Questions and Answers to Inform Decoupling Vote
February 23, 2021 Stockbridge, VT

- ***How was the Supervisory Union Assessments distributed in the proposed 20-21 budget documents provided in January?***

They were apportioned out by the algorithm used for SU and Special Education assessments. This was apportioned out to each town. This would result in a 4.6% assessment for a standalone district of Stockbridge.

- ***Why was the 20-21 fiscal year used as compared to projecting the 21-22 fiscal year?***

We wanted to ensure that current numbers and an approved budget was used to inform the documents requested by the Stockbridge Selectboard.

- ***Did the Stockbridge stand alone budget include the revenue from the Trustees of Public funds?***

Yes, the $9,000 was accounted for in the revenue portion of the Stockbridge budget.

- ***Were the object codes split 50-50 for building and maintenance or were they coded as budgeted for each campus?***

All function codes and expenses were budgeted for the school campus that they support. Therefore, they were split based on the actual expenditures and not split 50-50 across the two campuses.

- ***Were tuitions budgeted for revenue and expenditure based on a split or by the actual students in each town?***

These were projected for year to date based on actual students tuitioning in to each school and the actual 7-12th grade students in each town that is tuitioned out.

- ***Why was the small schools grant removed as a revenue source?***

This decision was made because there is no guarantee that either town would receive the small schools grant after the decoupling, and it would also require an annual application in order for it to be received. Therefore, it wasn't a guaranteed revenue source, as it is now for RSUD, based on it being an incentive afforded a merged district under Act 46.

- ***Were all staff full time equivalents split appropriately for each campus?***

No, we misrepresented the guidance position in the separated stand alone district drafts. That position was entirely coded to Rochester and no equivalent was coded to Stockbridge.

- ***If RSUD dissolves what happens with the debt brought in by Rochester and surplus brought in by Stockbridge?***

That would be proposed by the district and resolved with the VT State Board of Education.

Bond 2011-4 last Principal payment 11/2022 $40,000

Bond 2012-4 last Principal payment 11/2022 $25,000

- ***What is the projected budget for 21-22 and equalized per pupil spending for RSUD?***
  - ***Budget as passed by the Board $4,328,752***
  - ***Per Pupil Spending $18,740.04***

- ***Why haven't the educational promises of the merger been fulfilled?***

We have been working diligently to bring the two campuses together, and further develop a system that provides the best quality education for our students. To this end, the 21-22 budget invests in further professional development of faculty/staff, outdoor/experiential education, and brings Foreign Language to the district. We were able to accomplish this while also decreasing our expenditure budget once again for the second straight year. We were also successful in decreasing the per pupil spending from 20-21 to 21-22. Therefore, we are confident that we are moving toward expanding programming, while also ensuring fiscal efficiency. Since merging Stockbridge students have gained an additional day of music instruction, that is included but not limited to instrumental lessons, and chorus opportunities, as well as an additional day of school counseling that allows for health instruction to occur.

As a merged district we have been working to improve universal instructional practices. This has included developing and providing specific professional development around our classroom instruction in literacy (implementation of literacy programming that focuses on operating effective literacy instructional blocks, while focusing on the use of data to inform instruction) and we are in the beginning stages of professional development focused on mathematics instruction which includes focusing on providing instruction that builds students number sense and fluency.