subgroups, and hold across a variety of robustness checks. Supplementary analyses reveal that closure regimes led to enrollment losses of 287 students, on average, but had no commensurate effects on the number of teachers, principals, or other district staff, leaving a predominant fixed-cost structure largely intact. These findings indicate (1) closures that occurred during the post-recession, pre-COVID decade did not, on average, improve the financial standing of California	Difference-in-Differences Observational Design.	California funding formula and governance structures are different from Vermont's. Many closures occurred in more urban areas. California's rural distracts are often smaller and more spread apart than Vermont's.

		school districts; and (2) that the fiscal returns to closure were limited by closure-induced enrollment decline. Taken together, these findings suggest that school closure regimes should be understood as a complex financial restructuring process that affects expenditures and revenues through distinct mechanisms that can operate in offsetting ways. Moving forward, districts pursuing closures to improve their financial outlook should prioritize revenue optimization as a first-order objective, particularly in urban districts where revenue effects are most pronounced."		
Does School District Consolidation Cut Costs?	2001	**Questions:** What are the cost impacts of consolidation in rural school districts in New York over the period 1985 to 1997? **Findings:** Smaller rural districts (e.g., districts of ~300 students) benefitted most from consolidation savings, while savings were largely lost once an an administrative district reached 1500	Moderate quality for establishing causal proof. Uses operational data in a regression model to isolate enrollment size as a continuous variable while controlling (mathematically) for student performance and demographics.	**Strength:** Specifically looks at RURAL school district consolidations in a neighboring state. **Weakness:** They only focus on administrative/district consolidation and do not examine impacts of consolidation of schools/buildings.

Literature Related to Educational Opportunities

STUDY/REPORT	Year	Research Question and/Or Major Findings	Study Design/Level of Evidence	Strengths or Limitations of the Study
The Effect of School District Consolidation on Student Achievement: Evidence From Arkansas - Josh B. McGee, Jonathan N. Mills, Jessica S. Goldstein, 2023	2022	**Q:** What is the impact of school district consolidation on student academic achievement in math and English Language Arts. **Results:** Null or very small positive effects.	Quasi-experimental design known as a sharp regression discontinuity design (RDD)	**Strength:** Rural State, **Limitation:** Primarily looking at effects of district, not building consolidation.

The Long Shadow of School Closures: Impacts on Students' Educational and Labor Market Outcomes	2024	**Question:** What happens to school age students when the school they attend is closed, both in the short term and many years later? **Findings:** School closures appear to have small immediate negative effects on students' test scores but these recovered within 3 years. However, absences and disciplinary actions increased substantially. Larger effects were seen with long term outcomes, including High-school graduation (-1.0 percentage pt) 4-yr college attendance (-1.2 percentage pts) 4-yr college completion (-0.7 percentage pts) Employment at ~25–27 (-0.7 percentage pts) Annual earnings at 25–27 (-$793 / −3.4%)	**Difference-in-differences Observational design:** Identifed individual students from schools in Texas that had closed and compared outcomes with students from comparable schools that did not close, as well as against earlier cohorts from the same school (before vs after closure). Looked at administrative data from Agency of Education, Higher Education Coordinating Board, and Workforce Commission Data; including attendance, disciplinary outcomes, high-school graduation, college attendance/completion, employment, and earnings.	**Strengths: 1.** 90% of school closures happened due to low enrollment or financial pressures (rather than poor performance) which is relevant for Vermont comparison. **2.** Used within-school comparisons as well as between schools to control for unexplained population/demographic variables. **3.** Investigates some impacts on receiving school population as well as "displaced" students, though this is not the primary research question. **Weaknesses: 1.** Texas ≠ Vermont (rurality, geography, demographics). **2.** Schools weren't randomly selected for closure, there were already variables at play that may have been affecting these students (though some elements of the study design attempt to control for this). **3.** Study included rural and urban schools, while our area is only rural. 4. Study did not investigate potential impacts on "rising cohorts" (younger students who entered public school system AFTER closures occurred and went straight to receiving schools).
The Short-Term Effects of School Consolidation on Student Achievement: Evidence of Disruption?	2016	**Question**: What are the short-term effects of school consolidations on students' test scores? **Findings:** "We find that school consolidation has adverse effects on achievement in the short run and that these effects are most pronounced for students exposed to school closings. Furthermore, students initially enrolled in small schools experience the most detrimental effects. The effects appear to weaken over time, suggesting that part of the effect is	**Difference-in-differences design.** Observed student scores 1 year prior and up to 4 years after a consolidation of schools ; looks at students from both closed schools as well as receiving schools.	**Limitations:** Study took place in Denmark; difficult to predict if results would translate to rural VT. Outcomes considered are narrow in scope (test scores only, in short term). **Strengths:** Study compares general consolidation effects from those experienced specifically by students from closed schools.

		due to disruption."		
School Consolidation and Student Achievement	2016	**Question:** What was the effect of school consolidations in the Netherlands in the 1990's on student achievement? **Findings:** Consolidation that resulted in economies of scale improved student achievement likely due to increased access to educational resources/services.	**Quasi-experimental natural experiment design.** Looks at school consolidations in Netherlands in 1990's to see effects on student achievement. Uses schools of different sizes from different municipalities to try to isolate size and other factors.	**Strengths:** Excludes students who experienced the transition, includes only cohords who entered and graduated the schools before or after the consolidations. Looks at municipalities of different sizes/densities to determine what types of consolidations had what effects. One of the only studies that looks exclusively at primary school data. **Limitations:** Dutch communities are generally much more densely populated than Vermont. It is assumed by the authors that small schools that closed were performing poorly. Measures outcomes solely on standardized testing data. Does not look at longitudinal outcomes such as wages, educational attainment, etc.
Growing Pains: The School Consolidation Movement and Student Outcomes	2010	**Question:** "Our central question is whether the school consolidation movement led to improved outcomes for students born between 1920 and 1949." **Findings:** U.S. school consolidations between 1930 and 1970 led to larger average school sizes that harmed students' long-term academic and economic success. While larger administrative districts yielded modest educational gains, these positive effects were far outweighed by the negative impacts of larger individual school buildings on future wages and educational attainment.	**Difference-in-differences design** that exploits historical and geographical variation in the timing of U.S. school district consolidation between 1930 and 1970. This design allows researchers to isolate the independent causal effects of administrative district scale versus individual school building size on long-term adult educational and labor market outcomes using 1980 U.S. Census micro-data.	**Strengths:** Massive dataset across multiple decades. Able to distinguish effects of larger administrative districts (positive) vs larger school buildings (negative). US study - suggesting ubiquitousness of trends. **Limitations:** Only used male student data. Only tracks market-based outcomes long term (wages and educational attainment) - does not have a way to track other measures of wellness. Rapid population growth from 1930-1970 was very different from today's trends, which may make it hard to translate these effects to today's contexts. Not Vermont-specific.

Literature Related to Community Impact

STUDY/REPORT	Year	Research Question and/Or Major Findings	Study Design/Level of Evidence	Strengths or Limitations of the Study
The Impacts of School District Consolidation on Rural Communities: Evidence from Arkansas Reform | EdWorkingPapers	2022	Physical school closures following administrative consolidations in rural Arkansas act as a severe tipping point, doubling population flight from a 14% decline to a 26% to 27% reduction. Additionally, these building closures trigger a collapse in housing demand, resulting in home values dropping by roughly 17% while stripping communities of vital social infrastructure.	**Quasi-experimental, propensity score matched difference-in-differences research design**	Strengths: Looked specifically at **rural** communities in Arkansas after school-district consolidation mandated by the state led to building closures. **Limitations:** Landscape/geography difference in Arkansas very different from Vermont (harsh winter, more mountainous, etc). The study does not track longer-term civic health. Unable to separate WHY people left (was it because the school closed, or part of a simultaneous economic shift (e.g., factories closing, etc).
School Closures and Rural Population Decline	2022	**Question:** What are the relationships between school closures and rural population decline in the US? **Findings:** "I find that school closures induce population loss in many—but not all—cases. Specifically, counties with the lowest propensities to close schools experience the largest negative effects on population. This finding suggests that policymakers often overlook potentially important unintended consequences of school consolidation in rural communities."	**Quasi-experimental design that combines instrumental variable analysis with Difference-in-differences event study design.** Utilizes advanced statistical methods to isolate the true causal effect of school closure on population decline.	**Strengths:** Specifically looks at rural communities across the US. **Weakness:** Not Vermont-specific. Macro trends may not capture hyper-local realities.

THE COMMUNITY CONSEQUENCES OF SCHOOL CLOSURE AND REUSE	2021	**Question:** How does school closure impact the property values of proximal homes? How do neighborhood residents experience school closure and property reuse over the long run? **FIndings:** School closures caused a statistically significant decline of roughly 13% in residential property values for nearby homes. Buildings were reused in different ways and people perceived this as a significant difference in the desireability of their neighborhood. People thought diminished social infrastruction from loss of school was a major factor in reduction of property value.	**Mixed methods: Quasi-experimental design:** Two-Way Fixed Effects Regression analysis (essentially a generalized, multi-group, multi-period version of a Difference-in-Differences (DiD) model and **QUALITATIVE INTERVIEW.**	**Strength:** Rigorous econometric modeling alongside contextual nuance gathered in interviews; **Limitations:** Regional focus; MIchigan closures often occurred in Urban and Suburban areas, walkable schools etc. Vermont's geography, school funding structure, and housing market dynamics may lead to different outcomes.
Do rural school closures lead to local population decline?	2021	**Question:** Did school closures in 8 Danish villages in the same municipal periphery lead to population decline over the course of 10 years? **Findings:** Delayed population decline of 7.6 % over 10 yrs, most significantly starting 6 years after closure.	**Mixed Methods: Quasi-experimental Difference-in-differences design** and qualitative interviews.	**Strengths:** Specifically examines effects of rural school closures. Explanatory/sequential interviews performed help clarify the experience of rural villlage residents and explain possible factors in population declines beyond short term impacts on budget cycles. **Limitation:** Outcomes in Denmark, while rural, may not be replicated in Vermont with different geography/demographics, etc.
What Does a School Mean to a Community? Assessing the Social and Economic Benefits of Schools to Rural Villages in New York	2002	Social and economic welfare, property values, and civic employment are significantly higher in rural communities that retain local schools	**Quantitative cross sectional research study.** Looks at two distinct groups of rural places—those with operating schools and those without them—to measure differences in social and economic outcomes.	**Limitation:** To conclude that school closures/consolidations would lead to poorer outcomes would be an extrapolation - this is not a longitudinal study of communities that experienced school closures, simply shows the benefits for rural communities that have vs do not have schools.**Strength:** Specifically investigates the relationship between presence of schools and social and economic welfare in rural communities similarly sized to MVU communities, but in NY

Literature Related to Organizational Needs (Specifically Grade Banding)

STUDY/REPORT	Year	Research Question and/Or Major Findings	Study Design/Level of Evidence	Strengths or Limitations of the Study
Stuck in the Middle: Impacts of Grade Configuration in Public Schools" (2012/2026 update)	2011	Moving students out of a continuous school setting (e.g., grade banding) causes an immediate drop in academic achievement of about 0.15 standard deviations and these effects persist for years.	Quasi-experimental instrumental variable approach combined with student fixed effects to track roughly 200,000 New York City public school students from grade 3 through grade	**Strengths:** Study design eliminates selection bias. Very large sample size. Tracked outcomes through the end of middle school, not just transition year. **Limitations:** May not be as generalizable to rural community contexts (Study was in NYC). Study cannot control for factors like school climate/culture; effects could perhaps be mitigated by social-emotional supports. Looks at limited grades/configurations (8th grade as terminal grade)
An Examination of Test Score Trajectories Around School Switching Due to Grade Configuration	2022	. Students perform significantly better when they are in the highest grade band of their current building ("Top Dog") but experience a sharp drop in both academic performance and socioemotional well-being when grade reconfigurations force them into a new building where they are the youngest cohort ("Bottom Dog"). [1]	Quasi-experimental observational study using fixed-effects regression (Moderate to high quality)	**Strengh:** Establishes a trend that persists nationally, not just locally. Rigorous variable controls. **Limitations:** Aggregated district data is used, unable to isolate some effects from factors like individual family moves. Exclusive focus on test scores, no other metrics of well-being.
Academic Achievement for Fifth-Grade Students in Elementary Schools (K–5) as Compared to Intermediate Schools (5–6)	2011	Fifth graders kept in a broader K–5 neighborhood environment achieved statistically significantly higher reading and math scores compared to their counterparts who were sent to a consolidated, narrow grade-banded intermediate school.	Large-scale, retrospective, quasi-experimental study (or a causal-comparative design)	**Strengths:** Large sample size, multi-year study. Study design mitigates selection bias. **Limitations:** Single state (Texas). Only looked at K-5 vs grade banded schools starting at grade 5. Cannot control for school-level variables like teacher turnover, curriculum, etc.,

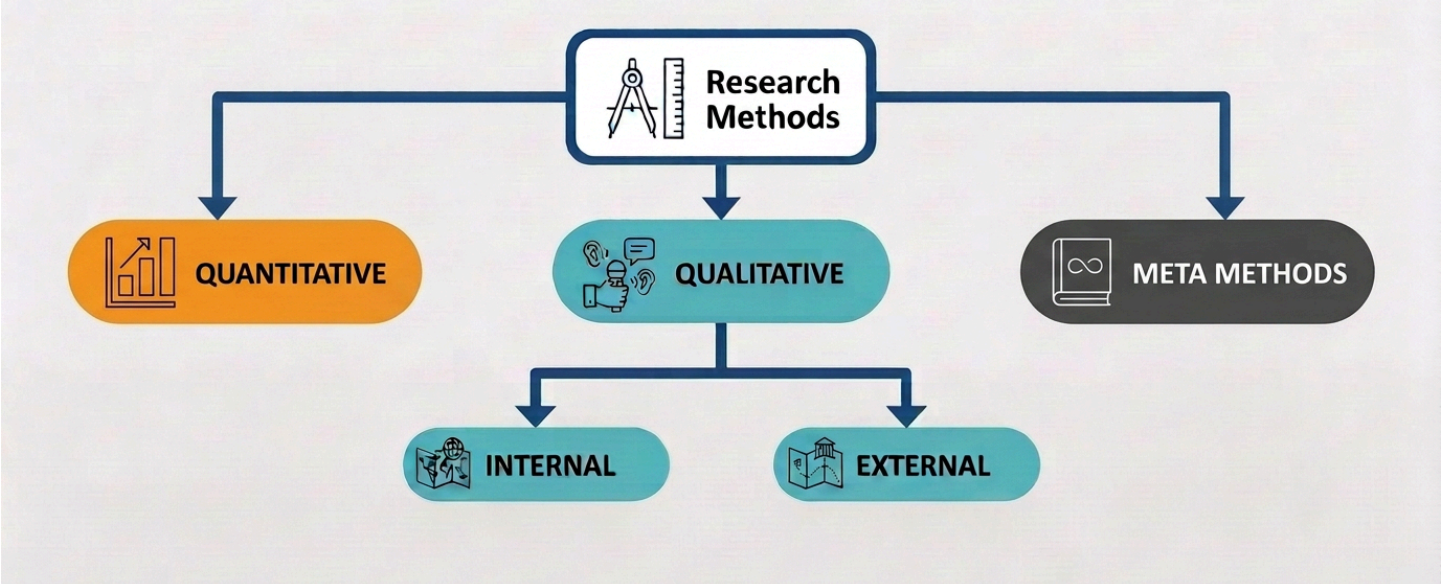
Literature for Relevant Themes Outside Our 4 Domains

STUDY/REPORT		Research Question and/Or Major Findings	Study Design/Level of Evidence	Strengths or Limitations of the Study
Expanding and Strengthening Best-Practice Supports for Students Who Struggle	2017	What may improve The emphasis needs to be on helping struggling students before they need intervention at the level of special education, . students with specific learning problems are taken out of their regular class and miss out on vital instruction for help with their specific learning problems, but they should be receiving additional instruction time instead. The report also stressed the need for expertise in behavior management as needs appear to be increasing.	A group studied the practices of 10 SU's in Vermont to see what their current practices were and provided a report on ways in which educational practices could be improved. This is not a research study investigating outcomes or causal relationships, but rather, comparing current practices to more recently widely accepted "best practices" in education.	Most of the findings and suggestions would be most applicable to "larger" schools of 150 students or more - many VT schools are operating at a much smaller scale to be able to adopt some of these recommendations.
AN EVIDENCE-BASED APPROACH TO IDENTIFYING AN ADEQUATE EDUCATION SPENDING LEVEL IN VERMONT	2024	Posits that Vermont may be able to achieve better outcomes and spend less money, provides optimal staffing ratios/school sizes. This is the report that Phil Scott's initial consolidiation plan was based on.	N/A - not a peer reviewed study, but rather a commissioned report prepared by consultants.	The model uses national research and evidence to designate a protypical school and district size range which does not align with Vermont's current educational landscape and does not account for Vermont-specific geographical, transportation, and other factors (e.g., healthcare costs).
Revisiting Research on School Closings: Key Learnings for District and Community Leaders:	2024	n/a	Secondary analysis of prior quantitative and qualitative studies. Not peer reviewed. No methodological appraisal tool described. Pubishing organization is a non-profit.	Limitation: Translates findings from various studies without rating mothodologies contributing sources or flagging specific biases of referenced studies. Strength: Provides multiple considerations

				for leaders facing potential school closure discussions, and provides narrative review of findings of many relevant studies.
Rethinking the School Closure Research: School Closure as Spatial Injustice	2019	"Advocates argue that closures further academic opportunity, efficiency, and equality. But our analysis shows that closures are unevenly distributed, disproportionately affecting places where poor communities and communities of color live, and they can bring negative effects, harming students and adults and reducing their access to an important educational and community institution."	Peer-reviewed secondary qualitative evidence with systematic analytical rigor. The study aggregates and critiques patterns across diverse primary sources to establish a robust framework of spatial injustice.	**Limitation:** Not easy to rate quality of evidence according to most frameworks, the analysis is more exploratory and to prompt discussion rather than to identify a cause/effect relatinship.
School district consolidation, student performance, and housing values - David M Brasington - Ohio State University	1997	This study explicitly tracked the difference between district size and building size. It found that while administrative consolidation can save overhead, physically reorganizing or expanding individual buildings to absorb massive single-grade bands can have a negative pushback. Doubling a physical building's student cohort size was correlated with a slight drop in overall proficiency pass rates, which subsequently negatively impacted local property values.	Two-stage econometric research design built around a cross-sectional framework to isolate how school consolidation affects housing markets. Combines an education production function in the first stage with a hedonic house price estimation in the second stage, using regional data from Ohio while controlling for various socioeconomic factors.	**Limitations:** Not longitudinal. Possible selection bias (communities that choose to consolidate often already experiencing economic or population decline..). Data is all from Ohio metropolitan school districts ; not easy to predict similar outcomes in a place as geographically different and with different housing/market environments.

Methodology

NOTE: The Committee used a rigorous and structured approach to gather and analyze available evidence relevant to the Board's charge. Our methods and activities were a planning inquiry rather than a formal academic research study; this Final Report is offered within that scope and context.



The Committee used a mixed-methods approach combining quantitative, qualitative, historical, and external evidence. Data collection included both internal sources (District and Supervisory Union records, administrators, staff, and Committee members) and external perspectives from students, families, community members, public records, and relevant research literature.

Quantitative data included enrollment, finances, staffing, facilities and capital planning, transportation, attendance, student supports, and building capacity. Data were collected from existing records and through targeted requests to MVU and Supervisory Union staff. Where possible, datasets were normalized to support comparison across campuses and over time. Qualitative data were gathered through staff listening sessions, student and family Surveys, community Surveys and events, open houses, a public community Forum, and review of historical Board and community records. Standardized questions were used where appropriate to support comparison across groups and campuses. Qualitative evidence was analyzed for recurring themes, differences in experience, concerns, priorities, and missing perspectives. Participant perspectives were not treated as representative of the broader population unless representativeness could be established.

The Committee organized evidence within the four domains established by the Board charge: Financial Implications, Educational Opportunities, Community Impact, and Organizational Needs, and noted when evidence emerged beyond these domains. Analysis distinguished among observed evidence, derived calculations, assumptions, inferred findings, participant perspectives, and unknowns. The Committee also examined relationships across domains to identify dependencies, transferred effects, conflicting evidence, and questions requiring further investigation.

Meta-Methodology

Before beginning data collection, the Committee established a shared process for conducting the inquiry. This included Committee norms, common working definitions, the four-domain framework, guiding questions, and methods for distinguishing different types of evidence. The Committee also used MVU's Mission, Vision, and Core Values as reference points for the inquiry rather than as criteria for a predetermined outcome. Establishing this framework first was intended to support consistent analysis, make assumptions and uncertainty visible, and reduce the risk of allowing individual data points or perspectives to determine conclusions outside their broader context.

Committee Norms: How We Agree to Work Together

Begin with Curiosity: We seek first to understand before seeking to persuade.

Listen for the Values Beneath the Words: We understand that behind every opinion is something someone is trying to protect.

Share the Air: We create space for every voice, we speak honestly, and listen generously.

Stay Curious About Difference: We understand that disagreement is information. We treat differing perspectives as opportunities to learn rather than problems to solve.

Stay Connected to Our Purpose: We remember our shared charge: to learn, to understand, and to faithfully summarize what we discover for the MVU Board.

Principles that Guided Our Work: MVU Mission, Vision, Values

MVU Vision: With the goals of unity and equity at the center, the Board's vision is to responsibly use the resources of the Mountain View Union Elementary School District to encourage a safe and healthy learning environment for all. We envision schools that provide equal access to shared resources and activities and a school community that feels empowered and supported to succeed.

Mission: Our schools strive to celebrate personal excellence while adhering to a culture of equity in which each and every student receives the personal resources and educational opportunities they need to learn.

MVU Values
Accountability: We are accountable to ourselves, each other, and our community for our words and actions. We are committed to continuous improvement through ongoing reflection, learning, and development.

Community: We foster an inclusive community where every individual feels valued, respected, and included. We work collaboratively with parents, guardians, educators, and community members to create a supportive network that empowers every child to succeed.

Equity: We are committed to dismantling barriers and eliminating disparities so every student has equal access to opportunities, resources, and support while embracing the district's diverse cultural backgrounds and perspectives.

Integrity: We hold high expectations for every student's academic achievement and personal growth and intend to provide the necessary resources and support to help them reach their full potential.

Public Service: We represent the community's voice in public education and are committed to representing the perspectives, resources, and needs of our entire district in an equitable and unified manner.

An Existing Roadmap: OSSU Portrait of a Graduate and Strategic Plan

Throughout our process, we also referenced OSSU's existing Portrait of a Graduate and Strategic Plan (see Appendix) in order to ensure our activities aligned with the Supervisory Union's current goals and strategy. As we began to ask ourselves and our community what kind of educational system we are trying to create, we returned to the Portrait of a Graduate as a guiding document.

Working Definitions for Words We're Learning to Use More Consistently & Precisely

Stability: having enough clarity, continuity, predictability, and trust that people can make decisions and remain engaged even when circumstances are changing.

Adaptability: the capacity to respond thoughtfully to changing conditions without losing connection to purpose, values, people, or essential educational commitments.

Equity: ensuring that students and communities have fair access to the resources, opportunities, supports, and conditions they need to participate and succeed, recognizing that equitable treatment does not necessarily mean identical treatment.

Sustainability: The capacity of the district to fulfill its mission while responsibly stewarding resources (financial, human, physical, organizational, and community) in ways that can remain viable over time.

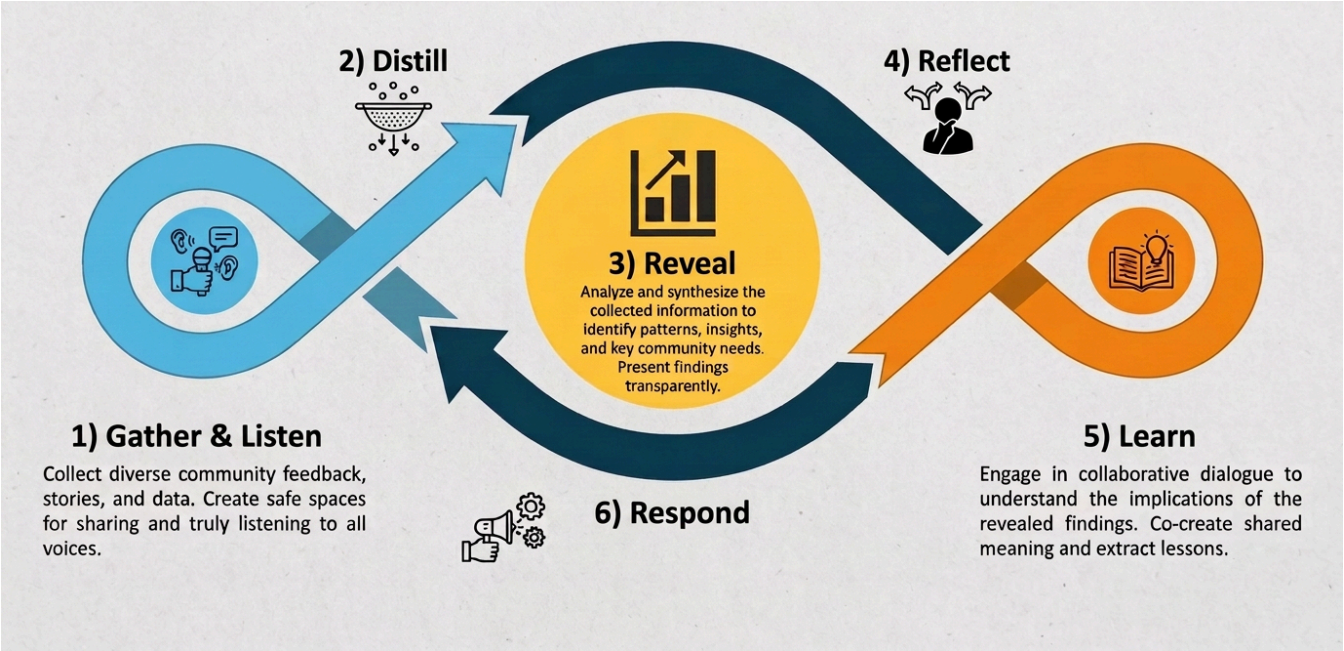
Physical Capacity (*Can we fit everyone?*): The maximum number of students a school's physical spaces can safely and effectively accommodate for direct instruction and adjacent educational activities.

Operational Capacity (*Can we fit everyone and still run well?*): The ability of a school to reliably operate its educational programs well with the people, time, space, systems, resources, and structures available.

Functional Capacity (*Can we fit everyone, run well, and still proactively improve and adapt?*): The ability of a school to reliably operate its educational programs well and meet the actual needs of the people within it while retaining enough capacity to build and maintain relationships, reflect, adapt, and respond proactively.

Infinite Loop of Learning: Our Methodology for Continuous Learning

The Committee's data and evidence-gathering efforts followed a specific pathway illustrated below. We began by gathering as much information about a particular inquiry as possible, through both qualitative and quantitative methods, and then distilled it to reveal any available insights. From there, we reflected on those insights and codified them into key learnings, and then identified what we still needed to know. Our response from one layer of learning was to go back and gather & listen again for the next round of information. In many cases, when we revealed a learning or insight, we also opened up a new line of inquiry. We allowed the data and voices we were gathering to tell us where we needed to seek additional information.



MVU Short-Term Planning Committee Four Domain Review

Another key component of our methodology was to work very deliberately within the four domains established in our charge. We started by simply defining each of our four domains, assigning each a guiding question, and clarifying the types of data included in each. Then we began to examine potential implications of consolidation or reconfiguration across these domains without assuming any particular configuration. This domain review allowed us to identify what kinds of conditions any given structural change might affect. It did not allow us to calculate the precise impact of a particular configuration. Our work across the domains is shown in the tables below.

Through our work with these domains, we also established a set of **guiding questions for consolidation: Does a given structural change…**

- eliminate or reduce a challenge, transform it, or move it somewhere else?
- create a new challenge?
- eliminate or reduce a cost, transform it, or move it somewhere else?
- create a new cost?
- create a new benefit or opportunity?

Financial Implications

Working Definition: Financial Implications are the short- and long-term effects of a configuration scenario on the district's ability to responsibly, sustainably, and equitably steward public resources while supporting its educational mission.

Guiding Question: Can the district sustain this configuration over time?

Capital Investments

- Deferred maintenance
- Renovation needs
- Building improvements
- Major capital costs
- Facility replacement planning
- Long-term financial resilience

Staffing Costs

- Salaries and benefits
- Staffing efficiencies
- Shared staffing opportunities
- Recruitment costs

Transportation

- Transportation costs
- Bus routes
- Ride times
- Fleet needs

Long-Term Sustainability

- Enrollment trends
- Revenue projections
- State funding impacts

Operating Costs

- Annual operating expenses
- Utilities
- Maintenance
- Custodial services
- Insurance

Educational Opportunities

Working Definition: Educational Opportunities are the equitable learning experiences, programs, relationships, resources, and supports available to students that enable them to achieve the district's Portrait of a Graduate and reach their full potential,regardless of which school they attend.

Guiding Question: Do all students have equitable access to high-quality learning experiences?

Academic Programming

- Core instructional offerings
- Intervention services
- Advanced learning opportunities
- Electives

Student Supports

- Special education
- Counseling
- Social-emotional supports
- Behavioral services

Learning Environment

- Class sizes
- Student-teacher ratios
- Technology access
- Library resources
- STEM opportunities

Student Outcomes

- Academic achievement
- Attendance
- Student engagement
- Graduation readiness
- Portrait of a Graduate competencies

Enrichment

- Arts
- Music
- Physical education
- Clubs
- Athletics
- After-school programming

Community Impact

Working Definition: Community Impact is the effect a configuration scenario has on the relationships, identity, participation,well-being, access, and vitality of the communities served by the district, including students, families, staff, municipalities, and local organizations. Community impact is not the same thing as community preference.

Guiding Question: How does the MVU configuration affect the lived experience of our communities?

Community Identity

- School identity
- Town identity
- Community traditions

Family Experience

- Parent engagement
- Accessibility
- Childcare considerations
- Volunteer participation

Student Experience

- Sense of belonging
- Participation
- School climate

Community Relationships

- Partnerships
- Community use of facilities
- Local organizations
- Municipal collaboration

Accessibility

- Travel times
- Event participation
- Transportation access

Community Voice

- Listening sessions
- Survey results
- Community forums
- Written feedback

Organizational Needs

Working Definition: Organizational Needs are the operational capacities, structures, people, systems, and resources the district requires to effectively fulfill its mission and strategic priorities.

Guiding Question: Can the district sustain enough functional capacity to effectively deliver a configuration scenario over time?

Leadership

- Administrative workload
- Leadership capacity
- Organizational structure
- Decision-making effectiveness

Staffing

- Recruitment
- Retention
- Staffing flexibility
- Specialized personnel
- Professional learning
- Collaboration

Facilities

- Building utilization
- Facility condition
- Capacity
- Safety
- Maintenance

Operations

- Transportation logistics
- Scheduling
- Food service
- Technology
- Maintenance operations

Educational Operations

- Program delivery
- Student support services
- Scheduling flexibility
- Compliance requirements

Operational Sustainability

- Adaptability to enrollment changes
- Operational resilience
- Capacity to implement the Strategic Plan
- Continuous improvement

Financial Implications

Potential advantages	Potential disadvantages / tradeoffs
• Operating fewer sites could reduce some building-specific operating costs.	• Many costs would continue or move elsewhere rather than disappear.
• A building no longer used for education could potentially avoid some future capital expenditures.	• Receiving buildings could require renovations, additional classrooms, accessibility improvements, equipment or other capital investment.
• Fewer locations could potentially allow staffing and resources to be deployed more efficiently.	• Reducing staffing simply to generate savings could reduce educational or organizational capacity.
• Shared staff and specialists might spend less time traveling between campuses.	• Transportation costs for students could increase, along with travel time and family burden.
• A more durable configuration could potentially improve long-term financial predictability.	• Reconfiguration would create transition costs, and savings may take time to materialize.
• Consolidation could potentially concentrate limited resources rather than maintaining duplicate systems.	• Some apparent "duplication" may actually provide necessary capacity, access, relationships or responsiveness.

Educational Opportunities

Potential advantages	Potential disadvantages / tradeoffs
Larger student cohorts could provide more peer relationships and potentially more flexible class/grade groupings.	Larger groups could weaken the smaller relational environments in which students are known across classrooms and grades.
Concentrating students and staff could make specialized services, intervention, unified arts, enrichment, and other opportunities easier to provide consistently.	Concentrating students could also concentrate student needs and increase demand on intervention, behavioral, special-education, and classroom supports.
Reconfiguration by developmental stage or grade band could allow programs, staffing, schedules and environments to be designed more intentionally around particular ages.	Developmental specialization could create additional transitions, transportation needs, or separation between age groups and communities.
Fewer locations could reduce fragmentation of specialists and shared staff and potentially increase direct student time.	Students could lose access to locally distinctive opportunities such as outdoor/place-based learning, multi-age relationships, or other campus-specific experiences unless intentionally preserved.
Reconfiguration could create opportunities to distribute students and resources differently where current capacity is strained.	Physical space does not establish functional capacity. Moving additional students into a building could worsen strain if staffing, support, student need and organizational conditions are not addressed.
Change could provide an opportunity to intentionally redesign educational experiences rather than simply preserve existing structures.	Transition itself can disrupt relationships, belonging, routines, staff teams and continuity of learning.

Community Impact

Potential advantages	Potential disadvantages / tradeoffs
Reconfiguration could create stronger opportunities for students and families from different towns to know one another.	A community could experience the loss or transformation of a local school as a significant loss of identity and place.
Greater mixing could strengthen a lived sense of being one MVU district rather than separate campuses.	Consolidation could initially intensify campus/town defensiveness or mistrust.
Students could gain broader peer relationships and families could build connections across communities.	Families could lose close relationships, accessibility or familiarity associated with their local campus.
Fewer sites could potentially concentrate family events, activities and district traditions.	Longer travel could make participation harder for some families and create inequitable transportation burdens.
Reconfiguration could provide an opportunity to reconsider how school buildings serve broader community purposes.	Communities could lose recreation, meetings, events, voting, partherships or informal gathering spaces associated with a school.
A transparent district-wide process could strengthen shared understanding of different community needs.	If people experience the process as predetermined or insufficiently responsive, structural change could further weaken trust.

Organizational Needs

Potential advantages	Potential disadvantages / tradeoffs
Fewer locations could simplify some scheduling, staffing, supervision, communication and facilities-management systems.	A larger or more concentrated organization could create different coordination and leadership demands.
Shared specialists could potentially spend less time traveling and more time working directly with students/staff.	Concentrating need could overwhelm receiving-site staff or specialized services.
Reconfiguration could create clearer grade bands, program identities or staff roles.	Structural change does not automatically create role clarity.
Bringing more staff together could increase opportunities for collaboration and shared professional learning.	Physical proximity does not automatically produce collaboration, trust or shared practice.
Reconfiguration could reduce some organizational fragmentation.	Changing buildings does not necessarily create stronger district identity or internal integration.
Resources could potentially be moved toward areas experiencing greater need.	If resources are reduced rather than genuinely redeployed, existing capacity problems could worsen.
A redesigned system could potentially reduce unnecessary complexity and duplication.	Poorly designed simplification can merely move work onto teachers, principals or other already-burdened staff.
Change could create an opportunity to reconsider how leadership, staffing and decision-making capacity are distributed.	Transition itself requires additional communication, coordination, relationship-building and implementation capacity.

Qualitative Methodology

The Committee established a five-year Organizational Record using available public records, prior district work, and additional data and reports requested from the Supervisory Union. This longitudinal review assembled prior community perspectives related to consolidation, identified recurring themes, and helped identify voices that were less visible in the existing record. Current qualitative outreach was designed in part to broaden and deepen that evidence base.

Qualitative data were gathered through both internal and external engagement. Internal qualitative evidence included perspectives from within the Committee, Supervisory Union and MVU administration, and formal Staff Listening Sessions for all three campuses. External qualitative evidence included Student Survey which staff helped administer in grades K-6, informal listening sessions at Open Houses for all three campuses, Family and Community Surveys, and a Public Forum open to anyone in the MVU community. Surveys and the Forum were publicized through community outreach efforts including Front Porch Forum, posted and distributed hard copy flyers, Parent Square communications tools, SU-level email announcements, and tabling at local events such as the Friday Farmer's Market and the Hardwick Community Picnic at Atkins Field. Using both internal and external sources allowed the Committee to examine how organizational conditions were experienced from within the system while also hearing how students, families, and community members experienced and understood the district from their perspectives.

Qualitative data were given equal consideration alongside quantitative evidence because they capture dimensions not represented by numerical measures, including lived experience, relationships, belonging, perceived impacts, concerns, and community priorities. Qualitative evidence was analyzed for recurring themes, differences across groups and campuses, tensions, and missing perspectives. Participant perspectives were treated as evidence of reported experience rather than assumed to represent the broader population. Where current themes were also present in the historical record, they were identified as recurring patterns rather than new findings. The Organizational Record and its Source Index provide the longitudinal evidence base for this analysis.

Voices & Perspectives — Who Is Participating?

Voice / Perspective	What this perspective helps illuminate	Final evidence presence / Details
Students	Belonging, relationships, learning, challenge, peer experience, movement/recess, choice and agency	Direct voice substantially strengthened through September 2026 Student Survey — 125 responses; student-facing engagement *Limitation: Respondent dataset; proportional representation by campus and grade has not been established*
Families / caregivers	Student experience, educational quality, supports, relationships,	Direct voice marginally strengthened through September 2026 Family Survey — 23 responses; campus/open-house engagement; prior Forums, correspondence and public comment

	stability, logistics, community connection	*Limitation: Small, self-selected respondent group; not representative of all MVU families*
Teachers / licensed staff	Instructional viability, workload, professional agency, role clarity, collaboration, support, school conditions	Newly-added, substantial direct qualitative evidence through 2026 Staff Listening Sessions; staff/HR evidence; and anonymous listening-session follow-up — 14 responses *Limitation: Qualitative and voluntary evidence; not a representative staff-climate study*
Administrators / district leadership	Operations, staffing, programming, facilities, finance, regulatory requirements and implementation constraints	Strong and continuous through Committee participation, administrator interviews/listening, requested datasets and reports, planning documents, SU/district records *Limitation: Administrative perspective is particularly visible because administrators also generated/provided much of the operational evidence*
Community members / residents	Affordability, stability, educational quality, community-school role, governance, identity and future configuration	Direct voice strengthened through September 2026 Community Survey — 155 responses; September 22 Community Forum; historical public comment and community records *Limitation: Participation was voluntary/self-selected; proportional representation by town or population has not been established*
Prospective, homeschool, or out-of-district families	Attraction, fit, confidence, barriers, school size, supports and educational approach	Very limited
Board / public governance perspective	District purpose, values, prior decisions, accountability, policy constraints and historical continuity	Strong presence in Five-year Organizational Record: Board minutes, policies, Vision & Core Values, Strategic Plan and Short-Term Planning charge *Limitation: Board records establish what was discussed/decided, but do not necessarily capture the full reasoning or community response behind each action*
Broader public / external perspective	State policy, consolidation research, regional conditions and experience outside MVU	Present as contextual evidence: Act 170 and related state context; external literature review; legislative/research materials *Limitation: External evidence is contextual rather than predictive; applicability to rural MVU varies by study and setting*

Note: Evidence presence describes whose perspectives entered the Committee's inquiry; it does not measure representativeness or assign greater evidentiary weight based solely on the number of participants. Quantitative records, qualitative experience, historical evidence, and external research answer different kinds of questions and were interpreted accordingly.

Internal Qualitative Data

The Committee continued our efforts by gathering internal qualitative evidence through a series of listening sessions with people working within the MVU system. Informal listening sessions were conducted with Committee members and the district's two principals to identify experiences, concerns, questions, and perspectives relevant to the inquiry. The Committee also conducted formal staff listening sessions at all three schools. To support consistency across campuses, each session used the same listening-session script and standardized questions (see Appendix). Following the sessions, staff were invited to complete a post-session survey (see Appendix), providing an additional opportunity for participants to expand on their responses and for staff unable to attend in person to contribute their perspectives.

These activities were designed to identify recurring experiences, concerns, values, differences, and questions across participants. They provide evidence of reported staff and leadership perspectives, rather than a statistically representative measure of staff opinion or school climate.

Listening Session Reports are presented in the Findings section of this report.

External Qualitative Data

The Committee's Community Outreach Plan (see Appendix) was designed to create multiple points for information to move back and forth between the Committee and the community: sharing what the Committee was learning, listening to student, family, and community perspectives, bringing those perspectives back into the inquiry, and using what was heard to identify additional questions and information needs. In this way, the outreach process reinforced the Infinite Loop of Learning: an iterative cycle of learning, sharing, listening, reflecting, and returning to inquiry. Rather than treating community engagement as a single event, the process allowed understanding to develop over time as new evidence and perspectives entered the Committee's work.

The Committee designed and implemented Student, Family and Community Surveys (See Appendix), as well as Community Forum (see Appendix). We also coordinated with SU staff to create a Committee-specific page on the MVU website to increase access to its records and activities: https://mountainview.ossu.org/en-US/mvu-short-term-planning. This was used to publicize the Surveys and Forum and is now being used to share Forum materials and this Report with the public.

Student Surveys
Age- and developmentally- appropriate Surveys were created for K-6 students, and administered by staff in each school. The Committee decided not to solicit survey responses from Lakeview, given developmental and technical limitations for Pre-K students. The deadline for survey participation was 9/22/2026.
Survey Summaries are provided in the Community Impact section of our Findings.
Complete Survey results are provided in the Appendix.

Family Surveys
Family Surveys were administered and publicized during Open Houses at each campus: Sept 15 Woodbury, Sept 14 at Lakeview, Sept 17 Hardwick. Surveys were also distributed through email and Parent Square communications, providing multiple opportunities and reminders for families to participate. Survey participation was voluntary, anonymous and all questions were optional. The Family Survey contained all of the questions in the Community Survey, so parents only needed to complete one. The deadline for survey participation was 9/22/2026.

Survey Summaries are provided in the Community Impact section of our Findings.
Complete Survey results are provided in the Appendix.

Community Surveys

Community Surveys were distributed through Front Porch Forum and through in-person community outreach, open house events at each campus, flyers posted in MVU towns and Hardwick Farmer's Market, and Committee information table at the Hardwick Community Picnic at Atkins Field. Surveys were also available at the Community Forum through a dedicated survey station, with QR codes included on handouts so participants could complete the survey electronically. These approaches provided multiple opportunities for community members to participate both online and in person. Participation was voluntary and was treated as qualitative community input rather than a representative measure of community opinion. The deadline for survey participation was 9/22/2026.
Survey Summaries are provided in the Community Impact section of our Findings.
Complete Survey results are provided in the Appendix.

Community Forum

The Committee hosted a two-hour Community Forum on 9/22/2026 at Hazen Union School, open to any constituent within the MVU District. The Forum was designed for either in person or online participation, creating an opportunity to hear about the Committee's work, review information gathered through the inquiry, ask questions, and contribute perspectives directly to the process. The Committee created a planning document and used a slide presentation , visual information stations, and printed handouts (see Appendix) to provide a common fact base and understanding foundation for the discussion. The first hour was dedicated to sharing information with the community, while the second hour was dedicated to conversation with the community about key themes. There was a student participation station where children were cared for and given the chance to write, draw and talk about their vision for an ideal school environment. The Forum was designed not only to gather individual input, but also to create an opportunity for community members of all ages to hear and learn from one another. Participation was voluntary and was treated as qualitative community input rather than a representative measure of community opinion.

Quantitative Methodology

The Committee established a five-year Organizational Record using available public records, prior Board and district work, and additional datasets and reports requested from the Supervisory Union. This longitudinal review provided a baseline for understanding how enrollment, finances, staffing, facilities, educational conditions, and campus configuration have changed over time. It also allowed the Committee to place the current consolidation inquiry within the context of prior district analysis and community conversations, identifying themes that have persisted or recurred rather than treating them as newly emerging conditions. The Source Index for the Organizational Record is included in the References section.

Quantitative Data Gathering and Analysis

The Committee first created an Internal data Request Document (See Appendix) based on the data categories in our 4 domains, and organized requested data into Tier 1 (Existing MVU Data & Reports) and Tier 2 (Additional Data & Reports)

The Committee used a Data Inventory Worksheet to gather data in partnership with the Superintendent, Director of Finance, and other Supervisory Union staff and included enrollment, finances, staffing, facilities and capital planning, transportation, attendance, student supports, and building-capacity information. Where datasets used different time periods, definitions, units, or reporting structures, the Committee worked to normalize the data to support comparable "apples-to-apples" analysis whenever possible. Where meaningful normalization was not possible, differences or limitations were retained rather than treating unlike measures as directly comparable.

From there, SU staff created and maintained a Data Inventory, which could identify, organize, and track quantitative information needed for the inquiry, and became the central repository for established data. This Data Inventory then fed newly-gathered data into the Organizational Record, which synthesized that new data with MVU's working institutional memory and fact base. Each time we ran new data through the Organizational Record, it reconciled the 2022–present historical record, current FY27 operational data, facilities and governance updates, and de-identified themes from confidential staff listening sessions at Hardwick, Woodbury, and Lakeview. It organizes evidence, longitudinal patterns, claims, unknowns, and Committee learning without advocating for or against consolidation.

We also distinguished between the various kinds of data we gathered:
Observed = data that are directly established by existing records
Inferred = an interpretation supported by multiple observations or sources, but not necessarily established.
Participant perspective = reported experience or belief, including themes from staff, families, and students. Listening sessions records are intentionally non-attributed to individuals and non-representative; they are used to notice themes, tensions, and questions
Unknown = data that are not yet confidently established by existing records, observations, or participant perspectives

Findings

NOTE: The Committee used a rigorous and structured approach to gather and analyze available evidence relevant to the Board's charge. Our methods and activities were a planning inquiry rather than a formal academic research study; this Final Report is offered within that scope and context.

We are presenting our findings grouped by domain, whenever possible. Within each domain, we have four possible types of findings: Quantitative, Qualitative, Emergent (Unintended Findings), and Outsanding (Incomplete Findings). We have labeled the findings throughout the report to clearly locate each metric within this evaluative framework.

* = Evidentiary Document



Findings: Financial Implications

*Quantitative Report: MVU Overview

Mountain View Union Elementary School District Includes three schools that serve PK - 6 students in four towns (Greensboro, Hardwick, Stannard & Woodbury) across three counties. MVU District is part of the Orleans Southwest Supervisory Union (SU), which provides shared services/core function to six schools and five districts / boards that serve approximately 1,190 PK-12 students across six towns in four counties.

FY27 Net Education Spending: $8,956,803
(Expenditures: $9,065,204 / Offsetting Revenues: $108,401)
Budgeted MVU Staffing Expenditures: $3,088,520.69 base pay & $4,548,287 with benefits

(These staffing expenditures do not include special educators and instructional assistants, whose salaries are part of the SU Budget and the MVU assessment.)
FY27 Transportation costs: SU assessed cost approx $367,821

Largest Cost Drivers in MVU (FY23 Actual - FY27 Budgeted*)

	FY27 Budgeted Amount	5 Year - $ Increase	5 Year - % Increase
Teachers Salaries	$2,381,693.75	$448,408.95	23.19%
Health Insurance	$976,102.52	$361,214.44	58.74%

*FY26 actuals are not yet finalized, so the comparison is to budgeted amounts for specific line items. Actual results may vary.

Overall MVU Equalized Per-Pupil Costs
FY27 Net Education Spending per Weighted Pupil (LTWADM): $16,328.74
FY26 Net Education Spending per Weighted Pupil (LTWADM): $15,582.40

FY27 Shared Resources: $3,069,401.38
The number refers to costs that are coded at the district level, rather than at specific locations. This is largely the SU Assessment in the MVU Budget.

$ In Net Education Spending Per $0.01 Change In Tax Rates

Using FY27 passed yields, a change of $51,028.63 in net education spending would change the **district tax** rate by $0.01. Tax rate changes for each individual member town is different from this figure, and depend on the ratio of the tax rate in that town and their portion of the district's net education spending.

FY27 MVU Building-Level Costs
Costs specific to the current Hardwick campus, excluding shared costs: $4,137,243.05
Costs specific to the current Lakeview campus, excluding shared costs: $735,576.61
Costs specific to the current Woodbury campus, excluding shared costs: $1,122,983.21.

*Quantitative Report: MVU Financial Data Analysis

The following figures were presented when the Committee asked SU staff to help us understand the tax implications of ANY kind of consolidation, aside from a specific scenario.

$ in net education spending per $0.01 change in tax rates
Using FY27 passed yields, we learned that a change of $51,028.63 in net education spending would change the *district tax rate* by $0.01. **Tax rate changes for each individual member town would be different from this figure, and would depend on the ratio of the tax rate in that town and their portion of the district's net education spending.** Further financial analysis would be required to determine specific tax savings per $100,000 of assessed value, per town.

Long Term Weighted Average Daily Membership Calculations

We asked “How, specifically, is LTWADM calculated?” LTWADM (Long-Term Weighted Average Daily Membership) refers to the number of enrolled students adjusted for different characteristics, such as grade level and school size, that account for the different costs of educating students. The table below shows MVU weights by certain characteristics in FY26.

2) Long Term Weighted ADM (LTWADM)		f	g	(f*g)
Weights:				Total
Grade Weights		Weighting	LTADM	Weights
	EEE, PreK	-0.54	36.24	-19.57
	Elem (K-5)	0.00	235.66	0.00
	Middle (6-8)	0.36	39.07	14.07
	Sec (9-12)	0.39	0.00	0.00
Economic Disadvantage				
	≤ 185% of FPL	1.03	167.00	172.01
English Language Learners				
	ELL	2.49	0.00	0.00
Sparsity (population density=PD)				
	PD < 36	0.15	0.00	0.00
	36 ≤ PD < 55	0.12	310.95	37.31
	55 ≤ PD < 100	0.07	0.00	0.00
Small Schools				
	PD ≤ 55, and 2 yr avg enroll is:		Enroll.	
	< 100	0.21	67.00	14.07
	≥ 100 and < 250	0.07	199.50	13.97
h	Total Weights			231.85

How does LTWADM impact tax rates?

The weights are added to MVU’s base enrollment (310.95) to calculate MVU’s FY26 LTWADM of 542.80. Net education spending is divided by LTWADM to determine the net education spending per LTWADM. We use this figure because it provides an apples to apples comparison of the amount of money Vermont school districts (including MVU) are spending to educate their students. The table below shows tax rate calculations for FY27 using estimated LTWADM.

		FY27
1	Expenditures	$ 9,065,204
2	Offsetting Revenues	$ 108,401
3	Net Education Spending	$ 8,956,803
4	LTWADM	548.39
5	Net Education Spending per LTWADM	$ 16,332.91
6	Exclusions from Excess Spending Calculation	$ 33,043
7	Exclusions per LTWADM	$ 60.25
8	Net Ed Spending Less Exclusions	$ 16,272.65
9	Estimated Excess Spending Threshold*	$ 16,470.00
10	Amount of Net Ed Spend per LTWADM Over Threshold	$ -
11	Education Spending plus Excess Spending	$ 16,332.91
12	Homestead Yield	$ 9,401
13	**Equalized Homestead Tax Rate**	**$ 1.7374**

Woodbury and Lakeview students currently receive a .21 weight for attending a school with fewer than 100 students and students at Hardwick Elementary receive a 0.07 weight. Under the current school financing formula, decisions to change building configurations or consolidate would impact these weighting calculations, and consequently tax rates. However, we do not have enough information to predict the magnitude of potential changes and their overall impact.
Note: Per Act 73 (2025), weights will be replaced with grants to schools that are small and sparse "by necessity" in the new education finance system. It is currently unclear which MVU schools, if any, would qualify for these grants.

Additional Financial Findings

Building-level expenditures are not equivalent to consolidation savings.
The FY27 campus-specific expenditures identify where current costs are coded, but they do not establish how much spending would be eliminated if a campus closed. Some costs would continue, some could transfer to another campus or the SU level, and others could change depending on staffing, transportation, programming, receiving-site needs, and the configuration selected.

Staffing is a major component of district spending, but potential staffing savings are configuration-dependent.
A consolidation scenario does not establish which positions would be eliminated, transferred, shared, or reconfigured. Special education and instructional-assistant costs are also primarily reflected through the SU assessment rather than the campus-level figures shown above.

Capital costs should be analyzed separately from recurring operating costs.
The district has identified current and future capital needs across its campuses. Avoiding a future project at one location is not automatically a consolidation saving; the financial effect depends on timing, funding source, district obligation, future use of the property, and whether receiving-site or transition investments would be required.

Transportation is a transferred-cost variable.
MVU's FY27 transportation cost is approximately $367,821 through the SU assessment. SU reports it does not anticipate a material transportation-cost change in Woodbury-to-HardHardwick because buses already travel between the schools. Keep student ride times/route-level experience as unresolved.

The education-funding formula can change the financial effect of consolidation.
Under the Committee's FY27 Woodbury-to-Hardwick funding model, holding net spending constant while changing the student-weighting calculation increased modeled net spending per weighted pupil from $16,328.74 to $16,535.53 and the modeled equalized homestead tax rate from 1.7369 to 1.7594. Under those FY27 assumptions, approximately $100,000 in net spending reduction would be needed for the modeled configuration to remain approximately tax-rate neutral. This is a scenario calculation under the current-system assumptions, not a forecast of actual consolidation savings or future tax rates.

Findings: Educational Opportunities

Qualitative Committee Report: Inclusive List of Configuration Scenarios

SCENARIO / CONFIGURATION CURRENTLY IN THE INQUIRY	STATUS
Current configuration / status quo — HES K–6, WES K–6, Lakeview PreK	Required comparison baseline
Current buildings + deeper organizational alignment — staffing, programs, curriculum, services and/or administration aligned differently without closure	Surfaced
Woodbury → Hardwick — WES ceases K–6 instruction; students attend HES	Active working scenario; feasibility not established
Woodbury → Hardwick, resources follow students — students plus substantial WES staffing/supports transfer	Scenario Branch of Woodbury → Hardwick
Woodbury → Hardwick, staffing reduced — students transfer with fewer WES resources	Scenario Branch of Woodbury → Hardwick
Woodbury → Hardwick with redesigned HES model — receiving school deliberately reorganized rather than simply adding students	Scenario Branch of Woodbury → Hardwick
Hardwick/Woodbury grade-band split — e.g. one campus K–2 and the other 3–6	Surfaced; SU has begun modeling this
Other HES/WES multi-age or grade-band configurations	Surfaced / exploratory
All MVU K–6 students at Hardwick	SU configuration workbook includes modeling;

Hardwick students/programs → Woodbury — some HES grades/programs relocate to WES	Surfaced
Woodbury becomes a specialized/program campus rather than a conventional K–6 school	Surfaced
Hardwick becomes a specialized/program campus with some students/programs elsewhere	Surfaced
Lakeview expands its early-childhood/developmental role	Surfaced
Lakeview becomes a broader developmental/program-specific campus	Surfaced
Some elementary grades/programs → Hazen	Surfaced
Sixth grade → Hazen	Specifically surfaced
Broader grade-banding using Hazen + elementary campuses	Surfaced / exploratory
Program concentration — locate particular services/programs at particular campuses while retaining multiple buildings	Surfaced
Different use / repurposing of an existing school building while instruction is consolidated elsewhere	Surfaced
Capital expansion/modification of a receiving campus to enable a different configuration	Enabling scenario rather than standalone configuration
Community/hybrid school model not yet fully specified — community-generated combinations of grades, programs, buildings or services	Intentionally open
SU-wide configuration Expand Lakeview to serve PK for the entire SU; Hazen is K-5 for the entire SU, make Craftsbury 6-8, HES is 9-12.	Surfaced
SU-wide configuration: HES becomes 9-12; Hazen campus becomes K-8, Woodbury becomes a specialized special ed school	Surfaced
SU-wide configuration: HES becomes a 6th Grade Academy for the entire SU	Surfaced

Findings: Community Impact

Throughout the inquiry, the Committee gathered perspectives from students, families, staff, administrators, community members, and Committee members through surveys, listening sessions, school-based engagement, Committee discussions, and the Community Forum. These activities were not intended to determine community preference related to consolidation as a broad concept, or any particular consolidation scenario. Rather, community engagement activities helped identify what members of the MVU community value, where they experience challenges, what they hope to protect or improve, and what they believe needs to be considered in future decisions.

Relationships and belonging were among the strongest themes across sources. Students frequently identified friends, teachers, social experiences, recess, and opportunities for connection as important parts of school. Families similarly emphasized peer relationships alongside classroom instruction, arts, social-emotional supports, outdoor learning, and enrichment. Staff and historical evidence also reflected the importance of relationships, local knowledge, and connection. Together, these perspectives suggest that participants experience schools as both educational and relational environments.

Educational quality and opportunity were consistently important, although participants described the conditions supporting them differently. Students valued academics, specials, movement, choice, and engaging experiences. Families emphasized instruction, student experience, intervention and special education, arts, and social-emotional supports. Staff raised questions about instructional viability, workload, professional agency, collaboration, role clarity, and capacity to respond to student needs. Some participants associated strong educational conditions with smaller scale, local relationships, and continuity; others emphasized broader resources, consistency, or concentration of services. The evidence establishes that these perspectives coexist, not that one model would produce better outcomes for MVU students.

Stability also emerged repeatedly, but with different meanings. Participants described stability through continuity of schools, relationships, staff, and local access, as well as affordability, predictable taxes, long-term planning, reduced uncertainty, clear goals, and a trustworthy public process. This led to an important distinction: stability appeared to be a shared aspiration, but not a shared prescription.

Adaptability and agency appeared across sources as well. Students described choice, movement, and engaging experiences; staff raised questions about professional agency and the ability to respond proactively to student needs; families and community members raised questions of local voice and fit; and Forum participants discussed adapting to demographic and financial conditions while remaining open to different approaches.

Affordability and financial predictability were recurring concerns, particularly in community and Committee input, but they appeared alongside concerns about educational opportunity, students and staff, community identity, and continuity. Participants also described schools as serving functions beyond K–6 instruction, including early childhood education, employment, after-school activities, recreation, gathering, and community services. Suggested alternative uses for buildings represented possibilities rather than evidence of feasibility.

Taken together, the input reveals considerable overlap in what participants hope MVU will provide alongside meaningful differences in how participants believe those conditions can best be sustained. The evidence therefore helps clarify the values, experiences, tensions, and questions that future structural decisions will need to consider; it does not resolve those decisions on the community's behalf.

Qualitative Committee Findings: Future Visioning

Across the Committee's qualitative research activities, participants were consistently invited to imagine MVU and its communities approximately ten years into the future. Future-visioning questions were included in Committee exercises, informal admin listening sessions, formal Staff Listening Sessions, Student, Family, and Community Surveys, and the Community Forum. The responses provide a picture of the conditions participants hope the future district and its communities will provide, rather than preferences for a particular school configuration. Across sources, participants envisioned a future in which students are known, supported, connected, and prepared for life beyond school. Relationships, belonging, educational opportunity, student well-being, engaging learning, and access to appropriate supports appeared alongside hopes for strong connections between schools and their communities.

Participants also described a future district that is stable while remaining able to adapt – specifically naming continuity, trusted relationships, predictable planning, affordability, clear communication, and confidence in district decision-making. The visioning responses also reflected hopes for financial and organizational sustainability, including responsible use of resources, greater predictability, effective long-term educational and capital planning, and confidence that the district can maintain the people, programs, facilities, and supports needed to serve students over time.

At the community level, participants envisioned connected and respectful communities with meaningful local relationships and opportunities for participation. Schools were often understood as contributing not only to education but also to community connection, identity, activity, and sense of place. Taken together, the future-visioning responses show substantial overlap in the qualities participants hope MVU will sustain or strengthen over the next decade: strong relationships and belonging; educational opportunity and student well-being; affordability and responsible stewardship; stability and adaptability; community connection; and confidence in how the district plans, communicates, and responds to change. These responses describe desired future conditions rather than agreement about the structural arrangement needed to produce them. Participants could share similar aspirations while holding different views about how MVU should organize its schools, resources, and services to achieve them

For all external feedback related to visioning, please refer to the complete Surveys in the Appendix.
For specific community feedback related to visioning, please refer to the Community Forum notes in the Appendix.

Qualitative Committee Findings: Survey Results

Student Survey
Number of participants (K-6): 125
Total number of Students in MVU: 270
Percentage of Student Participation= 46%

Across open-ended responses, students frequently identified relationships with friends and teachers, recess and movement, classroom learning, specials, lunch, choice, and other social experiences as important parts of their school day. Students also identified challenges including difficult academic work, peer conflict, noise, rules, shared spaces, and aspects of the structure or length of the school day. When invited to imagine improvements, students frequently described greater opportunities for play, movement, choice, social connection, and engaging learning experiences. Taken together, the responses suggest that students experience educational opportunity as extending beyond academic instruction to include relationships, belonging, movement, enrichment, agency, and the conditions of everyday school life. Because the survey was a respondent dataset and proportional representation by campus and grade was not established, these

themes describe the experiences reported by participating students rather than the prevalence of those experiences among all MVU students.

Family Survey
Number of participants: 23

Participating families identified multiple dimensions of their children's elementary school experience as important. When asked to select up to three of the best parts of their child's experience, peer and social experiences (56.5%) and classroom instruction (52.2%) were selected most frequently, followed by arts (43.5%), guidance and social-emotional supports (34.8%), food/health supports and Four Winds/ECO/outdoor learning (30.4% each), athletics and extracurricular activities (26.1%), and staff interactions and field trips (21.7%). Across other survey questions, respondents also emphasized student experience, educational outcomes, staff experience, academic intervention and support services, and special education services. Taken together, the responses reflect participating families' attention to both academic opportunity and the relational, social, enrichment, and support conditions surrounding students' school experience. Because participation was voluntary and the respondent group was small, these results describe the perspectives of participating families rather than a representative measure of all MVU families.

Community Survey
Number of participants: 155

The Community Survey respondents identified educational outcomes, student experience, school finances and taxes, staff, and community impacts as important considerations in thinking about the future of MVU's elementary school system. Responses also reflected the broader role schools play within their communities, including early childhood education, employment, recreation and after-school activities, community gathering, emergency functions, and local identity and connection.

Stability emerged as a recurring theme, although respondents defined it in different and sometimes competing ways. Some associated stability with maintaining local schools, relationships, staff, and continuity for students, while others associated it with affordability, predictable taxes, resolving ongoing structural uncertainty, or changing the current configuration. The survey therefore identifies stability as a recurring value among respondents, but does not establish that stability corresponds to a single structural outcome.

Respondents also identified possible alternative uses for school buildings if their educational use changed. Among 145 responses to this question, community services (71.0%), senior housing or meals (49.0%), affordable housing (44.1%), and town offices (33.8%) were among the most frequently selected possibilities. These responses identify community ideas rather than evidence that any particular reuse option is feasible.

Familiarity with MVU's Portrait of a Graduate varied among respondents: of 152 responses, 36.2% indicated familiarity, 48.0% indicated they were not familiar with it, and 15.8% were unsure. Taken together, the survey reflects participating community members' attention to educational quality, student experience, affordability, community connection, and longer-term stability. Because participation was voluntary and self-selected, the results describe the perspectives of respondents rather than a statistically representative measure of the broader MVU community.

Note: We found that community members and family members confused the two Surveys, and some families submitted the community survey in addition to or instead of the family survey. If this method is used again, a conditional survey would be more effective.

Qualitative Committee Findings: Forum Results

Number of in-person participants: 36
(excluding Facilitators, Committee, Board, and Staff members): 21
Note: Mike Southworth, VT Rep for Caledonia County, attended the Forum in person
Number of virtual participants: 9
(excluding Facilitators, Committee, Board, and Staff members): 7
Total Forum participation: 45
(excluding Facilitators, Committee, Board, and Staff members): 28

The September 22, 2026 Community Forum was designed to share the Committee's developing fact base, hear differing perspectives, surface concerns and questions, and identify information participants believed was still missing. The Forum was not a vote, a decision on a consolidation scenario, or an effort to reach consensus.

Participants described stability in several ways, including continuity for students, civility and respect among communities, long-term planning, financial and tax predictability, clear goals, and a process the public could understand and follow. Participants also emphasized flexibility, including the ability to respond to changing demographics and affordability, consideration of all campuses and possible configurations, and openness to different approaches. Looking toward the future, participants discussed preparing students for life beyond school, valuing children as members of their communities, educator agency, confidence in educational and capital planning, respect across communities, local access, minimizing disruption, clearer assessment of outcomes, and greater public understanding of district and campus information.

The Forum also surfaced questions about the pace and scale of potential change, class size, financial and other costs that may be transferred rather than eliminated, and the information needed to evaluate different configurations. Taken together, the Forum reflected both shared aspirations and differing ideas about how those aspirations might be achieved. Because participation was voluntary, the Forum provides qualitative evidence of participant perspectives and questions rather than a representative measure of community opinion. Virtual respondents shared an appreciation for the depth and breadth of the Committee’s work and also noted concerns about the inclusivity of the Committee’s process specifically, and also more broadly with Board-related processes, meetings and decisions.

See Appendix for Community Forum Planning Documents, Meeting Minutes, Virtual Presentation, Info Station Boards, and Handouts.

Findings: Organizational Needs

*Qualitative Committee Document: Campus Listening Session Reports

Note: These summary reflects themes and perceptions facilitators heard during the listening sessions. They are intended to support the Committee's inquiry and sense-making, promote any particular perceptions, causal hypotheses, or ideas raised in discussion as verified findings or endorsed recommendations.

Woodbury Elementary School Staff Listening Session

8/24/2026
Number of participants: 9
Total current number of FY27 Woodbury Staff: 9.7
Percentage of Staff Participation= 93%

Narrative Summary
The Woodbury listening session revealed a school community that experiences itself as highly relational, adaptable, collaborative, and generally operating within its functional capacity rather than in sustained overwhelm. Staff repeatedly described the school as a family: adults know one another's roles and gifts, children are known across classrooms, and responsibility for students extends beyond an individual teacher or grade. Whole-school routines, multi-age relationships, shared spaces, and close connections with families contribute to a strong sense of coherence. A striking feature of the session was the relationship between role clarity and flexibility. Staff described knowing what each person is responsible for while also feeling comfortable stepping into one another's work when needed. Rather than producing rigidity, clear roles appear to create trust and adaptability. Staff also described strong professional agency and supportive leadership, with opportunities to experiment, reflect, provide feedback, and refine practices in response to students.

Staff emphasized that their experience cannot be explained by class size or workload alone. Teachers with experience in other campuses noted that similar class sizes can feel dramatically different depending on student needs, available supports, culture, role clarity, leadership, physical environment, and relational conditions. The refrain that staff "work harder here" while feeling less stressed is especially useful because it separates effort from overwhelm.
Woodbury should therefore be understood less as a model to copy and more as a system to study. Its coherence appears to arise from several interacting conditions—relational scale, role clarity, agency, leadership, communication, multi-age connection, physical layout, outdoor access, and sufficient support. The key inquiry is which of these conditions are unique to Woodbury and which could be intentionally cultivated across MVU.

Specific Observations
- Woodbury is experienced as a coherent relational whole. Staff described strong belonging, collaboration, shared responsibility, and a sense that all adults know and support all students.
- Roles are clear and individual gifts are visible. Staff understand formal responsibilities as well as the distinctive interests and capacities colleagues bring to the school; this appears to support flexible coverage and collaboration.
- The system is generally not experienced as overwhelmed. Staff describe having enough behavioral and academic support to notice needs early and respond proactively rather than primarily in crisis.
- Teacher agency is strongly present. Staff feel heard, valued, and able to exercise professional judgment. Administration is described as responsive and supportive of experimentation and refinement.

- The physical environment reinforces connection. Classrooms facing common space, fluid movement, gardens, nature, outdoor access, and whole-school routines increase visibility and cross-age interaction.
- Multi-age relationships are viewed as an educational asset. Older students practice responsibility and leadership while younger students gain models, helpers, and broader social relationships.
- Numbers alone do not explain the lived experience. Staff with experience at Hardwick and Woodbury described similar class sizes producing very different levels of stress and responsiveness. Staff generally described 12–16 as especially workable, with some believing the model could remain effective at somewhat larger sizes.
- Staff value Woodbury's identity while wanting stronger district connection. They expressed interest in cross-campus traditions, administrative alignment, staff and student mixing, and directly addressing assumptions between schools.
- Staff are open to improvement and change. Facility needs, additional intervention and mental-health support, healthier food, experiential learning, transportation, and the developmental fit of grades 5–6 were all raised.

Hardwick Elementary Staff Listening Session

8/20/2026
Estimated Number of participants: 35
Total current number of FY27 Hardwick Staff: 40.9
Estimated Staff Participation = 86%

Narrative Summary
The Hardwick listening session revealed a school community with deep commitment to students and families, strong internal relationships, considerable creativity, and significant trauma-informed practice. Staff described a building where adults work hard to welcome children, understand what they are carrying from outside school, build belonging, and help students become ready to learn. These relational strengths are central to how staff understand the school and its work.
At the same time, staff described an environment under substantial strain. Their accounts suggest a system frequently operating in reactive or triage mode, with significant behavioral, social-emotional, family, and basic-needs demands absorbing adult capacity before or alongside academic instruction. Staff connected this strain to reductions or changes in supports, inconsistent use of support personnel, role and training mismatches, initiative churn, and a perceived distance between frontline knowledge and decisions made elsewhere in the system.
Hardwick also surfaced a strong tension between local connection and district connection. Staff described considerable openness, collaboration, and relational knowledge within HES while reporting limited visibility into other campuses and a weak lived sense of "one school, three campuses." Concerns about resources, Central Office, special education, and achievement often appear connected to a broader question of whether the full conditions surrounding students and staff are visible in district decision-making.
The session does not suggest that Hardwick lacks strengths or that any single factor explains its challenges. Rather, it raises a systems-level question about functional capacity: what happens when strong people and strong relationships are asked to respond to a level or type of need that exceeds the time, roles, supports, and infrastructure available to them?

Specific Observations
- Strong local relationships coexist with weak cross-campus connection. Staff described deep connection among HES staff, students, families, and the Hardwick community while reporting limited knowledge of other campuses and a weak operational sense of district unity.
- Staff describe substantial student need and sustained triage. Trauma-informed practice, behavioral support, basic-needs response, one-to-one support, and relationship-building consume significant adult capacity before or alongside academic instruction.

- Resources and personnel are experienced as central to the strain. Staff repeatedly connected budgets, specialized services, staffing changes, student needs, and workload. The feeling that resources are being "taken away" was strong, although the listening session alone does not establish where resources went or why changes occurred.
- Role and capacity mismatches are a concern. Staff described situations in which what people are hired or trained to do does not consistently align with what they are being asked to do, as well as inconsistent classroom support that can disrupt continuity.
- Initiative churn has reduced trust. Staff described investing time and energy in systems or initiatives that later disappear or change, and expressed a desire for greater organizational learning about what worked, what did not, and what should be retained.
- Special education generated significant concern. Staff reported perceived barriers to IEP/EST identification or implementation. Stronger allegations about administrative motives remain staff-reported perceptions and require corroboration before being treated as findings.
- Staff perceive a gap between formal and relational knowledge. Centralized systems may hold records, assessments, and formal data while building staff hold detailed knowledge of children's daily circumstances, readiness, families, and support needs.
- Staff remain open to structural change. Ideas raised included developmental grade-banding, specialized campuses, community-school supports, and concentrating particular services. These are ideas for inquiry rather than endorsed proposals.

Lakeview Early Education Center Staff Listening Session

8/25/20206
Number of participants: 8
Total current number of FY27 Lakeview Staff: 10
Percentage of Staff Participation= 80%

Narrative Summary
The Lakeview listening session revealed an early-childhood community that experiences itself as highly collaborative, relational, and increasingly coherent around the developmental needs of young children. Staff described the move of Pre-K to Lakeview as allowing the program to become something more intentionally designed than a Pre-K program nested inside an elementary-school model. Furniture, schedules, food, playgrounds, gross-motor space, staffing, assessment, intervention, and daily rhythms can all be calibrated to children ages 3–5. This is particularly notable because some staff who were initially opposed to the move now report seeing its benefits and potential. In only the second year of the current model, staff describe strong enthusiasm and a sense that they are "building something really amazing here." Lakeview therefore provides an important example of reconfiguration being experienced by some participants not simply as loss, but as an opportunity to create greater developmental coherence.

Relationships and early prevention are central to how staff understand the program. Staff see early childhood as the beginning of a family's relationship with public education and place significant emphasis on trust, attachment, social-emotional development, family support, and early access to specialized services. They believe that investment at this stage can prevent more intensive needs later. That prevention logic is a strongly held staff hypothesis and an important area for further evidence gathering rather than a verified fiscal conclusion from the listening session itself.

The current model also has real constraints. Staff describe a program nearing its physical capacity, high adult-attention demands, transportation tradeoffs, insufficient time for planning and staff connection, and complexity associated with the

valuable Head Start partnership. They believe Kindergarten could fit naturally within the developmental model, but current Lakeview facilities could not accommodate districtwide Kindergarten without significant upgrades or expansion.

Specific Observations

- Lakeview is intentionally organized around early childhood. Staff described the benefits of aligning furniture, schedule, food, gross-motor space, playground equipment, curriculum, assessment, staffing, and expectations with a single developmental stage.
- Some initial opposition to the move has shifted. Staff who were skeptical of relocating Pre-K from Hardwick reported seeing benefits and potential in the specialized campus model.
- The physical environment is experienced as safe and developmentally appropriate. A single hallway, few steps, green space, quiet surroundings, age-appropriate equipment, and indoor common space support visibility, movement, and gross-motor needs.
- Staff describe strong agency, collaboration, and administrative support. They report being heard in decisions, moving flexibly across classrooms, knowing all children, and supporting one another when someone needs help or a break.
- Early investment and prevention are central beliefs. Staff connect strong early education, family trust, in-person specialized services, Head Start supports, and social-emotional intervention with the possibility of reducing later intensive needs. The specific cost comparison raised in the session remains a staff quote, not a verified fiscal finding.
- In-person specialized services are strongly preferred. Staff report that remote intervention can require an additional adult and strain ratios, while in-person providers allow classroom teachers to hear and reinforce intervention strategies.
- The program is approaching physical capacity while demand remains. Staff reported approximately 40 children and a current capacity around 45; adding another classroom or Kindergarten would require facility changes, particularly bathroom and classroom/gross-motor space. These capacity assumptions should be verified against facilities and licensing requirements.
- Head Start is viewed as a major asset with significant complexity. Staff value its wraparound services, home visits, staffing, and family supports while describing federal regulatory, logistical, and funding burdens.
- Transportation creates staffing tradeoffs. IAs riding buses support young children and strengthen family interface, but reduce opportunities for classroom planning, debriefing, and staff connection.
- Staff describe this age group as requiring sustained direct attention. They view the current 1:10 state ratio as too high and identified floating support, stronger health support, more planning time, play therapy, and specials as desired additions.

Mvu Systems-Level Synthesis Derived From Teacher & Staff Listening Sessions

Narrative Summary

Taken together, the Hardwick, Woodbury, and Lakeview staff listening sessions reveal schools with markedly different lived experiences alongside substantial local strengths and noticeably similar values: relationships, belonging, deep commitment to students, teacher expertise and agency, creativity, connection to families and community, hard work, and meeting children's social-emotional needs as foundational to learning.

Staff sessions suggest that these strengths and values are operating under very different local conditions. Hardwick staff describe sustained triage and a level of student need that frequently consumes available capacity. Woodbury staff describe a coherent whole-school environment with clear roles, high agency, and enough capacity to respond proactively. Lakeview staff describe the benefits of an early-childhood environment intentionally designed around one developmental stage. These differences in lived experience cannot be fully explained by enrollment, class size, staffing ratios, or building capacity alone.

Therefore, a systems-level theme that is beginning to emerge is functional capacity: the ability of a school to meet the actual needs of its students while retaining enough time, staffing, role clarity, relational trust, specialized support, and professional agency to teach, collaborate, reflect, adapt, and prevent problems from escalating. The listening sessions suggest that similar components (two different classrooms, for example) can look similar on paper and still function quite differently depending on student need, culture, leadership, physical environment, staffing alignment, and the degree to which the adults feel and model agency within the system around them. This does not establish that any one factor causes better outcomes; it identifies a set of conditions that appear important enough to continue investigating. Another systems-level theme that emerged is that of long-term cost savings being directly tied to increased preventative practices, specialized supports, and intervention, particularly in early childhood cohorts.

The sessions also reveal a district that is more unified structurally than it is experientially. Staff describe strong connections within their own campuses and communities but demonstrate limited knowledge of what happens elsewhere. Staff expressed a desire for greater understanding across campuses, more collaboration and shared experiences, and fewer assumptions about one another. In an environment of financial constraint and possible reconfiguration, the current lack of visibility can turn difference into suspicion. Schools and staff can feel pressure to defend what they have, explain why they deserve particular resources, or assume that another campus has gained because something has been taken from them. The resulting dynamic can become a competitive or defensive culture between campuses precisely when the district needs greater shared understanding and collaboration between campuses.

The listening sessions do not determine which buildings MVU should operate or which configuration is best. They do, however, begin to clarify what the educational structure inside each of the buildings is (and needs to be) capable of doing. They suggest that structural decisions should be evaluated not only for cost, enrollment, and physical capacity, but also for their effect on relational scale, age/grade/developmental coordination, staff agency, role clarity, access to specialized support, prevention versus triage, and district integration. They also suggest that physical consolidation and internal integration are not the same process: putting more people in one place does not automatically create trust, belonging, shared identity, or success. MVU may therefore need to cultivate stronger district-wide relationships and shared practices alongside any future structural change. A related consideration for MVU is to more clearly distinguish appropriate differences between campuses —those that respond appropriately to different developmental, community, or student needs—from systemic differences that are genuinely inequitable.

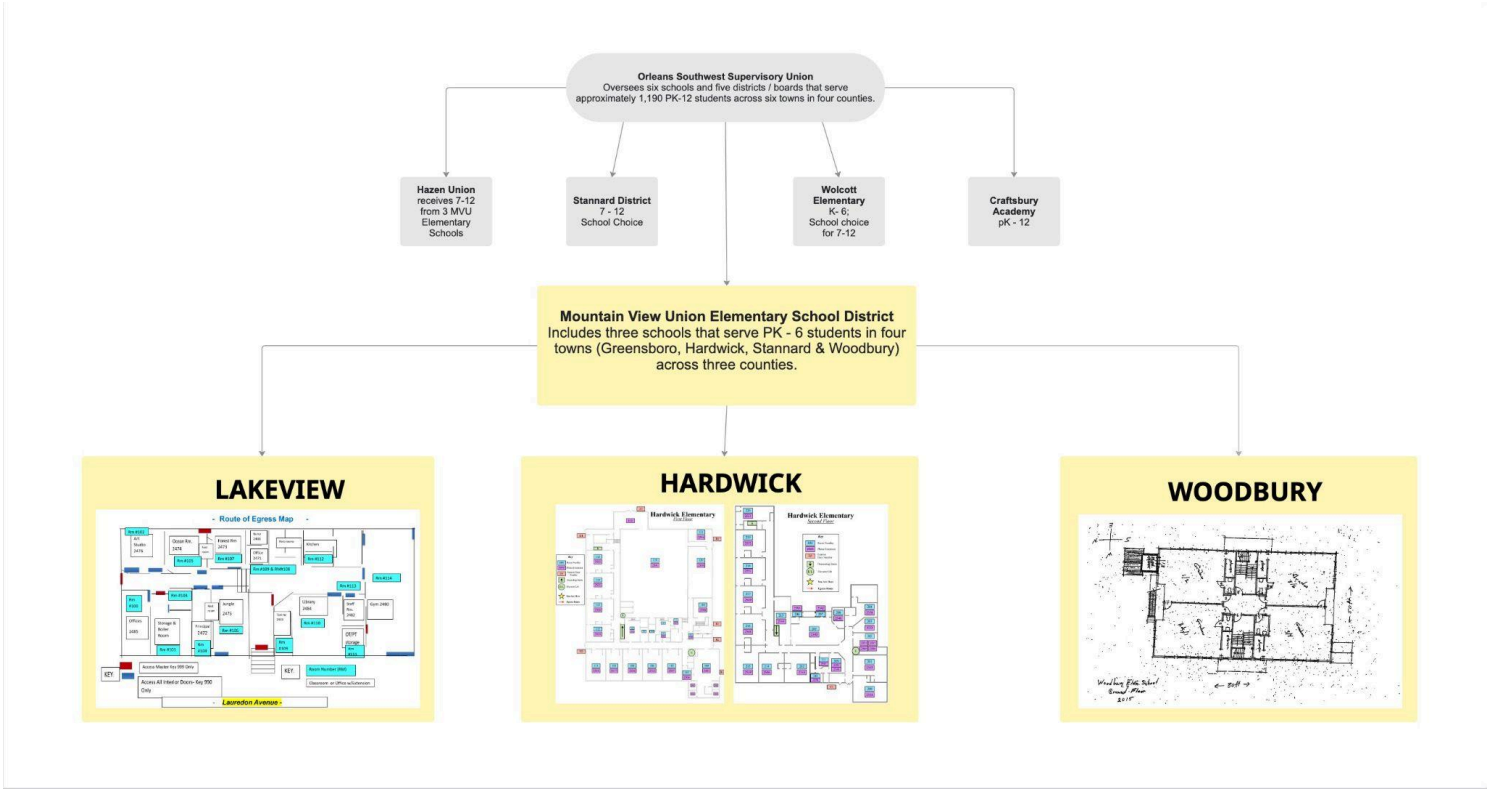
Specific Observations

- Strong local cultures coexist with weakly experienced district culture. Across sessions, staff described meaningful relationships within their own schools while reporting limited visibility into the daily realities, cultures, supports, leadership practices, and student needs of other campuses.
- The three campuses report very different operating conditions. Hardwick is described by staff as frequently reactive and in triage; Woodbury is described as consistently coherent and proactive; Lakeview is described as developmentally specialized and increasingly coherent for successful early childhood outcomes. The value in this distinction is not to replicate or relegate a singular campus, but in understanding what each setting can teach the larger MVU system. NOTE: These are staff-reported experiences; not comparative performance ratings.
- Capacity is not fully reflected by traditional quantitative data sets. Class size, staffing ratios, enrollment, cost per pupil, and square footage matter, but participants repeatedly described factors such as student need, role clarity, staff training, leadership, physical layout, relational trust, specialized supports, and available time as shaping whether a school feels within or beyond capacity.
- Relationships are treated as educational infrastructure across all campuses. Staff consistently connected students' readiness and ability to learn with an environment that is welcoming, a sense of belonging, family trust, social-emotional safety, and being known by all adults in the building.
- All staff expressly noted their enthusiasm about in-person SLPs and other intervention services this year. There was unanimous feedback that remote interventions are not as effective as in-person services, for a number of

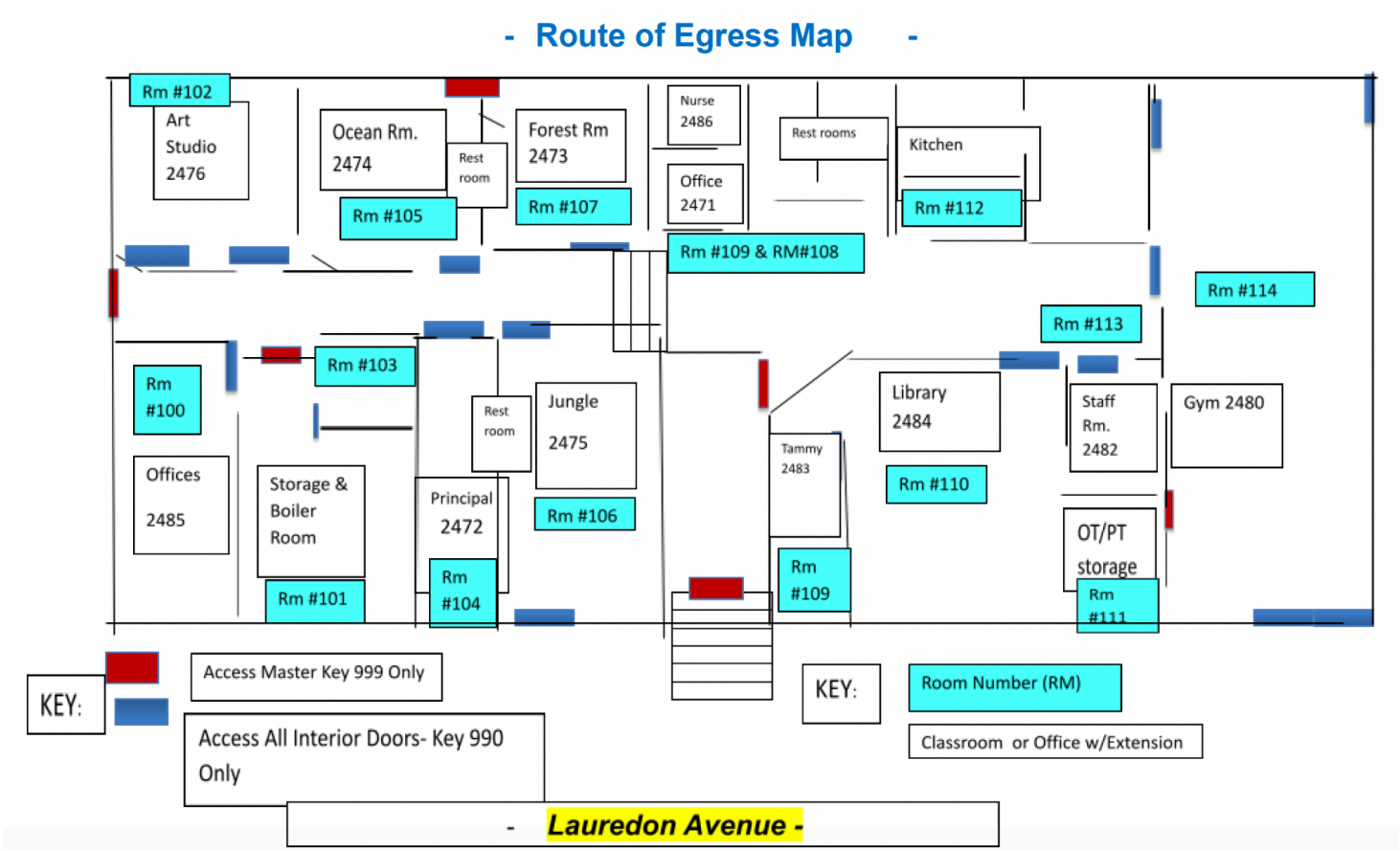
reasons ranging from student experience to pressure on ratios, to increased teacher/staff understanding of the intervention when it happens in person.

- Agency and role clarity between staff and admin appear closely connected to positive staff experience, which is then translated to positive student experience and student agency. Woodbury and Lakeview staff frequently described being heard, trusted, and able to exercise professional judgment within relatively clear roles. Hardwick staff also described high creativity and commitment but reported more role mismatch, instability, and perceived distance from decision-making. All staff reported these as long-standing relational patterns within each building; not the result of any particular collection of personnel.
- Prevention and triage emerge as distinct system states. Woodbury and Lakeview staff describe having greater ability to notice needs early, adapt routines, and coordinate support. Hardwick staff describe substantial adult capacity being absorbed by immediate behavioral, social-emotional, family, and basic-needs demands.
- Staff across all campuses report that they are working extremely hard. The sessions do not support any useful conclusion or comparison about who works harder. It raises a more important question about why intense effort is experienced as manageable and generative in some conditions and as sustained overwhelm in others.
- The staff are open to change when change is clearly and authentically connected to a stronger educational experience and better student outcomes. Ideas raised across sessions included developmental grade-banding, specialized campuses, smaller relational cohorts within larger settings, expanded community-school supports, shared district traditions, and different configurations. These remain ideas for inquiry, not endorsed recommendations.
- Physical building layout and student flow throughout the building relate to overall student and staff experience. Staff report that particular features of each building either support or diminish 1) student and staff sense of comfort and safety, 2) efficiency in transitions between spaces, 3) ability to build familiarity and collegiality across the entire school. Existing facilities data alone does yield a complete picture of whether the building is supporting successful relational outcomes among school populations.

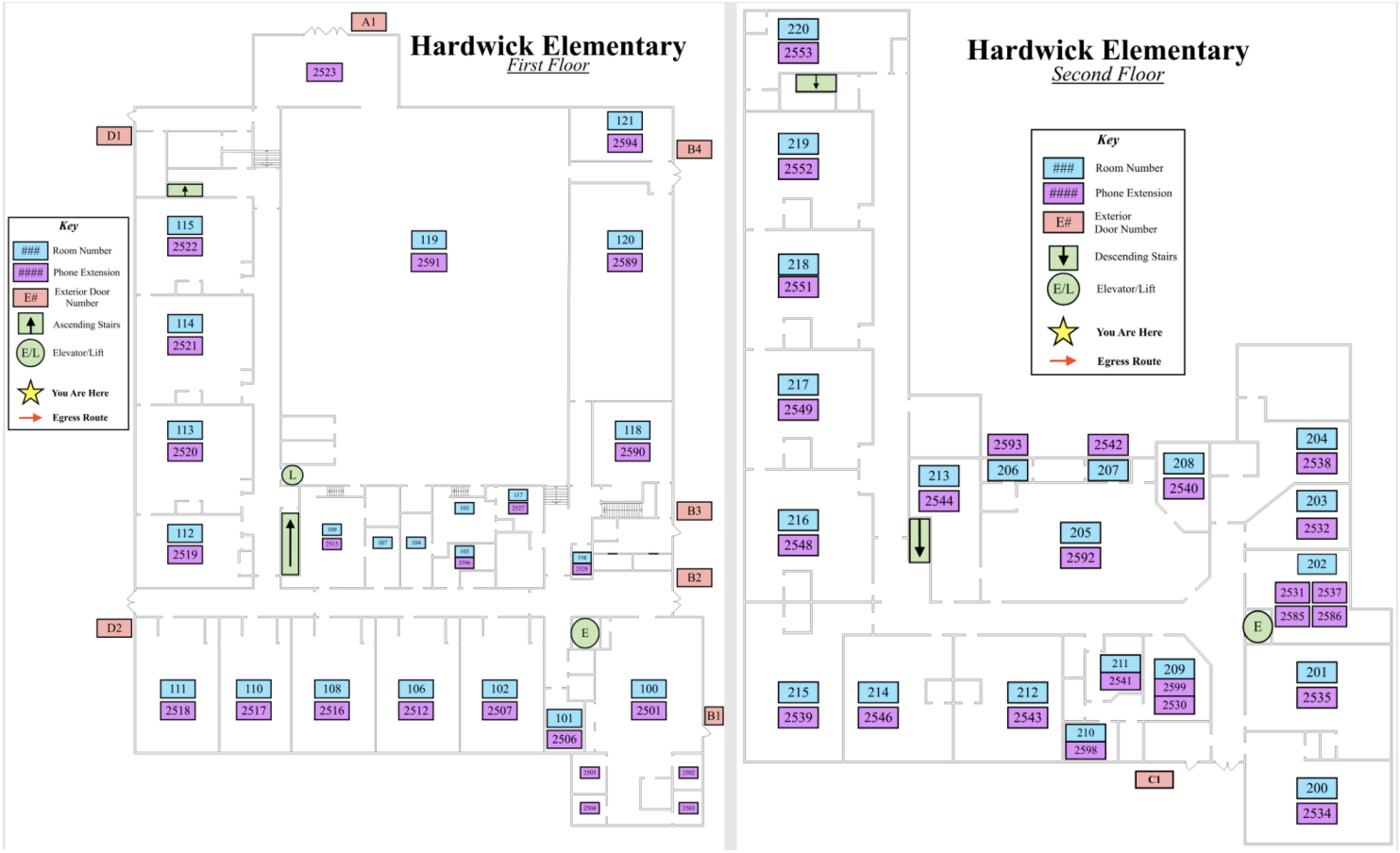
*Qualitative Committee Evidence: MVU Organizational Model & Floor Plans



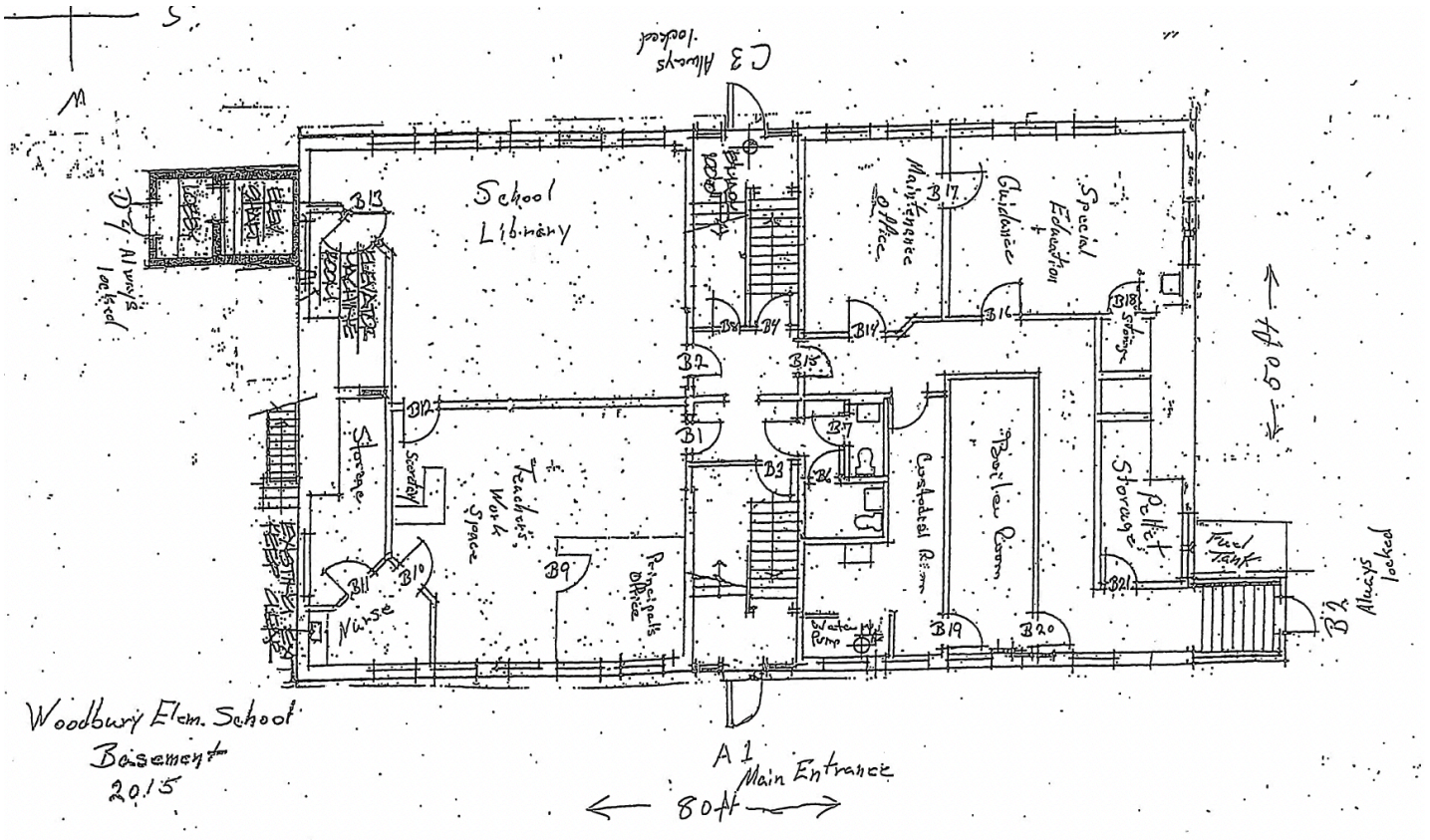
Lakeview Floorplan



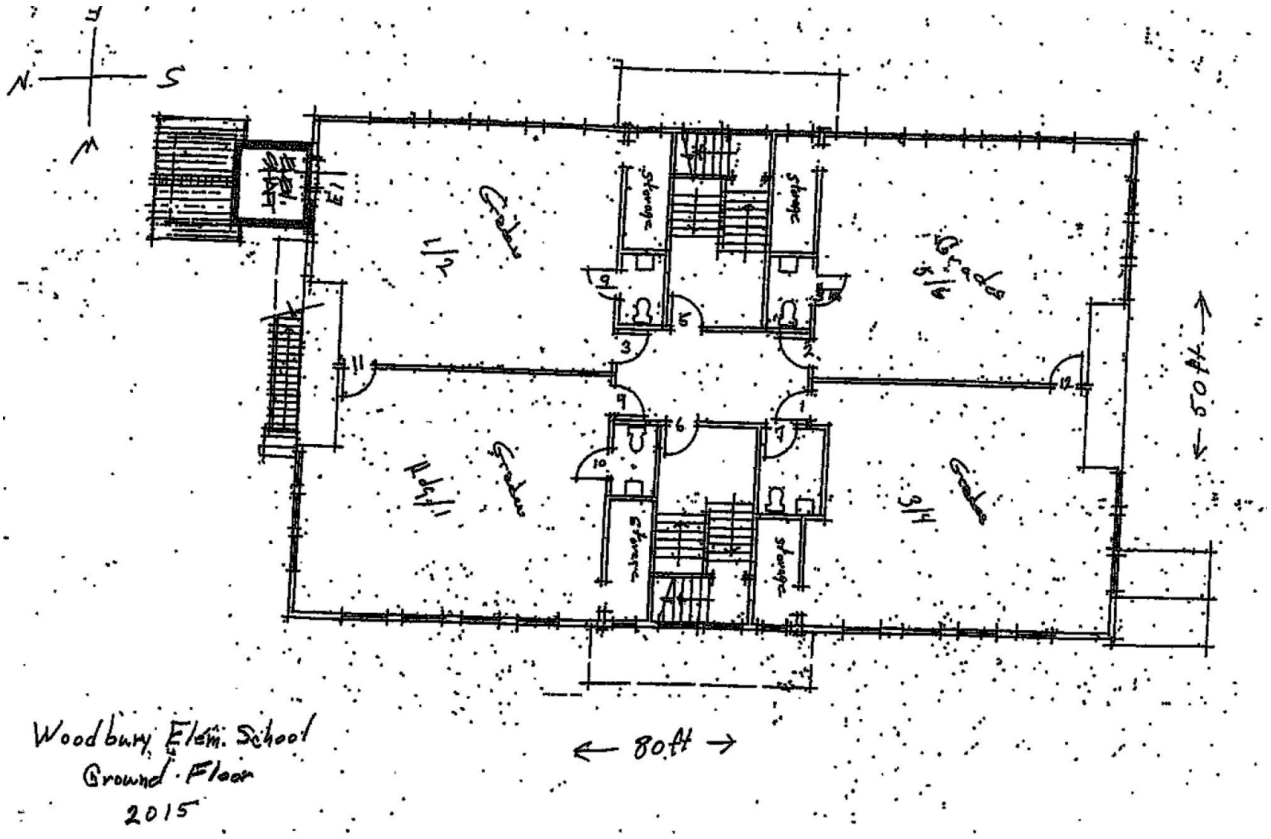
Hardwick Floorplan



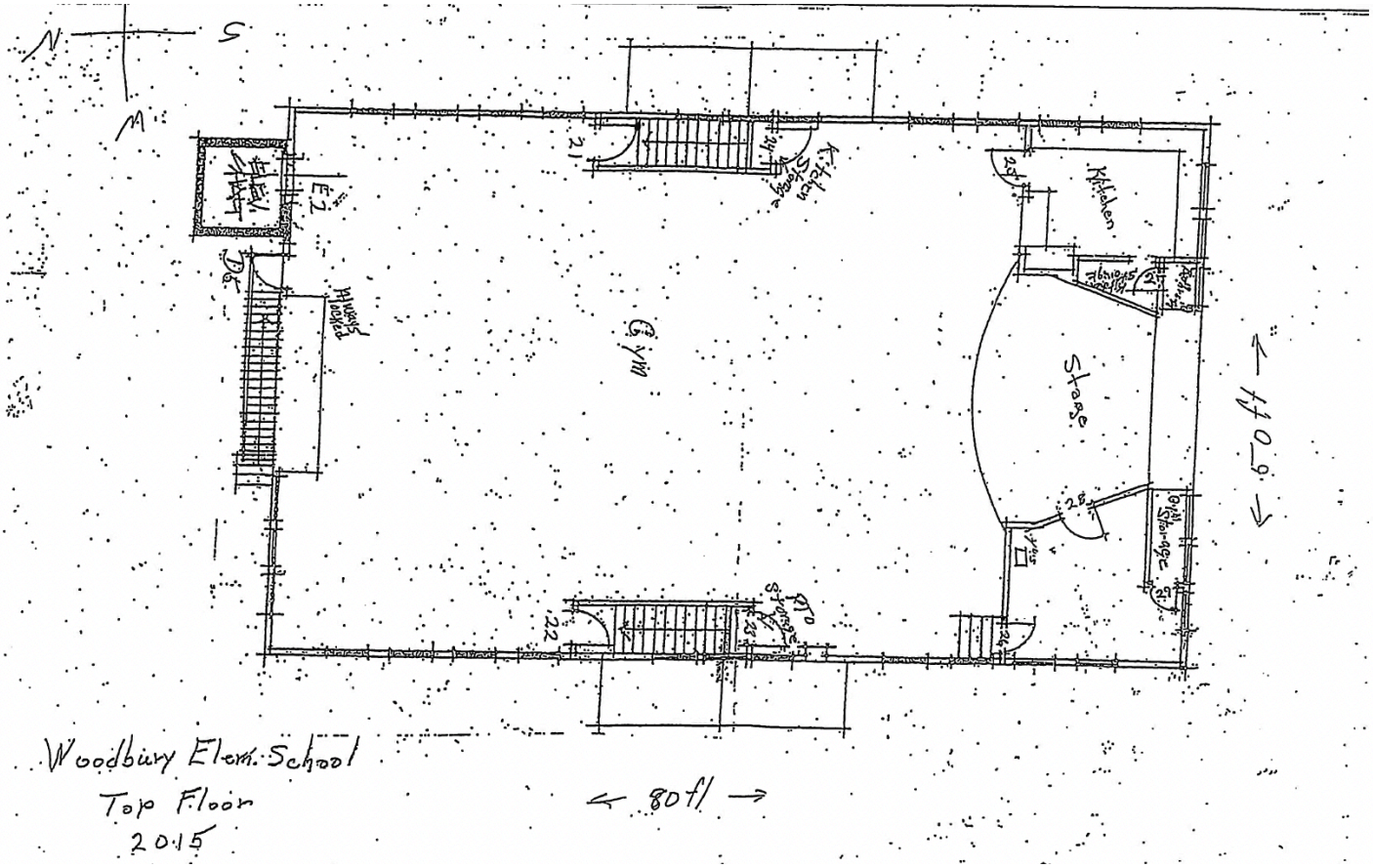
Woodbury Floorplan, View 1 of 3



Woodbury Floorplan, View 2 of 3



Woodbury Floorplan, View 3 of 3



*Quantitative SU Report: Campus-to-Campus Comparisons

LAKEVIEW	HARDWICK	WOODBURY
Enrollment (these enrollment numbers do not include Pre-K for 2021–2024 , in order to maintain normalized data across all 5 years) 2021–22: 58 2022–23: 40 2023–24: 34 *2024–25: 29 2025–26: 35 Current 2026–27: 39 *Important structural break: Lakeview changed from a K-6 elementary model	**Enrollment** (these enrollment numbers do not include pre-k, in order to maintain normalized data across all 5 years): 2021–22: 198 2022–23: 209 2023–24: 206 *2024–25: 194 2025–26: 211 (this year Current September 2026 K–6 enrollment: 187 *Important structural break: Lakeview changed from a K-6 elementary model	**Enrollment** (these enrollment numbers do not include pre-k, in order to maintain normalized data across all 5 years): 2021–22: 49 2022–23: 48 2023–24: 53 *2024–25: 48 2025–26: 54 Current September 2026 K–6 enrollment: 44 *Important structural break: Lakeview changed from a K-6 elementary model

to the current early-childhood model in 2024, so these numbers are not a consistent five-year enrollment comparison, and therefore not a reliable series for trend comparison. **Estimated Staffing (FTE) w/ Ratios** Classroom Teachers - 3 **Student (39) : Teacher (3)= 13:1** + Special educators - .2 (3 + .2= 3.2) Adult:Student 1:12 + Intervention - 0 Adult:Student 1:12 + UARTS - 0 Adult:Student 1:12 + IA's and Behavior - 4 (3.2+4=7.2) **Student (39) : Adult (7.2 FTE) =5.4 : 1** Approximate building **square footage**: ~11,500 sq. ft. Classrooms / rooms identified: • **Current program uses 3 classrooms** • Capacity workbook identifies 4 rooms over 700 sq. ft. plus other space; one additional room's use is connected to the proposed bathroom project. **Capital investment** from FY22–FY26: $228,099	to the current early-childhood model in 2024, so these numbers are not a consistent five-year enrollment comparison, and therefore not a reliable series for trend comparison. **Estimated Staffing (FTE) w/ Ratios** Classroom Teachers - 14 **Student (187) : Teacher (14)= 13:1** + Special educators - 3.2 (14+3.2=17.2) + Intervention - 3.7 (17.2+3.7=20.9) + UARTS - 5 (20.9+5=25.9) + IAs and Behavior - 15 (25.9+15=40.9) **Student (187) : Adult (40.9 FTE) = 4.5 : 1** Approximate building **square footage**: ~44,330 sq. ft. Classrooms / rooms identified: • **Currently operating 14 K–6 classrooms** in the September configuration worksheet. • Capacity workbook identifies 15 classroom-sized rooms: 5 under 700 sq. ft. and 10 over 700 sq. ft. **Capital investment** from FY22–FY26: $612,450 excluding PCB work, $1,897,782 including PCB work. **Capital Improvements: Project Type 1**	to the current early-childhood model in 2024, so these numbers are not a consistent five-year enrollment comparison, and therefore not a reliable series for trend comparison. **Estimated Staffing (FTE) w/ Ratios** Classroom Teachers - 4 **Student (44) : Teacher (4)= 11:1** + Special educators - .8 (4+.8=4.8) + Intervention - .3 (4.8+.3 = 5.1 + UARTS - 1.6 (5.1+1.6=6.7 +IAs and Behavior - 3 (6.7+3=9.7) **Student (44) : Adult (9.7 FTE) = 4.5 : 1** Approximate building **square footage**: ~12,000 sq. ft. Classrooms / rooms identified: • **Current instructional model uses 4 classrooms** • Capacity workbook identifies 5 classroom-sized rooms: 1 under 700 sq. ft. and 4 over 700 sq. ft. **Capital investment**, FY22–FY26: $141,045 **Capital Improvements: Project Type 1** **Life Safety Code Improvements: $395,896** (Building Reserve Funds). Fire escape/stair tower and basement

Capital Improvements: Project Type 1 None	**Elevator upgrade:** $95,891 **Drain Line Repair:**estimate forthcoming **Office HVAC Split: $16,500** (Building Reserve Funds). Existing control module/distribution fan failed. **Gym Lobby Steps: Cost not yet established.** Retaining walls supporting steps and railings are failing; an estimate is being sought. **Bleacher Replacement: $84,000** (Building Reserve Funds). Existing bleachers do not meet code safety requirements. _____	escape wells; required for continued student occupancy. **PFAS-Free Water Supply: $518,000** (Grant). New water source or treatment required; CIP describes a forgivable-loan/grant pathway. **Elevator upgrade: $113, 875** (Building Reserve Funds) _____

*Qualitative Committee Report: Campus Consolidation Assessments

As part of its inquiry, the Committee examined what could currently be established about consolidation involving each MVU campus. These assessments are not proposals, recommendations, or determinations of feasibility. They are bounded tests of the available evidence intended to identify what is known, what remains unknown, and which constraints or dependencies would need to be addressed before the effects of a particular configuration could be estimated with greater confidence.

The assessments are not equally developed. In some cases, we encountered constraints that limited further analysis. The Woodbury-to-Hardwick scenario was examined in greater detail because available data allowed the Committee to test more of its implications. Greater detail should not be interpreted as evidence that this scenario is preferred or more feasible; it provides details of what kind of information emerges when we more fully model a scenario through the four evaluative domains.

Consolidation Assessment for Lakeview Campus

Scenario: Lakeview Early Education Center ceases operating as a K–6 instructional campus, pre-K students attend Hardwick and/or Woodbury Elementary.

Primary Constraint: October 8, 2024 Board action retained direct instruction for at least one PreK–3 grade level during a transition not to exceed two years, and called for movement toward a district-wide PreK center with reassessment five years after the transition. The transition was completed in one year, and FY27 is Lakeview's second year of direct instruction for PreK. Therefore, Lakeview is treated as a constrained element within the MVU system and a source of organizational learning, not as a current closure or reconfiguration option.

Full considerations for each of the 4 dimensions were not pursued further because of the scope boundary.

Consolidation Assessment for Hardwick Campus

Scenario: Hardwick Elementary ceases operating as a K–6 instructional campus, and all current Hardwick K–6 students attend Woodbury and Lakeview .

Primary Constraint: Current planning/capacity calculations for Lakeview and Woodbury combined are not clearly sufficient to absorb Hardwick's current enrollment of 188 students without additional capital investments to reconfigure and/or expand instructional space. Further, current MVU Board instruction has constrained Lakeview's configuration as a Pre-K center until FY30, and Woodbury itself could not absorb Hardwick's current enrollment. Full considerations for each of the 4 dimensions were not pursued further because of these significant organizational constraints.

Full considerations for each of the 4 dimensions were not pursued further because of this significant organizational constraint.

Consolidation Assessment for Woodbury Campus

Scenario: Woodbury Elementary ceases operating as a K–6 instructional campus, and all current Woodbury K–6 students attend Hardwick Elementary.

What We Know

September 2026 enrollment is 188 K–6 students at Hardwick + 44 at Woodbury = 232 combined students.

Hardwick currently operates 14 K–6 classrooms.

The facilities workbook identifies 15 classroom-sized rooms at Hardwick, although different space formulas produce theoretical capacities ranging from about 221 to 369; therefore physical/planning capacity does not establish operational receiving capacity.

Woodbury's FY27 location cost is $1,122,98. This number cannot be treated as consolidation savings. A complete financial model would require: Total avoided costs (consolidation savings) – continuing costs – transferred costs – new receiving-site costs – transition costs – receiving-site capital costs = estimated net configuration effect.

DOMAIN: EDUCATIONAL OPPORTUNITIES

Summary: Physical, operational and functional capacity of this scenario remains inconclusive. Students might gain larger peer cohorts and access to some shared programs, while potentially losing smaller relational structures, multi-age relationships, or place-based experiences unless those strengths are intentionally recreated.

Capacity Considerations and Constraints: IF all 44 students simply move into Hardwick's existing grade structure, then the combined September enrollment becomes:

Grade	HES	WES	Combined
K	22	7	29

1	26	4	30
2	16	5	21
3	26	5	31
4	37	10	47
5	26	6	32
6	35	7	42
Total	188	44	232

If Hardwick maintains two sections per grade, then average class sizes would be roughly 14.5 K, 15 first, 10.5 second, 15.5 third, 23.5 fourth, 16 fifth and 21 sixth. This shows us that total enrollment cannot tell us the full picture; distribution by grade matters.

So if additional sections are created for the larger grades, then class sizes could be moderated. But then Hardwick needs more than its current 14 classrooms and potentially more classroom teachers.

That brings the apparent physical-capacity surplus into tension with actual room use. The capacity workbook identifies 15 classroom-sized rooms, but we still need to know:

- which are actually available for general instruction;
- which currently house interventions, specialists or programs;
- whether smaller rooms are educationally/code appropriate for the intended grade;
- what happens to intervention/support space if converted to classrooms.

So, If instructional classrooms increase by taking intervention/support rooms, then numerical classroom capacity may increase while functional capacity somewhere else decreases, which is a transferred burden.

If Woodbury teachers move with the students, then there is potentially more staffing capacity available for additional sections, which could mean: students + teachers move → smaller combined classes / more sections → less staffing savings but potentially greater educational capacity.

If Woodbury teachers do not move, then students move and positions are reduced, which means larger classes and/or increased HES teaching load. This means greater potential financial savings but also greater demand on Hardwick's existing capacity. We cannot yet establish whether that configuration is educationally workable.

Educational Advantages

These opportunities are conditional based on specifics of scenario variables rather than guaranteed:

- larger peer cohorts;
- potentially more same-grade peers;
- possible concentration of intervention/specialist resources;
- potentially greater scheduling flexibility;
- fewer cross-campus transitions for shared specialists;
- possible opportunity to redesign grade groupings or teams.

Educational Disadvantages

These tradeoffs are conditional based on specifics of scenario variables rather than guaranteed:

- loss of Woodbury's whole-school/multi-age model;
- transition disruption;
- greater demand on HES intervention/support systems;
- possible reduction in adult attention depending on staffing decisions;
- loss or alteration of place/nature-based opportunities;
- possible adverse effects on belonging and relationships.

Outstanding Organizational Metrics

- Actual HES room-use map
- proposed combined class configuration
- student-support needs by grade
- SPED/service obligations
- specialist schedule
- academic/growth comparisons
- behavior data
- belonging/climate data
- and an explicit decision about which staff/resources move.

DOMAIN: ORGANIZATIONAL NEEDS

Summary: Fewer sites might simplify some systems and specialist travel. At the same time, Hardwick staff currently describe substantial strain and frequent triage, so the key question is whether added students and staff would increase functional capacity or intensify existing demand.

If the district goes from two K–6 operating sites to one, then there are fewer building schedules, fewer facility systems, fewer campus-level logistics, fewer sites for administrators/support staff to coordinate.That is a reduction in structural complexity but not necessarily a reduction in organizational demand.

If the district goes from two K–6 operating sites to one, then some travel/scheduling complexity might decrease, while transportation needs and costs to serve students living in Woodbury may increase.

If 44 students move and staffing/resources are substantially reduced, then Hardwick has more students and needs with relatively little additional organizational capacity. Given the existing qualitative signals of strain at Hardwick, that could transfer burden from maintaining a second building to managing increased organizational complexity inside one building.

If staff/resources transfer with students, then Hardwick gains students and capacity, but the financial savings are smaller. If total FTE can be consolidated, then staffing patterns across the MVU will need to be reconsidered.Note that if a Woodbury shared FTE is also serving another district, then that entire FTE cannot simply be counted as eliminated.

If Hardwick requires more space, then administrative offices, intervention rooms, specialists, storage, staff workspace, lunch/recess schedules, arrival/dismissal and support spaces all need to be modeled, both organizationally and financially.

Outstanding Metrics:

- room-by-room utilization;

- master schedule;
- administrative/support staffing;
- food-service capacity;
- nurse/support spaces;
- arrival/dismissal capacity;
- parking capacity;
- storage;
- technology;
- staffing configuration;
- Teacher Union implications;

DOMAIN: FINANCIAL IMPLICATIONS

Summary: Some Woodbury operating costs might be avoided, but the district would need to distinguish costs that disappear from costs that continue, transfer to Hardwick, increase through transportation, or arise through transition and receiving-site needs. Woodbury's FY27 location budget is $1,122,983. That is an observed current expenditure, not potential savings.

FINANCIAL SCENARIO A: BUILDING OPERATIONS ONLY
As one possibility, If Woodbury ceased operating as a K–6 instructional campus and students and educational resources transferred to Hardwick, the most directly identifiable recurring savings would be Woodbury building-operation expenses that no longer occur. Normalized Woodbury building-operation expenditures were: **FY22:** $51,354 | **FY23:** $54,965 | **FY24:** $71,268 | **FY25:** $73,075 | **FY26:** $83,983 | **FY27 budget:** $75,000

Note: For comparability, custodial salary expenses were removed from FY22–FY24 because facilities staffing was consolidated at the SU level beginning in FY25.

Potential financial impact: approximately $50,000-$85,000 per year in avoided building-operation expenses.

FINANCIAL SCENARIO B — BUILDING OPERATIONS + STAFFING REDUCTION
As another possibility, if Woodbury ceased operating as a separate K–6 campus, some staffing functions may no longer be required in the combined configuration. Based on current SU and administrative information, and the understanding that this reflects reorganization of staff – not necessarily the elimination of staff – the Committee is using the assumption that $100,000 per FTE is a reasonable planning estimate, based on a median MVU position cost of just under $103,000.

Potential financial impact: Building operations: $50,000-$85,000 + Staffing reconfiguration $100,000 per FTE equivalent. This does not include receiving-site costs, transition costs, capital effects, or funding-formula/tax effects.

ADDITIONAL CONSIDERATIONS

Hardwick Receiving-Site Costs- The exact cost of preparing Hardwick to receive additional students depends on the educational and operational configuration selected. SU administration does not currently anticipate significant additional operating costs for food service, utilities, or moving, which could largely be handled within existing operations. Additional costs could arise if the final configuration requires changes to classrooms, support spaces, furniture, technology, bathrooms, parking, or other facilities. If a modular classroom were required, SU administration estimates approximately $30,000 for water, sewer, and electrical setup, plus the cost of the modular unit itself, which is not yet determined.
Potential financial impact: No significant additional routine operating costs are currently anticipated, but configuration-specific capital or space costs remain unknown. Any such costs would need to be included when calculating the net financial impact of consolidation.

Transportation
If routes lengthen or additional buses/drivers are required, then transportation costs increase.
If current routes can absorb the students, then the increase may be smaller or nonexistent.
If current routes can be optimized, then cost savings are possible.
If longer rides affect attendance or family transportation, then a financial change related to transportation also creates educational/community effects.
Potential financial impact: Current district transportation is approximately $367,821. SU administration does not anticipate a significant change in transportation costs under a Woodbury-to-Hardwick configuration because buses already travel between the two schools daily. However, route changes and individual student ride times have not been modeled.

Enrollment
If all 44 Woodbury students remain in MVU, then the district retains current state funding based on student enrollment.
If some families leave MVU because of the change, then the district loses current funding based on student enrollment.

DOMAIN: COMMUNITY IMPACT

Summary: A change in instructional use could shift responsibilities associated with the Woodbury building and affect local identity, access, community use, family logistics, and the experience / attraction of living in the town with young children.

If Woodbury stops operating as a school, then loss of a school in the Woodbury community is a meaningful impact of this scenario. Potential and related effects include changes in community gathering/place identity, parent-school proximity, volunteering, student connection to town, community use of the building, and perceived district connection.

If students successfully form relationships/belonging at Hardwick, then some initial disruption may diminish over time.

The Lakeview experience already cautions against assuming either direction: initial uncertainty/loss does not necessarily predict later experience, while later adaptation does not erase the disruption that occurred.

If families experience the process as transparent and responsive, then relationships/belonging may be preserved or strengthened even among people who dislike the outcome.

If families experience the decision as predetermined or their concerns as unheard, then consolidation could amplify existing trust/identity tensions regardless of its financial or educational effects.

If transportation time increases, then that could affect family schedules, extracurricular participation, student fatigue, attendance, access to events and parent participation.

If the Woodbury building remains available for community purposes, then some community-place functions may remain even though the instructional function disappears. If it is sold, transferred, repurposed or largely unused, then the community consequence changes again.

Still Needed

Student/family perspectives; actual travel-time analysis; community use; volunteer/PTO implications; after-school participation; school-choice/enrollment intentions; town perspective on building/lease/future use; student belonging data.

THE HARDWICK-TO-WOODBURY SCENARIO PRESENTED AS AN IF → THEN MAP

IF...	THEN...	BUT / DEPENDS ON...
44 WES students move to HES	HES K–6 becomes ~232	enrollment stability
Existing 14 HES sections remain	some grades become considerably larger	class-size expectations
More sections are added	class sizes can decrease	rooms + teachers required
WES teachers transfer	receiving capacity increases	personnel savings decrease
WES teachers don't transfer	personnel savings may increase	educational/functional capacity
Intervention rooms become classrooms	instructional room capacity rises	support capacity may fall
Shared staff travel decreases	coordination time may be released	actual FTE schedules
WES building closes	some operating costs may disappear	lease/continuing obligations
District no longer bears WES capital needs	future capital exposure may decrease	ownership/lease/future use
HES needs modifications	receiving-site capital cost rises	room-use/engineering analysis
Bus routes absorb students	transportation increase may be limited	route model
Additional route/bus required	transportation cost/time rises	geography/schedule
All WES students remain	enrollment base largely preserved	family decisions
Some students leave MVU	combined enrollment falls	financial/revenue consequences
Community use remains at WES	some place/community function remains	town/building agreement
Building leaves educational use entirely	operational complexity may decrease more	community/lease effects
HES gains staff + students	concentrated resources may create opportunity	leadership/role design
HES gains students without capacity	current strain may intensify	staffing/support model

Two systems become one	structural complexity decreases	integration work still required
Structural complexity decreases	capacity may be released	only if new internal complexity doesn't replace it

WHAT CAN WE SAY ABOUT SAVINGS TODAY?

Observed: Woodbury currently carries $1.123M in FY27 location expenditures, but that amount is not the amount saved by closing the instructional campus.

Observed/Derived: Woodbury's recent building-operation expenditures have been roughly $50K–$71K annually in the FY22–FY25 actual data. Those give us some scale for the building-operation component, but they still are not synonymous with avoidable costs.

Inferred: The largest recurring savings, if any, are likely to depend much more on staffing configuration than simply turning off the Woodbury building. But we cannot quantify that responsibly until we know which of the 5.2 classroom/unified-arts FTE and other functions would transfer, continue, be shared differently, or actually disappear. The strategic plan itself anticipates flexible/shared staffing across buildings, which reinforces why FTE deployment needs to be modeled rather than assumed.

WHAT THIS SCENARIO IS BEGINNING TO REVEAL
So a helpful inquiry for this scenario isn't necessarily: “How much does Woodbury cost?” It’s something more like: “What educational and staffing configuration would serve 232 students at Hardwick, and once that configuration is defined, which expenditures actually disappear rather than move?” In answer to the second question, there appear to be at least three distinct Woodbury to Hardwick scenarios emerging:

Building consolidation only: students and nearly all existing resources move.
Potentially least disruption to educational capacity, but probably smaller recurring savings.

Building consolidation + staff reconfiguration: students move and staffing/functions are reconfigured.
Potentially greater savings, but comes with the most educational/functional-capacity questions.

Organizational redesign: students and selected staff/resources move and Hardwick is intentionally reconfigured.
Savings and educational effects depend on the redesigned model.

Consolidation Assessment for MVU District

Scenario: Woodbury, Hardwick and Lakeview all cease operating as instructional campuses, and MVU seeks merger with another district, or tuitions all students out to another district.

We have not yet assessed this scenario across our four domains.

*SU REPORT: MVU Capacity / Planning Modeling for Woodbury to Hardwick Scenario: Enrollment, Class Size, and Space Analysis for MVU Short Term Planning Committee

As we look at building use, the largest determinant is the building and educational model that can fit in that building. Educational models look in lots of different ways. This document outlines some of the constraints and opportunities for moving all students from the Woodbury building to the HES building.

Class Size Minimums

What we know: The State of Vermont and the OSSU Board outline policies based on class size minimums and recommendations. These can be used to help with space utilization and determining when and how to consolidate classes. Based on the metric of 30sqft/student in grades 1-12.

What the data say:
This information is gleaned from both OSSU policy on class size minimums aligned with state statute in Act 170.

State of Vermont Class Size Minimums	Maximum Recommendation
K: 50sqft/Student	20
Grade 1: 10 students	20
Grades 2-5: 12 students	20/25
Grades 6-8: 15 students	25
Grades 9-12: 18 students	25

Spaces in Hardwick Elementary:

What we know: There are currently 14 total classrooms that are sized appropriately to both accommodate class size standards for all grades. One classroom is too small for any kindergarten class and likely any class that might grow in size. When looking at the building model, it would be important to walk through the actual classrooms to understand any further constraints in terms of bathroom, sink, and size to determine whether or not they are appropriate for a particular grade level.

What the data says:
We calculate the capacity at 90% to accommodate unexpected enrollment. Kindergarten students are required to have a minimum of 50sq/ft per student while students in grades 1-12 are required to have 30sqft/student. The table below shows capacity for grades 1-12 and kindergarten at 90% of total capacity, again to allow for unexpected enrollment.

Hardwick Elementary Usable Classroom Spaces (not offices or subject specific)															
Room Sizes (sq ft)	1350	977	977	977	977	800	764	764	758	728	667	667	667	638	580
net 90% @30 sf/student	41	29	29	29	29	24	23	23	23	22	20	20	20	19	17

Hardwick Elementary Usable Classroom Spaces (not offices or subject specific)															
net 90% @50sf/student	24	18	18	18	18	14	14	14	14	13	12	12	12	11	10

Enrollment Models

What we know: Currently, Woodbury and Hardwick Elementary Schools operate two different models. Hardwick operates a single grade model with two sections at each grade level. Math and Literacy are departmentalized at the upper grades (4-6). Woodbury operates a multi-age model in which students are grouped. Each model presents opportunities and research will name that each model is advantageous if done consistently and coherently in a school community.

What the data says:
These tables show the total enrollment by school as of September as well as possible models for each. When looking at the number of classes the above data was accounted for (class size minimums, classroom sizes, and numbers of students). The number of classes can vary depending on the programmatic desires.

2026-2027 Enrollment (September 2026)							
School Name	**K**	**1st**	**2nd**	**3rd**	**4th**	**5th**	**6th**
HARDWICK ELEMENTARY SCHOOL	22	26	16	26	37	26	35
WOODBURY ELEMENTARY SCHOOL	7	4	5	5	10	6	7

2025-2026 (This is based on actual enrollment figures)								
Individual Grade Total	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**Classroom Need**
Individual Grade Total	32	25	35	47	33	49	44	
Number of Classes	2	2	2	3	2	3	3	17
Avg Class Size	16	12.5	17.5	15.67	16.5	16.33	14.67	
Grade Band	**K**	**1/2 MAG**		**3/4 MAG**		**5/6 MAG**		**Classroom Need**
Grade Band Total	32	60		80		93		
Number of Classes	2	4		5		5		16
Avg Class Size	16	15		16		18.6		

2026-2027 (Based on September 2026 Enrollment)								
Individual Grade Total	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**Classroom Need**
Individual Grade Total	29	30	21	31	47	32	42	
Number of Classes	2	2	2	2	3	2	2	15
Avg Class Size	14.5	15	10.5	15.5	15.67	16	21	
Grade Band	**K**	**1/2 MAG**		**3/4 MAG**		**5/6 MAG**		**Classroom Need**
Grade Band Total	29	51		78		74		
Number of Classes	2	3		5		5		15
Avg Class Size	14.5	17		15.6		14.8		

2027-2028 (Based on projected enrollment with no change)								
Individual Grade Total	**K***	**1**	**2**	**3**	**4**	**5**	**6**	**Classroom Need**
Individual Grade Total	35	29	30	21	31	47	32	
Number of Classes	2	2	2	2	2	3	2	15
Avg Class Size	17.5	14.5	15	10.5	15.5	15.67	16	
Grade Band	**K***	**1/2 MAG**		**3/4 MAG**		**5/6 MAG**		**Classroom Need**
Grade Band Total	35	59		52		79		
Number of Classes	2	4		4		4		14
Avg Class Size	17.5	14.75		13		19.75		

**K classes are large, this may be worth breaking into 3 groups which would increase the number of classrooms needed to 15. Furthermore, the occupancy of only 5 classrooms meets the standard for K when using only 2 K sections in this model.*

Potential Staffing Model

Category	FTE	Category	FTE
General Educator k-6	14.0-15.0	Related Services	3.5 FTE (Shared)
Special Educators	2.0	Behavior Specialists	3.0 FTE
Unified Arts (PE, Music, Library, Visual Arts, etc)	4.0 FTE	Guidance	1.0

Category	FTE	Category	FTE
Interventionists	4.0 FTE	Administrators	2.0 (1 shared)
IAs	14-18 FTE	Admin Assistants	2.0
Nursing	1.0 FTE		

Concluding Statement:
While it is possible for all students to attend one elementary school, thought would need to be given to the sustainability of any model over time. Based on current enrollment distribution, combining into one building may mean increasing class sizes beyond capacity in some classrooms or beyond recommended capacity. Shifting to a mixed age group setting might provide stability, but may also require schedule modifications and an understanding of how population shifts might impact class size growth.

Outstanding Findings

The Committee identified several areas where the available evidence, existing constraints, or Committee timeline did not allow sufficiently detailed analysis to support a finding. These should be understood as unfinished areas of inquiry rather than findings for or against any particular consolidation scenario.

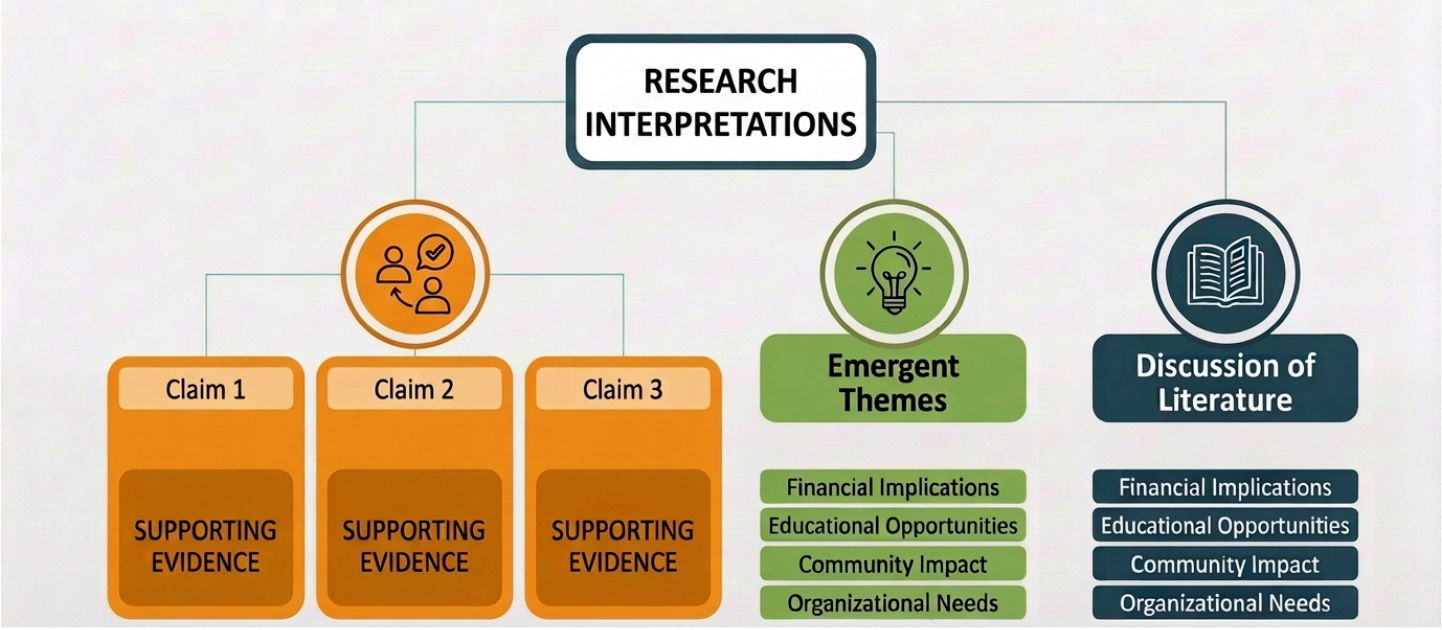
- **Lakeview closure**: Because of existing Board direction and the primary constraints identified in the campus assessment, the Committee did not develop detailed modeling of a Lakeview closure scenario.
- **Hardwick closure**: Because of the receiving-capacity, organizational, and other primary constraints identified in the campus assessment, the Committee did not develop detailed modeling of a Hardwick closure scenario.
- **Districtwide consolidation**: Within the Committee's timeframe, the Committee did not develop a detailed model of consolidation involving the entire MVU district.
- **Detailed Woodbury-to-Hardwick financial implications**: The Committee developed more detailed analysis of a Woodbury-to-Hardwick scenario, but did not complete a single detailed financial model because the financial result depends substantially on which configuration is assumed. In particular, the Committee did not establish sufficient clarity about how staffing, programming, and other resources would change—whether students would move with most existing resources, whether staffing/resources would be reduced, or whether the receiving model would be redesigned. Each branch would produce different financial and educational effects.
- **Transportation effects**: The Committee did not complete route-level transportation modeling for a defined consolidation configuration, including changes in routes, travel times, vehicles, staffing, or resulting costs.
- **Receiving-site operating requirements**: The Committee did not establish the staffing, classroom configuration, support-space, programming, special education, intervention, scheduling, or other operating requirements of a fully defined receiving-school model.
- **Transition and implementation costs**: The Committee did not develop a comprehensive estimate of one-time costs associated with implementing a consolidation scenario.
- **Multi-year financial effects**: The Committee did not develop a multi-year net financial comparison of defined consolidation configurations against an explicit status-quo baseline, including operating costs, capital obligations, transportation, staffing, receiving-site investments, and applicable funding effects.

- **Configuration-specific net financial effects**: As a result, the Committee has not established final net savings, tax-rate effects, staffing reductions, transportation impacts, receiving-site costs, transition costs, or avoidable capital obligations for a specific consolidation configuration.
- **What would the tax savings be per $100,000 of assessed value with a 0.01 reduction in the three town tax rates based on the FY27 approved budget?**

The absence of these findings does not establish that a particular configuration is feasible or infeasible, financially advantageous or disadvantageous. Rather, the inquiry identified the point at which greater precision requires a more specifically defined structural and educational configuration.

Interpretations & Key Learnings

In its interpretation of the findings, the Committee distinguished between claims, themes, and discussion of external literature. Claims are conclusions supported by observed data, derived analysis, or multiple converging sources. Themes are recurring experiences, concerns, values, or perspectives that weave throughout the qualitative datasets: Surveys, listening sessions, the community Forum, historical records, and other qualitative sources. Themes identify what participants repeatedly raised; unless representativeness was established, they do not demonstrate how widely a view is held or establish causal relationships.



Claim 1 (System-Level): Building consolidation doesn't necessarily remove costs; it reorganizes the MVU system. Building consolidation changes how costs, resources, and operational requirements are distributed across all schools within the District. Structural change can eliminate or reduce some costs and challenges while transferring, transforming, or creating others.

For example, the committee's FY27 Woodbury-to-Hardwick Consolidation Assessment showed that holding net spending constant while changing student weighting due to the loss of a small school would result in a higher equalized tax rate and would require further budget reductions in order to remain tax-neutral. FY 27 campus-coded expenditures for the 3 locations only establish where costs currently sit, not costs that would disappear under consolidation. The effects of consolidation occur across all four domains, and are configuration-dependent. The Committee identified significant constraints, dependencies, and unresolved variables across multiple possible configuration scenarios, and found that increasingly precise estimates of feasibility and financial impact require a more clearly-defined structural and educational configuration.

Evidence: Table showing various components of the MVU system and how they may be impacted by building consolidation.

What do we observe?	What could reconfiguration change?	What might it not change?	What don't we know?
Enrollment	Student distribution, cohorts, building utilization	Student needs, enrollment drivers	Future enrollment, receiving capacity
Staffing	Deployment, shared staffing, specialist travel	Role clarity, leadership, student need	Configuration-specific staffing model
Facilities	Number of sites maintained, some capital exposure	All capital obligations	Avoidable vs transferred costs
Spending	Some location-specific expenditures	Central/continuing costs	Actual net savings
Transportation	Routes would change	Geography	New routes, time, cost, family burden
Educational programs	Could concentrate or reorganize opportunities	Quality or access automatically improving	Program design under new configuration
Staff experience	Work environment could change	Trust, agency, collaboration automatically improving	How conditions transfer at different scale
Community	Could create broader district interaction	Local identity and attachment	Broader community perspectives

Evidence: Campus expenditures do not equal removable costs.
FY27 campus-coded expenditures are approximately $4.137 million Hardwick, $1.123 million Woodbury, and $736,000 Lakeview, while approximately $3.069 million is coded district/shared. Those figures establish where expenditures currently sit, not what disappears if instruction stops at a campus. Staffing or services associated with students may continue at another location, and special education, instructional-assistant, transportation, and other costs can sit outside campus-coded expenditures.

Evidence: Capital Improvements exist at both Hardwick and Woodbury and do not necessarily equal removable costs.
For this inquiry, the Committee considered Type 1 projects only, which are defined as projects that are legally mandated, contractually obligated, impact physical access for all students, health, safety, security, or respond to failure of existing systems. The current Capital Improvement Plan identifies two Type 1 projects at Woodbury: $395,896 (Building Reserve Funds) in life-safety improvements associated with continued student occupancy split over two years, Elevator Upgrade $113,875 (Building Reserve Funds) and a $518,000 PFAS-free water project identified as grant-funded. Hardwick also has Type 1 needs, including $16,500 for office HVAC (Reserve Funds) , $84,000 for bleacher replacement (Reserve Funds) , elevator upgrade $95,891 (Reserve Funds), Drain Lines (Reserve Funds) for which cost has not yet been established and gym-lobby-step work for which cost has not yet been established.

Evidence: Staffing creates a direct tradeoff between potential savings and receiving capacity.

Based on current SU and administrative information, and the understanding that consolidation may reflect reorganization of staff – not necessarily the elimination of staff – the Committee is using the assumption that $100,000 per FTE is a reasonable planning estimate, based on a median MVU position cost of just under $103,000. If more staffing/resources follow students, Hardwick has greater resources with which to receive them, but potential financial savings are smaller. If more FTE equivalents are eliminated, potential savings increase, but the receiving educational model and capacity changes.That relationship is not hypothetical: more FTE equals more capacity and more cost; diminished FTE equals diminished capacity and diminished cost The specific staffing configurations remain unknown, while the need to specify them before calculating savings is an observed limitation of the current analysis.

Evidence: Transportation responsibility remains.
MVU currently incurs approximately $367,821 in SU-assessed transportation costs. Moving students does not eliminate the obligation to transport eligible students. What changes is the route structure, travel time, vehicles and potentially cost. Because route-level modeling was not completed, the direction and magnitude of that change remain unknown. The transportation responsibility doesn't simply disappear within any given consolidation scenario; its configuration changes.

What the evidence does not support
We have not established that every cost transfers elsewhere. Some costs may genuinely be eliminated. We have not established the net magnitude of eliminated versus transferred/new costs. We have not established that consolidation necessarily increases total cost or necessarily produces savings. We have not completed enough configuration-specific modeling to say exactly how the entire MVU organization would be reorganized.

Claim 2 (Domain-Level): Costs for current campus expenditures and identified capital projects are not the same as potential tax savings.

Reductions in District spending also do not translate directly into equivalent reductions in education taxes. Under Vermont's current funding system, education tax rates are influenced not only by a district's education spending, but also by its weighted pupil count, statewide education funding parameters, and town-level property valuation factors. Accordingly, the tax effect of any consolidation scenario would need to be modeled separately from its potential operating savings. The Committee therefore distinguishes among current campus expenditures, costs that could actually be avoided through consolidation, and the resulting effect on education taxes. These are related, but they are not interchangeable.

Campus-coded expenditures describe where MVU currently spends resources, not which expenditures would disappear under a different configuration. Students and their educational needs remain within the district; staffing and programming must be reconfigured; transportation requirements may stay the same or increase; receiving-site space and operating requirements must be addressed; capital obligations depend on future building use and funding sources; and changes in student assignment can affect education-funding calculations. Similarly, identified Type 1 capital project costs do not necessarily represent avoidable district costs because project funding, continued building use, district obligations, and receiving-site requirements differ. The Woodbury-to-Hardwick Consolidation Assessment and MVU Financial Analysis further demonstrates that expenditure reduction and tax-rate effect are separate questions: holding net spending constant while changing pupil weighting produces a higher modeled net-spending-per-LTWADM figure and equalized homestead rate.

The Committee therefore cannot determine potential tax-rate savings by simply subtracting expenditures and/or Type 1 capital project costs of Woodbury (or any of the three current campuses) from the District budget. A net financial effect requires clarity on which costs would be eliminated, continued, transferred, or newly created — which is connected to decisions on staffing, educational programs, transportation, and facilities.

Evidence: Campus-coded expenditures describe current spending, not necessarily avoidable spending.
FY27 expenditures are $9,065,204.25, with $108,401 in offsetting revenues, producing approximately $8,956,803 in net education spending. Our Domain-Level Assessments and Campus Consolidation Assessment show that consolidation could reduce some facility, capital, staffing, coordination, or duplication costs. But costs connected to students, educational services, transportation, and many staffing functions still continue somewhere in the system.

FY27 expenditure coding	Amount
Hardwick	$4,137,243.05
Woodbury	$1,122,983.21
Lakeview	$735,576.61
District/shared	$3,069,401.38
Total	**$9,065,204.25**

Evidence: Type 1 capital costs cannot simply be counted as savings.
Under the Committee's current analytical boundary, only Project Type 1 items in the current Capital Improvement Plan are being considered. Identified Type 1 capital project cost is not equivalent to avoidable district cost. Potential capital savings require project-level analysis of funding source, relationship to continued instructional occupancy, future building use, district obligations, and any receiving-site requirements. For this inquiry, the Committee considered Type 1 projects only, which are defined as projects that are legally mandated, contractually obligated, impact physical access for all students, health, safety, security, or respond to failure of existing systems. The current Plan identifies two Type 1 projects at Woodbury: $395,896 (Building Reserve Funds) in life-safety improvements associated with continued student occupancy split over two years, Elevator Upgrade $113,875 (Building Reserve Funds) and a $518,000 PFAS-free water project identified as grant-funded. Hardwick also has Type 1 needs, including $16,500 for office HVAC (Reserve Funds) , $84,000 for bleacher replacement (Reserve Funds) , elevator upgrade $95,891 (Reserve Funds), Drain Lines (Reserve Funds) for which cost has not yet been established and gym-lobby-step work for which cost has not yet been established.

Evidence: The FY27 funding model demonstrates why expenditure reduction and tax-rate effects are different questions.

Measure	Current configuration	Modeled Woodbury-to-Hardwick Scenario
Net education spending	$8,956,803	$8,956,803
LTWADM	548.53	541.67
Net spending/LTWADM	$16,328.74	$16,535.53
Modeled equalized homestead rate	1.7369	1.7594

The MVU Financial Analysis also reveals an important funding tradeoff. Under the current FY27 model, Woodbury students receive a 0.21 small-school weight, compared with 0.07 at Hardwick. With spending held constant, the Finance model shows LTWADM falling from 548.53 to 541.67, net education spending per LTWADM rising from $16,328.74 to $16,535.53, and the modeled equalized homestead tax rate rising from 1.7369 to 1.7594. Under those FY27 assumptions, approximately $100,000 in net spending reduction would be needed simply to make the modeled tax-rate effect roughly neutral. The financial question is therefore not “What does Woodbury cost?” but “Which costs actually disappear, which continue, which transfer, and what new costs arise?”

Net Financial Effect of a Defined Consolidation Scenario
Avoidable building operating costs + Avoidable staffing and functions + Avoidable district-funded capital obligations − New or increased receiving-site operating costs − New or increased receiving-site capital costs − Changes in transportation costs − Transition and implementation costs
= Net change in district education spending

Costs that continue or transfer elsewhere within the district or Supervisory Union are not counted as savings unless they actually reduce MVU's expenditure. The resulting change in education spending must then be evaluated under the applicable education-funding formula to determine its effect on the district tax rate and, where applicable, town-level tax rates.

Claim 3 (Scenario-Level) : Current organizational modeling does not show that Woodbury students can simply be added to Hardwick’s existing organizational configuration; a combined campus requires an educational and operational redesign. Feasibility also depends on classroom configuration, staffing, support space, programming, student needs, and the educational model.

A Woodbury-to-Hardwick configuration may be possible, but current modeling indicates that serving all 232 students at Hardwick would require decisions about classroom use, grade configuration, staffing, support space, or some combination of these. Integrating Woodbury pupils into Hardwick Elementary would require at least 1 additional home classroom to Hardwick’s current configuration. Doing this would require specialized intervention spaces and support programming to be displaced. Listening sessions with staff further highlight distinct campus environments and needs, demonstrating that numerical room counts do not automatically translate to operational or functional capacity. Scenario testing also showed that changing the educational configuration changes other conditions. Grade configuration affects classroom requirements; classroom use affects support-space availability; staffing choices affect both educational resources and potential financial savings; transportation requirements depend on student assignment; capital effects depend on future building use; and the funding effect depends in part on student weighting. Consequently, feasibility and overall financial, educational, community, and organizational effects cannot be fully specified until we have more information about what decisions and tradeoffs the Board and community are willing to make.

Evidence: MVU Modeling
The MVU Capacity/Planning document demonstrates this directly. Individual grades, multi-age grades, different staffing assumptions, different room uses, and different years produce different classroom requirements. Financial modeling has the same dependency: savings cannot be calculated until we know which staff move, which positions disappear, what happens to the building, whether Hardwick requires investment, and what transportation model results. The modeling does not establish that Woodbury-to-Hardwick consolidation is infeasible. Nor does it establish that the combined

enrollment can be accommodated within Hardwick's existing operating model without change. Rather, feasibility depends on decisions about grade configuration, classroom use, staffing, intervention and support space, programming, student needs, and the educational model selected.

Evidence: Moving from Physical Capacity to Functional Capacity
Based on Staff Listening Session Reports and the MVU Capacity/Planning document, the Committee distinguished among physical capacity, operating capacity, and the emerging concept of functional capacity. The MVU Capacity/Planning document starts with 188 Hardwick students + 44 Woodbury students = 232 K–6 students. For 2026–27, the individual-grade model requires 15 classrooms. The modeled multi-age configuration also requires 15 classrooms. For 2027–28, the individual-grade model still requires 15, while one multi-age configuration reduces the modeled requirement to 14. Physical-capacity calculations identify how many students' space may accommodate under stated planning assumptions. Operating capacity considers how that space, staffing, programming, and support would actually be organized. Functional capacity asks whether the resulting configuration can meet educational and organizational needs over time. The Committee's modeling informs the first two questions but does not establish the third.

The worksheet applies 50 square feet per student for Kindergarten and 30 square feet for general instruction, alongside the applicable class-size framework. Vermont's school-construction planning guidance likewise identifies 50 net square feet per Kindergarten student and 30 net square feet for general K–8 instruction. And that distinction matters because Hardwick has 15 identified classroom-sized rooms, but not all 15 are simply unused general classrooms. Converting intervention/support space into classrooms can solve one capacity constraint while creating another.

Evidence: The Campus Consolidation Assessment did not produce one clear set of advantages and disadvantages.
In modeling the Woodbury-to-Hardwick scenario, the Campus Consolidation Assessment produced a branching set of consequences. Some effects follow directly from a given structural change; others depend on choices about staffing, classrooms, transportation, facilities, student supports, and future use of the Woodbury building.

Emergent Themes by Domain

Through its analysis, the Committee identified several themes that emerged across the evidence base. Themes are distinct from findings and claims. A theme indicates that a pattern appeared across multiple types of evidence. It does not, by itself, establish prevalence, causation, representativeness, or a preferred structural outcome.

Qualitative evidence (student, family, staff, and community perspectives, listening sessions, Surveys, community engagement, the public Forum, and historical records) helped identify recurring experiences, concerns, values, and priorities as patterns. Quantitative evidence (enrollment, financial, staffing, facilities, attendance, capacity, and other district data) provided additional context and, in some cases, strengthened, qualified, or complicated those patterns to create these emergent themes. Where qualitative perspectives were voluntary or self-selected, the Committee treated them as evidence of reported experience rather than evidence that the same perspective was shared by the broader population.

The themes below therefore represent cross-source synthesis: places where evidence from different parts of the inquiry converged around recurring conditions, experiences, tensions, or priorities.

Financial Implications

Spending reductions and tax-rate savings are related, but not equivalent. Financial effects depend on which costs are eliminated, which continue or shift elsewhere, and how net spending interacts with the education-funding system. We started by looking at campus costs. Then learned campus-coded expenditure ≠ building operating cost ≠ closure savings. Then staff/benefits emerged as major cost drivers. Then we learned roughly $51,029 in FY27 net education spending ≈ $0.01 on the modeled district tax rate. Then exploring the Woodbury→Hardwick scenario showed that changing configuration can change weighted enrollment, which also affects our tax rate. Finally, Act 73 reminds us that the future funding environment itself is changing.

Educational Opportunities

Agency and role clarity matter in educational experiences for both students and staff. Woodbury and Lakeview listening themes connect clear roles, staff voice, leadership responsiveness, and flexibility with lower reported stress/proactive response; Hardwick reports more ambiguity and top-down experience.

Community Impact

Process legitimacy matters. Across years of public comment and board minutes, board/staff/community voices repeatedly ask what data are for, who is heard, how follow-up occurs, and how decisions connect to evidence. The Committee's engagement identified recurring participant concerns about transparency, accessible information, respectful dialogue, educational continuity, clear goals, and predictable process. Those are relevant considerations if the Board moves into configuration-specific planning.

A common fact base matters. At different points in time, costs, capacity, enrollment, repairs, staffing, and voter intent have been framed differently; source clarity and factual status affect trust in the process.

Physical reconfiguration ≠ internal integration or unity. Moving people into fewer buildings may change the structure without automatically creating shared identity, trust, communication, collaboration, alignment or district connection. The staff listening report explicitly raises this distinction.
Needs for stability and flexibility are in tension: Our community desires stability while the district is facing conditions that require adaptability.

Organizational Needs

Numerical capacity ≠ functional capacity: Listening sessions suggest that seats, class size, and staff ratios do not fully explain whether a school can remain proactive, collaborative, reflective, and instructional under its actual level of need.

Literature Review Themes by Domain

The Committee reviewed external research to place MVU's findings in a broader context. The literature was used to test and contextualize local findings, not to predict what would occur under a particular MVU configuration. Across the studies reviewed, outcomes varied substantially by context, scale, and implementation.

Financial Implications

The literature suggests that consolidation does not produce uniform financial effects. Some studies found per-student savings, with much of the reduction associated with staffing rather than building costs. Other research found that anticipated savings could be reduced or offset by factors such as transportation costs or enrollment decline. Research on economies of scale also distinguished between district-level size and individual school-building consolidation, reinforcing the importance of specifying what type of structural change is being considered. These findings are consistent with MVU's distinction between current campus expenditures and costs that would actually become avoidable under consolidation.

Closures resulted in little improvement in financial standing for districts because spending reductions were offset significantly by post-consolidation enrollment decline (e.g., people leaving the district or going private etc). (California 2026)

Closures resulted in avg savings ~250-280+ per student, however these savings came largely from reduced spending on classroom teachers and other staff rather than building costs. (Ohio 2019)

Benefits of economies of size were found for districts of 2000-4000 students but school building consolidation results indicated that initial budget savings were often offset by decreased student outcomes and transportation costs. (2002 - Literature review of 22 most rigorous studies from 1980 onward)

Educational Outcomes

Educational effects were mixed and appeared sensitive to both transition and receiving-school conditions. Several studies identified short-term declines in academic performance following closure, with some evidence of later recovery, while other measures—including attendance, discipline, postsecondary participation, and longer-term outcomes—showed more persistent effects in some settings. Research also identified effects at receiving schools, while other studies found educational benefits where consolidation increased access to services or resources. Collectively, the literature supports examining not only whether students move, but how the receiving educational environment is configured and how transition is managed.

Temporary negative effects on test scores, usually recovers within ~3 years - suggests a disruption effect (urban & rural). (Texas study, 2024) (Denmark study 2016)

When looking at outcomes other than just short-term academic achievement/scores, but also post-secondary participation, wages, etc, there may be a longer lasting small negative effect(urban and rural). (Texas, 2024)

Measures of absence and disciplinary action paint a *more* negative picture for students who experienced closure (urban and rural). (Texas 2024)

There were also negative impacts on receiving school - suggests that HOW a school receives students matters (urban & rural). (Texas 2024)

When economies of scale improved through closure, achievement improved with increased access to services/resources. This study excluded the transition cohort (aka no impacts of disruption, likely urban). (Netherlands 2016)

Larger school sizes resulting from consolidation movement in the mid-century US likely resulted in worse academic and economic outcomes. (National long-term retrospective study from 2010)

Community Impact

Studies, particularly those examining rural communities, identified associations between school closure and changes in population, property values, employment, and community economic or social conditions. Some research suggests these effects may differ according to the characteristics and stability of the community prior to closure. This literature is consistent with MVU community evidence identifying schools as serving functions beyond direct instruction, while not establishing that the same effects would necessarily occur in MVU.

Overall, the literature reinforces the Committee's finding that consolidation outcomes are context- and configuration-dependent; neither financial savings nor educational and community effects can be assumed from closure alone.

School closures resulted in population flight, stagnation, and/or negatively impacted property values. (Arkansas 2022, Michigan 2021, Denmark 2021)

Stable rural communities with strong inclinations to keep their schools were most likely to experience population decline after closure occurred, as compared with less stable communities. (Rural nationwide data - 2022)

Social and economic welfare, property values, and civic employment are significantly higher in rural communities that retain local schools. (Rural NY, 2002 - does not look specifically at closure.

Meta-analysis of the Committee's Activities, Methods & Process

In addition to our interpretations and learnings about building consolidation, we would like to offer reflections on the process itself. What began as an investigation of building consolidation through the lenses of our four domains (financial, educational, community and organizational) became an inquiry into how the entire MVU system can adapt wisely, considering both internal and external conditions.

In MVU's journey toward a sustainable structural configuration, ongoing experiences with conflict and agitation can help to unmask what constituents care about most. Our adversaries in this journey are conditions of complexity and uncertainty – not each other. Perhaps the goal in this journey isn't overcoming complexity or uncertainty; perhaps it's learning how to remain in relationship with complexity and uncertainty without collapsing into unnecessary struggle, reactivity, fragmentation, or premature certainty.

The four domains named in our charge served as excellent lenses through which to examine the complexities of consolidation, configuration, and/or structural change.

We worked on three different levels in this process: system-level inquiry to understand the MVU organization overall, domain-level inquiry to understand how specific components of the whole operate in relation to configuration, and scenario-level work to understand how the larger systemic and domain-level ideas play out in an operational setting. Much of our work involved zooming out to gather information about MVU as a whole and then zooming back in so that we can better understand how the parts relate to the whole, and vice versa. We believe that cyclical movement between macro and micro—between the whole and the parts—has been an important part of the process.

Different participants hold different kinds of knowledge, and a sound decision process does not require those forms of knowledge to compete for authority. A teacher may know something about classroom functioning that a Board member cannot directly observe. A student may know something about belonging that an administrator cannot infer from enrollment data. A finance director may establish a funding consequence that community preference cannot alter. A community member may identify a consequence that financial modeling did not predict. A superintendent may determine that an imagined configuration requires additional operational choices before it can actually be modeled. And the Board ultimately has to integrate all those forms of evidence with its governance responsibilities. There is an opportunity to improve role clarity for everyone who is consistently engaged in this journey, and particularly those who carry significant organizational memory and/or decision-making authority.

Through its community engagement work, the Committee recognized an important distinction between community preference and community participation and engagement. Participation provides opportunities for people to contribute perspectives, experiences, questions, and values; it does not necessarily establish a representative community preference.

Net financial effect of a defined consolidation scenario requires accounting for: avoidable building operating costs + avoidable staffing/functions + avoidable district-funded Type 1 capital obligations minus continuing costs + transferred costs + new transportation costs + receiving-site operating/capital requirements + transition costs, with the resulting net education spending then evaluated under the applicable education-funding formula.

Conclusions & Opportunities

NOTE: The Committee used a rigorous and structured approach to gather and analyze available evidence relevant to the Board's charge. Our methods and activities were a planning inquiry rather than a formal academic research study; this Final Report is offered within that scope and context.

The Committee began in late July by asking broadly what configurations might be possible and what effects consolidation could have. This broad inquiry helped identify the range of issues involved. As the work progressed through August, the Committee found that each structural option quickly branched into additional decisions about staffing, classroom organization, educational programming, transportation, facilities, capital needs, and funding. These choices materially affect outcomes across all four domains and will require continued consideration by the Board and the MVU community.

As greater analytical precision required greater configuration specificity, the Committee made the assumptions and choices within its analysis explicit so that their implications and tradeoffs remained visible. This more focused inquiry did not resolve every question, but it allowed the Committee to distinguish more clearly between what the evidence supports, what depends on future decisions, and what cannot yet be determined.

During September, the Committee moved from broad exploration to examining several more clearly defined scenario pathways in order to better understand how potential consolidation could affect the MVU system in practice. These scenarios were used as analytical examples, not recommendations or preferred configurations. The Committee also identified more than 20 distinct structural possibilities, both within and beyond the current MVU District, illustrating how quickly the range of potential configurations expands.

Further community engagement, configuration-specific data collection, and operational, educational, and financial modeling would be needed before the effects of any particular configuration could be understood with greater confidence. The Committee's work therefore narrows the questions that require further examination without determining which, if any, structural configuration should ultimately be pursued.

Throughout the course of our work, we returned to MVU's Mission, Vision, Core Values, Strategic Plan, and Portrait of a Graduate as existing frameworks for examining what educational purposes and conditions a more specifically defined configuration would be expected to support. The specifics today are profoundly different from the structural changes that drove consolidation in previous generations. But the underlying experience is familiar: the world around a school system is changing, and the structures built for an earlier set of conditions need to be examined again.The people who reorganized schools centuries ago could not design a structure that would remain optimal forever. Neither can we. We are grateful to have been able to support MVU in seeing and accepting itself clearly and creating pathways toward structural change without losing connection to its existing strategy, purpose and values. In the spirit of the Infinite Loop of Learning we practiced, the Committee supports efforts toward ongoing community engagement, reflective practice, and continuous learning related to the themes of consolidation and structural change.

In future work together, the MVU community has an opportunity to demonstrate for its students something larger than any single outcome. We can embody the Portrait of a Graduate in our own work—practicing communication, critical thinking and problem solving, agency, good citizenship, and well-being as we navigate complexity and change. In this way, the Portrait is not only something we aspire to develop in our students; it can also help describe how we aspire to learn and work together as a community. Perhaps one of the most powerful ways to bring these commitments to life is by being a community that continues to listen, reflect, learn, and adapt alongside our students.

References

External Research Sources

The Committee reviewed external research to place MVU's local evidence in a broader context. Sources varied in research design, geography, population, and applicability to MVU. The Committee therefore considered both study findings and methodological limitations and did not treat findings from other districts or communities as predictions of outcomes in MVU.

Research and Evidence Standards

- What Works Clearinghouse (WWC), Standards Handbook
- Every Student Succeeds Act (ESSA), Tiers of Evidence
- Pyramid of Evidence framework

School Consolidation, Closure, and Student Outcomes

- The Long Shadow of School Closures: Impacts on Students' Educational and Labor Market Outcomes (2024)
- McGee, Mills & Goldstein, The Effect of School District Consolidation on Student Achievement: Evidence From Arkansas (2022)
- The Short-Term Effects of School Consolidation on Student Achievement: Evidence of Disruption? (2016)
- School Consolidation and Student Achievement (2016)
- Growing Pains: The School Consolidation Movement and Student Outcomes (2010)

Financial and Fiscal Effects

- The Fiscal Consequences of School Closures in California: Evidence from a Statewide Synthetic Difference-in-Differences Design (2026)
- Does the Cost-Cutting Strategy of Closing Public Schools Provide Financial Benefits? Evidence From Ohio(2019)
- Revisiting Economies of Size in American Education: Are We Any Closer to a Consensus? (2002)
- Does School District Consolidation Cut Costs? (2001)

Community Effects

- The Impacts of School District Consolidation on Rural Communities: Evidence from Arkansas Reform (2022)
- School Closures and Rural Population Decline (2022)
- The Community Consequences of School Closure and Reuse (2021)
- Do Rural School Closures Lead to Local Population Decline? (2021)
- What Does a School Mean to a Community? Assessing the Social and Economic Benefits of Schools to Rural Villages in New York (2002)

Grade Configuration and Grade Banding

- Stuck in the Middle: Impacts of Grade Configuration in Public Schools (2011; spreadsheet notes a later update)
- An Examination of Test Score Trajectories Around School Switching Due to Grade Configuration (2022)
- Academic Achievement for Fifth-Grade Students in Elementary Schools (K–5) as Compared to Intermediate Schools (5–6) (2011)

Additional Contextual Sources

- Expanding and Strengthening Best-Practice Supports for Students Who Struggle (2017)
- An Evidence-Based Approach to Identifying an Adequate Education Spending Level in Vermont (2024)
- Revisiting Research on School Closings: Key Learnings for District and Community Leaders (2024)
- Rethinking the School Closure Research: School Closure as Spatial Injustice (2019)
- Brasington, School District Consolidation, Student Performance, and Housing Values (1997)

Source Documents Used for the Organizational Record

The Organizational Record is a synthesis and chronology tool, not a substitute for the underlying sources. Where questions of context, chronology, definition, or conflicting evidence arose, the Committee returned to the original source material.The Committee developed and maintained a five-year MVU Organizational Record to consolidate historical, quantitative, qualitative, and planning evidence relevant to the Short-Term Planning Committee's inquiry.

The record was updated as additional information became available and includes, but is not limited to:

- Governance and historical records: MVU/OSUESD Board minutes, agendas, special meetings, retreats, informational meetings, Board actions, and related public records (2022–2026); OSSU Board materials; superintendent, principal, and school reports.
- Financial and operational records: FY22–FY27 budgets and financial records, tax and education-funding information, campus/location expenditures, transportation data, facilities records, and capital-planning documents.
- Enrollment, staffing, and educational data: MVU enrollment records, FY27 human-resources data, class-size and classroom-configuration information, student-support and intervention information, and enrichment/extracurricular data.
- District planning and purpose documents: MVU Board Vision and Core Values, OSSU Strategic Plan 2025–2028, Portrait of a Graduate, and the Short-Term Planning Plan.
- Campus-specific records: Lakeview planning records, Surveys, Forums, and Board actions; Woodbury Fire Escape Proposed Action Plan and Fire Marshal comments; Woodbury PFAS response records; and other campus facilities and planning materials.
- Committee data-development records: Short-Term Planning Committee Internal Data Requests, scenario and capacity modeling, campus comparisons, and other evidence developed or reconciled during the Committee inquiry.
- Internal qualitative evidence: De-identified staff listening sessions conducted at Hardwick, Woodbury, and Lakeview; principal and Committee-member listening; facilitator records; and post-listening-session staff Surveys.
- Student, family, and community evidence: September 2026 Student Survey, Family Survey, Community Survey, school open-house engagement, and associated qualitative responses.
- Community engagement and public-process records: Communities Connect/Community Insights materials, Communications Committee work, community-engagement planning materials, and the September 22, 2026 Community Forum and associated participant input.
- Additional organizational records: Mountain View Principal reports, relevant MVU Board minutes, and other organizational and planning materials incorporated into the record as the inquiry developed.

Appendix Material:
OSSU Portrait of a Graduate & Strategic Plan

ORLEANS SOUTHWEST SUPERVISORY UNION

PORTRAIT of a GRADUATE



Academic Proficiency



Communication



Critical Thinking & Problem Solving



Global Citizenship



Learner Agency



Well-Being

Orleans Southwest Supervisory Union graduates pursue life as intellectually curious and creative collaborators. Confident in their own identity and inclusive of others, they adapt to change and positively engage the world around them. As they expand their capabilities, they grow in empathy and interpersonal skills, building communities characterized by equity, opportunity, and a shared sense of belonging.

EMPOWERING LEARNERS, IGNITING AGENCY

PORTRAIT of a GRADUATE

CORE COMPETENCIES



Academic Proficiency embodies a student's mastery over core subjects and essential skills, readiness for life beyond education, the capacity for applying knowledge across contexts, and the confidence to pursue passions, fostering a lifelong commitment to learning and achievement.



Communication competence is the skillful exchange of clear, appropriate, and respectful messages across various formats, coupled with the adaptability to context and culture, conflict management, and a commitment to ongoing self-improvement in communicative practices in verbal and nonverbal ways.



Critical Thinking & Problem Solving refers to the capacity to independently analyze and evaluate information, question and challenge ideas, and apply curiosity to seek out new solutions. It involves the skillful use of reasoning to identify issues, gather and assess relevant information, establish valid conclusions, and solve problems effectively. A critical thinker is inherently curious, open to new perspectives, and committed to continuous learning and improvement.



Global Citizenship embodies an appreciation of cultural diversity, responsible action in diverse societies, empathic perspective taking, a stance of humility, and a commitment to collective problem-solving on a global scale, fostering critical thought, communication, and civic engagement.



Learner Agency is a student's active participation in their education, characterized by self-empowerment, choice, and a collaborative role in shaping their learning journey. This includes being goal-oriented, seeing challenges as growth opportunities, and pursuing interests with perseverance and resilience. It fosters confidence, curiosity, and the development of a growth mindset essential for lifelong learning and post-educational life.



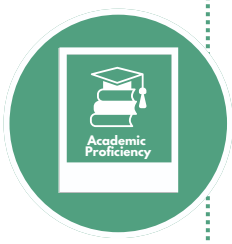
Well-Being competence is the ability to maintain a positive lifestyle, balancing physical and mental health, emotional resilience, social bonds, and self-care, while embracing joy, passion, and empathy, fostering a sense of belonging and contributing to societal good.

EMPOWERING LEARNERS, IGNITING AGENCY

PORTRAIT of a GRADUATE

SUCCESS INDICATOR EXAMPLES

These examples of success indicators are just that...*examples*. Success will be measured in a variety of ways depending on the competency.



ACADEMIC PROFICIENCY

1. Mastery of State Tests
High performance on standardized state tests, reflecting strong grasp of core subjects.

2. Consistent Grades
Maintaining high grades across various subjects, demonstrating sustained academic achievement.

3. Timely Course Progression
Advancing through courses without delays, indicating readiness for next academic levels.



COMMUNICATION

1. Clarity in Communication
Receiving high feedback scores for clear and accurate verbal and written communication.

2. Effective Feedback Reception
Successfully incorporating feedback from peers and supervisors, showing openness to improvement.

3. Strong Presentation Skills
High ratings on presentations, demonstrating engagement, clarity, and audience understanding.



CRITICAL THINKING & PROBLEM SOLVING

1. Accurate Problem Identification
Correctly identifying main issues in various scenarios, showing strong analytical skills.

2. High-Quality Solutions
Proposing effective, practical solutions evaluated positively by peers and educators.

3. Efficient Problem Resolution
Quickly resolving issues from identification to implementation, reflecting decision-making efficiency.



GLOBAL CITIZENSHIP

1. Cross-Cultural Communication
Effective communication with diverse groups, reflecting cultural understanding and adaptability.

2. Awareness of Global Issues
Demonstrating knowledge of global challenges and proposing solutions, indicating global awareness.

3. Participation in Initiatives
Active involvement in community or global projects, showing commitment to global citizenship.



LEARNER AGENCY

1. Goal Setting and Achievement
Regularly setting and achieving SMART goals, indicating strong self-directed learning.

2. Informed Decision-Making
Making thoughtful choices about learning activities, reflecting independence and responsibility.

3. Effective Self-Regulation
Managing time and tasks efficiently, demonstrating ability to work independently and prioritize effectively.



WELL-BEING

1. Physical Health Metrics
Good attendance and participation in physical activities, indicating physical well-being.

2. Engagement in Wellness Education
Active participation and achievement in health and wellness courses, showing commitment to healthy living.

3. Positive Social Interactions
Demonstrating good social connections through peer reviews and participation in group activities.

ORLEANS SOUTHWEST
SUPERVISORY UNION

STRATEGIC PLAN 2025-2028

The OSSU Strategic Plan 2025-2028 serves as a vital framework to realize the aspirations of our Portrait of a Graduate, ensuring our students are equipped with the skills and attributes needed for success in an ever-evolving world. The work outlined in the Strategic Plan, supported by the four goals outlined below, will be further advanced at the school level, where the vision of the Portrait of a Graduate comes to life in daily practice. This continued work ensures that the Strategic Plan's goals remain dynamic and responsive, propelling our Portrait of a Graduate vision forward in meaningful and impactful ways.

1 STUDENT SUCCESS

OSSU will facilitate learning experiences that are personally engaging for students, equitable, grounded in high expectations and supportive environments so that our students realize growth and success.

2 CULTURE

OSSU will develop cultures that appreciate the distinct identities of each district and student while blending their strengths across the SU, where staff and students feel safe, trusted, and motivated, so they find value in and thrive at school.

3 TALENT PRIORITY

OSSU will strengthen its approaches to recruiting, developing, and retaining equity-minded talent, so that OSSU students are supported by the highest quality staff possible.

4 RESOURCE SUSTAINABILITY

OSSU will responsibly manage resources, so that it can sustainably and equitably provide the means necessary to provide meaningful experiences consistently and equitably for students and staff.

GOAL 1 STUDENT SUCCESS

OSSU will facilitate learning experiences that are personally engaging for students, equitable, grounded in high expectations and supportive environments so that our students realize growth and success.

Objectives	Strategies
1.1 **Academic Proficiency**: OSSU will have at least a "Meeting" designation grade for academic proficiency on the AOE state report card for the 2027-2028 school year.	1.1.1 **Common Curriculum**: OSSU will provide an articulated curriculum for all content areas.
	1.1.2 **Data Analysis**: OSSU will conduct an analysis on the local assessment data, state test results, and graduation rates to identify areas of sub-proficiency and provide an accounting and action plan to the superintendent.
	1.1.3 **Professional Development**: OSSU will have a training/Professional Development plan to train, support, and onboard new staff.
1.2 **Capstone Experience:** All OSSU students will have successfully completed a cornerstone/capstone experience in each major grade span they've completed by 2028-2029.	1.2.1 **Capstone Implementation Team**: OSSU will identify a capstone development team to study and recommend to the superintendent parameters by which the cornerstones will be developed and used.
	1.2.2. **Personalized Learning Plan Team**: OSSU will identify a Personalized Learning Plan (PLP) development team to study and recommend to the superintendent parameters by which the Personalized Learning Plans will be developed and used.
1.3 **Portrait of a Graduate (POG)**: OSSU students will demonstrate mastery of POG competencies by the time they graduate starting with the senior class of 2028-2029.	1.3.1 **Portrait of a Graduate (POG) Team**: OSSU will identify a POG Implementation Committee with student voice to design the learning experiences, assessments, and supports to help guide and assess student mastery of the OSSU POG Competencies.
	1.3.2 **Graduation Policy**: OSSU will align the Portrait of a Graduate with Graduation Policies.
1.4 **Student Engagement**: 80% of OSSU students will affirm their engagement in the learning, making it both a means and an outcome measure for success, by 2028-2029.	1.4.1 **Walk-Through Data**: OSSU walk-through data will focus on collecting data specific to student engagement and will be analyzed and reported back to school leadership teams for leadership follow-up.
	1.4.2. **Universal Design For Learning**: OSSU teachers will receive training in Universal Design for Learning (UDL),
1.5 **Student Growth**: 80% of OSSU students will meet the SU's growth expectations set for them by 2029.	1.5.1 **Assessment System**: OSSU shall develop and each school shall implement, a local comprehensive assessment system
	1.5.2 **Growth Results Analysis**: OSSU will support an analysis of the previous school year's data of students who didn't meet their growth targets so that the results can inform the current year's student support.
	1.5.3 **Professional Development**: OSSU will support learning opportunities in their respective buildings on how to analyze, interpret, and use the available academic and SEB-L assessment data to inform instruction, support growth, and inform needs-based professional development.
	1.5.4 **MTSS**: OSSU and each school shall ensure that a tiered system (MTSS) of academic and behavioral supports is in place to assist all students in attaining the standards.

GOAL 2 CULTURE

OSSU will develop cultures that appreciate the distinct identities of each district and student while blending their strengths across the SU, where staff and students feel safe, trusted, and motivated, so they find value in and thrive at school.

Objectives	Strategies
2.1 **Student Attendance**: OSSU student attendance will have an average of 95% by 2029.	2.1.1 **Root Cause Analysis**: OSSU will perform a root cause analysis to determine why the lowest-attending elementary and secondary students are not coming to school.
2.2 **School Climate**: OSSU student perceptions of school climate will show at least 80% of students affirming the statement “I like school” by 2029.	2.2.2 **Student Culture**: OSSU will support each of its member districts in assessing student well-being and positive school culture across campuses.
2.3 **Relationships:** Every OSSU student can identify up to three adults, one of whom works within OSSU or its member districts, with whom they feel they have a solid relationship by 2029.	2.3.1. **Student-Adult Relationship Review**: OSSU will support each school's plan to gauge which students have strong bonds with adults and which students do not and to integrate such learnings with its current culture/climate development plans.
2.4 **School Climate**: OSSU’s school climate survey about student perception of classroom behavior will show positive responses from 80% of its respondents by 2029.	2.4.1 **Social-Emotional Behavioral Learning**: OSSU will ensure that all schools and classrooms will have the four core tenets of school-wide social-emotional behavioral learning: (1) building community and relationships, (2) establishing clear behavioral expectations, (3) creating a positive culture, and (4) responding restoratively.

GOAL 3 TALENT PRIORITY

OSSU will strengthen its approaches to recruiting, developing, and retaining equity-minded talent, so that OSSU students are supported by the highest quality staff possible.

Objectives	Strategies
3.1 **Staff Recruitment:** OSSU will strengthen its recruitment process so that by 2029 the number of highly qualified applicants will increase.	3.1.1 **OSSU Rewards Differently**: OSSU will negotiate competitive salaries and comprehensive benefits.
	3.1.2 **Grow Your Own**: OSSU will partner with local colleges, universities, and other agencies to foster a variety of pathways for local students and current staff to become highly qualified employees.
3.2 **Staff Retention**: OSSU will strengthen the retention rates of its staff so that by 2029, the turnover rates for staff will be half of the average of the last three years.	3.2.1. **Career Ladders:** OSSU will create clear and attainable career advancement pathways within the district, so staff can advance in recognition and reward without necessarily having to leave the Supervisory Union/classroom.
	3.2.2 **Staff Empowerment**: OSSU will involve staff in the development of school processes and procedures.
	3.2.3 **Supportive Leadership**: OSSU will foster a supportive leadership culture by prioritizing approachability, listening to staff concerns, providing constructive feedback, and creating a positive work environment.
3.3 **Staff Engagement**: OSSU will improve staff engagement so that by 2029, the professional engagement of its employees is reflected favorably in data gathered via staff engagement surveys.	3.3.1 **Collaborative Decision Making**: OSSU will involve staff in decision-making processes related to school expectations, curriculum development, and other important matters.
	3.3.2 **Staff Feedback**: OSSU will collect and analyze various forms of staff feedback promoting and ensuring staff voice.

GOAL 4 RESOURCE SUSTAINABILITY

OSSU will responsibly manage resources, so that it can sustainably and equitably provide the means necessary to provide meaningful experiences consistently and equitably for students and staff.

Objectives	Strategies
4.1 **Budgeting**: OSSU and its member districts will run a modest budget surplus to ensure adequate resourcing without excessive waste.	4.1.1. **Optimize Resources Allocation**: OSSU will audit current spending to identify areas where resources can be reallocated more efficiently.
	4.1.2 **Supplemental Revenue Streams**: OSSU will actively seek diversified revenue streams.
	4.1.3 **Community Partnerships/Sponsorships**: OSSU will forge partnerships with local businesses, nonprofits, and community organizations to secure additional funding and/or resources.
4.2 **Human Resources**: OSSU will deploy its staff across buildings in such a way that the talents of its employees will be maximally used, as measured, for instance, by the proportion of SU staff whose teaching loads are full (1.0 FTEs). OSSU's instructional ratio of staff to students will maintain VT averages by 2029.	4.2.1 **Professional Development and Cross-Training**: OSSU will invest in professional development and cross-training programs to enhance the skills and versatility of existing staff to more easily reassign personnel to areas of greatest need without compromising quality.
	4.2.2 **Flexible Staffing Models**: OSSU will implement flexible staffing models that can be adjusted to meet changing student needs, including the use of part-time teachers, substitute pools, and shared staff across multiple schools for specialized subjects.
	4.2.3 **Data-Driven Workforce Planning**: OSSU will utilize data analytics to assess current staffing levels, predict future needs, and identify gaps or surpluses in various departments and schools.
4.3 **Material Resources**: OSSU will adopt procurement policies that prioritize sustainable products and systems when financially reasonable and include a life cycle analysis of the purchase and the items it's replacing by 2029.	4.3.1 **Resource Management System**: OSSU will develop a comprehensive resource management system to track and manage inventory, including supplies, textbooks, technology, and equipment.
	4.3.2 **Green Procurement Policies**: OSSU will establish procedures that prioritize the purchase of sustainable, eco-friendly, and energy-efficient products.
	4.3.3 **Digital Resources and Paperless Solutions**: OSSU will encourage the use of more digital resources.
4.4 **Facility Resources**: OSSU member districts will create facility master plans that include an assessment of facility occupancy and utilization rates.	4.4.1 **Master Schedule**: OSSU member districts/schools will create a master schedule for each school that tracks and reports occupancy rates.
	4.4.2 **Data-Based Approach**: OSSU will establish policies and procedures that feature a data-based approach to facility use and maintenance.
	4.4.3 **Energy Consumption**: OSSU will establish a metric by which we monitor energy consumption.

Appendix Material: Guiding Documents

Short-Term Planning Committee Data Request

9/30 Snapshot of MVU Capital Improvement Plan

NOTE : Content in the Committee's Final Report supersedes earlier versions of information (contained in the Appendix) where discrepancies occur.

Short Term Planning Committee Data Request

Submitted 8/11/2026

Tier 1 – Existing Data

Supervisory Union staff is currently working to collect the following data, which is existing and available. We are considering this Tier 1 Data.

Organizational Needs: building utilization, recruitment and retention, collaboration and adaptability to enrollment changes.

- Enrollment history
- Building capacity
- Staffing by building
- Years of service
- Turnover rates
- Vacancy history
- Current shared staffing assignments
- Existing staff climate survey results
- Building utilization
- Current collaboration structures

Educational Opportunities: class size, student teacher ratios, intervention services and student engagement/enrichment and academic achievement

- Class size
- Student-teacher ratios
- Student-support ratios
- Intervention staffing
- State assessment results
- Attendance
- Chronic absenteeism
- Current enrichment offerings
- Current extracurricular offerings

Community Impact: student experience: sense of belonging, participation, school climate, and school identity.

- Parent conference participation
- PTO participation
- Volunteer participation
- Community use of buildings

- Existing school climate Surveys
- Student climate/belonging Surveys (if available)
- Discipline trends
- Behavior data

Financial

- Current budget
- Staffing expenditures
- Benefits
- Transportation costs
- Utilities
- Maintenance
- Capital plans
- Facility reports
- Per-pupil costs
- Cost by building
- Cost per square foot
- Historical capital expenditures

Tier 1 – Existing Reports

- Facility assessments
- Fire marshal reports
- ADA reports
- Enrollment studies
- Demographic reports
- Strategic planning documents
- Existing community Surveys
- Previous configuration studies

Tier 2 – Additional Data

Once we assess Tier 1 Data, we may need to gather and request additional data from the SU and in subsequent community-based activities (Forum, listening sessions, etc). This subsequent round of data collection will be considered Tier 2, and may include any of the following. Quantum Co-Lab will cross-reference to ensure there is no duplication of data across Tiers 1 and 2.

Organizational Needs

1. Building Utilization

- Building capacity (current capacity vs. current enrollment)
- Enrollment by building and grade (current and historical)
- Number of instructional classrooms and specialized spaces
- Current classroom utilization
- Facility condition reports (if available)
- Major capital improvement needs (if available)

2. Recruitment & Retention

- Staff turnover rates (teachers, support staff, administrators)
- Vacancy history and hard-to-fill positions
- Average years of service
- Exit interview themes (if available)
- Staff climate survey results (if available)
- Staff recruitment and retention trends

3. Collaboration

- Current staff collaboration structures (PLCs, grade-level teams, etc.)
- Shared staff assignments across schools
- Opportunities for cross-school collaboration
- Staff climate survey results related to collaboration

4. Adaptability to Enrollment Changes

- Historical enrollment trends
- Enrollment projections (if available)
- Combined-grade classroom history
- Staffing changes in response to enrollment
- Building capacity to accommodate enrollment shifts

Educational Opportunities

1. Class Size

- Current class sizes by grade and building
- Historical class size trends

- Combined-grade classroom configurations
- State averages (if readily available)

2. Student–Teacher Ratios

- Student-to-teacher ratios
- Student-to-paraprofessional ratios
- Student-to-certified staff ratios
- Staffing by building

3. Intervention Services

- Reading, math, and intervention staffing
- Special education staffing
- Speech, OT/PT, and other support services
- Student access to intervention services

4. Student Engagement, Enrichment & Academic Achievement

- State assessment results
- Attendance and chronic absenteeism
- Enrichment opportunities (art, music, PE, library, STEM)
- Extracurricular and after-school offerings
- Student participation in enrichment opportunities

Community Impact

1. Student Experience / Sense of Belonging

- Student climate or belonging survey results
- Attendance and chronic absenteeism
- Discipline and behavior data
- PBIS or SEL implementation (if available)

2. Participation

- Parent conference participation
- PTO and volunteer participation
- Family engagement activities
- Student participation in extracurriculars and after-school programs

3. School Climate

- Student, staff, and family climate survey results
- Behavior and discipline trends
- Attendance trends

4. School Identity

- Community use of school facilities
- Community partnerships and events
- Transportation/commute information
- Local employment by school

Financial Information

- Current district budget
- Budget by building (if available)
- Personnel costs (teachers, support staff, administrators, benefits)
- Operating costs by campus (utilities, maintenance, custodial)
- Transportation costs
- Per-pupil expenditures
- Capital improvement plans and major deferred maintenance

9/30 Snapshot of MVU Capital Improvement Plan

MVU Capital Improvement Plan .XLSX

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J1 Mountain View Union Elementary School District

	A	B	C	D	E	F	G	H
		Mountain View Union Elementary School District						
		5-10 year Capital Improvement Plan						
		Equipment, Grounds, Building, Sytems						
	Last Update: 9/23/26 Updated project details are highlighted in orange							
	Projects are entered onto the Master List tab as they are identified. Once project details are determined they are entered into the appropriate template on the Project Details tab. When a prc relevant information including contractor, model and serial numbers, etc should be updated and the details box moved to the Completed Projects tab.							
	Funding amounts in this sheet indicate the direct cost to the district. Grant or combination funded projects only show the cost to be paid by the district. Total project costs are reflected on the detail page.		Hardwick Elementary School		FY2026	FY2027	FY2028	
			Lakeview Early Ed Center			$ 96,891.00		
			Woodbury Elementary School					
			Total Reserve Funds Required		$ -	$ 150,000.00		
			Total General Funds Requred					

School	Project Name	Project Type	Anticipated Funding Sourc	Estimated Cost	FY2026	FY2027	FY2028
Woodbury Elementary	Life Safety Code Improvements	1	Reserve	$395,896.00		$ 150,000.00	$ 245,896.00
Woodbury Elementary	PFAS-Free Water Supply	1	Grant	$518,000.00			
Woodbury Elementary	Elevator Upgrade	1	Reserve	$113,875.00			$ 113,875.00
Hardwick Elementary	Elevator Upgrade	1	Reserve	$95,891.00		$ 95,891.00	
Hardwick Elementary	Office HVAC Split	1	Reserve	$16,500.00			
Hardwick Elementary	Gym Lobby Step	1					
Hardwick Elementary	Bleacher Replacement	1	Reserve	$84,000.00			
Hardwick Elementary	Drain Lines	1	Reserve				

Appendix Material: Listening Sessions

Listening Session Script & Questions

Post-Session Surveys

Listening Session Script & Questions

Note: This same script and questions were used at each Teacher & Staff Listening Session. Headcounts for each listening session were taken to the extent possible, as a few staff had to come and go during the sessions.

Script

Thank you for taking the time to be here today.

I'm Jessie, and I'm here today with Quantum Co-Lab. We work with organizations navigating cultural change, helping them understand what's happening beneath the surface so that what comes next can be shaped by the people who actually live and work within the culture. We're here to listen, notice patterns, and help the organization hear what its culture is telling it.

Why We're Here

The Mountain View Short-Term Planning Committee has been asked to investigate the advantages and disadvantages of further consolidation of buildings in the district through four lenses:

community impact, educational opportunities, financial implications, and organizational needs.

Our responsibility is to provide the School Board with a summary of what we learn—not to make a recommendation about whether consolidation should occur.

We can learn a lot from budgets, policies, enrollment numbers, facilities information, plans, and data. But those things don't always show us what happens when they meet real children in real classrooms. That's why we're here with you.

You are the people who live at that intersection every day. You know what's working, what isn't, what makes your work harder than it needs to be, and what students need that may not be visible from the Board table. Your lived experience is an important part of understanding how this district actually works.

How We're Listening

We're using several different ways of listening.

Surveys help us hear from a wider range of people. Community Forums will allow people to hear and respond to one another and surface shared and competing perspectives. Confidential listening sessions like this one create space for experiences, concerns, questions, and possibilities that people may be less comfortable expressing publicly.

This conversation is intentionally off the record. I'm not going to bring individual comments or stories back and attach them to particular people. Instead, I'll be listening across these conversations for recurring themes, patterns, tensions, values, questions, and possibilities. Together, they help us widen the aperture—more

voices, more experiences, more perspectives, and more ideas—before we decide what we're learning as a committee.

What Today Will Be Like

Today, I'm primarily here to listen. There isn't a particular answer I'm hoping to hear, and we're not asking you to solve the future of MVU. You don't need to speak for anyone else. Just speak from your own experience.

I may occasionally ask you to say more or reflect something back to make sure I've understood you correctly.

I'm especially interested in what's working and worth protecting, what's difficult, what you're concerned about, what you hope might become possible, and what you think the committee needs to understand that we can't see from the outside.

Questions

What do you most want the committee to understand about your experience of working here and serving students?

What is working really well for students that you want us to understand and protect?

What isn't working well—and what do you think is underneath that?

What makes it unnecessarily difficult for you to give students what they need?

If you imagined MVU ten years from now serving children really well, what would you hope is different—and what would you hope is still true?

What are you afraid we could lose if things change—and what are you afraid we'll continue to lose if they don't?

What do you know from working with children every day that you wish the Board and committee could see more clearly?

Optional Questions to Go Deeper

Can you tell me more about that?
What is it about that that matters so much?
Is that something you experience directly, or something you're concerned could happen?
What would need to change for that to work better?
What are you worried the committee might overlook or misunderstand?
What haven't I asked that you think we need to understand?

Listening Session Follow Up

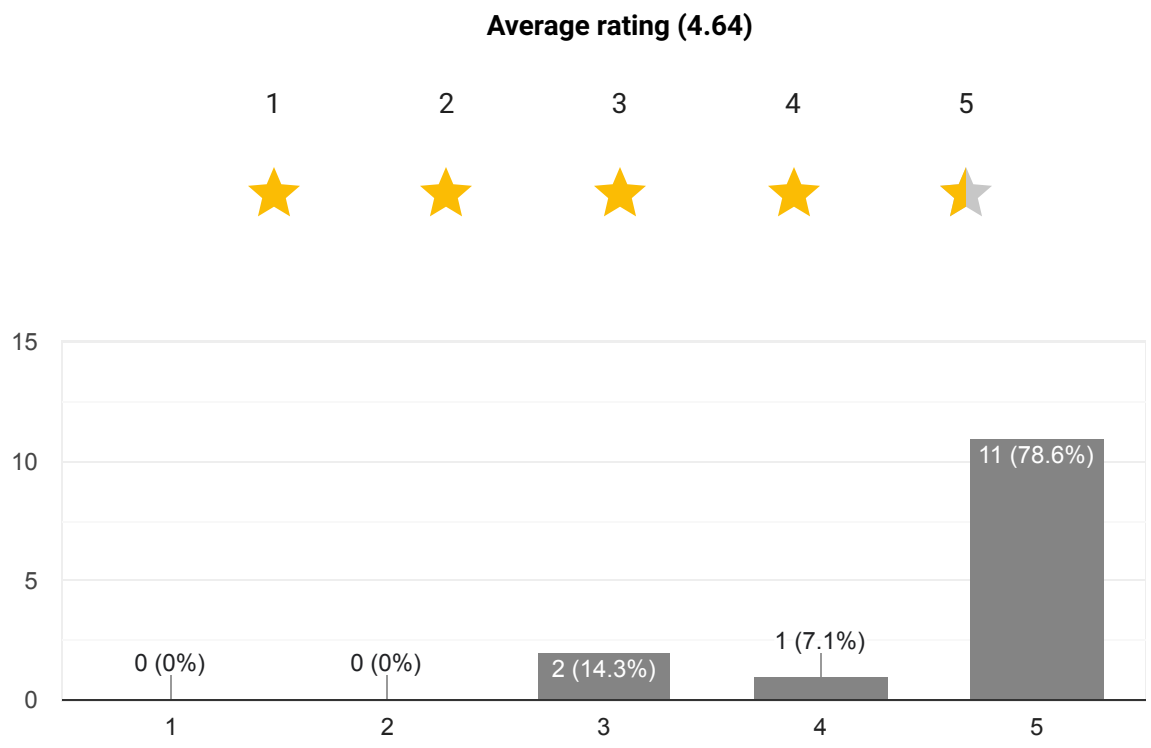
14 responses

Publish analytics

How was your experience in this group conversation?

Copy chart

14 responses



Do you have any feedback or suggestions for the facilitators?

9 responses

You did a great job listening and redirecting the conversation to be about all 3 schools in our district!

Yes

I deeply appreciate the opportunity to share and to know that someone was committed to truly listen.

They did a great job facilitating feedback today.

no

Thank you.

Feedback from staff member who were not able to attend in person meeting - thank you!

What if facilitators brought targeted topics to the table for each school to discuss? Eventually, it would be amazing if schools could join together for these discussions. Since we are "one school," we should be able to lean on each other for help and support.

It was nice to be heard and understanding

Is there anything else about the themes we discussed that you would like to share?

7 responses

Please reference the Woodbury support letters from the public folder from the school board meeting google drive.

The other thing is some kids thrive better in smaller environments. Smaller classes create family environments, especially where so few kids have positive experiences at home. Woodbury and Lakeview Campuses create that because they are smaller.

I heard misconceptions about Woodbury that need to be clarified. And, there may be misunderstandings in the other direction. I don't know how this can be clarified, but I would be nice if the two campuses could get together and have a conversation.

It is important to remember that preschoolers are our youngest learners and the needs and staffing are a lot different than that of our older students. There should be different considerations at the early childhood level to meet the needs of the students and the staff.

no

The movement of HES pre-K to Lakeview was largely or wholly not supported by teachers here, and several of the board members said "I didn't vote for that" because they hadn't understood what they were voting for at the time. It felt very strongly that admin wanted the move and pushed it forward without actually being clear that they were closing the HES pre-K and when neither the board nor the community (nor the HES staff) was "on board" and when that became apparent, admin remained set in their plan. (The board vote had already happened, but the board members were apparently unclear that was what they were voting for.) One of the primary concerns from HES staff at the time was that preschool attendance would drop and thus students would be less prepared. Anecdotally now talking to parents, it seems like that was a valid concern that is being played out but no one is bothering to measure or look. Also, the vertical alignment promised has not materialized. There are many other aspects as well that have not played out smoothly.

Notes from Listening Tour

It seems that we are being asked what our opinions are when it is ultimately not going to matter. The district and state will decide what is going to happen to the buildings and we will have little say over it.

People and jobs are being pinned against each other. Students are not coming first, and building needs are not being met.

The increasing level of student support continues to rise at HES. It feels that we are doing more to meet students' needs with less resources.

Staff morale will continue to decrease the more that these two schools are competing for

resources and staff members. Teachers and staff do not like to feel that they are chess pieces on a board.

HES takes on the load of and feels like a catch-all at times. We welcome students with high needs that the other school has determined that they do not have the resources to service that student. This happens often, it feels like there is no partnership between the schools.

Lakeview and Woodbury would be able to house both schools in the Lakeview building. The building is owned by OSSU already and is equipped with a gym and cafeteria. Focus on the building that our SU owns and operates already.

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Google Forms

Appendix Material: Community Outreach

Community Engagement Plan

Subcommittee Page on MVU Website

Community Engagement Flyer

Community Engagement Plan

How We Share Information with our Communities

Note: We are not recommending the use of Facebook or other social media platforms to promote subcommittee information and activities because of the ease of spreading misinformation via these platforms.

MVU Webpage

Quantum Co-Lab proposes a page or other section on the MVU website dedicated to providing the public with information about the Committee's activities. We will provide copy and links for this page, and work with Lisa Stinson and other SU staff to execute it.

We propose this page include:

1) Our charge
2) Committee Timeline and Key Dates, including date, time, location for Upcoming Community Forum
3) Link to community survey
4) Link to public Subcommittee folders

As additional information becomes available, we suggest adding:

5) Midterm and/or Final Report to the Board
6) Any other documentation that we may assemble, such as, FAQ document, etc.

Front Porch Forum

At the same time, we can begin posting on Front Porch Forum with a link to the community survey, info about the Community Forum event, and also a link to the MVU website page.

Committee members from each town can be designated as a point person for posting on their town's FPF, and given scripts so that all posts are exactly the same in each town.

We propose at least the following two posts:

1) **Post 9/9/2026**
   Initial post that announces the Committee, provides direct link to survey and Community Forum Save the Date:

Subject: Survey & Forum on Elementary Education

The Mountain View Union Elementary School District Board has established the Short-Term Planning Committee and issued a charge for this committee to investigate the advantages and disadvantages to further consolidation of buildings in the district. Based on evaluation of data (including financial, access to educational opportunities, community impact and organizational needs), the committee will provide a summary report by October 1, 2026 to the School Board. This committee is charged with providing a report with our findings, data and analysis; we are not making a recommendation on any particular scenario regarding consolidation or campus configuration.

Short-Term Planning Committee minutes and public records to date are available on the MVU website.

The committee is gathering community feedback through a short survey, which is available until Tuesday, September 22.

Please also join us for a community Forum at Hazen Union Gymnasium on Friday September 18 to hear your perspectives related to this committee's charge. Your responses and participation will help the committee and the Board continue to understand what is most important to the people who live, work, and learn in our communities.

2) **Post on 9/16/2026**

Subject: This Friday: Community Forum on Elementary Education

The MVU Board and the Short Term Planning committee encourage you to participate in the upcoming community Forum at Hazen Union Gymnasium on Friday September 18. We will be discussing your perspectives related to elementary education. Your responses and participation will help the committee and the Board continue to understand what is most important to the people who live, work, and learn in our communities.

Don't forget to also provide your feedback through a short survey, which is available until Tuesday, September 22.

Short-Term Planning Committee minutes and public records to date are available on the MVU website.

The Mountain View Union Elementary School District Board has established the Short-Term Planning Committee to investigate the advantages and disadvantages to further consolidation of buildings in the district. Based on evaluation of data (including financial, access to educational opportunities, community impact and organizational needs), the committee will provide a summary report by October 1, 2026 to the School Board.

This committee is charged with providing a report with our findings, data and analysis; we are not making a recommendation on any particular scenario regarding consolidation or campus configuration.

Direct Email Outreach

Family correspondence and Surveys can be shared via existing school email lists and the automated email system we have in place. Messages similar to the Front Porch Forum posts can be used, with a link to the parent survey instead of the community survey. Community correspondence (which includes links to Subcommittee folders, and public Forum invite) can be pushed out via the Superintendent's office and OSSU email list. Quantum will coordinate email correspondence with administration, using the same language as the FPF posts.

Board Report

The board report itself will be an important source of information for the public, and should be made available in venues beyond the MVU website and Board Folders online. Copies of this report could be shared with Town Clerks, Town Select Boards, and can be displayed at designated board posting sites.

How We Gather Information from Our Communities

Note: Please click on the links included in each section to review activity-specific planning documents.

Student & Family Listening Sessions

Subcommittee members will administer the listening sessions at each campus using the Family and Student Surveys as a primary tool. In addition to helping facilitate Open House attendees completing these Surveys, we will ask subcommittee members to provide their own anecdotal feedback to capture anything they heard in direct conversations with students and families that may or may not be captured in a survey. The themes and patterns observed by the subcommittee members themselves will be admissible into the qualitative record being assembled through this effort. Family Surveys include questions contained in the community survey so that parents and families do not have to fill out multiple Surveys in order to provide complete feedback to the committee.Student Surveys will be administered in the classrooms, with the help of teachers and support staff.

Community Survey

Based on our recommendation that we do not compare and contrast a number of specific scenarios as part of this committee process – and instead remain focused on larger themes and patterns that the data is revealing – we have drafted a simple Community Survey that helps us understand what our communities need from our elementary school system, and what they value most related to this committee's charge.

The deadline for all Surveys (family, student, and community) is Tuesday 9/22.

Community Forum

We will invite all constituents of MVU to attend a Community Forum that is primarily designed to create an inclusive generative space to support a conversation about this committee's charge; not specific scenarios.

Subcommittee Page on MVU Website

This page is available at https://mountainview.ossu.org/en-US/mvu-short-term-planning. It is currently updated with the materials from the Forum, and this Report. The Board can continue to use this page to provide easier access to community-related materials.



Community Engagement Flyers

MOUNTAIN VIEW UNION
ELEMENTARY SCHOOL DISTRICT

Seeking Your Ideas and Feedback

The Short-Term Planning Committee was created by the Mountain View Union Elementary School District Board to investigate the advantages and disadvantages of further consolidation of buildings in the elementary district through four lenses: community impact, educational opportunities, financial implications, and organizational needs.

Your responses and participation will help the committee and the MVU Board continue to understand what is most important to the people who live, work, and learn in our communities.

1) Please Share Your Feedback in a Short Survey

*Survey Deadline is Tuesday, September 22

2) Please Participate in our Community Forum
Tuesday September 22nd, 6-8pm
Hazen Union Gymnasium

This committee is charged with providing a report with our findings, data and analysis by October 1, 2026. We are not making a recommendation on any particular scenario regarding consolidation or campus configuration. Short-Term Planning Committee minutes and public records are available on the MVU website:

Appendix Material: Surveys

Student Survey Questions & Responses

Family Survey Questions & Responses

Community Survey Questions & Responses

MVU Student Survey September 2026

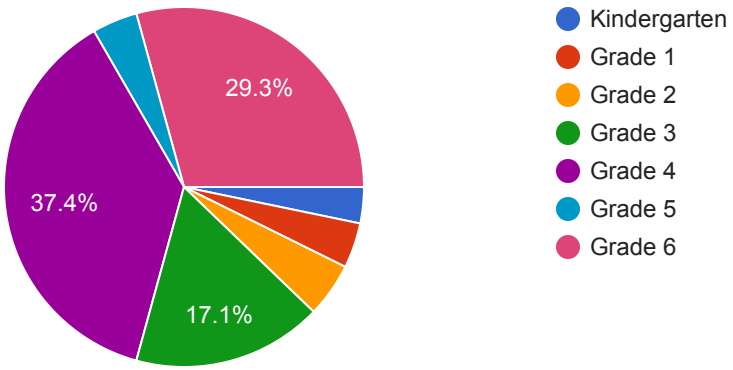
125 responses

Publish analytics

What grade are you in?

Copy chart

123 responses



What is your rose – the parts you love best about school?

124 responses

recess

reading

reses

recess

art

Recess

math

lunch

having lunch

math and 4 scwar

science

going home

im learning more.

getting prizes and going home

shared reading and ela

recess and lunch.

PE, art

comperter

reading, recess, lunch

art and writing and recess.

consulers

reading

pe

Where I sit, reading, library, learning about greek culture, and writing.

I love recess, snack , and chous time.

I love a lot of things, like the teachers and the things they teach.

seeing friends

math and recess

when it is reces. I love playing kik boll. And i love pe.

Writing and math

learning lunch.

recess and choice

ela recess freinds

READING!!!

Recess, Lunch

math and seeing teachers and friends

I really love the teachers. I like art class.

reses

Tetherball and teacher monster and drawing on the TV and PE

sports

I like math,p.e.,art and music.

recess choice math lunch

i love music'gym'art and library they are very fun.

reading and writing

math and ELA.

meeting my friends

chois

Snak. Because I get good snak.

lunch,recess.

Giving hugs to Theo

that i have a very good teacher

my friends and math

Going to see my friends in different classes

Hanging out with friends

staf

everybody is kind

when the food is good

Choice time

being outside, playing tetherball

My friends the teachers and recess

my friends

Learning new things about the world.

I love math, recess and hanging out with friends.

the field trips

Lunch and recess

you and kingrtin

the lunch room and my favorite subject is lunch and my favorite food is hot dogs

GYM RECESS

miss Blaneys class

lunchtime and PE and recess

Math

Math, choice time, ECO

recss

recess so I can run arowd

recces

the parts i love about school is that i have good friends and i dont hate anyone

PE, Recess and learning

Tetherball, Soccer, playing basketball with my friend Mason and the gym

Music. Playing the guitar in the music room. Seeing my friends. I also like Art.

loveydove and all the doves (kimochis) and computers

free choce and recess

Finn! And the other kindergarteners.

I like the teachers. I like math and I like all the specials.

tres

p.e art

recess and lunch because Deb makes really good food

being with my teacher and my friends

Art

seeing friends and teachers and art ,p.e

recess, to talk to my friends, run around

I like Mrs. Forbes. I like books. I like the mindfulness we practice.

Math because I like it

you get to do a lot of math

seeing my friends and getting a good grade when i really try hard

Lunch

writing/literacy

pe,recces and computer

choice

lunch and recess

mi frens

8 more responses are hidden

What is your bud - the things you're excited about, or hope will happen at school?

122 responses

extra recess

no learning

field trip

nap time

science

have a field trip

destination imagination

i dont like geting in fights

going on Prodigy

having more frends

classroom party

play soccer

we will read a basketball book.

not yet

a celebration.

unity

seeing my friends

pe

Big buddies

I hope that I can get better at four square

I'm excited we have outside lunch,

math 24/7

better lunch monitors

i hope we get a class pet.

Science

I hope I will learn about tigers.

recess

friends

I want to finish my book.

it will become girls only

I am excited about choice time.

be able to have fun field trips

I hope that on field day there will be a hair chalk.

i hope i get the golden spatula

to go on feldtrips

a day with no work

how to read

Gym

go to jpeak in 6th grade.

to play pickle ball.

A cool advent maybe that would be awsome.

One day I can explore!

A consert.

make a lego kacle

33 days of

Movie day. Because I can bring pop corn.

I hope that we kan have extra recess

I will hope we get extra time outside

curserive

estrurses

one day at we will have cake for lunch

I'm excited about seeing my friends and going to recess

yes day!

more recess time

Be able to have a playdate- a good day

feld trep

I hope to get a class pet

to go to jpeak

have fun

more computers

computers a lot

that another birthday party is coming up

better playground equipment

being smarter

I hope that the school will teach us more about the world of nature.

I'm excited to learn more in science class.

all the up coming field trips and cellibrations

just P,E

my Buddes

not sure

moer work

I'm excited for the Pumpkin walk and trunk or treating

fun

Whole school soccer game or kids vs adults soccer game

I hope that we are going to play ultimate tag. I don't know. I like the school the way it is.

I hop we have a feldtrip

excited to learn more about math and science

To learn new cursive

I am excited about that I got to meet new friends here

I am excited for the class and school celebrations.

My bud is thomas and randy

to feed the pets

Finn being my little buddy I hope!

meet 100 bear paws

recess, hanging out with my friends

school cellabrations

trips!

I hope we go to some museums

flid trips

to do the egg drop challenge

Art

cients

for trips!

see my friends

we have a lot of seluberasouns

I'm excited to earn more bear paws so we can have more celebrations.

Fill other pompom jor

you get to play with legos

im exicted for the school year to come

feid trip

19 more responses are hidden

What is your thorn - the parts about school that feel too hard or that you don't like?

124 responses

math

lunch

none

Math

work

4 square

having to work so long your brain hurts

four square because people argue and make up rules

music

hard stuff

i think writing is sometimes a littel hard

Doing stuff I don't want to do.

some peapul are mean to me

?

shared reading

math

math, I don't like math

calendar.

bulleing

Math (other then geaometry.)

I like everything

not really. Something might be challenging.

writing

the lunch monators

i do not like music because we just sing songs and i dont like wen yell

Choice time is hard because kids don't let me play with them.

I don't have a thorn.

waking upppppppppppppp

health

Math.

devison

Library,

word work and writing

testing

I don't like math

math is somtimes hard

reding

learning math and reading

testing.

nothing.

library

MATH somtime it can be hard but it can still be fun.

It's not a long day

Peopel somtimes dont lisin

getting yelled a

library because you just sit and listen and I like to move around

Gym. Because it is so tiring.

i don't like reading

lunch in the cafe.

The fire drill was too loud

lunch rules

the swiching. i like my classes i just dont like having to go to different class rooms

the fiting

I don't like the morning because that means my day is just starting and I have a whole day ahead

i dont no

math because it is tricky

I don't really like guidance

math is to hard

I dont like lunch becose pople are load

I wish there was more choice

doing tests on computers

THE LUNCH ROOM RULES

school can sometimes feel really long

I don't really like school in general.

Sometimes literacy is hard but other times I enjoy it.

math because i feel like im doing bad

i like reading

idk

the bus

TESTS!!!

missing mom

math

figering otw myexpeckatons

I don't know

Fundations

learning

I do not like tests

hard work

somthing that is hard is that i have to focas when somone is reading becasue i get destraced easly

Newa exciped getting food

I don't like that we get to not go outside much at the end of the day

There are too many people in the classroom for me.

always giving thomas hugs

tests

I do not have somebody to talk to about things that are not going well except Mrs.forbes and she is never here and i'm not in her class.

i don't like people when they are mean

art

sometimes friends

pople who are mean

when i don't understand something

reading

friends sometimes

i don have

theme / class reading

I don't like putting my stuff in a bin. I liked my desk better.

Nothing

having a teacher that i feel like dosent support me

when we do division in math i do bad with it and i have'nt learned it yet

health

the tests

11 more responses are hidden

If you could create your dream school, what would it be like?

124 responses

recess all day

no rules

No rules

a school ware you could have fre time be twene blocks

art school and art everywhere

fun

thare is a play place in side and out side and in lunch you can have ice cream or a sweet

I would play prodigy all the time. I would get stuffies all the time. It would have a shop where I could buy things.

it wud be pink and kids wud be nise to me

a big school

basket ball

a
Michael Jason School

More swings

art writing recess and a celebration.

love everywear

the kids get to do whatever they want. There is a waterslide, a roller coaster, a ferris wheel. The kids get to do whatever they want and whenever they want.

no math

This, but with more breaks to move.

Add a swimming pool

It would be a school that is small like Woodbury. There would be a lot of reading and math.

only subject math and every other part of the day recess and we can eat when ever we want

no bad teachers or stupid rules

pe evorey day and no yelling .

an ice rink to skate and dance on

it would have math,ela,lunch.

on the first floor WATERPARK on the secent floor fair squshy shop and a little learning but you choose the subject

more sochlising

good question.

girls only and no more work and play games on computor evreyday

we could walk everyday, Super hero outfits

everything is fun and everyone is nice

Have a swimming pool, no testing, not that much learning

My dream school would have an indoor and outdoor hot tub and pool. There would be a sauna and a cold dunk. At recess there would be a huge field and you could climb trees. There would be apple trees and you could pick apples and eat them. You could share snack. You could pick what you want to do for the day.

more reces and lunch

rese all day

recess every day

It would be a normal school but you wouldn't have to do any math. You wouldn't have to learn at all and you could do whatever you want.

no rules

resses all day no learning.

what we have in school now.

we get ice cream

no work, ice cream, and 2 hours of resese.

Not that much work

a dragon school

REACCES ALL DAY

I would like to have a slip and slide in the hallway and every sunny day it would be a field day.

I wish we could bring candy.

there would be math, reading, and literacy.

recess only day.

No library

there would'int be a school

idotno

really big, with fancy lunches.

more reading

It would have no work and no homework and it would have every food and drinks possible

dogs evrywere.a pool.and pigs.

a waterpark inside

gaming school and learning. Keep going until you complete your dream

I dont no

no math a water slide and buttlers

a basketball school

coputers

Only choice time all day

doing whatever i want

never doing hard things

a school

the best teachers and learning

It would have a element of magic.

Recces ALL DAY

I would make it where you could choose what class you had at each time.

wee would have all the books in the world so everyone could find something they want to read and for math if you need help someone would help you get coaght up and you would have something defrent for lunch every day

gold

this

Having no laws and rules. Making it all American Flag like.

unlimited RECESS no TESTS\no WORK you could bring dirt bikes quads. there would be jumps

lots of friends

The whole school is made of legos. We could take the walls apart so I could break into school.

it would be LIKE Woodbary

I don't know. I would have soccer everyday.

It would be made out of candy.

no learning

Fun and exsiting

recces school

how hardwick looks like

No homework

creepers, steve - I like minecraft. I would make a reese's cup school so I could eat them sometimes

Lots of recess, lots of music, only ten minutes of math.

just with Thomas and Randy

no rule school

Where everybody is treated equealy.

I would have a bigger field, we could be able to eat the fruit at school. We could bring in activities at choice time.

a longer recess, more choice time

a water park

trips for free eveyday

It would be really nice and there would be really good teachers and we could have an awesome playground like Hardwick's. I would be the principal

no rules

we would have gym every day for 1 hour and we would'nt have school on mondays and tuesdays and on fridays we get to do blooket after recess

I do not no

free trips

i have a wot qock

20 more responses are hidden

MVU Family Survey September 2026

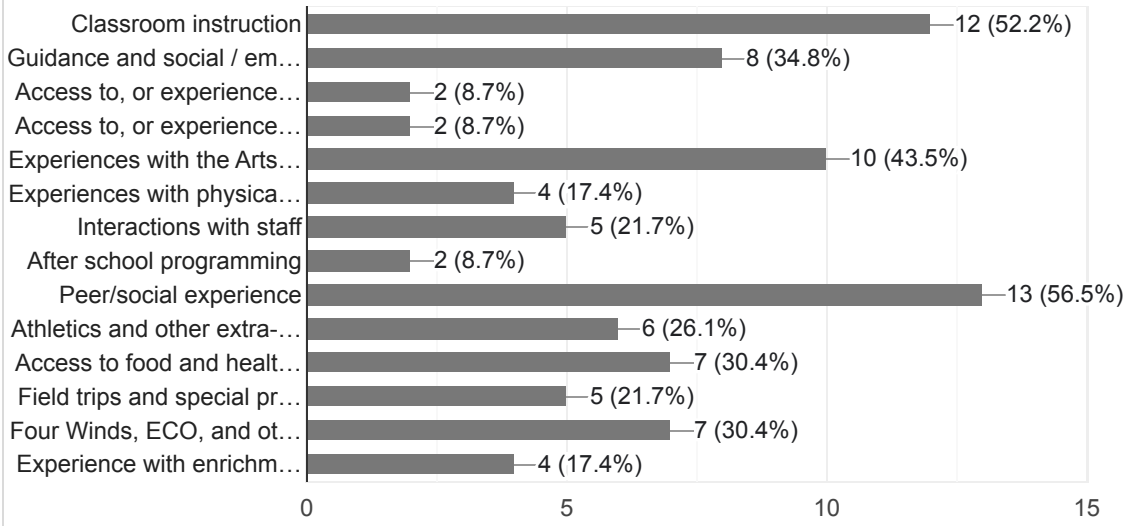
23 responses

Publish analytics

Copy chart

Please indicate the best parts of your child's experience in elementary education. Select up to 3.

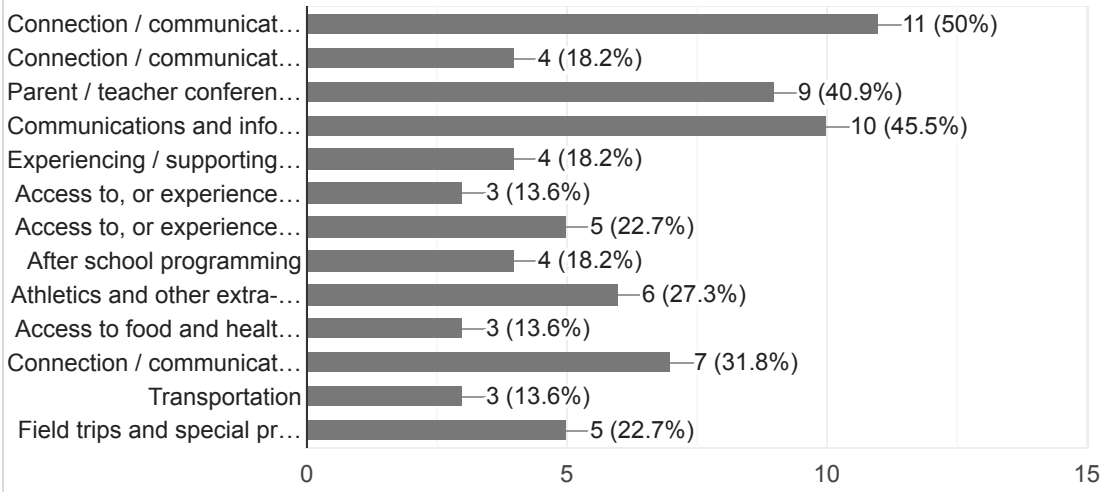
23 responses



Copy chart

Please indicate the best parts of your experience as a parent in the MVU District. Select up to 3.

22 responses



Is there anything you would like to explain more related to the best parts of your or your child's experience in the MVU District?

3 responses

Most experience with Lakeview so far - I felt that my children had so much care and attention paid to their social emotional needs and had secure attachments with their teachers both years. I think emotional safety was the real building block necessary to facilitate learning of classroom skills. Queer representation and understanding was extremely important for our family and was the ultimate reason that we felt safe putting our kids in the preschool in the public school setting.

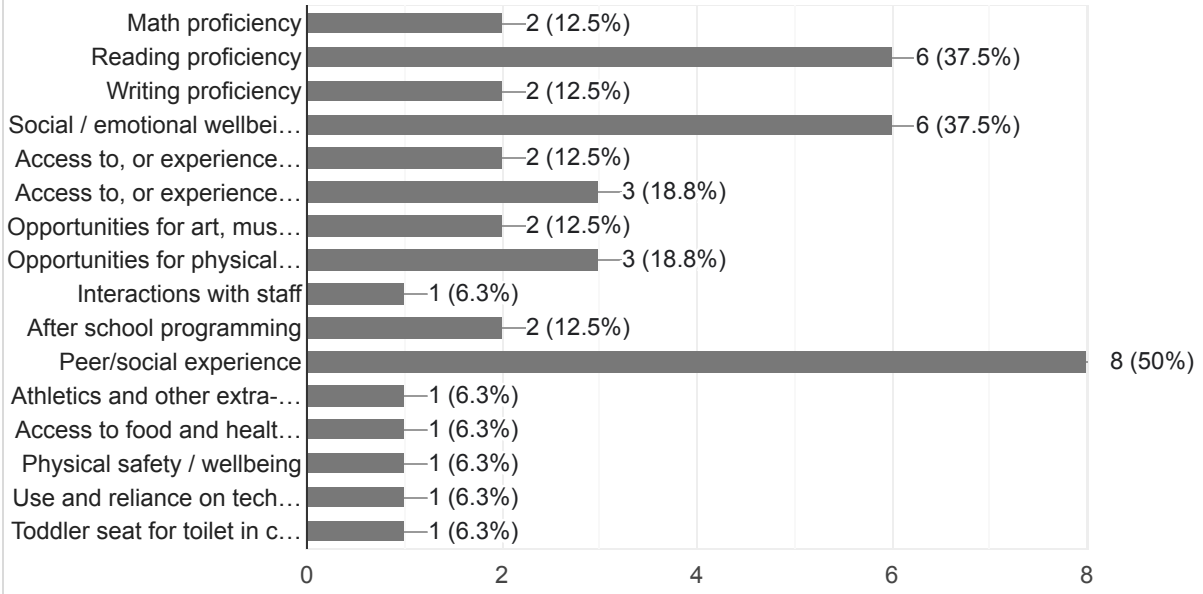
The communitcation with the IEP team is amazing

We value the small school setting where our child is truly seen by the teachers and staff. Our child is a student that can easily fly under the radar in a larger class. Our school teachers and staff caught things that her doctor and parents didn't see until she entered the school setting. I believe this is due to an environment where students do not become lost in a system that is maxed out by higher needs or demands.

Copy chart

Do you have concerns about your child's educational experience? Please select any that apply.

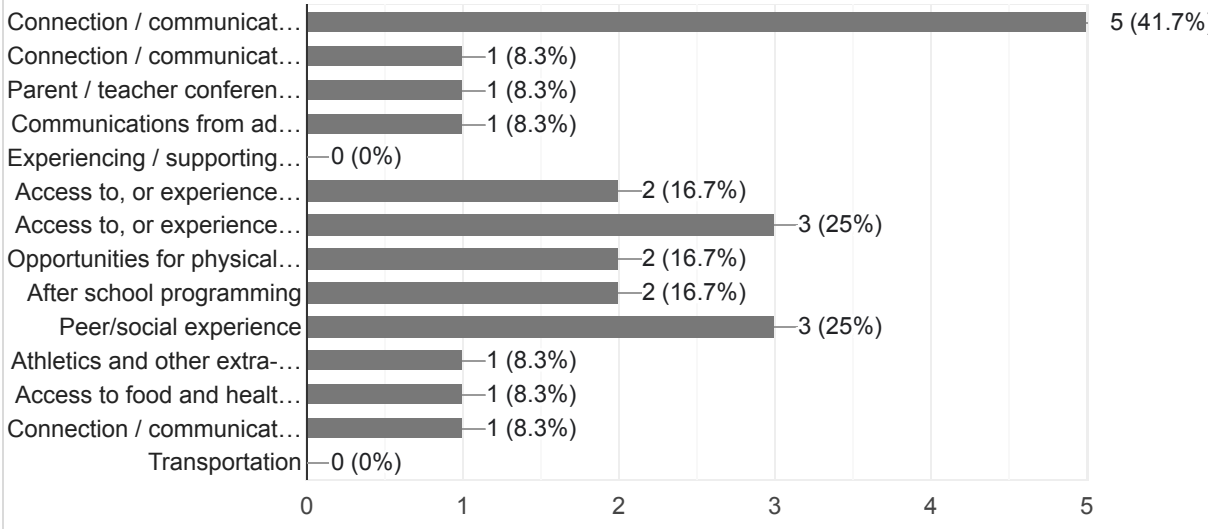
16 responses



Copy chart

Do you have any concerns about your experience as a parent in the MVU District? Please select any that apply.

12 responses



Is there anything you would like to explain more about your concerns with your or your child's experience in the MVU District?

8 responses

Not being able to touch base in person with teachers at drop off/pick up is an adjustment from pre-k to kindergarten. Not everything is big enough to send a message or schedule a meeting with the teacher, but more frequent opportunities than open house/conferences would be nice.

Bad in advance and regular instructor communication with HES

I get chatgpt responses to emails, if my child's info is being put into AI bots it is against FERPA

I have not seen the individual attention that is promised

The after school programming is great but is limited and the registration opens well after the start of the school year which makes it hard to be working parents and figure out after school plans. This year we had to enroll them in another paid program in another town because the programming for Hardwick is still not started for the year.

Special Ed eval delayed, my requests not followed through, challenges with aftercare and wonderkids. Very few athletic opportunities and after school programs. Poor/unhealthy food choices.

I wish there were more opportunities for families and caregivers to truly be a part in their child’s school experience. Even the physical barrier of being able to entering the building at pick up and drop offs make it feel very separate from family and community. (But understand the balance with safety)

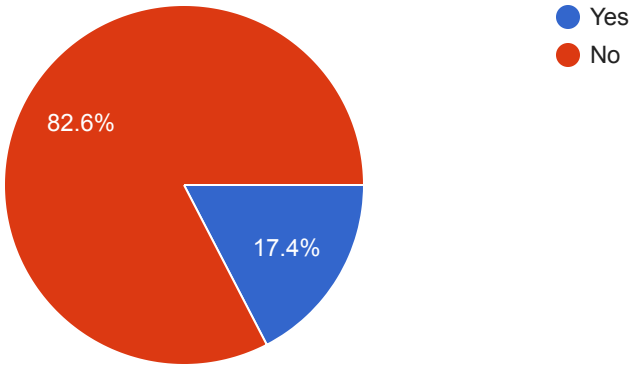
I’d love to find ways to make the school feel more like a central gathering space for the WHOLE community, not just those who have children attending or those caregivers that have the time and capacity to seek out volunteer times during school hours.

I feel as though there is a inability to talk to the teacher in person at drop-off. I would feel a lot more connected if I could touch base albeit briefly in the morning.

Have you elected to use school choice to transition between schools within the MVU District?

Copy chart

23 responses



If yes, please share your and/or your child's experience with school choice and transition.

4 responses

My kids already knew many of the adults at Woodbury (former Lakeview specials teachers, behavior intervention, etc) and this has helped with continuity and a feeling of familiarity and safety. They have loved sharing and experiencing the nature trails as well as benefitted from the smaller class sizes.

The smaller class sizes and community feeling with Woodbury is what makes our children thrive.

We elected Lakeview as school choice for three years due to the smaller class sizes but that's not an option anymore. We chose to move to Hardwick to utilize more opportunity and closeness to friends to make the transition easier and have been mostly happy.

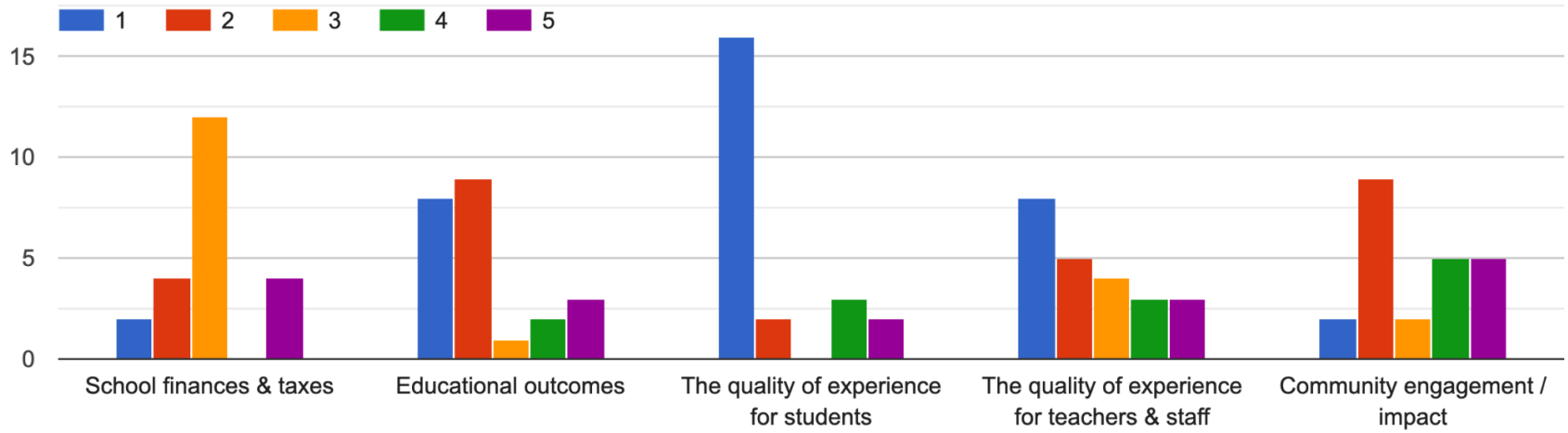
We are Hardwick residence who choose to send our child to Woodbury. We made this decision because of the smaller school community, multigrade model, as well as the project-based learning opportunities.

If you have homeschooled or elected an elementary school outside the MVU District in the past, please share your reasons for that choice.

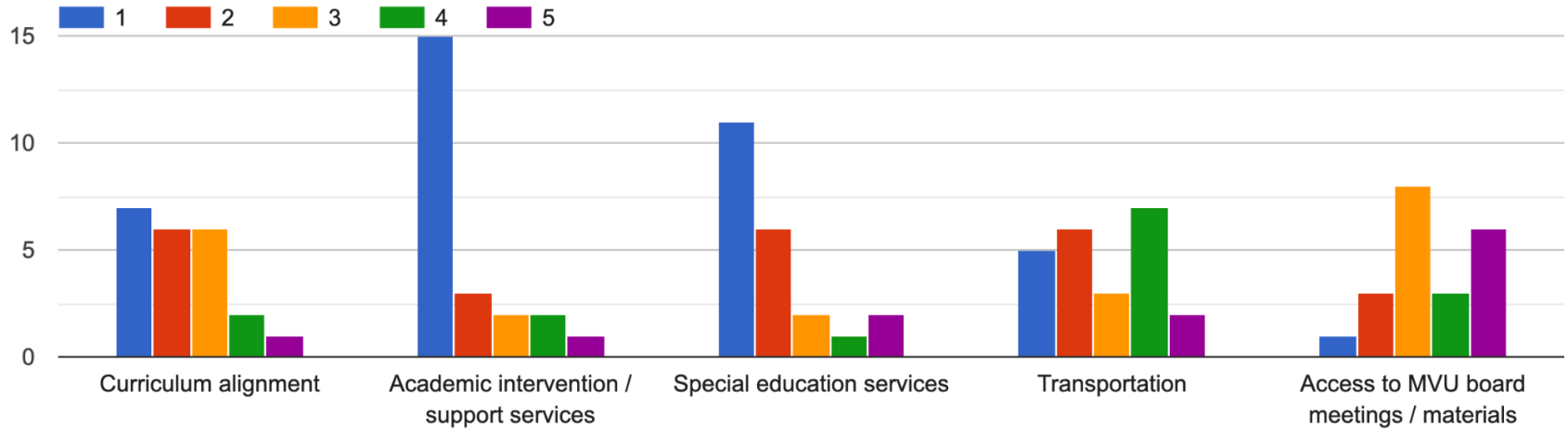
0 responses

No responses yet for this question.

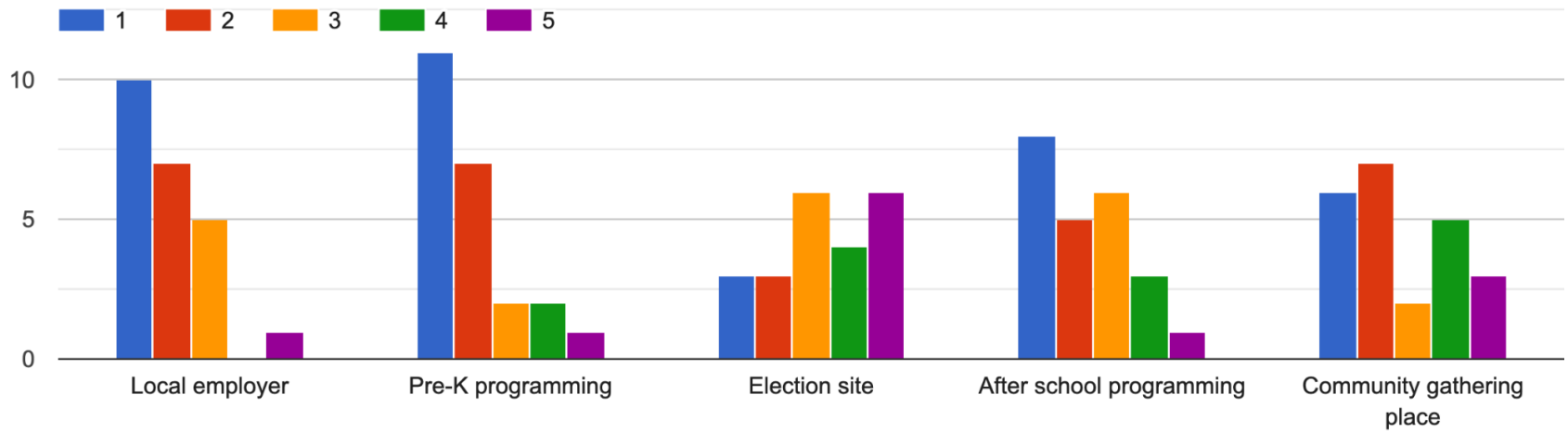
Please rank the following themes to indicate what is most important to you when considering the MVU District. 1 is what you believe is most important.



Please rank the following to indicate the value of the offerings provided by the MVU District. 1 is what you believe to be most valuable.



Please rank the following to indicate the importance of each role your local elementary school plays in your community beyond direct instruction. 1 is what you believe is most important.



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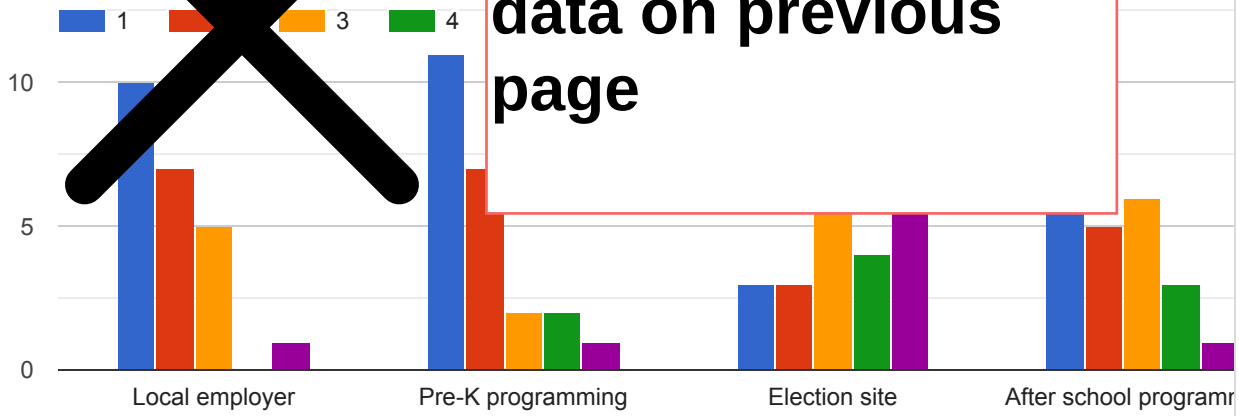
Please rank the following to indicate the importance of each role your local elementary school plays in your community beyond direct instruction. 1 is what you beli

Chart already provided with full data on previous page



Are there other roles not listed above that your school provides in your community?

3 responses

Drawing young families to the local towns and keeping a healthy economy/housing market.

The elementary school offers almost nothing listed above except an occasional voting site.

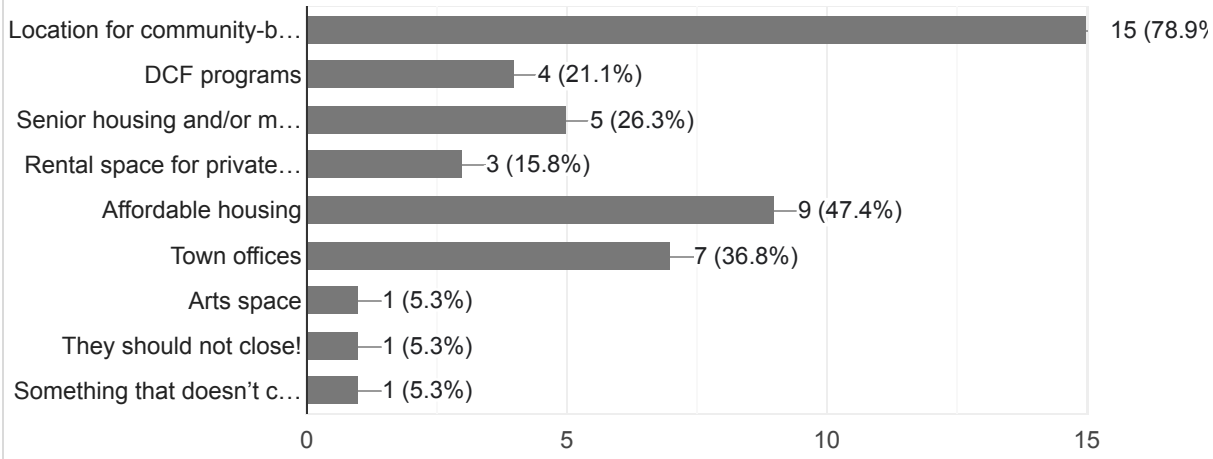
Schools provide direct support and services to children and their families. We live in an area where support services are 30 minutes away. Schools are vital life lines for some families to get connected to these supports.

And for families and caregivers in general, our schools provide a space for networking and communal support for the adults who may be otherwise feeling disconnected.

If your elementary school were to close, what else could the building be used for? Select any you wish.

Copy chart

19 responses



We have heard that our communities are asking for stability, even while conditions outside our local control are increasingly destabilizing (tax rates, education reform, inflation, etc). Please share what stability means to you with regard to the MVU District.

11 responses

Kids, families and teachers feeling that their community will always be invested in them, not feeling like they have to constantly be making alternative plans (housing, jobs, etc) just in case something big changes with the schools. Also, the ability for leadership to build long lasting initiatives and relationships, reducing staff and administrator turnover for better outcomes for students.

Stability is having choice to remain in charge of what works best for your family.

education reform

Sustainable long term....plan for decreasing enrollment (which comes from external reason), plan for aging infrastructure, plan to reduce costs

That all of schools in the district stay open now and for the foreseeable future. The repeated talk of closing and consolidation is just as destructive and destabilizing as making a plan for closing. It causes potential teachers and staff not to apply to an unknown future and causes excellent current staff to seek employment elsewhere, which erodes the current quality of teaching.

Financial responsibility, re focus on what is important. Better education for our children

Stability means my child knows that her school will be open to welcome her back each school year.

Adequately resourced and affordable

Stability means having all three schools remain open. It means having leadership that stands up for protecting students from upheaval.

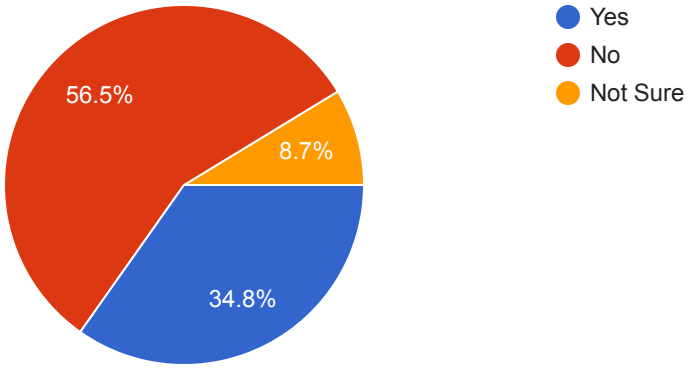
Families, students and staff knowing what buildings will be open and not wondering. Woodbury would be closed.

Stable staffing and support

Copy chart

Are you familiar with the OSSU *Portrait of a Graduate*, which describes the kind of continuous education our local districts aim to provide for our PreK-12 students?

23 responses



Looking 10 years into the future, what does your vision for elementary education look and feel like (for students, for staff, and/or for people in our towns)? What do you hope is true about elementary education in our MVU communities?

12 responses

I hope we live in a community that values and is willing to invest fully in its children and families and their education. I believe this means we should maintain all of our schools and also continue to seek understanding where there may be inequities and what we can do about them, if anything. I do think there is great opportunity for improvement in achieving more unity and less animosity within our communities. Maybe something like a partially merged PTA would be a good start, as well as other initiatives for shared student experience and exchange from school leadership.

Enrichment opportunities are valued, particularly outdoor ed and community service

I hope flexibility and resources remain or increase to suite the needs of each and every child. I hope children and parents are given choices and ample opportunities to choose what works best for them. I hope it remains a safe place for children, not only physically but mentally and emotionally.

dont know

My child will be graduated at that point. I'd hope to see impact on my child's education more immediately

For us to have a stable school system where families within our district can choose the school that works for their children. And to stop the negative talk of constant closures which is pitting communities and towns against each other.

That it meeting the needs of our children and community members. School choice!

No more tax burdens to cover the cost of “free” education. We won’t be here in 10 years. We are moving out of state

I hope to see our schools more actively involved in the community at large with place-based learning. Our schools can use small and large projects that have direct impact on the community at large, all while providing truly meaning opportunities that meet learning standards.

Bonus points: all people in our community see the value and impact of a strong community school, all people (especially our youth) feel more valued as members of our community, and builds civilly minded adults as our children grow.

I hope that people see the schools as one school district rather than rival towns. Consider renaming woodbury school the south hardwick school and you will jumpstart that process. I hope that the passionate hardwick elementary supporters are able to develop respect for the value the woodbury school brings to them, that it prevents them from being overcrowded and enables their success by remaining open.

Stability and knowing where our schools will be. Woodbury would be closed. Lakeview would expand to pre-k and k, and HES would be 1-6.

I hope we have a vibrant and healthy community school

If you want to provide your name you can add it here.

2 responses

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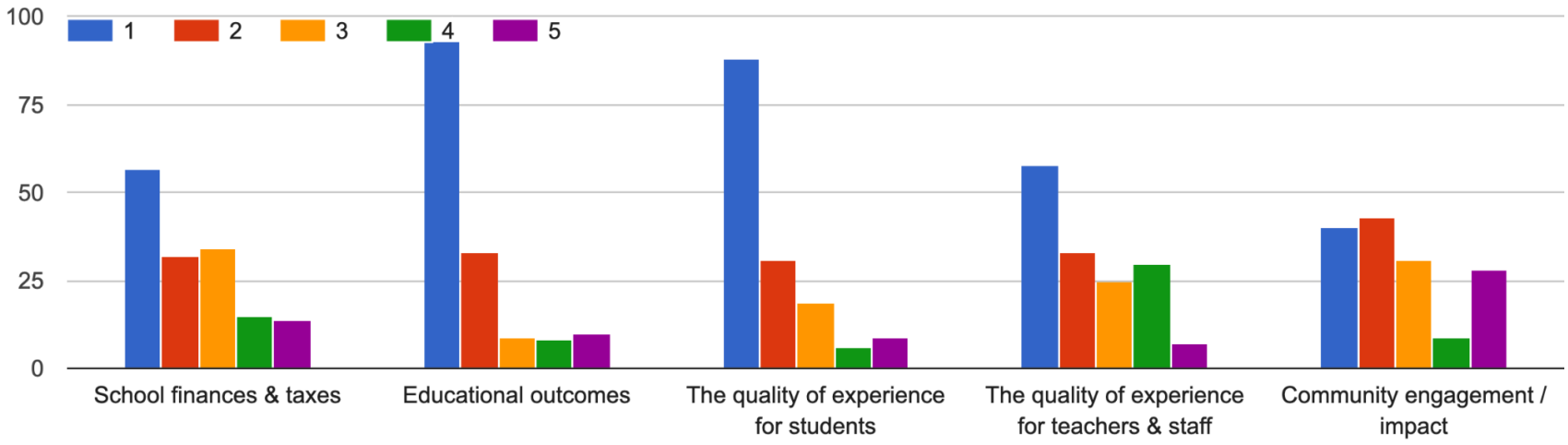
MVU Community Survey September 2026

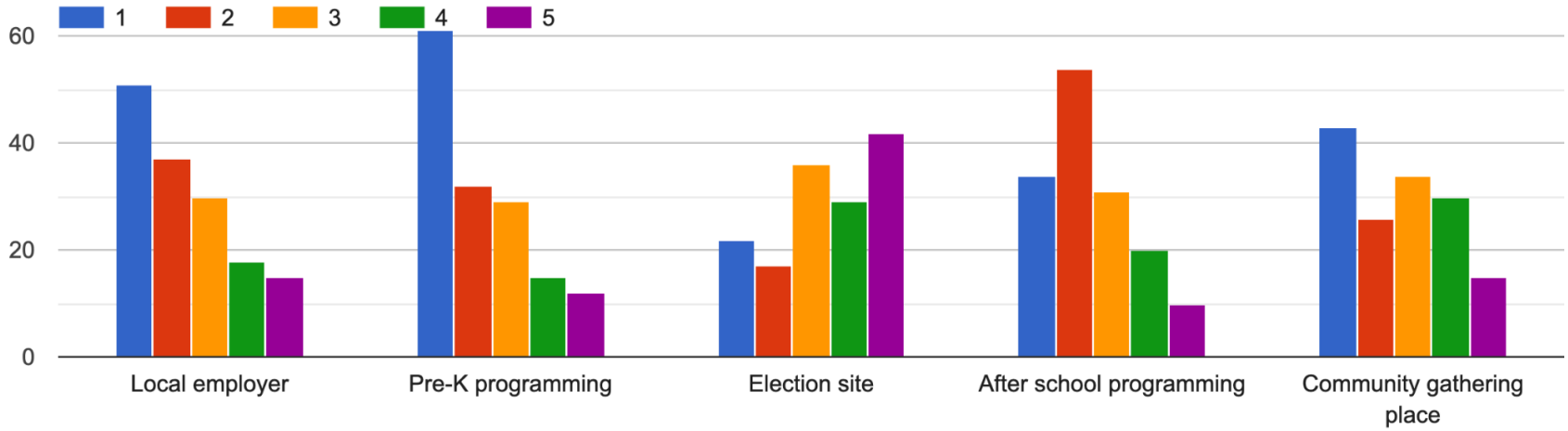
155 responses

Publish analytics

Please rank the following themes to indicate what is most important to you when considering the MVU District. 1 is what you believe is most important.



Please rank the following to indicate the importance of each role your local elementary school plays in your community beyond direct instruction. 1 is what you believe is most important.



Are there other roles not listed above that your school provides in your community?

29 responses

Community use of multi-purpose room. (Formerly)

Outdoor activities for the local children and adults.

A historic building in town

Youth athletics, music, and other extra-curricular opportunities

Playground.

Not that I know of

Education

Recreation center

A hub for community gatherings- lifeline to a small community- the trails, the field , pickleball. Strong sense of communication.

Emergency shelter; access point for cell service and internet access

Dental care, mental health care, clothes, food, sports games, eye care, high school community service hours, town playground, community connections with Hardwick Trails. Judevine Library, Civic Standard, etc...

It is OK for direct instruction to be a school's primary role!

Community gatherings

This school is the heart of Woodbury. Even non parents from the community enjoy student presentations and concerts. Everyone uses the campus and feels welcome.

Local leadership. The people who work with our children have the best sense of the health and needs of our community. My observation through talking to people who work in schools.

Teaching children

It's the only town-led organization, other than the fire department (which is simply too patriarchy-based to be inclusive) that brings the community together, without which I am afraid it will disappear into isolated factions, families, and the infrastructure of surrounding towns.

library, walking trails

?

Sports, recreation

sense of place, historical building, town center

. Education that is locally available, recreation, fundraising site

Yes, the nature trail and the beaver pond are great community assets as well as valuable to the school.

food provider, civic engagement

"Community gathering place" doesn't quite encompass the idea of belonging to the community that students have when educated in their local towns. This is a feeling that is lost when students have to travel far from home for education.

Harvest Dinners, the arts: children's performances and and art showings.

Storm shelter

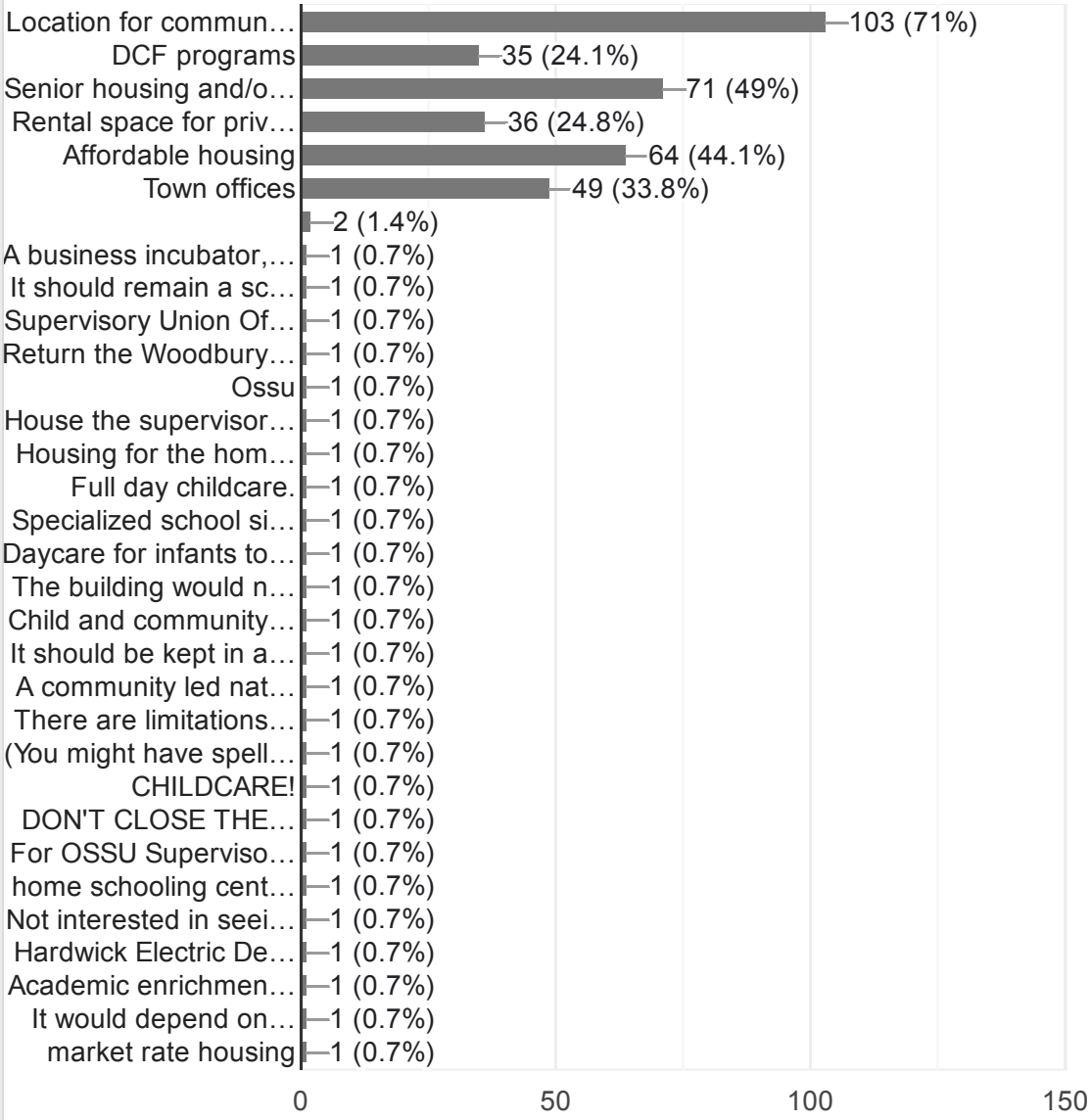
Resources for families

Economic sustainability:no school = no families to support economic viability

If your elementary school were to close, what else could the building be used for? Select any you wish.

Copy chart

145 responses



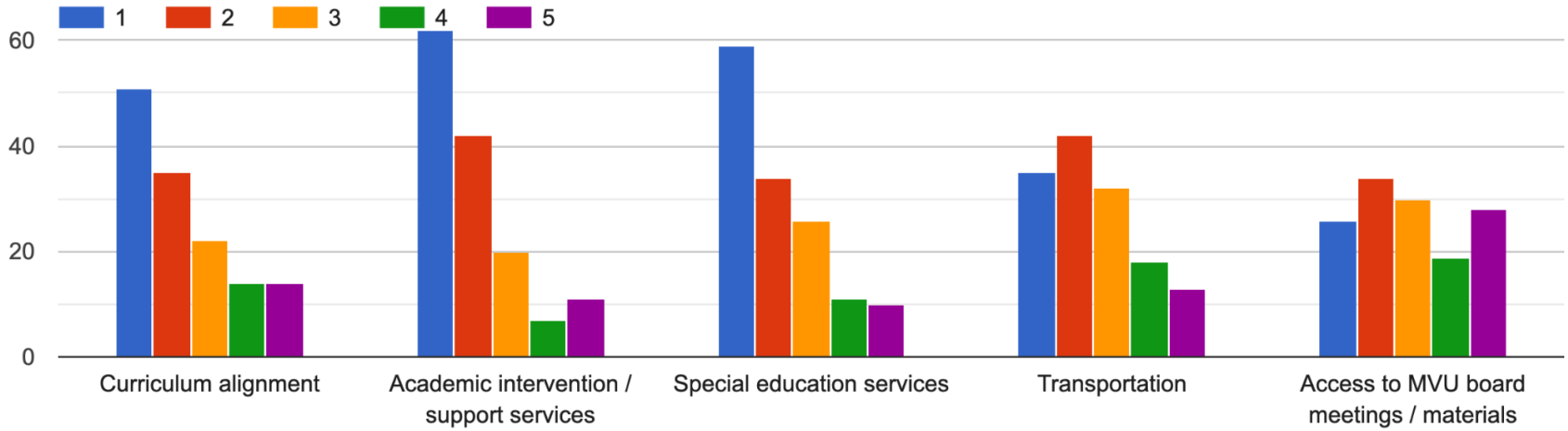
Full responses, in order:
Location for community-based services (gym, community kitchen, etc) - 103 (71%)
DCF programs - 35 (24.1%)
Senior housing and/or meals - 71(49%)
Rental space for private offices - 36 (24.8%)
Affordable housing - 64 (44.1%)
Town offices - 49 (33.8%)

Other, as fiilled in by respondent, all 1 response (.7%)
A business incubator, indoor flea Market
It should remain a school.
Supervisory Union Offices; year round pool for physical therapy
Return the Woodbury school to the town. The town was illegal in not transferring the school to the new board. The letter from the state consolidating the schools said towns SHALL transfer the school to the new board!!
Ossu
House the supervisory union so we can stop paying an astronomical amount in rent each month
Housing for the homeless
Full day childcare.
Specialized school site so as not to send kids out of district to alternative placements such as East Meadow or Maplehill. Satelite site for higher learning adult classes. Community arts center.
Daycare for infants to school age
The building would need at least two expensive safety repairs before it could be used for ANYTHING: the elevator doesn't work and the fire escape is not usable. It shouldn't be used as a school now, because of those safety and accessibility requirements that have not been enforced.
Child and community centered programs; arts, crafts, vocational, theatre, maker space etc.
It should be kept in a role that develops our community and invests in our future, not just a bandaid that fixes a current problem.
(You might have spelled out DCF for those of us who haven't memorized the oceans of acronyms out there….)
CHILDCARE!
DON'T CLOSE THEM / IT!!!!!!
For OSSU Supervisory Union
home schooling center; grounds and school for nature based education
Not interested in seeing it closed.

Hardwick Electric Department
Academic enrichment programs for students. Outdoor education. Arts and music programs for students. Educating members of our communities between the ages of 3-100.
It would depend on Water situation. Would new well be dug that had sustainable water?
market rate housing

[Blank] - 2 (1.4%)

Please rank the following to indicate the value of the offerings provided by the MVU District. 1 is what you believe to be most valuable.



If you are currently homeschooling or electing an elementary school outside the MVU District (or have done so in the past) please share your reasons for that choice.

23 responses

N/A

Na

n/a

NA

N/a

Closer, smaller community school

Helping homeschool my granddaughter - due to a shift in the program supports for Connections. She was not ready for mainstream classroom 100%.

Poor outcomes from the current schools, priorities that do not align with my family

No

I thought if my kids were in with the general population they would not learn adequately and I wanted to shelter them or control their learning.

We did homeschool one of our 3 children for 6th grade because he was refusing to attend school after having experienced bullying the previous couple of years. This was in 1999 and I believe schools have done a much better job addressing those issues. We had an older and younger child who did not have any persistent negative experiences at the elementary school.

We are currently homeschooling if you can call it that at a preschool age. That is because we tried saplings before she was eligible for UPK and decided she wasn't developmentally ready and will wait til next year to reevaluate. We may homeschool for most of elementary school years, and the reason for that is complex but mostly having to do with the way school is structured in general to teach authority and conformity which is too difficult for a very young child to stand up to. I believe learning should be done predominantly outside and/or in a flow state (uninterrupted play basically) until a much older age. Community is the sacrifice though and it's a precious one, so we don't take this decision lightly and will likely try to attend and see how it goes for our child in kindergarten. Mostly we are encouraged to try because the Woodbury kindergarten program and school philosophy seems well aligned with our approach. We are still concerned about the use of technology for the very young ones. And and across the board teachers aren't being well taken care of and therefore they can't take good care of our children. They should come first. There should be more of them. We can't afford this because of other problems and it's not the school system's fault. Smaller schools can be more flexible in addressing individual student

needs and when you have a neurodivergent child that means everything. Having access to a very small school makes us more optimistic the experience could be one of thriving and growth instead of struggle and being held back from growth.We want a strong foundation for our child but also every child, and so that's another reason it's hard to make the decision to homeschool. We want the schools to have enough funding so that each child has equal opportunity for growth, especially the children for whom homeschooling isn't an option. But sacrificing our own child's development for this greater vision when we aren't sure the schools are really committed to what's best for all children's growth in the long run? It's a hard sell. We may need to look for other ways the support this greater vision of raising all boats. Ironically one of my reasons for wanting to homeschool is so that we can spend MORE time embedded in community, because despite the wonderful efforts from the teachers and staff to create these opportunities, it is just structured in a way that this takes considerable effort rather than flowing easily. We are so grateful for all the work the teachers and staff are doing and want to support them as best we can. Without making sacrifices that create unnecessary hardship for our child. I believe major changes in schooling are needed in order to serve all children and our world. I would like to be a part of that far-reaching future effort without making sacrifices that effect the lifetime of my child.

If Woodbury closes I want my children to be able to go to a different EMS as Hardwick is not able to keep my autistic child (who has been denied services from the district) safe due to their location

N/A But look at what homeschooling provides that schools could implement!

School atmosphere was often focused on external motivations rather than fostering a love of learning. Also, some groups were so chaotic and poorly behaved the unvironment was toxic and unproductive

poor quality, limited options, inflexible, Approach that makes my child less enthusiastic about learning

I am not homeschooling. My daughter attends Woodbury Elementary and my son attends Hazen Union MS.

We love woodbury elementary, however we would most likely leave MVU if woodbury school were to close.

We have heard that our communities are asking for stability, even while conditions outside our local control are increasingly destabilizing (tax rates, education reform, inflation, etc). Please share what stability means to you with regard to the MVU District.

92 responses

Keeping the Woodbury school open - it is the heart of the community and the students seem to be very happy.

You can control the cost/overhead at the supervisory office. Move to a more cost affordable location, consolidate staff, lower expenses that get passed onto the tax payers.

Equal opportunities across all schools

Not having to worry about whether Woodbury will close,not having to fight to keep it open,

Lower taxes

Local voice in how best to educate our children

Consistency in staffing, programming, results and taxation

School choice.

We can provide stability for the children in our rural community by letting them continue to attend the Woodbury Elementary School. It is a highly rated school. Plus it also provides the students with outdoor programs.

Stability is sustainability, affordability, veteran staff & administration

Quality education
Tax rates not increasing
Children not having to travel too far on schoolbus

Closing the schools now if that will be the final decision anyway. Stabilizing the education tax

Stability means that communities support their budgets and trust the systems of the district and school boards. This makes for stability in our schools and with staff that transfers to the students.

Stability to me means realiabe and consistency. Education is important especially with our younger children. It sets the tone for the rest of their school years. We as a community need to create that consistency in them early on so they can thrive as they continue with their education. We also need to hold our teaches, educators, board members and other deciding members in their education accountable. We need to make sure that our teachers are receiving the same stability that they are providing to the children they teach every day.

That I know my child's school will be there in the next coming years.

Keeping the school in Woodbury

Stability meanas minor change, adjust to inflation and needs but no huge jumps in priorities and spending

Equal education for all students.

For me, stability means open communication, respect between schools, and working together to find solutions. I want Woodbury to feel like an important and valued part of the MVU District, just as I would hope every school in the OSSU district feels. We may have different needs and challenges, but we should still be working toward the same goal: providing the best education and support we can for all of our students. I also believe Woodbury should be viewed as the asset it is, not just to the school district but to the community and the town. Our school is an important part of the community, and its value should be recognized when decisions about the future of the district are being made.

Not having to question if a school will be open each year, or how many teachers they'll be for my kids, etc

IMO, Better availability of stable & affordable family housing would help stabilize demographics of enrollment, if we tax property such that those houses were then available (as well as provide appropriately priced housing for seniors to move to, so the family homes are freed up). We could, on the state level, solve multiple issues which are causing the stress in our system. To say nothing of the multiple levels of relief a single payer/Medicare-for-all type insurance program could mean for ALL the tax-payers/families/school boards/ and other employers in the district. We must vote for those who 'get what we are going through' and have the strongest teams to work for the appropriate changes to make things better for all.

Creating an education system that is cost effective. Not putting thousands of dollars in a building we don't own!!

Continuing to offer quality education while being transparent and ethical about the staffing you utilize. OSSU is not transparent in the budgeting/ personnel/ facility upkeep expenses and therefore the public does not trust the process or outcome when building budgets.

keeping our elementary school open

Keeping the school building in use

Putting community affordability above personal agendas and personal wishes

Stability means using common sense. Having such a large facility open for such a small amount of students is irresponsible and just dumb.

Stable tax rates and education reform. We are paying an awful lot for not a lot of results

Spending within our means and in a way that outcomes are the top priority. Current choices do not seem to align with high performance. Consistently failing testing scores prove that what we are doing is not what works.

It is very important to consider the community. The school supports the whole community in a number of ways. Perhaps the most important is that it grounds the child in a sense of place, their place in the world. Putting the emotional , intellectual growth of the children of Woodbury above the economics is very important to Woodbury and the health of our world.

We need to close some schools in our district, considered to help was the tax burden . If we don't more folks will leave our communities

Our kids are safe and getting an amazing education and our communities feel that our schools are valuable and central to holding our towns together.

Stability is when neighboring communities cooperate instead of attack and try and close your neighbors school by force (we have the numbers to shut you down, so we will)

Know my taxes have gone up considerably but I find that having a small school with the beauty of Woodbury is really important to our community- I have been involved with the school for forty years, as a parent, teacher and community person- I LOVE WOODBURY ELEMENTARY!

Consistent offering of education across existing campuses without threat of closure or penalty for being in that space

One excellent school where all students and families are welcomed. All resources are in one location.

Discipline, going back to teaching English, Math, Science and Social Studies and Life Skills Classes. Our students need structure and a classroom, nothing fancy. We also need to fill our buildings we have with students and close the ones with so few of students, it is costly and unnecessary when we have plenty of space.

A place in which children and staff can go to school and feel safe, supported, able to access the funds needed to provide quality, evidence-based curriculum and support services to ALL without huge financial burderns on the community and individual tax payers. Stability also focuses on quality over quantity and ensures enough resources and staffing so that students, families and staff are best supported.

Stability means stability of educational programming across years and student cohorts. One example is multi-age (grade level) configurations that make sense for learning, not as a result of enrollment and budgetary considerations. Stability means students and families know what to reasonably expect from their school experience, and that it won't change drastically from year to year. Stability means staffing decisions that are made with an eye on permanency, not configuration of the year. Stability means educational decisions are made by professional educators who have built rapport with the community, not by community sentiment.

losing our local schools feels very destabilizing

I believe maintaining a elementary school in our community provides needed stability through challenging times. I also trust the families who currently have children in the school to be the ones to decide when consolidating schools would be beneficial.

School is secure and not on the chopping block

It has to become more affordable or there wo t be any kids left. At the average rate of student decline there will literally be no kids left in 20 years. All the schools will be clised

The impact of the school district's ever-increasing taxes on our property taxes is not sustainable. Many of us are retired and on fixed incomes. You really need to figure something out.

It is too expensive to keep that building open. Students need to have access to a larger base. They won't always live here

Stability means keeping our school and retaining our teachers and keeping our children within their community.

Don't close any more schools. Keeps the kids in the same environment as best as possible. Don't lose important people in their lives, keep people happy in their jobs and don't cut their positions. Maybe that is even more important than the location. If you close a school, you have to keep the same number of people if not add more because that's what children really thrive on is safety of relationships and enough attention. So if closing the school came with the promise that this means more adult bodies and well cared for ones on the school, that I could get behind. As well as less technology and more natured based and community based curriculum. And less structured time. Less paperwork and assessments, just cultivate joy and respect and learning will come naturally because it is human nature.

The ability to fulfill our purpose of educating our future residents while maintaining our individual town identity and values, as we weather the uncertainties of the future supporting each other.

It means maintaining existing school campuses and (as possible) staff until the gov't gets its shit together

Stability means not having the risk of our local school closing every budget cycle, and my child not having to switch schools in Elementary school.

Woodbury School Continues to operate and provide a high quality educational experience

preservation of the small school experience and the value it brings for Wodbury students

Knowing that a school will remain and be properly funded for teachers, students, and staff.

Stability means ensuring our schools stay open and not under threat of closure each year. It's so hard on kids and families, not to mention hard to retain teachers and staff, when

there's a threat of closure each year. New families will not want to move to the area knowing that their school may close as well.

Eliminate costs that don't improve outcomes. Close uneeded buildimgs.

It is disingenuous to say tax rates are completely out of your control. Stability should mean feeling like I can afford to stay in my home, and not be forced out for richer residents due to taxes.

Stable curriculum, fewer changes, multi-year planning

Safe environments for all children

stability in local property taxes so that people know they can continue to afford to live here

Equitable and dependable resource use. I think we're spending too much money on elementary level sports programs that could be used for academic purposes.

NOT cutting teacher positions and courses. Fighting for Universal Healthcare to eliminate the district to district health insurance costs,

Students get an education, broadly defined, that prepares them for the world they will live in.

Active role of the school in the communities

Children can attend a school in their community, and the community is active in the children's education

Stop putting money in to old buildings! That is money that could be used to educating our children.

Providing an education that is affordable to tax payers and worthwhile. It makes no sense for that big expensive building to be open for a handful of students.

Education comes with a price but it doesn't have to be a price that makes the communities have to struggle. If families cannot afford groceries or housing, that puts stress on families, even the children. If kids are stressed they are not ready to be learners. Stability in the MVU district needs to be about providing the best education possible for all students and doing that at a price that is affordable, not stressful. It isn't a building that makes a great school. It's the admin, teachers and support staff that provide a safe and healthy environment. Bringing everyone together in one space (it is doable) can help provide a stable environment for all while taking financial stress off the shoulders of parents and other community members.

Stability for me means that we respect all towns in the district making their own decision about keeping their town school open, thus encouraging local community. I also feel stability means being able to to keep students in their own town if the family would like as well as

providing the choice to go to another school in the district if a smaller or larger school fits a particular student's needs as perceived by his or her parents.

stability for me is not entering the factory realm of education...maxed classroom sizes and burnt out teachers trying to meet too many students needs; figuring out the escalating costs and how to control them outside of school budgets

keep all small schools operating

Keep our school open, our children locally connected and cared for, our teachers and staff employed, bus rides for students that are as short as possible

Being fiscally responsible. Do what is right for everyone involved, even if that means closing.

I want strong education and localized education in our community. I want a stable community built around keeping all our local schools open. I hope for lower taxes while realizing that is outside our control. I want to know that Woodbury and the other schools will remain stable and open.

Lower cost

I would like a good long break from the threats from Hardwick to shut down our school. I'd like to see everyone working to improve the educational quality of all the schools in the district. Closing down a good school won't help that. And the threats and uncertainty make it harder to keep our staff and students, and I don't believe there is solid evidence to support closure, either educationally or financially. We didn't much want to join MVU but had no choice; it will be pretty disappointing if that turns out to be the end of Woodbury Elementary School.

Stability means eliminating the tiny OSSU school district in favor of a much larger and more stable organization. Eliminating needless administrative positions with a larger economy of scale helps improve cost effectiveness and provides more resources to be used directly for children's educational programming as opposed to funding needless beurocracy.

Dissolve this district and become part of a larger, more stable, more capable organization

Predictable performance and budgets. Low turnover among teachers and administrators.

Knowing out schools will remain open so we can retain teachers and students!

Consolidation of Woodbury school to Hardwick for 27/28 school year.

To me, stability means there is confidence that Woodbury elementary will remain a functioning school.

We are the parents of two young children and we moved to Woodbury in part because we loved the small grade school. We would be devastated if it closed.

Predictable, safe, supportive, academically centered spaces staffed with experienced, familiar, and trusted teachers.

stable class size and consistent support staff. Long term planning with large input form the community and a push for state wide health care so that districts are solo in managing soaring healthcare costs for employees.

Fewer supervising personnel and more student facing personnel

Not wondering each year if the school will be forced to close.

Low tax rate

An educated taxpayer base who doesn't knee-jerk "NO!"

Consolidating finances with one stable school in each district, instead of spreading finances to many smaller schools.

Stability knowing the futures of our schools. Where our children will attend school?

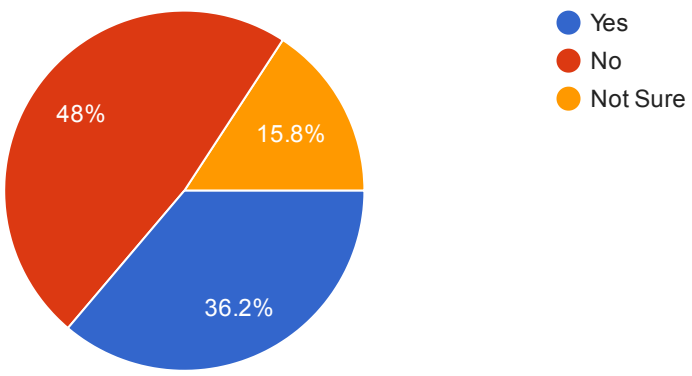
Stability means providing the students and staff a place where they can focus on the work of learning and becoming productive community members, while not taking on the worry of losing their school or jobs.

stop accommodating everyone. make a decision and be done with it. the interval is worse than finality. GBORO SHOULD MERGE WIT H CRAFT SBURY

Copy chart

Are you familiar with the OSSU *Portrait of a Graduate*, which describes the kind of continuous education our local districts aim to provide for our PreK-12 students?

152 responses



Looking 10 years into the future, what does your vision for elementary education look and feel like (for students, for staff, and/or for people in our towns)? What do you hope is true about elementary education in our MVU communities?

103 responses

Unless something is done to reduce taxes, enrollment numbers are going to plummet and our small schools will be empty. In 10 years, I hope to see more kids in the school.

We are a small community surrounded by other small communities. It does not make financial sense to allot funding to multiple schools and put additional strain on the communities. Merge the schools and if specialized support is needed for students consider using one smaller space to accommodate those needs.

Preparing students with an education that will aid in their success. All students will have access to what they need for their own learning.

Prepare students to enter MS ready to begin the journey toward becoming a productive adult. This includes academic, social, and civic skills.

I hope for a day in which people in the union actually start caring about all of the community's children, rather than just their own. Or actually, a day when they actually start caring about children at all, including their own. My vision involves a number of small schools like Woodbury, schools that see the value in community and want to teach children not only academics, but how to be good people.Schools that provide outdoor education, after school activities, and where everyone knows each other. My vision does not involve regional elementary schools, and I really think we're going in the wrong direction if we close our small schools.

The way things are going with the economy, I really hate to say that more parents will be forced to stay home and home school also more family's will need to go back to living off the land. Cost of gas, food, everyday expenses are way out of our control.

That all children are valued and that they are able to do over their super power and build on the theouoit you just need to get to Hayes in New York when I had to park it downtown. I had a mini when I was in New York not this one, but it was my first mini I've gotten when I was 22 and I had it through medical school and and I would find a space that was way too small for any US car was so I would drive the front of the car into the space and then I recruit recruit some strong, looking young guy and it has a little outriggers on the rear bumpers and you go 123 shift 123 shift and just slow slowly shift the back of the car into the space that is 2 inches longer than the car and then just do it the other way to get it out so the car did not do well in New York. There was a not so beloved principal in Hazen for many years the kids really didn't like her at all and she had a mini Cooper and one day one of the new ones or one of the older ones but one day they decided they were gonna pick it up and they picked it up and turned it this way so that she was faced back to The Car on the roof of the high school kids do all kinds of things to cars. I have to say she deserve it she was horrible. She's not going to them and she did not last long thank goodness but I think the T-shirts are nice. Would you like one that wear T-shirts? Do you wear T-shirts? I don't wear T-shirt. Are they

for the benefit of? They're part of the hard school during the equity project OSU started a field trip Kids who couldn't afford and so we're asking for $10 to put towards the field trip and I don't have much cash $10 is what you get thank you. What size do you want? Are you sure they rent Small so I'm just letting you know large color green, please large so Patrick is here with his lovely wife. I met you ever met her, but we were laughing because I was saying that's what I did. I told him I was a Victim's advocate which I would say that to people they would just take a step back so one time I was at a party in Chapel Hill and I decided I'm just gonna tell people I was a neurosurgeon and so we're at this party and I said what they do. What do you do? I said I'm a neurosurgeon. This person is too if you know them oh crap I think I'm getting paid so you need to tell Peter that isn't a surgeon. I don't think I'm gonna go food Nowell only there might've been another food truck somewhere, but I think the one that we had lunch from was a curry which is which is empire empire odd that they didn't get more food trucks to come in because the whole day there are a lot of people when I drove. I drove back that way to get to the synagogue. People parked in big trailers. it's a big event they say it's the biggest British car show in the eastern United States. They have a bigger one in West Coast, Los Angeles or Hollywood or something like that. Hello have you good for you? Thank you do you have about nine or 10 people Patrick Larsen if you come to harass me though who are you I'm Skip nice to meet you, Sen and people have a lot of things but it's I don't think prefer everybody have equal access voices and participation and we have you still have knots people people cannot participate so it's gotta be a better way so hopefully you guys can come up with some recommendations that will all we won't go, my friend who is a mediator in Boulder. We talk regularly the best solution to a negotiated for the settlement of a negotiator dispute is when both parties are equally unhappy you're expecting that we have to expect that we are not going to please. We may not even please a pity, but everybody's going to get something that's important and value to Them. I'm hopeful we can come up with something reference righteous sacrifices. Everyone's gonna have to sacrifice a little better. well I'll say it's a very civil group and there are a lot of opposing opinions, but it's very raised occasionally in Ernest. Thank you for stopping by.

It will cost less and provide better outcomes.

If families cannot afford to live here there will be no schools.

The Woodbury Elementary School can continue to provide an excellent center of education for our local children. We should support it as a center of our rural community.

Local, community based, project based learning for all children in our towns ages preschool through 6th grade.
*Afterschool enrichment programming & opportunities that support school curriculums;
*meal programs that support organic, nutritional food and local farms;
* Individualized academics for children in need regardless of eligibility for an IEP;
*Staff are supported and well trained, professional development is prioritzed
*small classes with opportunities to share student learning on-line and at multi site culminating events and presentations;
*Parents and families are welcome and encouraged to attend school events and volunteer to support school programs;

Happy healthy children growing into educated productive citizens.

I think fewer and mid size schools will provide better outcomes for students given their needs for support, enrichment, and social interaction. It does not benefit children to be in

extremely small classes with the same people year after year. If we could consolidate and have a couple of classes per grade it will allow classes to change student mix, provide more stable support, and improve the class ratio of students to teacher. It would also allow us to place limited resources into one building, not three.

We have strong experiential learning, students are engaged and testing scores are competitive with other states. Staff feel supported and have enough time and resources to do their jobs effectively.

My vision for our elementary schools are institutions that are deeply rooted and supported in the local and surrounding communities, accessing place-based learning that utilizes our community partners and organizations in implementing real-world projects that not only benefit student learning, but have positive impacts on the community at large.

That we still have a school in Woodbury

I hope that everything old is new again. Elementary students in particular kindergarten thrive without devices in school, including testing. Who are we testing? Tech, teachers or everyone's patience?

All kids are getting the same education, the same extra curricular activities, the same opportunities for field trips and other “fun” events.

I hope to see each elementary school in the MVU District valued, celebrated, and recognized for the unique strengths and opportunities it brings to its community and our school district. Instead of trying to make every school exactly the same or try to make different learners the same, I would like to see each school develop, share, and be used for its own unique strengths and dispositions.

I would also like to see more opportunities for schools to work together and share resources, programs, and even students when it makes sense. Cross-sharing students could give children opportunities to experience different schools, programs, and communities while allowing each school to contribute what it does best. This could also help students build relationships with children from other towns and create a stronger sense of being part of one district.

Most of all, I hope that 10 years from now, our elementary schools are seen as valuable parts of their communities and of the MVU District. I want students and staff to feel proud of their schools and for our towns to see their elementary schools as assets worth investing in and supporting. I hope we can celebrate our differences while still working together toward the same goal of giving every child a strong, supportive education.

I would like to see all students utilizing the 2 buildings that MVU owns.

I want our elementary education to provide rigorous, high quality academics in a nurturing, supportive, and fun environment for our kids. Schools are a place for learning and creativity, both in and out of a classroom.

That the schools can remain a community center for the entire community, in a way that is affordable because we have addressed the housing and health care/affordability issues by

finding ways to tax more appropriately so that everyone pays a fair share, and everyone is empowered to find answers together if/when something is no longer working well for the greater good of the greatest number of the voting/tax-paying citizens and the students and staff affected by our votes. (And it would be great if there were a nice place to swim and get aqua therapy -- year-round -- without having to drive so far away! Great at any age!)

It's simple! The MVU board needs to be responsible for ALL students and ALL taxpayers. Not just in the towns where they live. The board members are supposed to represent ALL 4 towns!!

That the SU and those responsible are making difficult choices that reflect the needs of the community to offer quality programming that align with the financial feasibility and sustainability of the people who live here.

I want my children to feel comfortable in a learning environment. I want them to understand curriculums they're being given and feel confident that they understand and have had access to the help they needed. I want staff to feel supported by their higher ups as well as by the community instead of "us vs them"

I hope that woodbury can stay open and maintain its current level of education

HES is the only elementary school in our district

That it does not exist. It's too expensive, populations are declining. There is no reason all kids can not go to HES.

Before students are moving on to middle and high school they can read, write and do basic math. We do not pass students solely on age. We meet students where they are and get them to improve and grow, even if that means we hold them back when standards are not being met

Merge all elementary school in the district at Hardwick Elementary.

I would like to see elementary education continue in Woodbury and school choice be offered for 7 th grade on. The reason I would like choice for older students is the geography of Woodbury and its proximity to several different middle and high school educational institutions depending where you live.

One central school in Hardwick, k-12.

An educational space that students feel excited about and have true ownership over its care and community. A space where learning is dynamic and all kiddos have the staff support and resources to thrive. School filled with place based and outdoor learning and music and art and hands on lessons that engage them. Enough support (be it salaries, work loads, smaller class sizes, manageable work loads and expectations?) for our staff so that they can feel happy in their jobs and engage with their students the way they want to fully. Just something that doesn't always feel so limiting so that doesn't feel like resources and staff are constantly being downsized.

Producing the next generation of kind, creative and fulfilled citizens!

To get back to the basics, have a small connected education with dedicated teachers that care about the emotional growth of young children. Community, life skills that empower young children,

All kids have access to Pre-K through 5th grade while 6-8th are housed on their own campus before going to HS; that PK-5 should be as close to home as possible with the continuing option to pick what campus/town fits any child's best educational outcome; hopefully state and national leaders will get it together and fund children's education and outcomes as well

Hopefully going back to the old ways. No need for elementary school kids using technology, we know how bad it is.

One excellent small school of 200-500 students where all families can come together in community from all of our district towns joyfully and proudly!

Structure and Consistency and going back to what they need, learning cursive and spelling words and math that makes sense. How to read a ruler, so many basics have been lost.

Less top heavy administrative positions - we are a small district with too many cooks and or supervisors in the kitchen; this is a place where budget cuts need to occur. There also needs to be less of a focus on technology and more of a focus on developmentally appropriate materials and standards that nurture healthy brain development through multisensory and multimodal learning. Vermont schools need to get back to their roots, both educationally and organically.

Students feel safe, included and empowered by their school. Foundational needs are met, and there is a culture of abundance and principled decision making, not scarcity and upheaval. Educators are hired, evaluated and coached to continue to grow into their positions, and turnover is greatly reduced. Schools are robust and resilient, and through that, students with different neurotypes and abilities are well-served, included and empowered. Discussion about school and community is focused on how a community supports the needs of its learners, not on whether or not a school could/should/might function as a community center.

That it continues to be the way so many of us in the community come together, what binds and connects us to one another

I think having more than one setting for elementary education is a very promising idea and can provide unique choices that might better accommodate the needs of different families and students. But this would need to be accessible to everyone which means transportation to any school would be available.

Thriving school with high enrollment

Better education and support to staff, so they can teach ,and support the students better.

Excellent outcomes at a cost that doesn't drive people away

Consolidate/regionalize middle and high schools, and include financial support for an adequate school-bus system. Only consolidate elementary schools where absolutely necessary. Have all schools in the district (elementary, middle and high) share certain types of teachers, e.g., music, art, physical ed, penmanship (if such even exists anymore). I grew up in a part of NH that had that sort of system and it worked very well for students and taxpayers.

Right now we need to go back to the basic's and focus on education not politics,not flags,not as much technology and no zoom

I would like our small local schools to continue without the constant distractions battles over it. I would love to see elementary schools continuing to value outdoor and nature education. I would like to see schools and students opting out of screens in schools.

What I wrote above:

what children really thrive on is safety of relationships and enough attention. So if closing the school came with the promise that this means more adult bodies and well cared for ones on the school, that I could get behind. As well as less technology and more natured based and community based curriculum. And less structured time. Less paperwork and assessments, just cultivate joy and respect and learning will come naturally because it is human nature.

Really long term I envision having school function more like a library and that teachers are more like guides that children have access to and close relationships with as people who are outside their home and connected with other aspects of community. I envision a future where parents work less and can be more involved in collaboration with teachers. I also envision all community members spending less time doing “labor” in order to have money to survive and more time working to hold their communities together. This means we are moving more towards a gift economy, which is the economy of a family and TRUE community, one where all individuals are cared for and loved unconditionally by the people around them, the definition of community. There would be no places that are places to simply hold children and keep them out of the way, because children are a gauge for what is good and healthy for all of us. If children don’t belong somewhere, i question if it’s something that we want to invest in at all for all our future selves. There is always a way with enough adult guidance and supervision to include children in nearly everything. And the best way for them to learn how to be humans is to be with all the humans doing what humans do. No one can grow if they don’t feel safe and valued.

I hope all students can learn in a way that is best for them and their families. I hope that our towns can come together to support our students and model how we wish adults to treat each other. I hope we are creating adults who strive to stay locally as contributing members of our communities, engaged in the democratic process to keep our towns vibrant, relevant, and thriving.

Highest priority is that it is and remains a place that kids feel safe being and discovering them selves while learning. This means not only accepting diversity in race, gender, sexuality, religion and class but being committed to teach about them as that is being bullied and litigated out of classrooms.

That families have agency and opportunity to choose a school environment that's right for them where they thrive and are not forced to go to a school they don't want to go to in a community that has not been supportive or welcoming. I would never send my child to Hardwick or Hazen willingly. We would pay for private school, send them to another school out of district, or move to find a better school.

that we have preserved the small school experience and the value it brings for Woodbury students, that students are taught to think critically and question assumptions

A school building and program where we are not wasting resources replicating services for a few students when they could be serviced in the larger location with the majority of the district population. A minority are getting a Montessori style private school education on the backs of tax payers.

I hope the Woodbury School remains open to provide learning with a small town feel.

I love that MVU families have the choice between Woodbury and Hardwick Elementary. Both schools have their own unique culture and devoted staff. I also see the tremendous importance of Lakeview Early Education Center, which is at full capacity, showing the true need for a devoted early ed center. Ideally, all schools will gain more support staff and specialists, as we see developmental and behavioral needs rising across our district. I also hope that more families move into the area when we aren't under threat of consolidation and closure, teacher retention increases, and there is less staff burnout due to increased supports.

K 12 at Hazen

Consolidation of schools and administration to reach an affordable level of per-student spending. Closed school facilities can be repurposed for community needs.

Individualized attention

Less frills (cooking, gardening, etc.) more basics, reading, math, science

proper education, staff and budget

that we can continue to honor the unique "flavor" of our various communities but that we can bring our communities together more to create a more sustainable education delivery model - starting with class size that is reasonable

Unfortunately in 10 years none of us may have a local elementary. Gov Scott's idea of consolidation may force closure of even our biggest elementary school for consolidation into a bigger district.

I hope our students would become lifelong learners who would be able to adjust as the world changes around them.

I want to say that closing buildings is not a good plan. If our population grows in the next decade, we will need to BUILD buildings. I suggest we keep Woodbury open and seek funding

from non traditional means for the elevator and other repairs needed. I suspect that there is money in Woodbury that could help this happen. And HES and Greensboro should use their extra space to start Day Care Centers. Universal Daycare may be coming down the pike, and we need to have the space to make it happen. In the meantime, rent out space for day care! Additionally, the 5th and 6th graders should be at Greensboro. If the sports community is so bent out about the gym, then expand it. But the littlest kids should not be riding the bus for such long periods. The older kids can handle it.

Students get an education, broadly defined, that prepares them for the world they will live in.

My hope is that we have consolidated down to all elementary students at Hardwick Elementary. The time has come to stop maintaining 3 buildings. Move the OSSU offices up to Lakeview's building so we can stop paying rent and can put that building to good use.

Community connections for all

Children continue to experience the benefits of a small local school, which includes active, experiential learning

Centrally located at HES

I hope that the Woodbury site is closed and merged with hardwick to reduce cost of facilities for tax payers. This will also increase equal education opportunities for all the students in the MVU District.

A higher student-to-teacher ratio and fewer school districts, hence lowering costs.

My vision is to get back to basics. Teaching the students without the constant use of computers. Teaching respect, responsibility and go to become a good citizen. Realizing that kids are kids, not small adults who are capable of making adult decisions. Let them be kids. Explore, imagine and let them develop their brains naturally.

education based on community within the community a child lives in/ education centered on tangible, life experiences within physical realms...moving away but also incorporating virtual/digital tools

all small schools operating

Small classes, personal attention, proficiency-based education, local control, more money spent directly on educating children and less on top-down administrators

Hardwick Elementary is the sole elementary school in the district

In ten years I want all our communities to see that three strong schools allow school resiliency, MVU adaptability, and unique focuses among our three schools.

Services are consolidated to the Hardwick site. Close Lakeview and Woodbury Elementary.

I'd like to see Woodbury Elementary School still thriving, with more students from the other area towns, and still offering plenty of outdoor experiences and solid academics. I'd love to see our teachers paid well and supported and encouraged to get challenging and useful continuing training, especially in math and science.

More balanced, whole child approach that fosters a love of learning first and foremost.

I hope that the state has come up with a plan for how education will be delivered at a manageable cost: how many elementary schools, where, based on population number but also on the concept that small local elementary schools make sense for students, with flexibility in how education goals are achieved, with schools funded by an income tax, not a property tax, with a strong focus on the quality of the education and educational experience supported by a high quality Dept of Education.

Hope to have a pre-K through 12 as one school. Very disappointed with the work of this committee. You totally missed the mark on the intended information voters want. .

School is a safe, inclusive and engaging place for children and adults to spend their days learning together, and that the school community and the larger town community have meaningful connection.

I hope there can be creative solutions to keep the town schools open and thriving. With declining student numbers and increasing costs, school consolidation and busing seems more likely. Perhaps managing the schools as one unit instead of separate and sharing resources could address student numbers and costs.

I hope to have two young children attending Woodbury and involved in their community. I have served on the Woodbury Community Library board and we volunteer as a family for the food shelf. I hope that our community can maintain our shared resources and responsibilities to each other.

I hope that students are respected with rigorous and challenging content. I hope that students are free from overly simplified, online, gamified content.

All in one building

Look at why people home school and WHAT they provide that public schools do not. and then implement those fidnings along with a huge reach out to all families who will be entering the MVU district. Advertise clearly what Hardwick elementary offers, such ECO, etc

We re-open Lakeview as a Pre-K to 4th grade facitlity.

I hope that Woodbury elementary continues to operate and provide outdoor educational opportunities. I hope that our communities within the MVU can choose which school makes the most sense for their families and not be forced to consolidate.

One district school just like the high-school

Putting all students into HES and including ALL communities in activities, support and reaching all parents to help them when needed

That we are providing an appropriate education for all students - challenging the ones who are succeeding and making sure no students are slipping through the cracks and being pushed through without having basic skills.

World-class reading and math literacy and a good foundation for history and civics.

No people to expense

I would like Woodbury to close and use Hardwick elementary or Calais for children to attend school. Woodbury school is not sustainable financially, without alot of work. If current water is not good enough for drinking, how can it be good for cooking or washing up?

I hope that pre-k and k are in one building to support and meet the needs of our youngest learners. Services providers are also located in that same building. Grades 1-6 are at Hardwick Elementary. Woodbury would be closed. Small schools are great but if we need to consolidate, students from Woodbury would be able to fit at HES without the kindergarten being there. This would meet building needs and students needs most efficiently.

Students and families deserve choice within their local communities. They deserve to receive a just right education for them, their values and beliefs. They deserve to be seen and heard as individuals who make up a larger, successful system.

3 more responses are hidden

Appendix Material: Community Forum

Community Forum Planning Document

Community Forum Handouts

Community Forum Info Stations

Community Forum Virtual Presentation

Community Forum Meeting Minutes

Community Forum Planning Document

MVU Community Forum
September 22 6 to 8pm, Hazen Union Gym

Purpose

The primary goal of the community Forum is to create an *inclusive*, *generative* space that helps the MVU district understand itself, and build the kind of lived unity that our district holds as a primary shared value, but is not often practiced.

The secondary goals are to provide a common fact base and to hear outstanding questions, assumptions, and concerns of MVU constituents.

Committee Inquiry: What would people need to experience during these two hours to leave with greater trust in the data and the process? We want them to be able to say these things:

I understand why we're here.
I learned something I didn't know.
I heard a perspective different from mine.
I had an opportunity to contribute.
I don't know what will happen long term, but I understand what happens next.
I believe what I shared has somewhere to go.

Format & Supports

The event will be held in-person, with a **zoom option**. Rather than having online participants sit and watch what's happening in the room, Ana Peltz & Netanel Portier from Quantum will facilitate the online participants separately by providing a parallel experience that is designed specifically for online participation.

Likewise, we will encourage attendees to the Forum to bring their children to participate in a **student option**: Local Middle and High school students are encouraged to participate directly in Forum activities, while Elementary students will be directed in a parallel visioning/play experience designed specifically for them. We are researching collaborators and volunteers to lead the Elementary group and also to provide child care options for attendees younger than 6.

Schedule

6-7pm: A Walk Through MVU

We're presenting a sequence of information stations that tell the story of our committee's work and of the current state of the MVU District.

Station 1 → Welcome. Why Are We Here?
Station 2 → The Committee's Process & Domains
Station 3 → MVU Today: The Organizational Model
Station 4 → Structural Change
Station 5 → External Conditions Affecting MVU
Station 6 → What Kind of Education Are We Trying to Create?
Station 7 → What Could Change Look Like?
Station 8 → Conversation Station
Student Station

Station 1 — Welcome. Why are we here?

Committee / Board Member: Sam, located in the lobby
HANDOUT: *Tonight's Journey / Schedule*
POSTER: *What brought you here tonight?* People can put a word or sticky note on the wall.

Station 2 — The Committee's Process and Domains

Committee / Board Member: Laura Cannon
HANDOUT: Our Timeline & Process, Working Definitions, 2 copies of Midterm Board Report
POSTER: The Four Domains (Definitions, Guiding Questions, and Data Requested)

Station 3 — MVU Today: The Organizational Model

Committee / Board Member: Becca
HANDOUT: Org model stats
POSTER: MVU Today: The Organizational Model

Need a visible evidence note: Physical capacity ≠ Functional capacity.
Part of this station is introducing the idea of functional capacity.

Station 4 — Structural Change

Committee / Board Member: Dylan
HANDOUT: Campus Consolidation Assessment
POSTER: The statement **“**Does a given structural change eliminate or reduce a challenge or cost, transform it, or move it somewhere else?” Advantages / Disadvantages table

For the handouts, instead of presenting completed models as conclusions, note that they are possibilities for inquiry—not proposals, recommendations, or determinations of feasibility.

For each campus assessment, show
Possibility (scenario), constraint/dependency, What we know, what we don’t know

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Station 5 — External Conditions Affecting MVU

Committee / Board Member: Terri Vest
HANDOUT: Key Details of Act 170
POSTER: External Conditions Affecting MVU

Station 6 — What Kind of Education Are We Trying to Create?

This is where the room begins transitioning from receiving information to contributing information.

Committee / Board Member: Simon
HANDOUT: Portrait of a Graduate
POSTER: Ideal school from Committee Meeting, with room for people to add to it.

Prompt question: Buildings are one means through which MVU fulfills its mission and vision. What should every MVU student be able to depend on, regardless of which building they attend?

People could add one word or phrase, in order to encounter shared purpose before considering structural possibilities.

Showcase kids ideas here too.

Station 7 — What else could MVU look like?

Committee / Board Member: Anne Galloway

HANDOUT: Long List of Scenarios
POSTER: Big sheet where Scenario Possibilities are written in with some already filled in and lots of space for people to add more.

Station 8 — The Conversation Station

A comfortable space set up with a rug, chairs, tea, flowers for people to talk.

Station 9 — Student Station

Committee / Board Member: Darren and Volunteers

A separate visioning/play experience for elementary students, while encouraging middle/high school students to participate directly in the Forum stations and conversation.

My Dream School

At my dream school…
I can…
I feel…
Adults help me…
I learn…
My community...

Children draw or write whatever they want for these prompts, then display their work near Station 6 which asks *What are we trying to create?*

NEED Several Committee Members to help take notes as conversation is happening:
Laura & Simon

7-8pm: Group Conversation

Those who wish to join a group conversation can come together, as the Conversation Station expands to the whole room. Participants have already encountered the facts, possibilities and questions, so we can go right into discussion.

Opening

Introduce key facilitators: Jessie, Becca, and introduce committee members by asking them to stand. Acknowledge the student participation station and the folks helping there, and let participants know there is a parallel experience being facilitated on zoom.

For the last hour you've had an opportunity to walk through the inquiry much as we have: We started by reminding ourselves of MVU's existing mission, vision, and values. Then we looked at our charge and considered the dimensions carefully, including overall advantages and disadvantages of each. By using available data and gathering new data, we created a picture of our current MVU system that is as clear as possible within our timeframe. Then we spent some time talking amongst ourselves and with our school communities to clarify what, exactly, we're trying to create for our students. At this point, we are connecting all that information we've gathered to inform the various scenarios that are beginning to take form. We will assemble all of this into a final report for the MVU board by October 1.

Now we want to do something that a report, survey, or data table can't do. We want to hear one another.

Jessie's script.

Shared agreements for conversation:

- Speak in the first person, from your own perspective and experience. We encourage statements like "I believe", "I feel", "I'm confused about…"
- Practice active listening, to help understand the values beneath the words that you're hearing.
- Stay curious about perspectives and experiences other than your own. We encourage considering things like "Why does s/he feel that way?" "What does s/he mean by that?" "What needs are not being met in this situation?"

Discussion of two themes:

Conversation 1 — Stability + Adaptability (20 mins)

One tension we've heard repeatedly is our community's desire for stability while the district is also facing conditions that require adaptability.

What do students, families, staff and communities need to be able to depend on—even when other things are changing?

Write down answers. Deepen the question by helping people describe what stability looks and feels like.

Then: *Where and how does MVU need enough flexibility to adapt to external conditions?*

Again write down the responses, and help deepen the conversation with follow up questions.

Conversation 2 — Imagine MVU in 2036 (20 mins)

Connect this your future-visioning exercise explicitly back to Stations 6 & 7.

Imagine that it is now 2036…Ten years have passed.
Your community has moved through change, uncertainty, experimentation, mistakes, and growth — and something meaningful has emerged.
Do not begin by imagining buildings, schedules, programs, technology, or policy.
Start with how people feel.
How do students feel in this future?
How do teachers feel?
How do administrators feel?
How do families feel?
How do community members feel in relation to young people and learning?
Please share any words that came up to describe this future.

Add these ideas to the posters on Stations 6

Now begin to think about the conditions underneath this future. If students and adults really feel this way, and having these kinds of experiences…
What has to be true about the system?
Consider things like relationships, time, roles, learning, community involvement, decision-making, assessment, place, resources, or structure.
You don't need to design the entire system, just identify three conditions that feel essential.

Add these ideas to the posters on Stations 6

Stay in the imagined future for one more moment. You realize the system you experience did not begin with one dramatic change. It began through small choices, experiments, relationships, acts of courage, and things people decided were worth protecting.
Looking backward from 2036:
What did we begin doing in 2026?
What did we stop doing?
What did we protect?
What did we experiment with?
What did we make more room for?
What did we finally question?
Name just one action, experiment, or shift that could begin now.

Capture that feedback

Closing

Ask everyone one final question:

After seeing the information and hearing from others, is there anything you understand differently—or anything you believe the committee needs to understand differently—before it reports to the Board?

Invite folks to write outstanding questions at Station 1 as they leave (Collect Questions for a FAQ doc)

Hard Copies Needed

Printouts

2 copies of Midterm Board Report
MVU Mission/Vision/Values
Portrait of a Graduate
Community Flyer w/ QR Code
Working Definitions of each dimension and keywords
Advantages / Disadvantages Worksheet
Building Consolidation Assessments

Posters

Org Model
Ideal school illustration and words
Prompts for kids
What brought you here tonight?
Do you have any questions?

Needs

Additional Volunteers from Hardwick
Place to hang wall signs - can we get fold-out walls in the gym?
Tech support for Zoom
Laptops for Surveys

Community Forum Handouts

NOTE : Content in the Committee's Final Report supersedes this earlier version of information where discrepancies occur.

STATION 1: WHY ARE WE HERE?

Welcome to the MVU Community Forum

The Board asked the Short-Term Planning Committee to investigate the advantages and disadvantages of further building consolidation through four lenses: Educational Opportunities • Financial Implications • Community Impact • Organizational Needs.

The primary goal of the community Forum is to create an inclusive, generative space that helps the MVU district understand itself, and build the kind of lived unity that our district holds as a shared value, but is not often practiced.

Tonight We Are

- Sharing what we have learned so far
- Listening to one another
- Exploring possibilities and tradeoffs
- Creating a common fact base
- Identifying concerns, questions and missing information

We Are Not

- Voting on anything
- Deciding about specific consolidation scenarios
- Selecting a school to close
- Asking anyone to reach consensus

Schedule

6-7pm: A Walk Through MVU

We're presenting a sequence of information stations that tell the story of our committee's work and of the current state of the MVU District:
Station 1 → Welcome. Why Are We Here?
Station 2 → The Committee's Process & Domains
Station 3 → MVU At a Glance: The Organizational Model
Station 4 → Structural Change
Station 5 → External Conditions Affecting MVU
Station 6 → What Kind of Education Are We Trying to Create?
Station 7 → What Could Change Look Like?
Station 8 → Conversation Station

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7-8pm: Group Conversation

Tonight, we want to do something that a report, survey, or data table can't do: we want to share and receive our perspectives. Those who wish to join a group conversation can come together at 7pm, after everyone has had an opportunity to walk through the Committee's process:

- reminding ourselves of MVU's existing mission, vision, and values.
- considering the four dimensions carefully, including general advantages and disadvantages of each.
- using available data and gathering new data to create a picture of our current MVU system that is as clear as possible within our timeframe.
- Asking whose voices have not been a part of this process, and creating opportunities to engage those people through listening sessions, Surveys & this event.
- spending some time talking amongst as many people in the MVU community as possible to clarify what kind of system, exactly, we're trying to create for our students.
- Consider new structural possibilities and our vision for the future of our district

We will assemble all of this into a final report for the MVU board by October 1.

Shared Agreements for Conversation

1) Speak in the first person, only from your own perspective and experience. We encourage statements like "I believe", "I feel", "I'm confused about…"

2) Practice active listening: trying to understand the values beneath the words that you're hearing, not just waiting for your turn to speak.

3) Stay curious about perspectives and experiences other than your own. We encourage considering things like "Why does s/he feel that way?" "What does s/he mean by that?" "What needs are not being met in this situation?"

STATION 2: THE COMMITTEE'S PROCESS & DOMAINS

Committee Timeline

July 28: First Committee Meeting

Created agreements and process for how the committee will meet its charge

Created a five-year organizational record to establish baseline data. We aggregated all public records data from 2022-present, in order to create a unified, longitudinal record of all available data and activities within MVU for the past 5 years. As new data comes in, we update a snapshot data report.

Examined how to be most inclusive by determining which voices are underrepresented in the organizational record, and soliciting those missing voices throughout the process.

Defined data request for updated financial / organizational / educational / and community data sets, which comes from MVU administration and Central Office staff. The committee regularly discusses relevant data points, and maintains ongoing coordination with Central Office to understand and verify the data.

Conducted Internal MVU Listening Sessions with two MVU principals, Superintendent, and teachers & staff from all three campuses.

Conducted External Listening Sessions with Families at each campus open-house

Issued Surveys for Families, Students and MVU Community members, which are open through September 22.

September 22 Public Forum to present in-progress findings and gather community feedback and questions.

September 24: Committee Meeting to review a draft of the final report

October 1: Deliver board report

October 8: MVU October Board Meeting

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Source Documents Used to Generate our Materials

We have created a 5-year MVU living organizational record, composed of the following documents and data, and updated as new information becomes available.

- MVU/OSUESD Public Records (Board minutes, agendas, special meetings, retreats, and informational meetings) — 2022–2026.
- OSSU Board minutes/reports; superintendent and principal/school reports — 2022–present.
- FY22–FY27 financial, budget, tax, location-cost, transportation, facilities, and capital records.
- Lakeview short- and long-term planning records, Forums, Surveys, and Board actions.
- Strategic Plan 2025–2028, Portrait of a Graduate, Board Vision/Core Values, and Short-Term Planning Plan.
- MVU Enrollment workbook; FY27 HR data; current class/support/intervention ratios; enrichment/extracurricular information.
- Internal Data Request for the Short-Term Planning Committee — updated September 2026.
- Woodbury Fire Escape Proposed Action Plan and Fire Marshal comment record — August 2026.
- Woodbury PFAS Contamination Response Timeline and Outdoor Classroom Timeline.
- Mountain View Principal Report — August 13, 2026.
- MVU Board unapproved minutes — June 11 and August 13, 2026.
- Communities Connect / Community Insights process and Communications Committee charge.
- Winooski Valley CESA organizational agenda — July 29, 2026.
- De-identified Hardwick, Woodbury, and Lakeview staff listening sessions and facilitator reflections.

How We Treat Information & Data

We are distinguishing between the various kinds of data we're gathering :
Observed = data that are directly established by existing records

Inferred = an interpretation supported by multiple observations or sources, but not necessarily established.

Participant perspective = reported experience or belief, including themes from staff, families, and students. Listening sessions records are intentionally non-attributed to individuals and non-representative; they are used to notice themes, tensions, and questions

Unknown = data that are not yet confidently established by existing records, observations, or participant perspectives

STATION 3: MVU AT A GLANCE

Principles that Guide Our Work

MVU Vision

With the goals of unity and equity at the center, the Board's vision is to responsibly use the resources of the Mountain View Union Elementary School District to encourage a safe and healthy learning environment for all. We envision schools that provide equal access to shared resources and activities and a school community that feels empowered and supported to succeed.

Mission

Our schools strive to celebrate personal excellence while adhering to a culture of equity in which each and every student receives the personal resources and educational opportunities they need to learn.

MVU Values

Accountability: We are accountable to ourselves, each other, and our community for our words and actions. We are committed to continuous improvement through ongoing reflection, learning, and development.

Community: We foster an inclusive community where every individual feels valued, respected, and included. We work collaboratively with parents, guardians, educators, and community members to create a supportive network that empowers every child to succeed.

Equity: We are committed to dismantling barriers and eliminating disparities so every student has equal access to opportunities, resources, and support while embracing the district's diverse cultural backgrounds and perspectives.

Integrity: We hold high expectations for every student's academic achievement and personal growth and intend to provide the necessary resources and support to help them reach their full potential.

Public Service: We represent the community's voice in public education and are committed to representing the perspectives, resources, and needs of our entire district in an equitable and unified manner.

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Working Definitions for Words We're Learning to Use More Consistently & Precisely

Stability: having enough clarity, continuity, predictability, and trust that people can make decisions and remain engaged even when circumstances are changing.

Adaptability: the capacity to respond thoughtfully to changing conditions without losing connection to purpose, values, people, or essential educational commitments.

Equity: ensuring that students and communities have fair access to the resources, opportunities, supports, and conditions they need to participate and succeed, recognizing that equitable treatment does not necessarily mean identical treatment.

Sustainability: The capacity of the district to fulfill its mission while responsibly stewarding resources (financial, human, physical, organizational, and community) in ways that can remain viable over time.

Physical Capacity *(Can we fit everyone?)*: The maximum number of students a school's physical spaces can

safely and effectively accommodate for direct instruction and adjacent educational activities.

Operational Capacity *(Can we fit everyone and still run well?)*: The ability of a school to reliably operate its educational programs well with the people, time, space, systems, resources, and structures available.

Functional Capacity *(Can we fit everyone, run well, and still proactively improve and adapt?)*: The ability of a school to reliably operate its educational programs well and meet the actual needs of the people within it while retaining enough capacity to build and maintain relationships, reflect, adapt, and respond proactively.

MVU Overview

Mountain View Union Elementary School District Includes three schools that serve PK - 6 students in four towns (Greensboro, Hardwick, Stannard & Woodbury) across three counties. MVU District is part of the Orleans Southwest Supervisory Union (SU), which oversees six schools and five districts / boards that serve approximately 1,190 PK-12 students across six towns in four counties.

FY27 Net Education Spending: $8,956,803
(Expenditures: $9,065,204 / Offsetting Revenues: $108,401)
Budgeted MVU Staffing Expenditures: $3,088,520.69 base pay & $4,548,287 with benefits
(These staffing expenditures do not include special educators and instructional assistants, whose salaries are part of the SU Budget and the MVU assessment.)
FY27 Transportation costs: SU assessed cost approx $367,821

Largest Cost Drivers in MVU (FY23 Actual - FY27 Budgeted*)

	FY27 Budgeted Amount	5 Year - $ Increase	5 Year - % Increase
Teachers Salaries	$2,381,693.75	$448,408.95	23.19%
Health Insurance	$976,102.52	$361,214.44	58.74%

*FY26 actuals are not yet finalized, so the comparison is to budgeted amounts for specific line items. Actual results may vary.

Overall MVU Equalized Per-Pupil Costs
FY27 Net Education Spending per Weighted Pupil (LTWADM): $16,328.74
FY26 Net Education Spending per Weighted Pupil (LTWADM): $15,582.40

FY27 Shared Resources: $3,069,401.38
The number refers to costs that are coded at the district level, rather than at specific locations. This is largely the SU Assessment in the MVU Budget.

$ In Net Education Spending Per $0.01 Change In Tax Rates

Using FY27 passed yields, a change of $51,028.63 in net education spending would change the **district tax** rate by $0.01. Tax rate changes for each individual member town is different from this figure, and depend on the ratio of the tax rate in that town and their portion of the district's net education spending.

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FY27 MVU Building-Level Costs
Costs specific to the current Hardwick campus, excluding shared costs: $4,137,243.05
Costs specific to the current Lakeview campus, excluding shared costs: $735,576.61

Costs specific to the current Woodbury campus, excluding shared costs: $1,122,983.21

MVU Campus Overview

LAKEVIEW

Capital investment from FY22–FY26: $228,099

Projected **capital needs**:

- Additional bathroom for PreK expansion: ~$40,000
- Driveway resurfacing: ~$14,000
- Fuel-storage tank replacement: ~$7,000
- Front-step repair/replacement: identified, cost not yet established
- Standby generator: identified for later replacement; cost not established.

Enrollment (these enrollment numbers do not include Pre-K for 2021–2024 , in order to maintain normalized data across all 5 years)
2021–22: 58
2022–23: 40
2023–24: 34
*2024–25: 29
2025–26: 35
Current 2026–27 operating enrollment: approximately 40, with additional demand.

*Important structural break: Lakeview changed from a K-6 elementary model to the current early-childhood model in 2024, so these numbers are not a consistent five-year enrollment comparison, and therefore not a reliable series for trend comparison.

HARDWICK

Capital investment from FY22–FY26: $612,450 excluding PCB work, $1,897,782 including PCB work.

Projected **capital needs**:

- Brickwork: ~$30,000
- Field repair: ~$5,000
- Elevator upgrade: ~$95,891
- Office HVAC: ~$16,500
- Bleacher replacement: ~$84,000
- Parking lot: ~$18,000
- Court upgrade: ~$23,000
- Currently unpriced needs include electrical-system work, gym lobby steps and underground storage-tank replacement.

Enrollment (these enrollment numbers do not include pre-k, in order to maintain normalized data across all 5 years):
2021–22: 198
2022–23: 209
2023–24: 206
*2024–25: 194
2025–26: 211 (this year
Current September 2026 K–6 enrollment: 188

*Important structural break: Lakeview changed from a K-6 elementary model to the current early-childhood model in 2024, so these numbers are not a consistent five-year enrollment comparison,

WOODBURY

Capital investment, FY22–FY26: $141,045

Projected/identified **capital needs**:

- Life-safety/code improvements: ~$395,896
- Elevator upgrade: ~$113,875
- Door replacement: ~$10,369
- Hot-water heater: ~$4,000
- Playground structure: ~$100,000
- Court upgrade: ~$15,000
- PFAS-free water supply: identified at roughly $75,000 total, anticipated grant-funded in the plan
- Additional unpriced items include carpet replacement and nurse-office sink.

Enrollment (these enrollment numbers do not include pre-k, in order to maintain normalized data across all 5 years):
2021–22: 49
2022–23: 48
2023–24: 53
*2024–25: 48
2025–26: 54
Current September 2026 K–6 enrollment: 44

*Important structural break: Lakeview changed from a K-6 elementary model to the current early-childhood model in 2024, so these numbers are not a consistent five-year enrollment comparison,

Student to classroom teacher ratio: ~13:1 Approximate student to total staff ratio: 3.2:1 FY27 licensed **staffing snapshot**: 3.0 classroom teachers and 0.5 nurse. Approximate building **square footage**: ~11,500 sq. ft. Classrooms / rooms identified: ● **Current program uses 3 classrooms** ● Capacity workbook identifies 4 rooms over 700 sq. ft. plus other space; one additional room's use is connected to the proposed bathroom project.	and therefore not a reliable series for trend comparison. Student to classroom teacher ratio: ~13:1 Approximate student to total staff ratio: 4.4:1 FY27 licensed **staffing snapshot**: 18.4 classroom/unified-arts FTE, 1.0 guidance, 3.0 interventionists, 1.0 nurse. Approximate building **square footage**: ~44,330 sq. ft. Classrooms / rooms identified: ● **Currently operating 14 K–6 classrooms** in the September configuration worksheet. ● Capacity workbook identifies 15 classroom-sized rooms: 5 under 700 sq. ft. and 10 over 700 sq. ft.	and therefore not a reliable series for trend comparison. Student to classroom teacher ratio: ~11:1 Approximate student to total staff ratio: 3.7:1 FY27 licensed **staffing snapshot**: 5.2 classroom/unified-arts FTE, 0.4 guidance, 1.0 interventionist, 0.5 nurse. Approximate building **square footage**: ~12,000 sq. ft. Classrooms / rooms identified: ● **Current instructional model uses 4 classrooms** ● Capacity workbook identifies 5 classroom-sized rooms: 1 under 700 sq. ft. and 4 over 700 sq. ft.

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School Choice

It is the policy of the Mountain View Union Elementary School District to offer intradistrict school choice in grades (K-6), for all students residing in the District. Regardless of residence, every family will have a choice of enrolling in Hardwick Elementary or Woodbury Elementary. Transportation to K-6 buildings will be provided for students attending school within one's town of residence. For students choosing to attend school in a neighboring town, transportation is not provided by the Mountain View Union Elementary School District, unless the child can access an existing bus route on the way to or from the choice school and there is sufficient space on the bus. Younger children may apply to attend the school choice location with an older sibling when

capacity is available. We will do our best to keep siblings together whenever possible. Intradistrict choice does not apply to non-resident students.

STATION 4: STRUCTURAL CHANGE

MVU Consolidation Assessment

Guiding Question: Does a given structural change…

- eliminate or reduce a challenge, transform it, or move it somewhere else?
- create a new challenge?
- eliminate or reduce a cost, transform it, or move it somewhere else?
- create a new cost?
- create a new benefit or opportunity?

Consolidation Assessment for Lakeview Campus

***Scenario**: Lakeview Early Education Center ceases operating as a Pre-K campus and students attend Hardwick and/or Woodbury Elementary.*

Primary Constraint: The October 8, 2024 Board action retained direct instruction for at least one PreK–3 grade level during a transition not to exceed two years, and called for movement toward a district-wide PreK center with reassessment five years after the transition. The transition was completed in FY25, and FY27 is Lakeview's second year of direct instruction for PreK. Therefore, Lakeview is treated as a constrained element within the MVU system and a source of organizational learning, not as a current consolidation or reconfiguration option. *Full considerations for each of the 4 dimensions were not pursued further because of the scope boundary.*

Consolidation Assessment for Hardwick Campus

***Scenario**: Hardwick Elementary ceases operating as a K–6 instructional campus, and all current Hardwick students attend Woodbury and/or Lakeview.*

Primary Constraints: Current planning/capacity calculations for Lakeview and Woodbury combined are not sufficient to absorb Hardwick's current enrollment of 188 students without additional capital investments to reconfigure and/or expand instructional space. Further, current MVU Board instruction has constrained Lakeview's configuration as a Pre-K center until FY30, and Woodbury itself could not absorb Hardwick's current enrollment. *Full considerations for each of the 4 dimensions were not pursued further because of these significant organizational constraints.*

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Consolidation Assessment for Woodbury Campus

***Scenario**: Woodbury Elementary ceases operating as a K–6 instructional campus, and all current Woodbury K–6 students attend Hardwick Elementary.*

Educational Opportunities: Considerations & Constraints

Summary: Physical, operational and functional capacity of this scenario remains inconclusive. Students might gain larger peer cohorts and access to some shared programs, while potentially losing smaller relational structures, multi-age relationships, or place-based experiences unless those strengths are intentionally recreated.

IF all 44 students simply move into Hardwick's existing grade structure, then the combined enrollment becomes:

Grade	HES	WES	Combined
K	22	7	29
1	26	4	30
2	16	5	21
3	26	5	31
4	37	10	47
5	26	6	32
6	35	7	42
Total	188	44	232

Since these figures exceed classroom capacities, we then created a planning/capacity worksheet to investigate how to fit appropriate numbers of students for each grade level within the available classrooms at HES, while still satisfying VT class size minimums.

IF we assume that most, or all, Pre-K students currently at Lakeview attend HES next year, THEN Kindergarten classrooms would need to be reconfigured to hold upwards of 18 children.

IF we create additional instructional classrooms increase by taking current intervention/support rooms, THEN numerical classroom capacity may increase while functional capacity somewhere else decreases, which is a transferred burden.

IF staff/resources transfer with students, THEN Hardwick gains necessary capacity, but the financial savings are considerably smaller.

IF staff/resources don’t transfer with students, THEN students move while positions are reduced, which means larger classes and/or increased HES teaching load. This means greater potential financial savings but also greater demand on a building that already reports it is consistently operating at or beyond functional capacity.

Organizational Needs: Considerations & Constraints

Summary: Fewer sites might simplify some systems and specialist travel. At the same time, Hardwick staff currently describe substantial strain and frequent triage, so the key question is whether added students and staff would increase functional capacity or intensify existing demand.

IF the district goes from two K–6 operating sites to one, THEN there are fewer building schedules, fewer facility systems, fewer campus-level logistics, fewer sites for administrators/support staff to coordinate. That is a reduction in structural complexity but not necessarily a reduction in organizational demand.

IF the district goes from two K–6 operating sites to one, THEN some transportation complexity and costs might decrease, while other transportation needs and costs to serve students living in Woodbury may increase.

IF 44 students move and staffing/resources are substantially reduced, THEN Hardwick has more students and needs with relatively little additional organizational capacity. Given the existing qualitative signals of strain at Hardwick, that could transfer burden from maintaining a second building to managing increased organizational complexity inside one building.

IF staff/resources transfer with students, THEN Hardwick gains students and capacity, but the financial savings are smaller.

IF further shared positions can be consolidated, THEN staffing patterns across the MVU will need to be reconsidered. HR data currently shows Library and Health staff already cross Hardwick/Woodbury, while Woodbury Music, PE and Art connect to other buildings/districts.

Note that IF a Woodbury shared FTE is also serving another school or district in the SU, THEN that entire FTE cannot simply be counted as eliminated.

IF Hardwick requires more space, THEN administrative offices, intervention rooms, specialists, storage, staff workspace, lunch/recess schedules, arrival/dismissal and support spaces all need to be modeled, both organizationally and financially.

Financial Implications: Considerations & Constraints

Summary: Some Woodbury operating costs might be avoided, but the district would need to distinguish costs that disappear from costs that continue, transfer to Hardwick, increase through transportation, or arise through transition and receiving-site needs. Woodbury's FY27 location budget is $1,122,983. That is an observed current expenditure, not potential savings. Current model for financial impact calculation: Avoided Woodbury costs (savings) − continuing Woodbury costs − costs transferred to Hardwick/district − new costs − transition costs − receiving-site capital costs = net financial change.

Financial Scenario A — Cost savings for the building only. IF all students and essentially all educational staff/resources move to Hardwick, and only Woodbury building operations are avoided, THEN the recurring savings are the building-specific costs that actually disappear. We have historical facilities operating expenditures. Woodbury actual building-operation expenditures (not capital improvements) have been: FY22

$49,688 / FY23 $54,960 / FY24 $71,168 / FY25 $68,561. So a historical scale for building-operation expenses (and ballpark cost savings for the facility itself) is roughly $50,000 – $70,000 per year. Potential financial impact: exact figure currently unknown, but much less than the entire location budget.

Financial Scenario B — Cost savings for building + duplicated campus functions. IF some positions/functions exist specifically because Woodbury operates as a separate campus and are no longer necessary, THEN additional recurring savings may become available. Examples to test—not assume—include administration, custodial, food service, campus support or portions of shared staffing. SU staff are working to identify the avoidable FTE, not simply the FTE currently coded to Woodbury. Potential financial impact: exact figure currently unknown

Financial Scenario C — Cost savings for building + some classroom staffing is reduced. IF 44 students join HES and some of Woodbury's 5.2 classroom/unified-arts FTE are not required in the combined instructional model, THEN salary + benefit savings could represent recurring financial savings, and organizational and educational dimensions must demonstrate how 232 students are served well. Finance cannot determine the success of this scenario independently. Potential financial impact: exact figure currently unknown

Financial Scenario D — Cost savings for building + Most Woodbury staff/resources transfer. IF most Woodbury instructional capacity follows students, THEN potential savings by personnel are reduced, but Hardwick would gain functional capacity. This branch could therefore produce lower savings but greater receiving capacity. Potential financial impact: exact figure currently unknown

Financial Scenario E — Hardwick requires capital improvements. IF receiving the additional students requires renovations, classroom conversions, furniture, bathrooms, food-service changes, parking, technology or other improvement, THEN those become receiving-site capital costs. So some apparent avoided Woodbury capital spending could be offset by Hardwick capital spending. Potential financial impact: exact figure currently unknown

Transportation Considerations

IF routes lengthen or additional buses/drivers are required, THEN transportation costs increase.
IF current routes can absorb the students, THEN the increase may be smaller.
IF longer rides affect attendance or family transportation , THEN a financial change also creates educational/community effects.
Potential financial impact: Current district transportation is approximately $367,821, but there is no configuration-sensitive route model or cost yet.

Enrollment Considerations

IF all 44 Woodbury students remain in MVU, THEN the district retains current state funding based on student enrollment.
IF some families leave MVU because of the change, THEN the district loses current funding based on student enrollment.

Community Impact: Considerations & Constraints

Summary: A change in instructional use could shift responsibilities associated with the Woodbury building and affect local identity, access, community use, family logistics, and the experience / attraction of living in the town with young children.

IF Woodbury stops operating as a school...THEN loss of a school in the Woodbury community is an unavoidable consequence of this scenario.

Potential effects include changes in community gathering/place identity, parent-school proximity, volunteering, student connection, community engagement, and perceived or actual district connection.

IF students successfully form relationships/belonging at Hardwick, THEN some initial disruption may diminish over time. The Lakeview experience already cautions against assuming either direction: initial uncertainty/loss does not necessarily predict later experience, while later adaptation does not erase the disruption that occurred.

IF families experience the process as transparent and responsive, THEN relationships may be preserved or strengthened even among people who dislike the outcome.

IF families experience the decision as predetermined or their concerns as unheard, THEN consolidation could amplify existing trust/identity tensions regardless of its financial or educational effects and potential benefits.

IF transportation time increases, THEN that could affect family schedules, extracurricular participation, student fatigue, attendance, access to events and parent participation.

IF the Woodbury building remains available for community purposes, THEN some community-place functions may remain even though the instructional function disappears.

IF it is sold, transferred, significantly repurposed or largely unused, THEN impacts to the community are potentially more significant and unknown.

What this scenario is beginning to reveal

The appropriate inquiry isn't simply: “How much does Woodbury cost?” It’s something more like: “What educational and staffing configuration would serve 232 students at Hardwick, and once that configuration is defined, which expenditures actually disappear rather than move?”

There appear to be at least three distinct Woodbury→Hardwick scenarios emerging here:

Building consolidation only: students + most resources move.
Potentially least disruption to educational capacity, but probably smaller recurring savings.

Fiscal consolidation: students move + staffing/functions are reduced.
Potentially greater savings, but comes with the most educational/functional-capacity questions.

Organizational redesign: students + selected staff/resources move and Hardwick is intentionally reconfigured.
Savings and educational effects depend on the redesigned model.

Consolidation Assessment for MVU District

***Scenario**: Woodbury, Hardwick and Lakeview all cease operating as instructional campuses, and MVU seeks merger with another district, or tuitions all students out to another district.*

We have not yet assessed this scenario across our four domains.

STATION 7: WHAT ELSE COULD MVU LOOK LIKE?

Inclusive List of Configuration Possibilities

SCENARIO / CONFIGURATION CURRENTLY IN THE INQUIRY	STATUS
Current configuration / status quo — HES K–6, WES K–6, Lakeview PreK	Required comparison baseline
Current buildings + deeper organizational alignment — staffing, programs, curriculum, services and/or administration aligned differently without closure	Surfaced
Woodbury → Hardwick — WES ceases K–6 instruction; students attend HES	Active working scenario; feasibility not established
Woodbury → Hardwick, resources follow students — students plus substantial WES staffing/supports transfer	Scenario Branch of Woodbury → Hardwick
Woodbury → Hardwick, staffing reduced — students transfer with fewer WES resources	Scenario Branch of Woodbury → Hardwick
Woodbury → Hardwick with redesigned HES model — receiving school deliberately reorganized rather than simply adding students	Scenario Branch of Woodbury → Hardwick
Hardwick/Woodbury grade-band split — e.g. one campus K–2 and the other 3–6	Surfaced; SU has begun modeling this
Other HES/WES multi-age or grade-band configurations	Surfaced / exploratory
All MVU K–6 students at Hardwick	SU configuration workbook includes modeling;
Hardwick students/programs → Woodbury — some HES grades/programs relocate to WES	Surfaced
Woodbury becomes a specialized/program campus rather than a conventional K–6 school	Surfaced
Hardwick becomes a specialized/program campus with some students/programs elsewhere	Surfaced

Lakeview expands its early-childhood/developmental role	Surfaced
Lakeview becomes a broader developmental/program-specific campus	Surfaced
Some elementary grades/programs → Hazen	Surfaced
Sixth grade → Hazen	Specifically surfaced
Broader grade-banding using Hazen + elementary campuses	Surfaced / exploratory
Program concentration — locate particular services/programs at particular campuses while retaining multiple buildings	Surfaced
Different use / repurposing of an existing school building while instruction is consolidated elsewhere	Surfaced
Capital expansion/modification of a receiving campus to enable a different configuration	Enabling scenario rather than standalone configuration
Community/hybrid school model not yet fully specified — community-generated combinations of grades, programs, buildings or services	Intentionally open
SU-wide configuration Expand Lakeview to serve PK for the entire SU; Hazen is K-5 for the entire SU, make Craftsbury 6-8, HES is 9-12.	Surfaced
SU-wide configuration: HES becomes 9-12; Hazen campus becomes K-8, Woodbury becomes a specialized special ed school	Surfaced
SU-wide configuration: HES becomes a 6th Grade Academy for the entire SU	Surfaced

STATION 8:

CONVERSATION & SURVEY

Conclusion & Reflection

We invite you to rest and reflect here, take time to talk to others, and complete our Community Survey if you haven't already.

Prompts for Your Consideration & Conversation

What are you noticing?

What surprised you?

What feels important?

What are you worried could be lost with any change to the MVU structure?

What opportunity do you see?

Is there anything you think the committee is missing in our scope of work and analysis?

Please Complete a Short Survey

FOR PARENTS OF CURRENT MVU ELEMENTARY STUDENTS
Please share feedback in this short family survey on or before Tuesday, September 22. Please note there is a Community Survey also being circulated (link below), but those questions are contained in the family survey so you only need to fill out one.

FOR ALL OTHER MVU DISTRICT COMMUNITY MEMBERS
Please complete this short community survey on or before Tuesday, September 22.

MOUNTAIN VIEW UNION
ELEMENTARY SCHOOL DISTRICT

MVU SHORT TERM PLANNING SUB-COMMITTEE PUBLIC FORUM
September 22, 2026

Facilitation by

QUANTUM CO-LAB

Welcome to the Forum!

The primary goal of the community forum is to create an inclusive, generative space that helps the MVU district understand itself, and build the kind of lived unity that our district holds as a shared value, but is not often practiced.

Tonight We Are

- Sharing what we have learned so far
- Listening to one another
- Exploring possibilities and tradeoffs
- Creating a common fact base
- Identifying concerns, questions and missing information

Tonight We Are Not

- Voting on anything
- Deciding about specific consolidation scenarios
- Selecting a school to close
- Asking anyone to reach consensus

Short Term Planning Committee Charge

The Mountain View School Board will establish a short-term planning committee that will **investigate the advantages and disadvantages to further consolidation of buildings in the district**. Based on evaluation of data, including financial, access to educational opportunities, community impact and organizational needs, the committee will **provide a summary report by October 1, 2026** to the School Board.

NOTE: This committee is charged with providing a report with our findings, data and analysis; we are not making a recommendation on any particular scenario regarding consolidation or campus configuration.

Our Agreements for Tonight

Speak in the First Person

We agree to speak only from our own perspectives and experiences. We encourage statements like “I believe”, “I feel”, “I’m confused about…”

Practice Active Listening

We agree to try to understand the values beneath the words that we’re hearing, not just waiting for our turn to speak.

Stay Curious About Difference

We agree to stay open to new ideas, perspectives and experiences. We encourage considering things like “Why does s/he feel that way?” “What does s/he mean by that?” “What needs are not being met in this situation?”

A Walk Through MVU

We're presenting a sequence of information stations that tell the story of the committee's work and of the current state of the MVU District:

Station 1 → Welcome. Why Are We Here?
Station 2 → The Committee's Process & Domains
Station 3 → MVU At a Glance: The Organizational Model
Station 4 → Possible Structural Changes
Station 5 → External Conditions Affecting MVU
Station 6 → What Kind of Education Are We Trying to Create?
Station 7 → What Could Change Look Like?
Station 8 → Conversation Station

Concurrent Student Participation Station

How To Participate Tonight



Use the Chat!
Add your questions & feedback here anytime during the presentation

Complete the **survey** at the end
&
Participate in **reflections** and **conversations**

How To Access This Information After the Forum

The committee is charged with providing a report with our data and analysis by October 1, 2026. We are not making a recommendation on any particular scenario regarding consolidation or campus configuration.

Short-Term Planning Committee minutes and public records are available on the MVU website:
mountainview.ossu.org/en-US/mvu-short-term-planning

STATION 1

Why Are We Here?

STATION 1

Community Reflections

(taken from the in-person board displayed at the Forum)

- *Save Woodbury School and our children's education and sense of community*
- *To listen & learn (2x)*
- *For my kids & students*
- *To keep Woodbury open (2x)*
- *To hear different opinions, TRUTH*
- *To find out what the committee has found*
- *To find out what is happening with Woodbury School*
- *Looking for how to keep all schools open*
- *Save Woodbury school, What will happen if we get more students & have to rebuild new school - taxes will really grow*
- *Consolidation?*
- *To support Woodbury school & have the best choices*
- *To hear the data, to understand, to be informed*
- *To give kids equal opportunities*
- *To save Hardwick Elementary*

STATION 2

Committee's Process & Domains

Committee Process

Internal Data Collection & Analysis

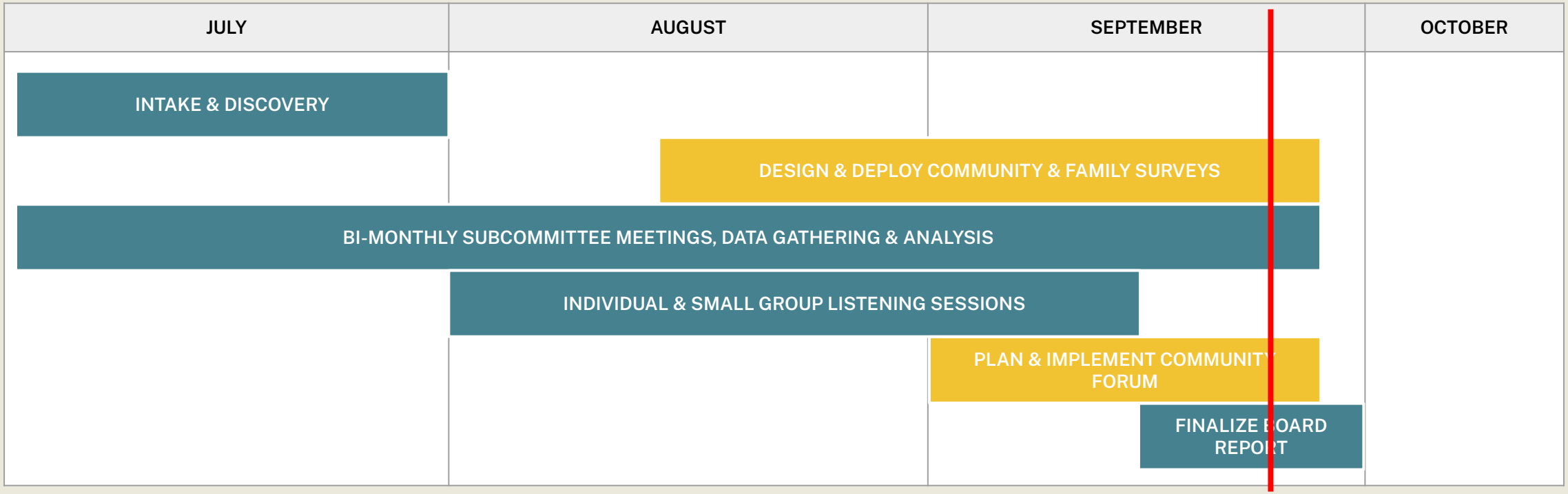
Administrative Listening Sessions
Teacher & Staff Listening Sessions at each Campus
Family Listening Sessions at Open Houses at each Campus

Family Survey - Ongoing
Student Survey - Ongoing
Community Survey - Ongoing

Community Forum - Tonight

Final Report - October 1

Committee Timeline



Financial Implications

Working Definition: Financial Implications are the short- and long-term effects of a configuration scenario on the district's ability to responsibly, sustainably, and equitably steward public resources while supporting its educational mission.

Guiding Question: Can the district sustain this configuration over time?

Capital Investments

- Deferred maintenance
- Renovation needs
- Building improvements
- Major capital costs
- Facility replacement planning
- Long-term financial resilience

Staffing Costs

- Salaries and benefits
- Staffing efficiencies
- Shared staffing opportunities
- Recruitment costs

Transportation

- Transportation costs
- Bus routes
- Ride times
- Fleet needs

Long-Term Sustainability

- Enrollment trends
- Revenue projections
- State funding impacts

Operating Costs

- Annual operating expenses
- Utilities
- Maintenance
- Custodial services
- Insurance

Educational Opportunities

Working Definition: Educational Opportunities are the equitable learning experiences, programs, relationships, resources, and supports available to students that enable them to achieve the district's Portrait of a Graduate and reach their full potential,regardless of which school they attend.

Guiding Question: Do all students have equitable access to high-quality learning experiences?

Academic Programming

- Core instructional offerings
- Intervention services
- Advanced learning opportunities
- Electives

Student Supports

- Special education
- Counseling
- Social-emotional supports
- Behavioral services

Learning Environment

- Class sizes
- Student-teacher ratios
- Technology access
- Library resources
- STEM opportunities

Student Outcomes

- Academic achievement
- Attendance
- Student engagement
- Graduation readiness
- Portrait of a Graduate competencies

Enrichment

- Arts
- Music
- Physical education
- Clubs
- Athletics
- After-school programming

Community Impact

Working Definition: Community Impact is the effect a configuration scenario has on the relationships, identity, participation,well-being, access, and vitality of the communities served by the district, including students, families, staff, municipalities, and local organizations. Community impact is not the same thing as community preference.

Guiding Question: How does the MVU configuration affect the lived experience of our communities?

Community Identity

- School identity
- Town identity
- Community traditions

Family Experience

- Parent engagement
- Accessibility
- Childcare considerations
- Volunteer participation

Student Experience

- Sense of belonging
- Participation
- School climate

Community Relationships

- Partnerships
- Community use of facilities
- Local organizations
- Municipal collaboration

Accessibility

- Travel times
- Event participation
- Transportation access

Community Voice

- Listening sessions
- Survey results
- Community forums
- Written feedback

Organizational Needs

Working Definition: Organizational Needs are the operational capacities, structures, people, systems, and resources the district requires to effectively fulfill its mission and strategic priorities.

Guiding Question: Can the district sustain enough functional capacity to effectively deliver a configuration scenario over time?

Leadership

- Administrative workload
- Leadership capacity
- Organizational structure
- Decision-making effectiveness

Staffing

- Recruitment
- Retention
- Staffing flexibility
- Specialized personnel
- Professional learning
- Collaboration

Facilities

- Building utilization
- Facility condition
- Capacity
- Safety
- Maintenance

Operations

- Transportation logistics
- Scheduling
- Food service
- Technology
- Maintenance operations

Educational Operations

- Program delivery
- Student support services
- Scheduling flexibility
- Compliance requirements

Operational Sustainability

- Adaptability to enrollment changes
- Operational resilience
- Capacity to implement the Strategic Plan
- Continuous improvement

Source Documents

We have created a 5-year MVU living organizational record, composed of the following documents and data, and updated as new information becomes available.

- MVU/OSUESD Public Records (Board minutes, agendas, special meetings, retreats, and informational meetings) — 2022–2026.
- OSSU Board minutes/reports; superintendent and principal/school reports — 2022–present.
- FY22–FY27 financial, budget, tax, location-cost, transportation, facilities, and capital records.
- Lakeview short- and long-term planning records, forums, surveys, and Board actions.
- Strategic Plan 2025–2028, Portrait of a Graduate, Board Vision/Core Values, and Short-Term Planning Plan.
- MVU Enrollment workbook; FY27 HR data; current class/support/intervention ratios; enrichment/extracurricular information.
- Internal Data Request for the Short-Term Planning Committee — updated September 2026.
- Woodbury Fire Escape Proposed Action Plan and Fire Marshal comment record — August 2026.
- Woodbury PFAS Contamination Response Timeline and Outdoor Classroom Timeline.
- Mountain View Principal Report — August 13, 2026.
- MVU Board unapproved minutes — June 11 and August 13, 2026.
- Communities Connect / Community Insights process and Communications Committee charge.
- Winooski Valley CESA organizational agenda — July 29, 2026.
- De-identified Hardwick, Woodbury, and Lakeview staff listening sessions and facilitator reflections.

How We Treat Information & Data

We are distinguishing between the various kinds of data we're gathering :

Observed = data that are directly established by existing records

Inferred = an interpretation supported by multiple observations or sources, but not necessarily established.

Participant perspective = reported experience or belief, including themes from staff, families, and students. Listening sessions records are intentionally non-attributed to individuals and non-representative; they are used to notice themes, tensions, and questions

Unknown = data that are not yet confidently established by existing records, observations, or participant perspectives

STATION 3

MVU at a Glance

The Principles That Guide Our Work

Before considering any data or scenarios, it is important to ground our work in the in School Board's mission, vision and core values. These foundational principles help us understand why this work matters and help guide our activities and inquiries.

MVU Vision

With the goals of unity and equity at the center, the Board's vision is to responsibly use the resources of the Mountain View Union Elementary School District to encourage a safe and healthy learning environment for all. We envision schools that provide equal access to shared resources and activities and a school community that feels empowered and supported to succeed.

MVU Mission

Our schools strive to celebrate personal excellence while adhering to a culture of equity in which each and every student receives the personal resources and educational opportunities they need to learn.

MVU Core Values

Accountability

We are accountable to ourselves, each other, and our community for our words and actions. We are committed to continuous improvement through ongoing reflection, learning, and development.

Community

We foster an inclusive community where every individual feels valued, respected, and included. We work collaboratively with parents, guardians, educators, and community members to create a supportive network that empowers every child to succeed.

Equity

We are committed to dismantling barriers and eliminating disparities so every student has equal access to opportunities, resources, and support while embracing the district's diverse cultural backgrounds and perspectives.

Integrity

We hold high expectations for every student's academic achievement and personal growth and intend to provide the necessary resources and support to help them reach their full potential.

Public Service

We represent the community's voice in public education and are committed to representing the perspectives, resources, and needs of our entire district in an equitable and unified manner.

Keyword Working Definitions

Words We're Learning to Use More Consistently & Precisely

Stability: having enough clarity, continuity, predictability, and trust that people can make decisions and remain engaged even when circumstances are changing.

Adaptability: the capacity to respond thoughtfully to changing conditions without losing connection to purpose, values, people, or essential educational commitments.

Equity: ensuring that students and communities have fair access to the resources, opportunities, supports, and conditions they need to participate and succeed, recognizing that equitable treatment does not necessarily mean identical treatment.

Sustainability: The capacity of the district to fulfill its mission while responsibly stewarding resources (financial, human, physical, organizational, and community) in ways that can remain viable over time.

Physical Capacity *(Can we fit everyone?)*: The maximum number of students a school's physical spaces can safely and effectively accommodate for direct instruction and adjacent educational activities.

Operational Capacity *(Can we fit everyone and still run well?)*: The ability of a school to reliably operate its educational programs well with the people, time, space, systems, resources, and structures available.

Functional Capacity *(Can we fit everyone, run well, and still proactively improve and adapt?)*: The ability of a school to reliably operate its educational programs well and meet the actual needs of the people within it while retaining enough capacity to build and maintain relationships, reflect, adapt, and respond proactively.

MVU Organizational Model

Orleans Southwest Supervisory Union
Oversees six schools and five districts / boards that serve approximately 1,190 PK-12 students across six towns in four counties.

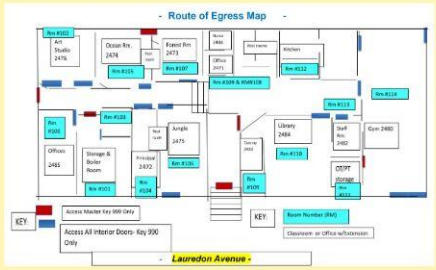
Oversees

- **Hazen Union** receives 7-12 from 3 MVU Elementary Schools
- **Stannard District** 7 - 12 School Choice
- **Wolcott Elementary** K- 6; School choice for 7-12
- **Craftsbury Academy** pK - 12

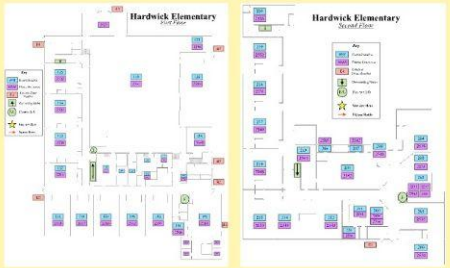
Mountain View Union Elementary School District
Includes three schools that serve PK - 6 students in four towns (Greensboro, Hardwick, Stannard & Woodbury) across three counties.

Includes

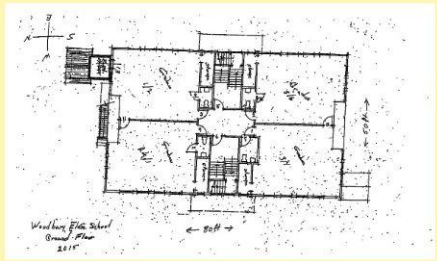
LAKEVIEW



HARDWICK



WOODBURY



MVU Overview

FY27 Net Education Spending: $8,956,803

(Expenditures: $9,065,204 / Offsetting Revenues: $108,401)
Budgeted MVU Staffing Expenditures: $3,088,520.69 base pay & $4,548,287 with benefits
(These staffing expenditures do not include special educators and instructional assistants, whose salaries are part of the SU Budget and the MVU assessment.)
FY27 Transportation costs: SU assessed cost approx $367,821

Largest Cost Drivers in MVU (FY23 Actual - FY27 Budgeted*)

	FY27 Budgeted Amount	5 Year - $ Increase	5 Year - % Increase
Teachers Salaries	$2,381,693.75	$448,408.95	23.19%
Health Insurance	$976,102.52	$361,214.44	58.74%

*FY26 actuals are not yet finalized, so the comparison is to budgeted amounts for specific line items. Actual results may vary.

Overall MVU Equalized Per-Pupil Costs

FY27 Net Education Spending per Weighted Pupil (LTWADM): $16,328.74
FY26 Net Education Spending per Weighted Pupil (LTWADM): $15,582.40

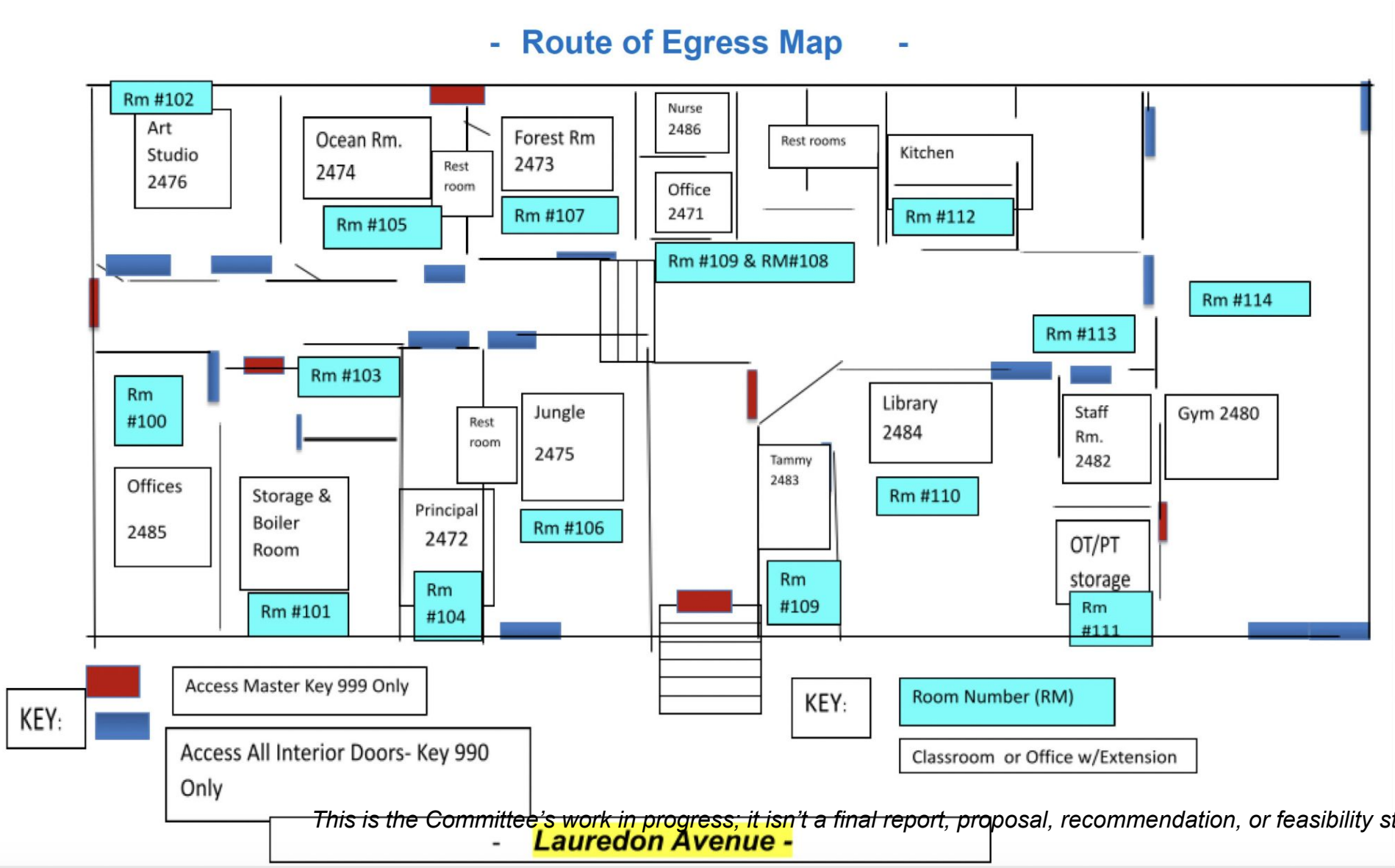
FY27 Shared Resources: $3,069,401.38

The number refers to costs that are coded at the district level, rather than at specific locations. This is largely the SU Assessment in the MVU Budget.

FY27 MVU Building-Level Costs

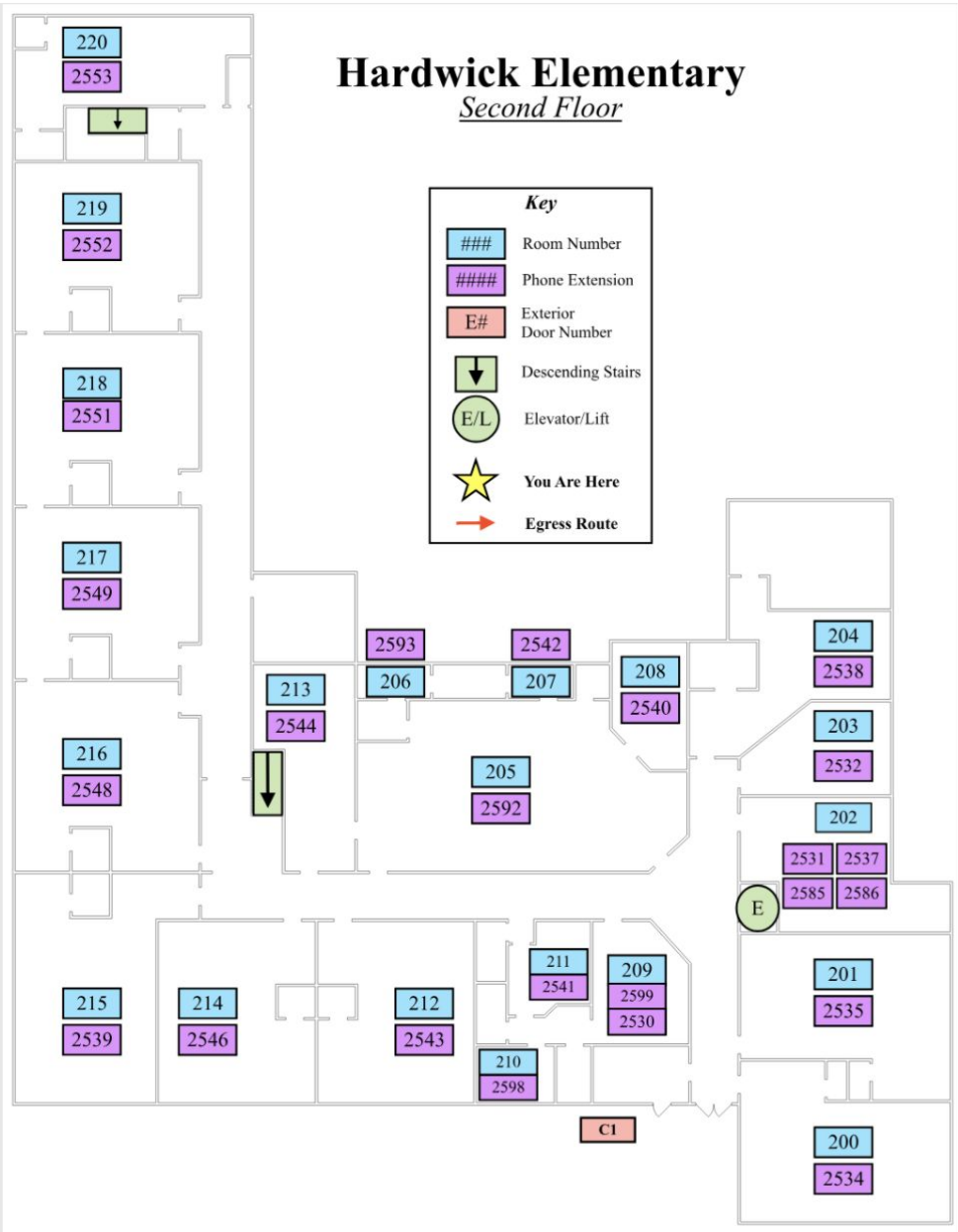
Costs specific to the current Hardwick campus, excluding shared costs: $4,137,243.05
Costs specific to the current Lakeview campus, excluding shared costs: $735,576.61
Costs specific to the current Woodbury campus, excluding shared costs: $1,122,983.21

Lakeview Early Education Center

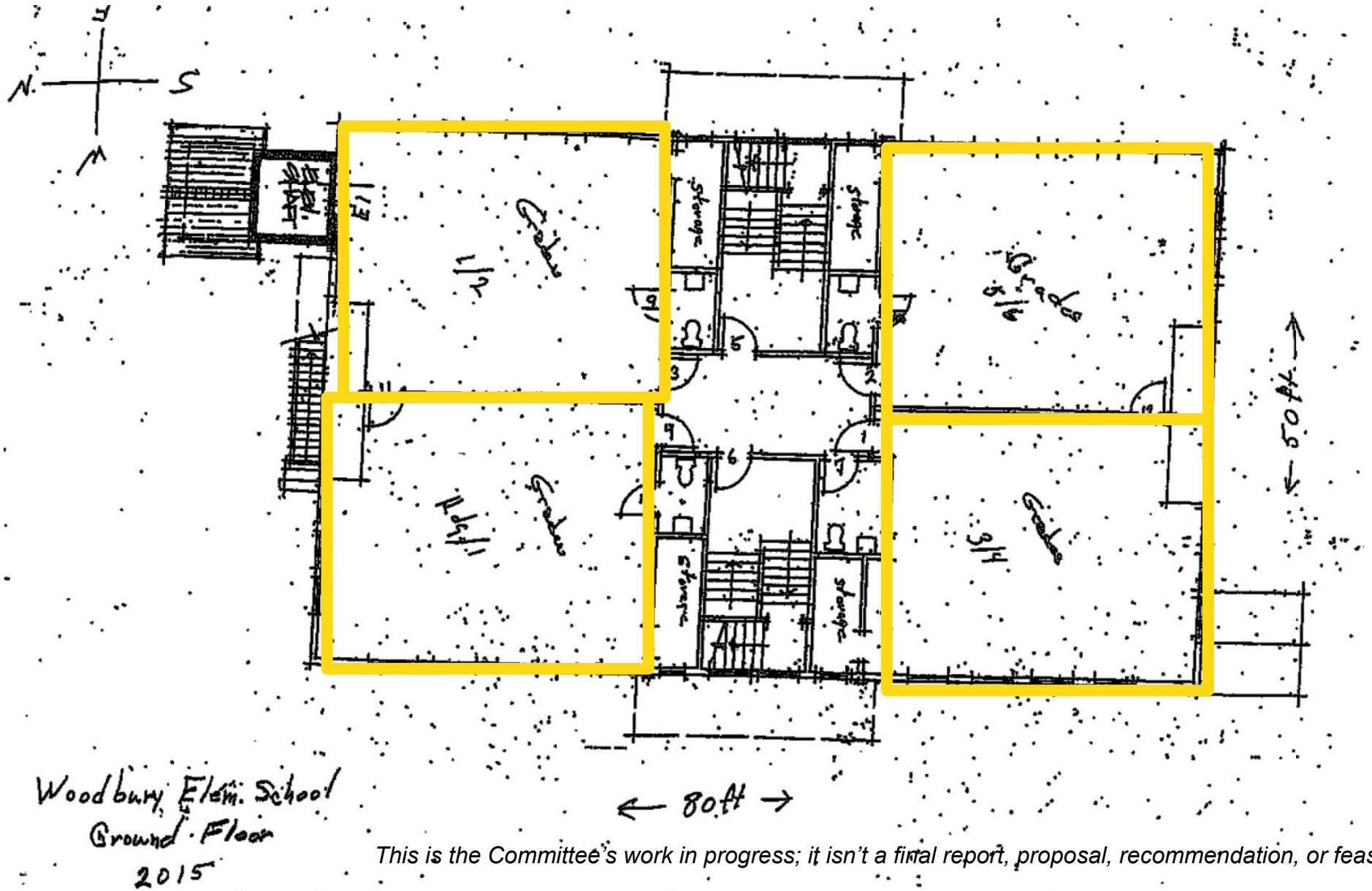


Hardwick Elementary





Woodbury Elementary



Lakeview Early Education Center

Capital investment from FY22–FY26: $228,099

Projected/identified **capital needs**:

1. Additional bathroom for PreK expansion: ~$40,000
2. Driveway resurfacing: ~$14,000
3. Fuel-storage tank replacement: ~$7,000
4. Front-step repair/replacement: identified, cost not yet established
5. Standby generator: identified for later replacement; cost not established.

Enrollment (these enrollment numbers do not include Pre-K for 2021–2024 , in order to maintain normalized data across all 5 years):

- 2021–22: 58
- 2022–23: 40
- 2023–24: 34
- *2024–25: 29
- 2025–26: 35
- Current 2026–27 operating enrollment: approximately 40, with additional demand.

*Important structural break: Lakeview changed from a K-6 elementary model to the current early-childhood model in 2024, so these numbers are not a consistent five-year enrollment comparison, and therefore not a reliable series for trend comparison.

Student to classroom teacher ratio: ~13:1

Approximate student to total staff ratio: 3.2:1

FY27 licensed **staffing snapshot**: 3.0 classroom teachers and 0.5 nurse.

Approximate building **square footage**: ~11,500 sq. ft.

Classrooms / rooms identified:

- Current program uses **3 classrooms**
- Capacity workbook identifies 4 rooms over 700 sq. ft. plus other space; one additional room's use is connected to the proposed bathroom project.

Hardwick Elementary

Capital investment from FY22–FY26: $612,450 excluding PCB work, $1,897,782 including PCB work.

Projected/identified **capital needs**:

- Brickwork: ~$30,000
- Field repair: ~$5,000
- Elevator upgrade: ~$95,891
- Office HVAC: ~$16,500
- Bleacher replacement: ~$84,000
- Parking lot: ~$18,000
- Court upgrade: ~$23,000
- Currently unpriced needs include electrical-system work, gym lobby steps and underground storage-tank replacement.

Enrollment (these enrollment numbers do not include pre-k, in order to maintain normalized data across all 5 years):

- 2021–22: 198
- 2022–23: 209
- 2023–24: 206
- *2024–25: 194
- 2025–26: 211
- Current September 2026 K–6 enrollment: 188

*Important structural break: Lakeview changed from a K-6 elementary model to the current early-childhood model in 2024, so these numbers are not a consistent five-year enrollment comparison, and therefore not a reliable series for trend comparison.

Student to classroom teacher ratio: ~13:1

Approximate student to total staff ratio: 4.4:1

FY27 licensed **staffing snapshot**: 18.4 classroom/unified-arts FTE, 1.0 guidance, 3.0 interventionists, 1.0 nurse.

Approximate building **square footage**: ~44,330 sq. ft.

Classrooms / rooms identified:

- **Currently operating 14 K–6 classrooms** in the September configuration worksheet.
- Capacity workbook identifies 15 classroom-sized rooms: 5 under 700 sq. ft. and 10 over 700 sq. ft.

Woodbury Elementary

Capital investment from FY22–FY26: $141,045

Projected/identified **capital needs**:

- Life-safety/code improvements: ~$395,896
- Elevator upgrade: ~$113,875
- Door replacement: ~$10,369
- Hot-water heater: ~$4,000
- Playground structure: ~$100,000
- Court upgrade: ~$15,000
- PFAS-free water supply: identified at roughly $75,000 total, anticipated grant-funded in the plan
- Additional unpriced items include carpet replacement and nurse-office sink.

Enrollment, these enrollment numbers do not include pre-k, in order to maintain normalized data across all 5 years:

- 2021–22: 49
- 2022–23: 48
- 2023–24: 53
- *2024–25: 48
- 2025–26: 54
- Current September 2026 K–6 enrollment: 44

*Important structural break: Lakeview changed from a K-6 elementary model to the current early-childhood model in 2024, so these numbers are not a consistent five-year enrollment comparison, and therefore not a reliable series for trend comparison.

Student to classroom teacher ratio: ~11:1

Approximate student to total staff ratio: 3.7:1

FY27 licensed **staffing snapshot**: 5.2 classroom/unified-arts FTE, 0.4 guidance, 1.0 interventionist, 0.5 nurse.

Approximate building s**quare footage**: ~12,000 sq. ft.

Classrooms / rooms identified:

- Current instructional model uses **4 classrooms**
- Capacity workbook identifies 5 classroom-sized rooms: 1 under 700 sq. ft. and 4 over 700 sq. ft.

STATION 4

Possible Structural Changes

Domain Assessment: Financial

Potential advantages	Potential disadvantages / tradeoffs
Operating fewer sites could reduce some building-specific operating costs.	Many costs would continue or move elsewhere rather than disappear.
A building no longer used for education could potentially avoid some future capital expenditures.	Receiving buildings could require renovations, additional classrooms, accessibility improvements, equipment or other capital investment.
Fewer locations could potentially allow staffing and resources to be deployed more efficiently.	Reducing staffing simply to generate savings could reduce educational or organizational capacity.
Shared staff and specialists might spend less time traveling between campuses.	Transportation costs for students could increase, along with travel time and family burden.
A more durable configuration could potentially improve long-term financial predictability.	Reconfiguration would create transition costs, and savings may take time to materialize.
Consolidation could potentially concentrate limited resources rather than maintaining duplicate systems.	Some apparent "duplication" may actually provide necessary capacity, access, relationships or responsiveness.

Domain Assessment: Educational

Potential advantages	Potential disadvantages / tradeoffs
Larger student cohorts could provide more peer relationships and potentially more flexible class/grade groupings.	Larger groups could weaken the smaller relational environments in which students are known across classrooms and grades.
Concentrating students and staff could make specialized services, intervention, unified arts, enrichment, and other opportunities easier to provide consistently.	Concentrating students could also concentrate student needs and increase demand on intervention, behavioral, special-education, and classroom supports.
Reconfiguration by developmental stage or grade band could allow programs, staffing, schedules and environments to be designed more intentionally around particular ages.	Developmental specialization could create additional transitions, transportation needs, or separation between age groups and communities.
Fewer locations could reduce fragmentation of specialists and shared staff and potentially increase direct student time.	Students could lose access to locally distinctive opportunities such as outdoor/place-based learning, multi-age relationships, or other campus-specific experiences unless intentionally preserved.
Reconfiguration could create opportunities to distribute students and resources differently where current capacity is strained.	Physical space does not establish functional capacity. Moving additional students into a building could worsen strain if staffing, support, student need and organizational conditions are not addressed.
Change could provide an opportunity to intentionally redesign educational experiences rather than simply preserve existing structures.	Transition itself can disrupt relationships, belonging, routines, staff teams and continuity of learning.

Domain Assessment: Community

Potential advantages	Potential disadvantages / tradeoffs
Reconfiguration could create stronger opportunities for students and families from different towns to know one another.	A community could experience the loss or transformation of a local school as a significant loss of identity and place.
Greater mixing could strengthen a lived sense of being one MVU district rather than separate campuses.	Consolidation could initially intensify campus/town defensiveness or mistrust.
Students could gain broader peer relationships and families could build connections across communities.	Families could lose close relationships, accessibility or familiarity associated with their local campus.
Fewer sites could potentially concentrate family events, activities and district traditions.	Longer travel could make participation harder for some families and create inequitable transportation burdens.
Reconfiguration could provide an opportunity to reconsider how school buildings serve broader community purposes.	Communities could lose recreation, meetings, events, voting, partnerships or informal gathering spaces associated with a school.
A transparent district-wide process could strengthen shared understanding of different community needs.	If people experience the process as predetermined or insufficiently responsive, structural change could further weaken trust.

Domain Assessment: Organizational

Potential advantages	Potential disadvantages / tradeoffs
Fewer locations could simplify some scheduling, staffing, supervision, communication and facilities-management systems.	A larger or more concentrated organization could create different coordination and leadership demands.
Shared specialists could potentially spend less time traveling and more time working directly with students/staff.	Concentrating need could overwhelm receiving-site staff or specialized services.
Reconfiguration could create clearer grade bands, program identities or staff roles.	Structural change does not automatically create role clarity.
Bringing more staff together could increase opportunities for collaboration and shared professional learning.	Physical proximity does not automatically produce collaboration, trust or shared practice.
Reconfiguration could reduce some organizational fragmentation.	Changing buildings does not necessarily create stronger district identity or internal integration.
Resources could potentially be moved toward areas experiencing greater need.	If resources are reduced rather than genuinely redeployed, existing capacity problems could worsen.
A redesigned system could potentially reduce unnecessary complexity and duplication.	Poorly designed simplification can merely move work onto teachers, principals or other already-burdened staff.
Change could create an opportunity to reconsider how leadership, staffing and decision-making capacity are distributed.	Transition itself requires additional communication, coordination, relationship-building and implementation capacity.

Domain Assessments

Guiding Question

Does a given structural change…

- eliminate or reduce a challenge, transform it, or move it somewhere else?
- create a new challenge?
- eliminate or reduce a cost, transform it, or move it somewhere else?
- create a new cost?
- create a new benefit or opportunity?

For Example:

Building cost → eliminated, or moved into transportation/receiving-site costs?

Staffing → improved, or concentrated at another campus?

Facility need → avoided, or replaced by receiving-site capital needs?

Student support need → better served, or simply moved with the students?

Community burden → reduced districtwide, or shifted onto families through transportation?

Organizational strain → simplified, or transferred to a larger receiving school?

Consolidation Assessment for Lakeview Campus

***Scenario**: Lakeview Early Education Center ceases operating as a Pre-K campus and students attend Hardwick and/or Woodbury Elementary.*

Primary Constraint: The October 8, 2024 Board action retained direct instruction for at least one PreK–3 grade level during a transition not to exceed two years, and called for movement toward a district-wide PreK center with reassessment five years after the transition. The transition was completed in FY25, and FY27 is Lakeview's second year of direct instruction for PreK. Therefore, Lakeview is treated as a constrained element within the MVU system and a source of organizational learning, not as a current consolidation or reconfiguration option. *Full considerations for each of the 4 dimensions were not pursued further because of the scope boundary.*

Consolidation Assessment for Hardwick Campus

***Scenario**: Hardwick Elementary ceases operating as a K–6 instructional campus, and all current Hardwick students attend Woodbury and/or Lakeview.*

Primary Constraints: Current planning/capacity calculations for Lakeview and Woodbury combined are not clearly sufficient to absorb Hardwick's current enrollment of 188 students without additional capital investments to reconfigure and/or expand instructional space. Further, current MVU Board instruction has constrained Lakeview's configuration as a Pre-K center until FY30, and Woodbury itself could not absorb Hardwick's current enrollment. *Full considerations for each of the 4 dimensions were not pursued further because of these significant organizational constraints.*

Consolidation Assessment for Woodbury Campus

***Scenario**: Woodbury Elementary ceases operating as a K–6 instructional campus, and all current Woodbury K–6 students attend Hardwick Elementary and/or Lakeview.*

Educational Opportunities: Considerations & Constraints

Summary: Physical, operational and functional capacity of this scenario remains inconclusive. Students might gain larger peer cohorts and access to some shared programs, while potentially losing smaller relational structures, multi-age relationships, or place-based experiences unless those strengths are intentionally recreated.

IF all 44 students simply move into Hardwick's existing grade structure, then the combined enrollment becomes: SEE RIGHT Since these figures exceed classroom capacities, we then created a planning/capacity worksheet to investigate how to fit appropriate numbers of students for each grade level within the available classrooms at HES, while still satisfying VT class size minimums.

Grade	HES	WES	Combined
K	22	7	29
1	26	4	30
2	16	5	21
3	26	5	31
4	37	10	47
5	26	6	32
6	35	7	42
Total	188	44	232

Consolidation Assessment for Woodbury Campus

Educational Opportunities: Considerations & Constraints

IF we assume that most, or all, Pre-K students currently at Lakeview attend HES next year, THEN Kindergarten classrooms would need to be reconfigured to hold upwards of 18 children.

IF we create additional instructional classrooms increase by taking current intervention/support rooms, THEN numerical classroom capacity may increase while functional capacity somewhere else decreases, which is a transferred burden.

IF staff/resources transfer with students, THEN Hardwick gains necessary capacity, but the financial savings are considerably smaller.

IF staff/resources don't transfer with students, THEN students move while positions are reduced, which means larger classes and/or increased HES teaching load. This means greater potential financial savings but also greater demand on a building that already reports it is consistently operating at or beyond functional capacity.

Consolidation Assessment for Woodbury Campus

Organizational Needs: Considerations & Constraints

Summary: Fewer sites might simplify some systems and specialist travel. At the same time, Hardwick staff currently describe substantial strain and frequent triage, so the key question is whether added students and staff would increase functional capacity or intensify existing demand.

IF the district goes from two K–6 operating sites to one, THEN there are fewer building schedules, fewer facility systems, fewer campus-level logistics, fewer sites for administrators/support staff to coordinate. That is a reduction in structural complexity but not necessarily a reduction in organizational demand.

IF the district goes from two K–6 operating sites to one, THEN some transportation complexity and costs might decrease, while other transportation needs and costs to serve students living in Woodbury may increase.

IF 44 students move and staffing/resources are substantially reduced, THEN Hardwick has more students and needs with relatively little additional organizational capacity. Given the existing qualitative signals of strain at Hardwick, that could transfer burden from maintaining a second building to managing increased organizational complexity inside one building.

Consolidation Assessment for Woodbury Campus

Organizational Needs: Considerations & Constraints

IF staff/resources transfer with students, THEN Hardwick gains students and capacity, but the financial savings are smaller.

IF further shared positions can be consolidated, THEN staffing patterns across the MVU will need to be reconsidered. HR data currently shows Library and Health staff already cross Hardwick/Woodbury, while Woodbury Music, PE and Art connect to other buildings/districts.

Note that IF a Woodbury shared FTE is also serving another school or district in the SU, THEN that entire FTE cannot simply be counted as eliminated.

IF Hardwick requires more space, THEN administrative offices, intervention rooms, specialists, storage, staff workspace, lunch/recess schedules, arrival/dismissal and support spaces all need to be modeled, both organizationally and financially.

Consolidation Assessment for Woodbury Campus

Financial Implications: Considerations & Constraints

Summary: Some Woodbury operating costs might be avoided, but the district would need to distinguish costs that disappear from costs that continue, transfer to Hardwick, increase through transportation, or arise through transition and receiving-site needs. Woodbury's FY27 location budget is $1,122,983. That is an observed current expenditure, not potential savings. Current model for financial impact calculation: Avoided Woodbury costs (savings) − continuing Woodbury costs − costs transferred to Hardwick/district − new costs − transition costs − receiving-site capital costs = net financial change.

Financial Scenario A — Cost savings for the building only.

Financial Scenario B — Cost savings for building + duplicated campus functions.

Financial Scenario C — Cost savings for building + some classroom staffing is reduced.

Financial Scenario D — Cost savings for building + Most Woodbury staff/resources transfer.

Financial Scenario E — Hardwick requires capital improvements.

Consolidation Assessment for Woodbury Campus

Financial Implications: Considerations & Constraints

Transportation Considerations

IF routes lengthen or additional buses/drivers are required, THEN transportation costs increase.
IF current routes can absorb the students, THEN the increase may be smaller.
IF longer rides affect attendance or family transportation , THEN a financial change also creates educational/community effects.
Potential financial impact: Current district transportation is approximately $367,821, but there is no configuration-sensitive route model or cost yet.

Enrollment Considerations

IF all 44 Woodbury students remain in MVU, THEN the district retains current state funding based on student enrollment.
IF some families leave MVU because of the change, THEN the district loses current funding based on student enrollment.

Consolidation Assessment for Woodbury Campus

Community Impact: Considerations & Constraints

Summary: A change in instructional use could shift responsibilities associated with the Woodbury building and affect local identity, access, community use, family logistics, and the experience / attraction of living in the town with young children.

IF Woodbury stops operating as a school...THEN loss of a school in the Woodbury community is an unavoidable consequence of this scenario.

Potential effects include changes in community gathering/place identity, parent-school proximity, volunteering, student connection, community engagement, and perceived or actual district connection.

IF students successfully form relationships/belonging at Hardwick, THEN some initial disruption may diminish over time. The Lakeview experience already cautions against assuming either direction: initial uncertainty/loss does not necessarily predict later experience, while later adaptation does not erase the disruption that occurred.

IF families experience the process as transparent and responsive, THEN relationships may be preserved or strengthened even among people who dislike the outcome.

Consolidation Assessment for Woodbury Campus

Community Impact: Considerations & Constraints

IF families experience the decision as predetermined or their concerns as unheard, THEN consolidation could amplify existing trust/identity tensions regardless of its financial or educational effects and potential benefits.

IF transportation time increases, THEN that could affect family schedules, extracurricular participation, student fatigue, attendance, access to events and parent participation.

IF the Woodbury building remains available for community purposes, THEN some community-place functions may remain even though the instructional function disappears.

IF it is sold, transferred, significantly repurposed or largely unused, THEN impacts to the community are potentially more significant and unknown.

Consolidation Assessment for Woodbury Campus

What This Scenario Is Beginning To Reveal

The appropriate inquiry isn't simply: “How much does Woodbury cost?” It’s something more like: “What educational and staffing configuration could serve 232 students at Hardwick? And once that configuration is defined, which expenditures actually disappear rather than move?”

There appear to be at least three distinct Woodbury→Hardwick scenarios emerging:

1) Building consolidation only: students + most resources move. Potentially least disruption to educational capacity, but probably smaller recurring savings.

2) Fiscal consolidation: students move + staffing/functions are reduced.Potentially greater savings, but comes with the most educational/functional-capacity questions.

3) Organizational redesign: students + selected staff/resources move and Hardwick is intentionally reconfigured. Savings and educational effects depend on the redesigned model.

Consolidation Assessment for MVU District

What This Scenario Is Beginning To Reveal

Scenario: *Woodbury, Hardwick and Lakeview all cease operating as instructional campuses, and MVU seeks merger with another district, or tuitions all students out to another district.*

We have not yet assessed this scenario across our four domains.

Structural Assessments

Guiding Question

Does a given structural change…

- eliminate or reduce a challenge, transform it, or move it somewhere else?
- create a new challenge?
- eliminate or reduce a cost, transform it, or move it somewhere else?
- create a new cost?
- create a new benefit or opportunity?

The more information we gather, the clearer it becomes that the effects of any given consolidation scenario are not linear.

Any structural change can reduce one form of complexity while increasing another. For example: a financial advantage can also create an organizational or community cost. As we consider structural changes, we see that some challenges may appear as a burden elsewhere in the system, rather than disappear.

The committee is helping to make those tradeoffs visible and also helping to identify what MVU will still need to address, regardless of any specific configuration or scenario.

STATION 5

External Conditions Affecting MVU

VT Act 170 (H.955)

What We Currently Understand

Signed into law on June 18, 2026.

Unlike earlier mandatory proposals, this law relies on incentivized, voluntary school district consolidation rather than forcing mergers.

District-led merger study committees are set to begin discussions in October 2026, report findings by September 2027, and hold local voter votes on Town Meeting Day in March 2028.

It lays the groundwork for a transition toward a new foundation funding formula slated around 2029, while opening up state aid for school construction and addressing property tax pressures.

The bill creates Cooperative Educational Service Areas (CESAs), which are association of School Districts / Supervisory Unions to help share resources, special education services, and professional development.

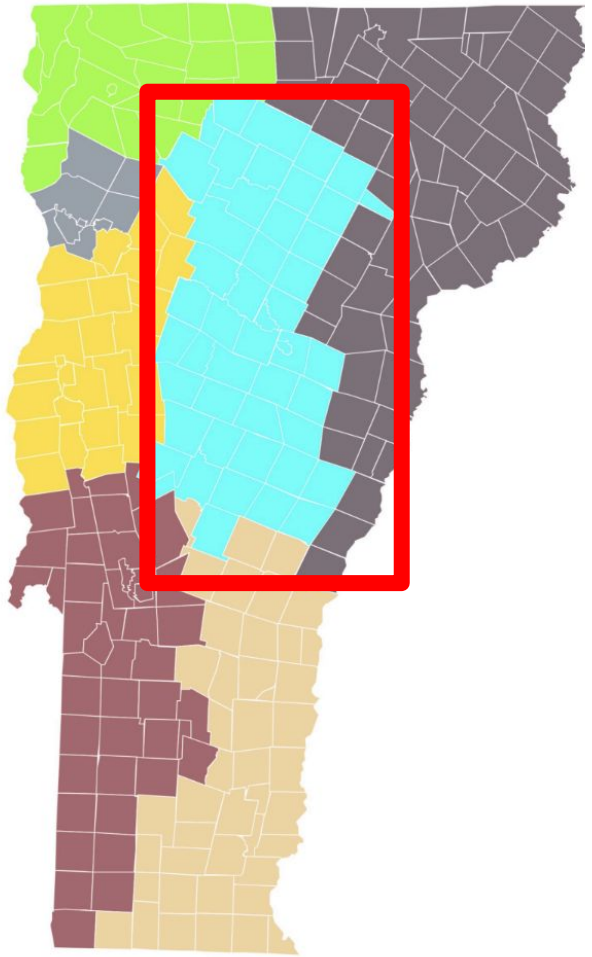
VT Act 170 (H.955)

We are Currently Grouped in the Winooski Valley CESA

The Winooski Valley Cooperative Educational Service Area (CESA) encompasses 47 towns across 11 regional supervisory unions and school districts.

It is the largest CESA in Vermont by student population and number of schools, serving over 14,600 students across 59 public schools.

It stretches from northern communities like Belvidere, Eden, and Cambridge down through central hubs like Barre, Montpelier, and Stowe, and south toward Royalton and Stockbridge.



Senate Ed CESA Map Version 2

Champlain Valley North CESA — 9,122 students
Towns: 20
Public Schools: 23
Grand List/Student: $870,974

Chittenden Central CESA — 14,213 students
Towns: 8
Public Schools: 34
Grand List/Student: $1,369,974

Champlain Valley South CESA — 10,769 students
Towns: 28
Public Schools: 31
Grand List/Student: $1,398,527

Southwest CESA — 12,381 students
Towns: 45
Public Schools: 44
Grand List/Student: $1,159,162

Vermont Learning Collaborative — 9,641 students
Towns: 44
Public Schools: 44
Grand List/Student: $1,976,625

Northeast CESA — 12,379 students
Towns: 64
Public Schools: 45
Grand List/Student: $991,356

Winooski Valley CESA — 14,661 students
Towns: 47
Public Schools: 60
Grand List/Student: $1,322,946

VT Act 170 (H.955)

Statewide Merger Committee Process

Act 170 requires every school district to participate in a study process examining the advisability of forming larger unified union school districts. These merger studies are mandatory, but the final decision to merge is voluntary. These groups must examine governance, educational opportunity, efficiency, and access to regional middle and high schools and career technical education.

Merger Committee Timeline

September 1, 2026: Facilitators hired.

September 15, 2026: Districts appoint merger committee representatives who must be current school board members.

October 15, 2026: Initial merger committee meetings.

2027–2028: Merger analysis and public engagement.

September 1, 2027: Final merger analysis from each study committee presented to the State Board and the AOE.

December 1, 2028: Facilitator report to Legislature.

March 2, 2028: Vote to merge proposed districts.

July 1, 2028: Boards of new districts begin to operate.

July 1, 2029: New districts go into effect.

External Conditions Affecting MVU

In addition to state legislation, these are examples of changes that arrive into MVU from external sources.

With each change, MVU has choices about how it responds.

- Enrollment and demographic changes
- Workforce availability
- State funding structures
- Special Education requirements
- Facilities/code requirements
- Regional collaboration/restructuring
- Health Care costs

STATIONS 4 & 5

Community Questions & Reflections

(taken from the chat during virtual Forum)

How does the decision-making process account for the fact that every stakeholder group brings its own priorities and biases—and prevent whichever group is most vocal or best represented from disproportionately shaping the outcome?

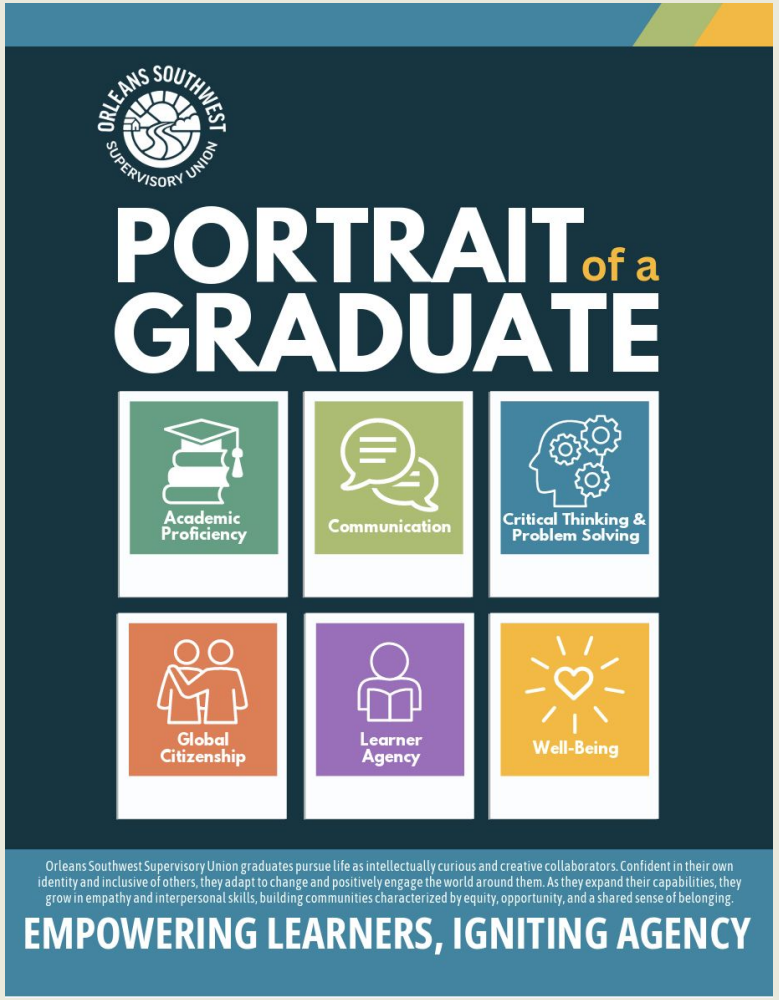
STATION 6

What Kind of Education Are We Trying to Create?

Poster presented at the Forum



OSSU Portrait of a Graduate



The Portrait of a Graduate describes the kind of continuous education our local districts aim to provide for our PreK-12 students.

STATION 7

What Could Change Look Like?

Inclusive List of Scenarios

SCENARIO / CONFIGURATION CURRENTLY IN THE INQUIRY	STATUS
Current configuration / status quo — HES K–6, WES K–6, Lakeview PreK	Required comparison baseline
Current buildings + deeper organizational alignment — staffing, programs, curriculum, services and/or administration aligned differently without closure	Surfaced
Woodbury → Hardwick — WES ceases K–6 instruction; students attend HES	Active working scenario; feasibility not established
Woodbury → Hardwick, resources follow students — students plus substantial WES staffing/supports transfer	Scenario Branch of Woodbury → Hardwick
Woodbury → Hardwick, staffing reduced — students transfer with fewer WES resources	Scenario Branch of Woodbury → Hardwick
Woodbury → Hardwick with redesigned HES model — receiving school deliberately reorganized rather than simply adding students	Scenario Branch of Woodbury → Hardwick
Hardwick/Woodbury grade-band split — e.g. one campus K–2 and the other 3–6	Surfaced; SU has begun modeling this
Other HES/WES multi-age or grade-band configurations	Surfaced / exploratory
All MVU K–6 students at Hardwick	SU configuration workbook includes modeling;

Inclusive List of Scenarios

SCENARIO / CONFIGURATION CURRENTLY IN THE INQUIRY	STATUS
Hardwick students/programs → Woodbury — some HES grades/programs relocate to WES	Surfaced
Woodbury becomes a specialized/program campus rather than a conventional K–6 school	Surfaced
Hardwick becomes a specialized/program campus with some students/programs elsewhere	Surfaced
Lakeview expands its early-childhood/developmental role	Surfaced
Lakeview becomes a broader developmental/program-specific campus	Surfaced
Some elementary grades/programs → Hazen	Surfaced
Sixth grade → Hazen	Specifically surfaced
Broader grade-banding using Hazen + elementary campuses	Surfaced / exploratory
Program concentration — locate particular services/programs at particular campuses while retaining multiple buildings	Surfaced
Different use / repurposing of an existing school building while instruction is consolidated elsewhere	Surfaced
Capital expansion/modification of a receiving campus to enable a different configuration	Enabling scenario rather than standalone configuration

Inclusive List of Scenarios

SCENARIO / CONFIGURATION CURRENTLY IN THE INQUIRY	STATUS
Community/hybrid school model not yet fully specified — community-generated combinations of grades, programs, buildings or services	Intentionally open
SU-wide configuration Expand Lakeview to serve PK for the entire SU; Hazen is K-5 for the entire SU, make Craftsbury 6-8, HES is 9-12.	Surfaced
SU-wide configuration: HES becomes 9-12; Hazen campus becomes K-8, Woodbury becomes a specialized special ed school	Surfaced
SU-wide configuration: HES becomes a 6th Grade Academy for the entire SU	Surfaced

STATIONS 6 & 7

Community Questions & Reflections

(taken from the virtual chat and in-person boards)

- *How might we account for the voices that may not make it into these higher-level conversations at all?*
- *Some of the people who are most affected by these decisions—or who may have very strong feelings about them—may also face barriers to participating because of work schedules, childcare, transportation, educational background, or simply not feeling comfortable in this kind of setting.*
- *How is the district thinking about those barriers and finding ways to hear from people whose perspectives may not otherwise be represented in the rooms where these conversations are happening?*
- *Has there been any discussion of having one of the schools be something like Montessori or even a Summerhill model?*
- *Does this change bring new people in? Can we try something different to attract new families here?*
- *What is least disruptive? Affects smallest number of people?*
- *Focus on funding sources*
- *How do we stretch our dollars for enough to meet needs?*

STATION 8

Conversation

Group Conversation

Those who wish to stay on for a brief group conversation can come together to discuss:

Theme 1 → Stability + Adaptability

Theme 2 → MVU in 2036: Future Visioning

No final Questions
Final comments in chat (note that positive feedback on the process was shared “in person”):

I want to thank you for all the work you have put in in such a short time. I need to leave the meeting, but I want to share my concern that I hope the board doesn't end up in a state of "analysis paralysis". Ultimately, change of some kind is inevitable, tough decisions will need to be made, and not all stakeholders will be happy, I think we often get stuck in a place where we want to make everyone happy - I don't believe that creates stability or moves us forward.

I hope there is a sense of unification and collaboration through differences is at the heart of a shared community school system. More outdoor time for the kiddos!

Community Survey

FOR ALL MVU DISTRICT COMMUNITY MEMBERS
Please complete this short community survey
on or before Friday, September 25.

https://forms.gle/DpSE4YxZRq8JWnfa8

Family Survey

FOR PARENTS OF CURRENT MVU ELEMENTARY STUDENTS

Please share feedback in this short family survey and note there is a Community Survey also being circulated, but those questions are contained in the family survey so you only need to fill out one.

Please complete on or before Friday, September 25.

https://forms.gle/tBA9AQyGCBWhYpbw6



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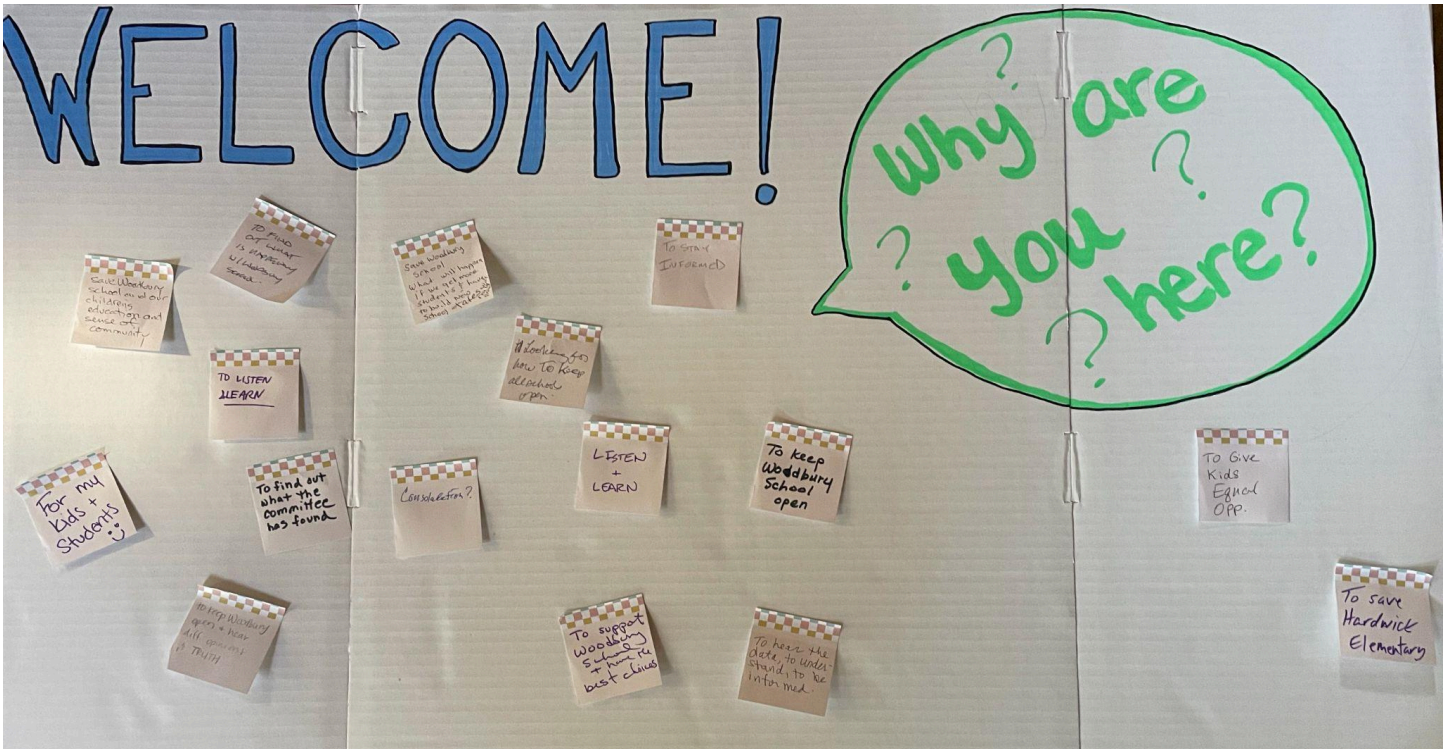
For questions, please contact jessie@quantumco-lab.com

Community Forum Info Stations

Community Forum Presentation Boards: Station 1 → *Welcome. Why Are We Here?*



In-Person Forum Participant Inputs / No Virtual Forum Participant Inputs:

Save Woodbury School and our children's education and sense of community

To listen & learn (2x)

For my kids & students

To keep Woodbury open (2x)

To hear different opinions, TRUTH

To find out what the Committee has found

To find out what is happening with Woodbury School

Looking for how to keep all schools open

Save Woodbury school, What will happen if we get more students & have to rebuild new school - taxes will really grow

Consolidation?

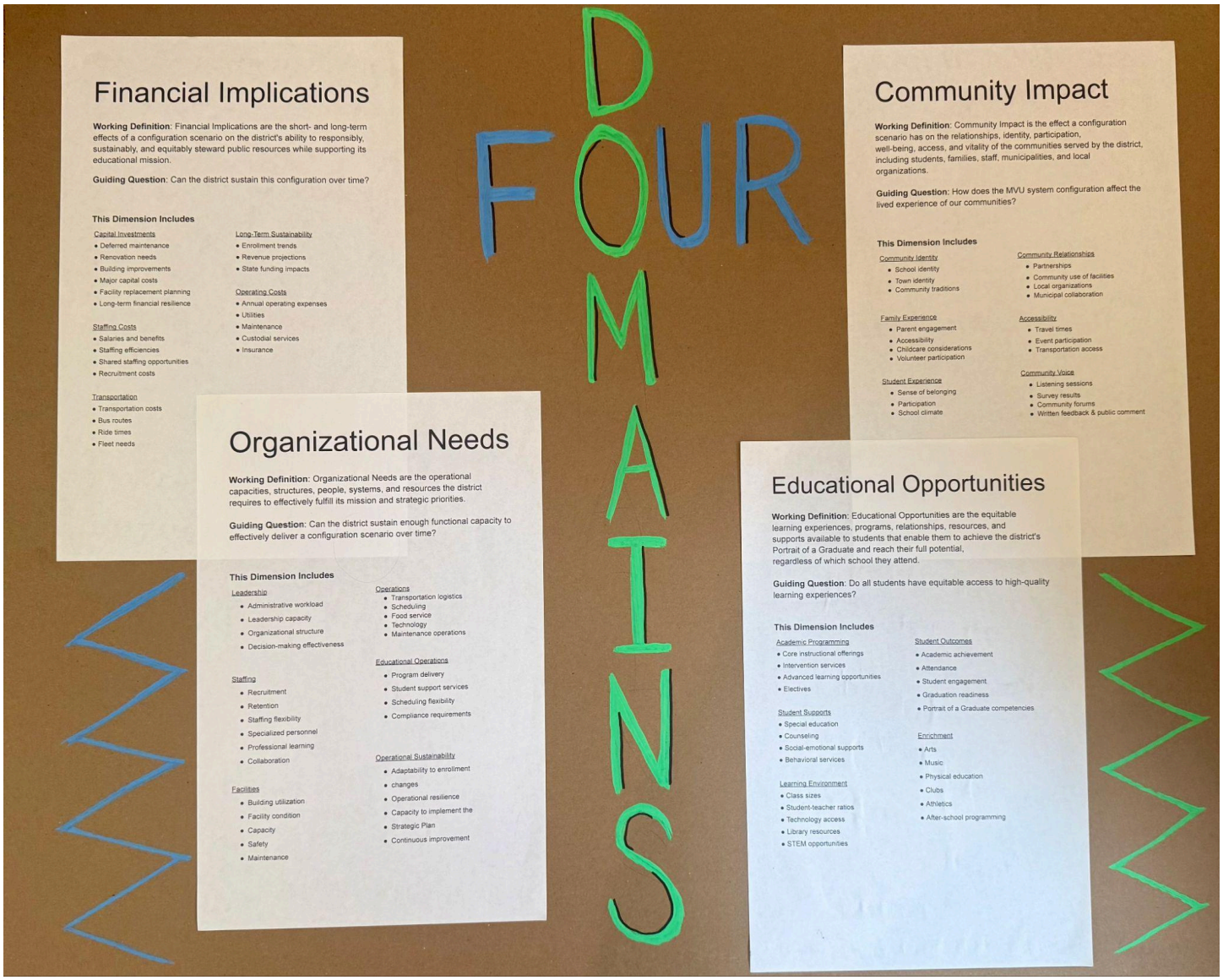
To support Woodbury school & have the best choices

To hear the data, to understand, to be informed

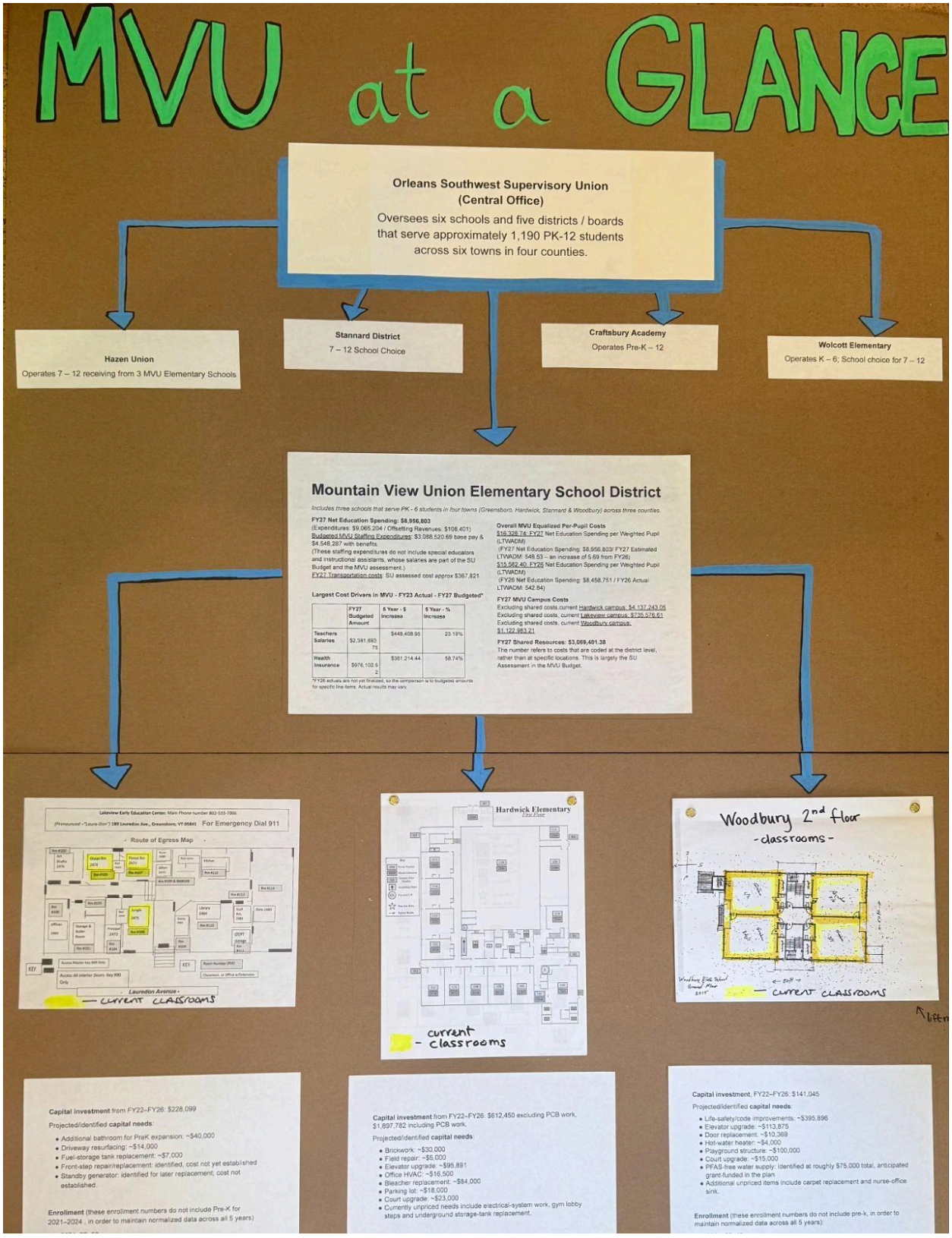
To give kids equal opportunities

To save Hardwick Elementary

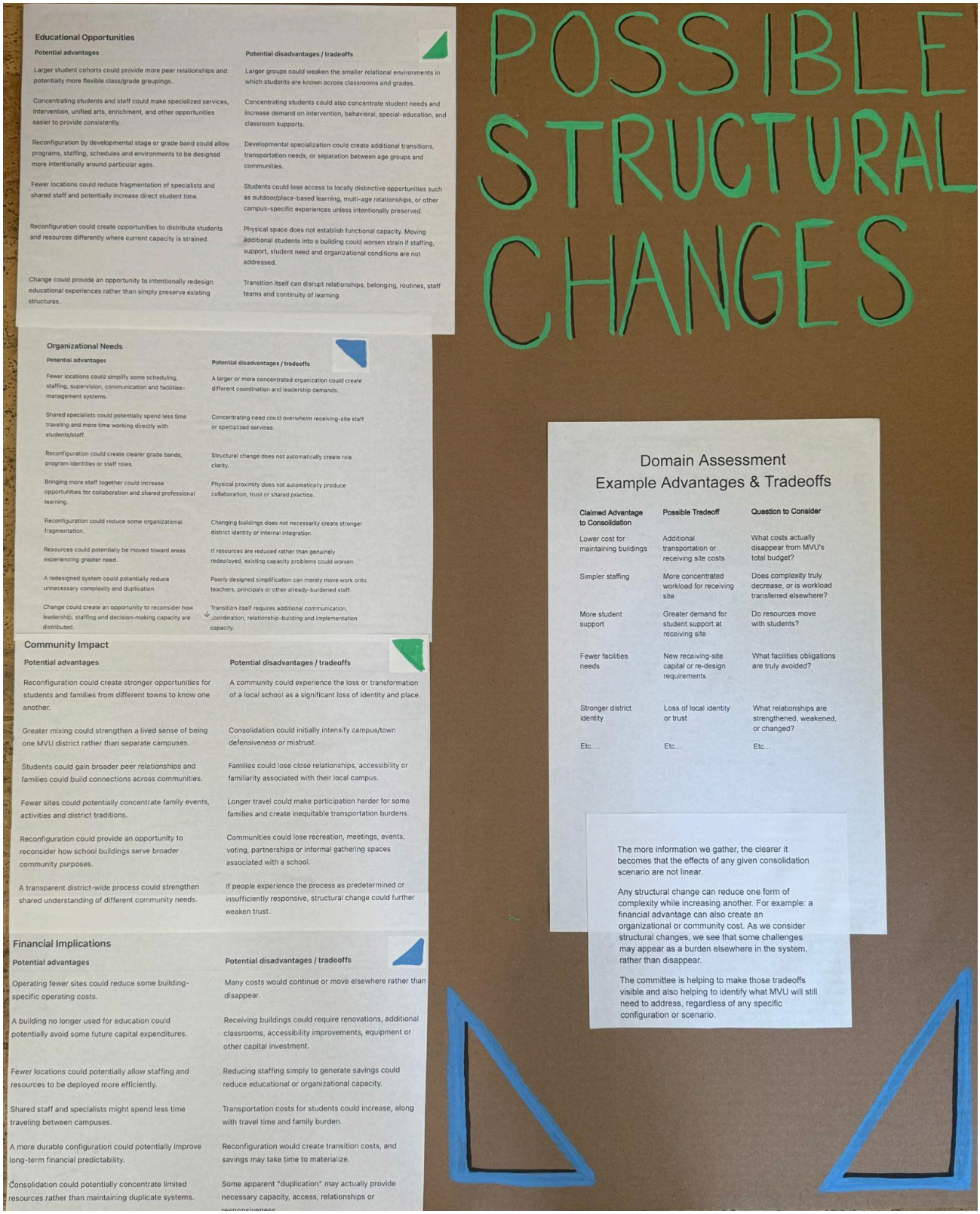
Community Forum Presentation Boards: Station 2 → *The Committee's Process & Domains*



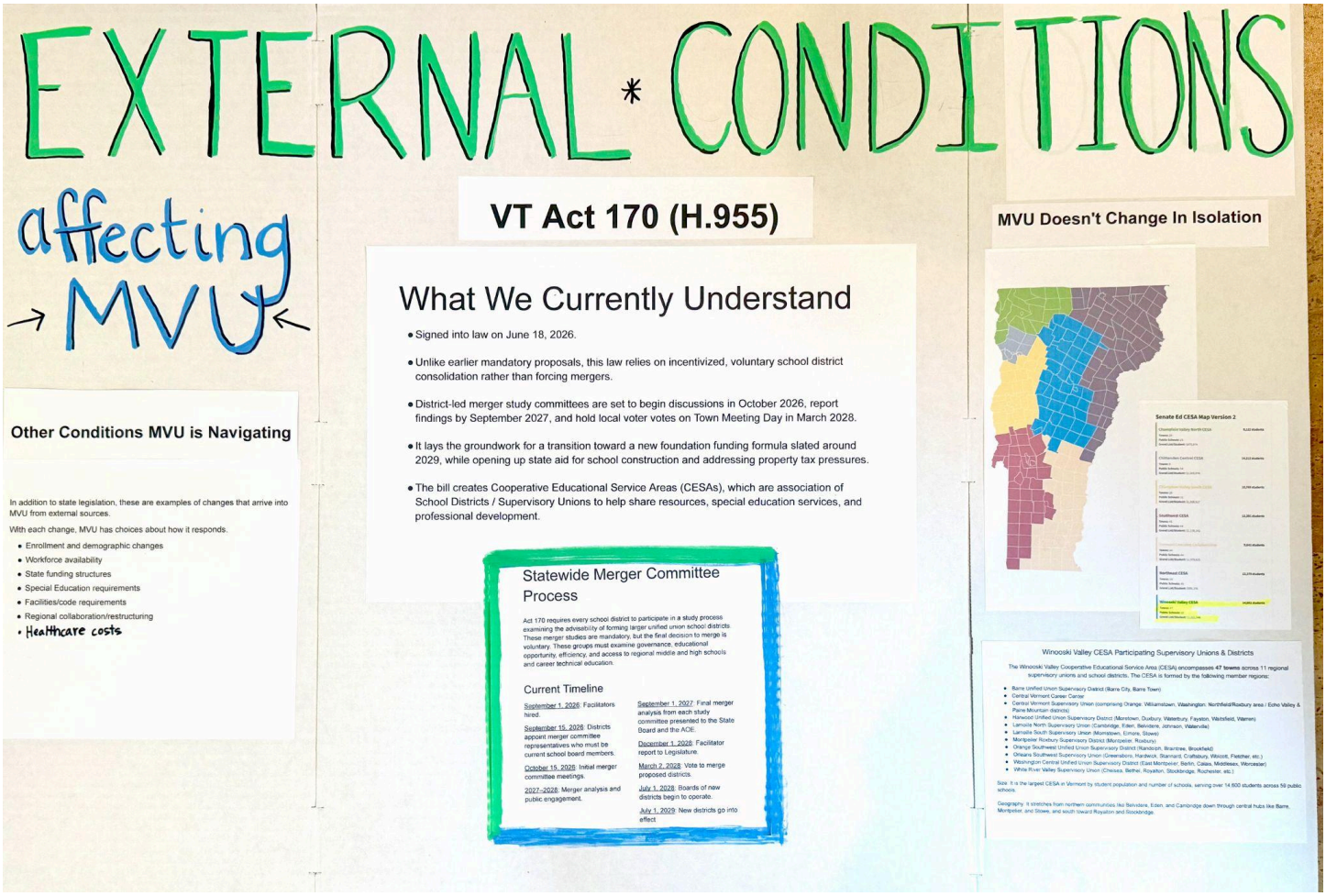
Forum Presentation Boards: Station 3 → *MVU At a Glance: The Organizational Model*



Forum Presentation Boards: Station 4 → *Structural Change*



Forum Presentation Boards: Station 5 → *External Conditions Affecting MVU*



Forum Presentation Boards: Station 6 → *What Kind of Education Are We Trying to Create?*



In-Person & Virtual Forum Participant Inputs

Ready for life after school

Children feel like valued asset and heart of the community

Confidence in the education system

Those who want to live here can afford to live here

Greater than 90% meeting efficiency standards

Trust in admin to know students needs

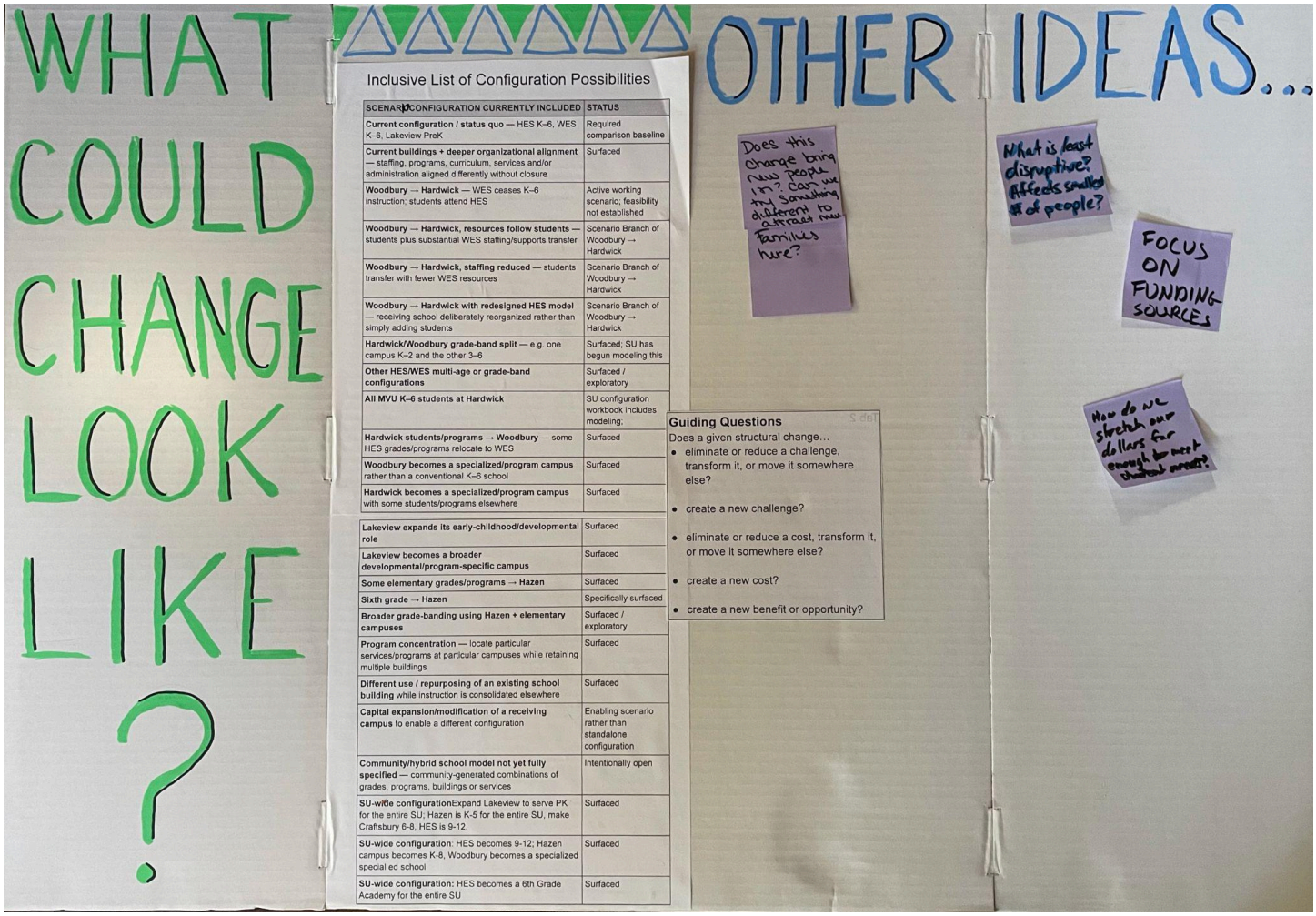
Confidence in capital plan, mgmt for the future inspired and engaged

Property tax isn't state funding source

Educators feel empowered to be leaders within the system

Community will not be defined by borders
How we assess system is open/honest how we assess kids outcomes
Consistency in confidence
Educated as close to home as possible-least disruption to life
Respect between all communities
Reduce overlap and redundancies in govt oversight mgmt
Community co leaders for collaboration on decision making
agency/choice for parents/kids to choose what's best for town
Understanding the numbers- community feels knowledgeable about what is happening at Campuses

Forum Presentation Boards: Station 7 → *What Could Change Look Like?*



In-Person & Virtual Forum Participant Inputs

Has there been any discussion of having one of the schools be something like Montessori or even a Summerhill model?

Does this change bring new people in? Can we try something different to attract new families here?

What is least disruptive? Affects smallest number of people?

Focus on funding sources

How do we stretch our dollars for enough to meet needs?

How does the decision-making process account for the fact that every stakeholder group brings its own priorities and biases—and prevent whichever group is most vocal or best represented from disproportionately shaping the outcome?

Forum Presentation Boards: Station 8 → *Conversation and Student Participation Station*

Virtual Conversation Points

How does the decision-making process account for the fact that every stakeholder group brings its own priorities and biases—and prevent whichever group is most vocal or best represented from disproportionately shaping the outcome?

How might we account for the voices that may not make it into these higher-level conversations at all?

Some of the people who are most affected by these decisions—or who may have very strong feelings about them—may also face barriers to participating because of work schedules, childcare, transportation, educational background, or simply not feeling comfortable in this kind of setting.

How is the district thinking about those barriers and finding ways to hear from people whose perspectives may not otherwise be represented in the rooms where these conversations are happening?

In Person Conversation Points are Captured in the Minutes

ORLEANS SOUTHWEST SUPERVISORY UNION

Mountain View Union Elementary School District Board

Unapproved Minutes

Short-Term Planning Committee Community Forum
September 22, 2026, 6:00 PM Meeting, Hazen Gymnasium

Our schools strive to celebrate personal excellence while adhering to a culture of equity in which each and every student receives the personal resources and educational opportunities they need to learn. We believe that individual success should not be dependent on any social or cultural construct of race, ethnicity, religion, gender, socio- economic status, class, family economics, geography, language, disability identification, gender expression, gender identity, sexual orientation, mental/physical health, and/or initial skills, proficiencies, and lived experiences.

6:00 - 7:00 Stations were set up in the gymnasium and people were invited to circulate and visit each station which was hosted by a member of the committee.

7:00 p.m.
Jessie Upson welcomed everyone to the “listening circle” portion of the forum.

What do we most want to preserve
What do we want to create
What trade offs are we willing to make
What do we still want/ need to understand

She stated that one of the of the big themes so far has been:
Stability and adaptability
What is needed during this time of great change, in order for us to feel stable?
What do students, staff and communities need to be able to depend on, even when other things are changing?
Community input:

- Civility - treating everyone with respect - this helps us feel stable
- This type of process needs to happen more often. The way the state set this up in the beginning pitted communities against one another. We need to recognize the complexity we have taken on. It is complicated not only because of data, but it’s complicated because of our feelings, and our children. Need to stay focused on what

we have in common. Open communication and open collaboration are needed as we go forward. We still don't know what the legislature is going to decide.
- Education has to continue - in a way we need to ignore some of the external things so that we can continue what goes on inside the schools - educating students. That seems the most basic.
- As much as we can, students don't feel "unsettled" during this transition. That they are not hearing animosity, etc, that the common goal is happy kids.
- Six year time line (re change) so that families can see into the future for their children.
- Stabilized tax rate, not at the expense of the education for our children.
- Clear goals for these discussions. What is it that we are trying to accomplish through this process?

Jessie posed: Where and how does MVU need enough flexibility to adapt to external conditions? Where do we need to be able to change? How might we adapt while protecting what has been identified above as needing to feel stable?
Community input:

- The time has come for the state of Vermont to give our communities more flexibility. The model of education from decades ago does not work for today's communities, especially small communities. The model drives the cost. If we were given flexibility we could create a different model.
- Need flexibility to move students around the district and close buildings if that is what makes the most sense.
- Flexibility: we all need to know this is not a black and white/ simple issue. There are communities, children, money, there are a lot of gray areas. We need to respect the gray area and make the best decision we can based on the information we have.
- Be flexible in our search for solution; flexible in our approach to solving problems. Maybe a flexible solution is looking elsewhere for more funding.
- Flexible: looking outside MVU and seeing how other schools have approached this; hear other perspectives; get outside of our own bubble.
- We are an aging population. Some of the houses will be sold and younger families will move in. Down the road we may need to accommodate more students.
- Over the past 20 years we have seen a 20% decline in the birthrate in our country. Even if new families move here we are not necessarily going to solve the demographic problem.
- Needs to be affordable for young people to move here.
- Flexible enough to have those conversations with each other without being called bullies for wanting to talk about it.

- Flexibility from the top down rather than from the bottom up. The kids are being asked to be very flexible; would like the administrative level to be open to radical change/ flexibility as well.
- Counter: The ability of the administration to be flexible is limited by the legislative requirements.
- Why does the state not try to address the cost of insurance? Why do we have to solve this problem? Why can't the state try to come up with a solution? The state having a more flexible approach to solving these problems.
- Flexibility: what is the actual power we have to actually affect our tax rate? (it is very low) The closing of schools has no guarantee of affecting our tax rate. What if all of the buildings were closed? The funding formula provides money for each child - what if that money was used to send students where we choose to send them? Our larger SU is comprised of a lot of towns. Where would they all go? That would allow for some flexibility.
-

Jessie asked: Shared vision: where do we want to be going? What do we want our education system to look like?
Imagine MVU in 2036. Something meaningful has emerged. How do students feel in this? Teachers? Administration? Families? Community members?
Jessie stated that we have listened to teachers, staff, students, in this questioning - would like to hear from those in the room tonight; would like to hear from others.
Community input:

- Students feel ready for life after school.
- Children feel like a valued asset to this community/ a big part of the community
- Communities have confidence in their education system
- People who want to live here can afford to live here
- 90% of students meet proficiency standards
- If administrators ask for something from the community, they receive it. Trust in the administration to know what our students need
- Hope we have a capital plan; people feel confident in the way our facilities are managed and a hope for the future
- That students and families feel inspired and engaged
- Property taxes are not the only means for funding education; hope that the state has created another system
- Educators feel empowered to be leaders of the system

Jessie asked: What has to be true about our system in order for the above feelings to exist?
Community input:

- Community can't be defined by borders.

- Consistency and clarity of shared purpose and a commitment to it in the long term so that it is not constantly fluctuating.
- Generally following evidence based practice with regards to excellence. Little children are educated as close to home as possible; following what research tells us about child development
- Respect between communities so that if a community decides something, the surrounding communities respect that.
- Improve services, save money
- Clear measures on skills, knowledge, dispositions, including academics but beyond
- Intentional collaboration spaces
- Not all kids are the same; wish parents had the agency/ choice as to what is the best education for their child. That boundaries do not create the map. No one size fits all.
- Having people understand costs etc - if people were to present school budget at town meeting day, breaking down the budget and having active discussion in the same way we do for other budgets on town meeting day. The explanation of rising costs wouldn't feel so "out of nowhere."
- Some discussion of the value of town meeting discussions and floor votes on the budget.
- Class size analysis, including preschool that includes the towns of MVU.

Jessie asked people to consider small, incremental changes:
What did we begin in 2026 to get us to 2036?
What did we begin doing? Stop doing? Protect? Experiment with? Make room for?
Community input:

- Don't believe we are looking at incremental changes here. We are looking at dramatic ones.
- Deeply value small, local community. This is something to fiercely protect for our children.
- Clarifying what is a community school. Bring that into focus from the community side. We have some things that are in place but they are "fuzzy" for a lot of people. We already have some resources in place - a small change would be to bring them more into focus.
- Worry that in visioning for ten years out we are neglecting the kids that are before us today.
- Minimum and maximum class sizes.
- Feels like we are having two different discussions: envisioning the ideal but also talking about how everything is too expensive.
- We do not know the outcome if we had to change a school. Referred to the Roxbury situation. Feels unfair to expect us to make this decision.

- There are things we can do. Spoke about election in November - we do have a say in that. One of the drivers in cost in education is in health care.
- Too much bureaucracy; unfunded mandates. We could take steps especially with the legislature's approval, to change those mandates. Education has to be affordable but it can be. Things get out of control, and we can bring it back into control. We have to deal with this as a state, as a collective community, and not think it is up to us individuals to solve it.
- We need a very clear cost, a handout etc, that explains in numbers, $$, what we would save if we were to close a school

Jessie invited people to leave post it notes on the way out.
All of tonight's information from the various stables etc is available online on the MVU website.
Ana Peltz shared that she had been facilitating a zoom meeting similar to this in person meeting tonight.

The forum adjourned at 8:00.
A final report will be provided to the board by October 1st.

Next meeting: September 24, 2026, 5:30 p.m.

Respectfully submitted,
Lisa Grace, Committee Recording Secretary and Sam Friend, MVU Board Chair