2Districts8Towns

MTRSD/HRSD SUSTAINABILITY PROJECT

COMMUNITY (VIRTUAL) UPDATE

FEBRUARY-MARCH 2025

WELCOME….THANKS FOR BEING HERE!

THE CHARGE.

Support ongoing study and analysis of the operating and organizational structures of the two Regional School Districts

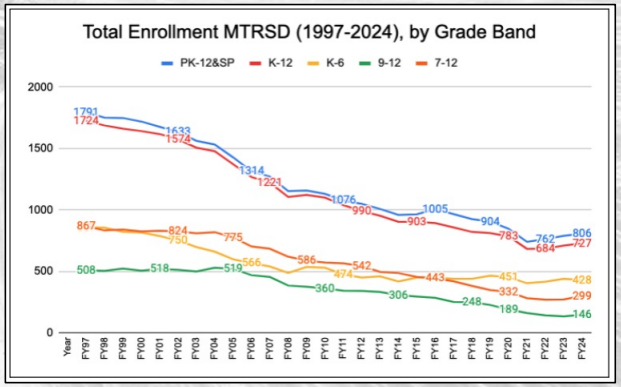
In doing so…we aim to:

Deliver the highest quality educational experiences for students in the 8 towns while reflecting the fiscal realities of our towns/residents.

2Districts8Towns

THE CHALLENGE (s).

- Our region, like many rural areas across the northeast, faces educational and fiscal challenges associated with:
  - declining enrollment,
  - rising operational costs,
  - relatively flat state aid, and
  - increasing needs of our student body.



- We must continue to explore options and opportunities - in light of these challenges - to ensure our students receive a **high-quality set of educational experiences** (academics, co-curricular, services and supports) they need to ensure success in college, career and life.

HIGHEST RATED/NECESSARY MODELS (SUMMARIZED)

Model 1	**NO CHANGE.** Examine the status quo with projections into the near future if the districts remain as they are currently. No school closures.
Model 2	**DISTRICTS MERGE.** Mohawk Trail and Hawlemont Regional School Districts become a single PK-12 regional school district with 8 towns. No school closures.
Model 3	**MOVE 6TH GRADE.** This would involve moving 6th grade students to MTRS, making it a grade 6-12 school with a true middle school (grades 6-8). All elementary schools become PK-5. No school closures. Will be modeled in two ways: 1. *Maintains HRSD and MTRSD as separate districts* 2. Merges the two districts into a single PK-12 district
Model 4	**CONSOLIDATE 2-4 ELEMENTARY SCHOOLS.** This will result in 1-3 elementary schools closing and was modeled with 6th grade staying in the elementary schools OR 6th grade moving to MTRS. Will be modeled as three scenarios below: 1. All elementary schools consolidate on the BSE site, close 3 elementary schools 2. Consolidate 3 elementary schools on the BSE site, close 2 elementary schools 3. Consolidate 2 elementary schools on the BSE site, close 1 elementary school
Model 5	**SINGLE CAMPUS.** All schools combine onto a single PK-12 campus at MTRS. Modeled with 6th grade remaining in the elementary grade span OR moving to the middle school.

Models and scenarios were examined across several domains including education, finance/personnel, facilities, and transportation. High level findings:

The district has experienced ongoing enrollment decline and fiscal pressures. While enrollment decline is likely to slow, fiscal pressures will likely increase as expenses outpace revenues.

- *These pressures will create ongoing budget gaps that result in rising town assessments, reduction in educational programming and services - or both.*

High level findings (continued):

Significant fiscal savings and efficiencies can be achieved through consolidation (fewer buildings, operating costs, and staff).

- *Savings range from light efficiencies (up to $400,000), to larger consolidation of elementary schools and/or all grades on a single campus (up to $5.3 million).*

High level findings (continued):

Educational (academic/social/co-curricular) and professional experiences could be enhanced through consolidation efforts that combine grade cohorts into fewer buildings (or a single building).

- *Larger cohorts of students and staff will ensure access to programs/services and expansion of peer networks, will enable access to unique programs, and may allow for expansion of new programming (from world languages in the elementary grades to career pathways in the high school).*

High level findings (continued):

While some consolidation models can be achieved in existing buildings, the larger scale options (4-5 schools together) will require facilities investments that are (likely) only achievable in partnership with the Massachusetts School Building Authority (MSBA).

- *Investments may involve light upgrades, renovation, and/or new construction. In many models/scenarios, the capital outlay could be offset by savings in operational costs resulting from the consolidation. Construction must involve partnership with the MSBA, with a timetable of 6-8 years.*

High level findings (continued):

Among the model's studies: A single elementary school or a single campus would enable/advance educational quality (programming/staffing/student experiences), solve acute fiscal issues in the near term, allow for reinvestment in expanded educational programs/services, and potentially offer flexibility for long-term/ongoing organizational adjustments.

- *A single campus (achieved as renovation and/or new construction) could yield a contemporary PK-12 educational facility that is efficient in its organization of resources, fully aligns educational resources and programming, while offering flexibility for future decades.*

Model Discussion

MODEL 1: NO CHANGE	Status quo with projections into the near future
DISTRICTS	**As is,** two (MTRSD/HRSD) with shared central office.
SCHOOLS	**As is**, four elementary (PK-6) and one middle/high (7-12). No schools close.
STAFFING	**Mostly as is**, with some possible efficiencies (as is currently happening).
FINANCE	Expenses will outpace revenues and result in rising town assessments, reduction in educational programming and services - or both. Possible BASE efficiencies of around $400,000. **MTRSD assessments rise 4.5 to 6.0%, HRSD rise 5.3% to 6.0% per year.**
EDUCATION	**Minimal to Low (or even Negative) impact.** While small classes (possibly too small) and unique programs exist, they could be reduced with growing fiscal pressures; ongoing resources remain spread across many school sites creating inequities, limited access, and challenges aligning educational vision.

SUMMARY IMPACT, MODEL 1:

- Will result in ongoing (likely unsustainable) fiscal pressures at the town level. The response (as is being experienced this year) will be rising assessments and/or reduction of educational programs, opportunities and experiences. Diminished reserve (offset) funds will accelerate these fiscal challenges in the very near future.
- While communities retain all schools "as is", resources will remain spread across 5 facilities, with limited ability to achieve efficiencies, staff/student access, or system-wide alignment, and facilities that must be staffed, operated, and financially supported.

MODEL 1. NO CHANGE (STATUS QUO)

ADVANTAGES	DISADVANTAGES
• No change to existing schools, thus limited stakeholder resistance • Schools remain connected to towns (culture & identity) • Near term savings could be achieved through phased reductions in force • **Allows schools to build and focus on programming that may be unique to their site** • Small class sizes, highly personalized • No change to travel times for students • Greater local control/representation with school committee at HES	• Towns may challenge school budgets • Limited opportunities for longer-term sustainable efficiencies and economies of scale • **Expenses of running multiple facilities that are not full and have redundancies** • More challenging to align teaching and learning systems • **Staffing resources and specialized services remain spread across more schools** • Central office resources redundant in managing two districts • Smaller class size/cohorts may limit student/peer experiences • Limited professional collaboration and organizational culture (by school) • Fiscal pressures could result in the reduction of educational programs, services, and enrichment experiences. • Requires ongoing maintenance (capital/upkeep) of **5 facilities**

TOTAL ASSESSMENT	FY2025	FY2026	FY2027	FY2028	FY2029	FY2030
HRSD ($)	$1,580,871	$1,676,308	$1,769,422	$1,866,361	$1,967,278	$2,072,331
HRSD (% increase)		6.0%	5.6%	5.5%	5.4%	5.3%
MTRSD ($)	$13,987,521	$14,826,450	$15,534,457	$16,268,994	$17,030,990	$17,821,406
MTRSD (% increase)		6.0%	4.8%	4.7%	4.7%	4.6%

MODEL 2: MERGING OF DISTRICTS	Mohawk Trail and Hawlemont merge into a single PK-12 school district supporting 8 towns
DISTRICTS	**One district**; One school committee; Central office for single district.
SCHOOLS	**As is**, four elementary (PK-6) and one middle/high (7-12). No schools close.
STAFFING	**Mostly as is**, with some possible efficiencies (as is currently happening).
FINANCE	**No significant savings beyond Model 1**. Expenses will outpace revenues and result in rising town assessments, reduction in educational programming and services - or both. HRSD towns (Charlemont & Hawley) will have (somewhat) lower assessment after merger**.** Possible BASE efficiencies of around $400,000. **Overall assessments rise 4.5% to 6.0%/yr.**
EDUCATION	**Minimal to Low (or even Negative) impact.** While ongoing resources remain spread across many school sites with ongoing inequities & limited access, a single district may facilitate greater alignment (teaching and learning). While small classes (possibly too small) and unique programs exist, they could be reduced with growing fiscal pressures.

SUMMARY IMPACT, MODEL 2:

- Could be a good first step that creates the conditions for further efficiencies in the near future.
- However, if future efficiencies are not achieved, Model 2 does not provide any fiscal advantage and will result in ongoing (likely unsustainable) fiscal pressures at the town level. As in Model 1, the response will be rising assessments and/or reduction of educational programs, opportunities and experiences. Diminished reserve (offset) funds will accelerate these fiscal challenges in the very near future.
- A single district that retains 5 facilities “as is” continues with scattered resources that limit efficiencies, staff/student access, and system-wide alignment, while maintaining facilities that must be staffed, operated, and invested in.

MODEL 2. DISTRICTS (HRSD & MRSD MERGE) – no schools close

ADVANTAGES	DISADVANTAGES
• **Could set the stage** for future reorganization/consolidation with the merger serving as a positive organizational first step • **More efficient allocation of central office** with one School Committee, sets of reports/budgets/regulatory requirements • May enable **increased access to grant funding** • Allows for **better coordination** of community partners (one district) • **MSBA build incentives** (up to 6% for regionalization) • **One set of regulatory reports** and requirements (versus two) • Most other advantages listed above for Model 1	• May be **resistance to eliminating autonomy of HRSD**, with concerns of less control • Merging **may result in higher assessments for some towns (**leading to resistance) and lower for others as compared to non-merger • **Towns may still challenge school budgets** • Some MTRSD towns may have concerns about adding another small, low enrollment school to the district • Requires ongoing maintenance (capital/upkeep) of **5 facilities** • Most other disadvantages listed above for Model 1

	FY2025	FY2026	FY2027	FY2028	FY2029	FY2030
COMBINED ($)	$15, 568,392	$16,502,758	$17,303,879	$18,135,355	$18,998,268	$19,893,737
COMBINED (% increase)		6.0%	4.9%	4.8%	4.8%	4.7%

We will use this as comparison for other models, **YEAR 5**

MODEL 3: 6th GRADE TO MTRS	6th Grade students across both districts become part of MTRS (now grades 6-12) with remaining elementary schools (PK-5).
DISTRICTS	**One district** (NEW DISTRICT RSD); One school committee; Central office for single district.
SCHOOLS	Four elementary (PK-5) and one middle/high (6-12). No schools close.
STAFFING	Mostly **as is,** with some possible efficiencies with middle/high school and central office efficiencies.
FINANCE	Modest cost savings could be tied to staffing reductions/efficiencies resulting in lowering assessments in near term. Possible BASE efficiencies of around $630,000.
EDUCATION	**Low impact.** Offers modest changes for **some** students such as: 6th grade students have the potential for more age level matched supports and enrichment opportunities (i.e. world languages); allows for development of true middle school model; with adjusted MS/HS schedule, may increase access to academics/co-curricular and more efficiently utilize staff. With four operational elementary schools, while smaller classes and unique programs continue, resources remain spread across many school sites with ongoing inequities & limited access.

SUMMARY IMPACT, MODEL 3:

- Moving 6th grade has been historically discussed (debated) and would result in a true middle school (grades 6-8) at MTRS that would expand peer cohort, foster additional academic/social/co-curricular opportunities, and support an aligned 6-12 teaching and learning program that, when combined with other enhancements), could build student retention.
- Merging districts and moving 6th grade creates space in current elementary facilities setting the stage for further efficiencies in the near future.
- Without future efficiencies, Model 3 provides limited fiscal advantage and while it may provide near-term savings, is likely not a long-term sustainability strategy as the district retains 5 facilities “as is,” continues with scattered resources that limit efficiencies, staff/student access, and elementary system-wide alignment, while maintaining facilities that must be staffed, operated, and financially supported.

MODEL 3. 6TH GRADE TO MTRS – no schools close

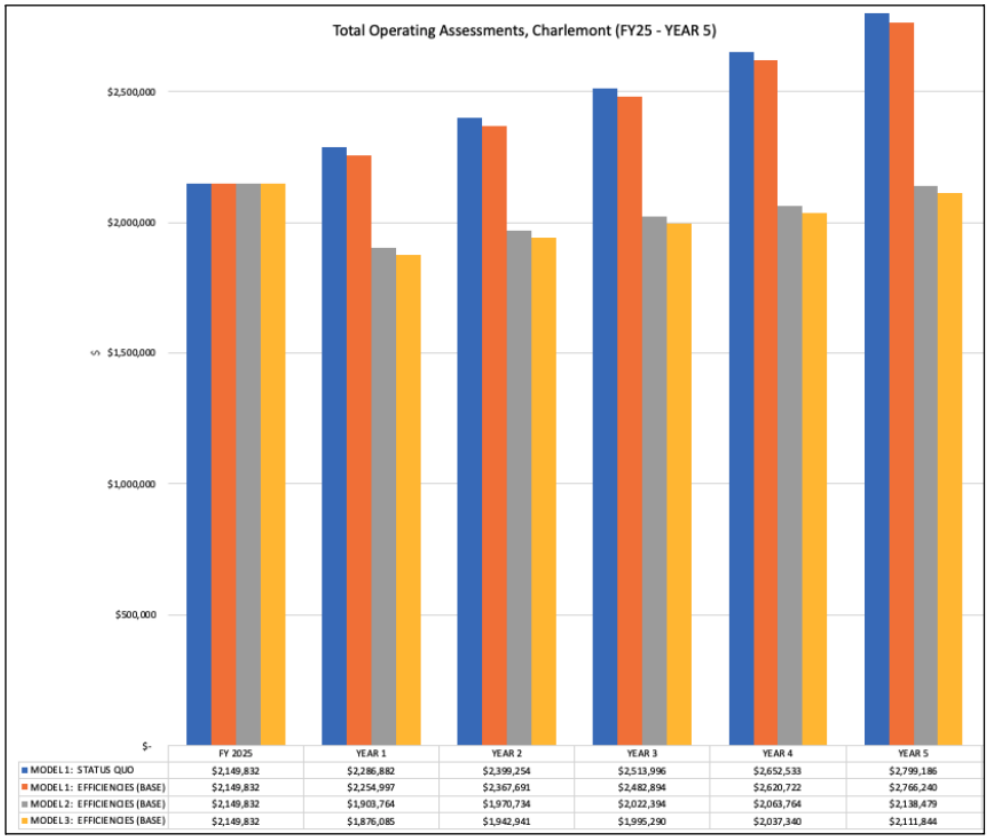
ADVANTAGES	DISADVANTAGES
• With aligned schedules, middle school students could increase access to high school academic/co-curricular/enrichment/pathways – **staff could be used 6-12** • Development of **true middle school** with additional Dean that could support school climate/culture, behavioral systems, & middle school identity • **Content specialization and instruction** for middle school • Could support **student retention** by fostering 6-8 cohort/family connections • More **savings could be realized** with middle/high school efficiencies • Class sizes remain small and **only 6th graders would experience any travel differences** • Could **set the stage for future consolidations** with the merger serving as a positive organizational first step – creates space in elementary schools for future reorganization • Some of the other advantages of limited change identified for Models 1 and 2	• **Some may be resistant** to 6th graders at middle school • **Mixed benefits/drawbacks** of 6th in elementary school versus middle school • Makes **small elementary schools even smaller** • Likely requires **physical grade level reorga**nization of MTRS • **Limited reduction in force** • Requires ongoing maintenance (capital/upkeep) of **5 facilities** • Some of the other disadvantages of limited change identified for Models 1 and 2

	TOTAL ASSESSMENTS: YEAR 5
MODEL 1 & 2 (STATUS QUO)	$19,634,999
MODEL 3 (BASE EFFICIENCIES)	$18,909,190
MODEL 3 (BASE PLUS EFFICIENCIES)	$18,216,086

Bar Chart: Model 1: Status Quo vs Models 1-3 w/efficiencies

Charlemont

Charlemont Operating Assessments (Model 1: Status Quo vs Models 1-3 w/efficiencies)



	FY 2025	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
MODEL 1: STATUS QUO	$2,149,832	$2,286,882	$2,399,254	$2,513,996	$2,652,533	$2,799,186
MODEL 1: EFFICIENCIES (BASE)	$2,149,832	$2,254,997	$2,367,691	$2,482,894	$2,620,722	$2,766,240
MODEL 2: EFFICIENCIES (BASE)	$2,149,832	$1,903,764	$1,970,734	$2,022,394	$2,063,764	$2,138,479
MODEL 3: EFFICIENCIES (BASE)	$2,149,832	$1,876,085	$1,942,941	$1,995,290	$2,037,340	$2,111,844

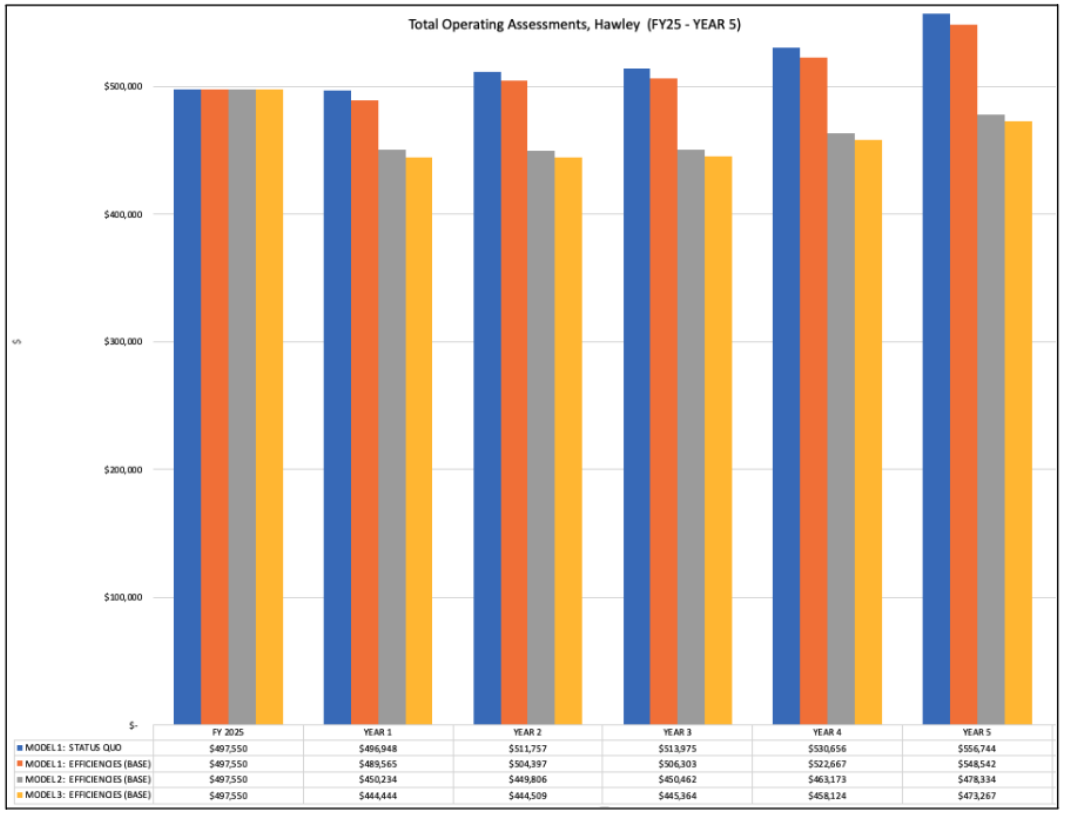
These illustrations for Models 1-3 reflect BASE efficiencies which include modest savings at the central office and middle/high school, and a projected 1% decline in enrollment. These can be compared to Model 1 Status Quo, which projects operating assessments without any efficiencies applied. Additional outputs can be found on the RESOURCES tab of the district website under Finance Modeling.

These illustrations do not include any capital costs.

Bar Chart: Model 1: Status Quo vs Models 1-3 w/efficiencies

Hawley

Hawley Operating Assessments (Model 1: Status Quo vs Models 1-3 w/efficiencies)



	FY 2025	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
MODEL1: STATUS QUO	$497,550	$496,948	$511,757	$513,975	$530,656	$556,744
MODEL1: EFFICIENCIES (BASE)	$497,550	$489,565	$504,397	$506,303	$522,667	$548,542
MODEL2: EFFICIENCIES (BASE)	$497,550	$450,234	$449,806	$450,462	$463,173	$478,334
MODEL3: EFFICIENCIES (BASE)	$497,550	$444,444	$444,509	$445,364	$458,124	$473,267

These illustrations for Models 1 - 3 reflect BASE efficiencies which include modest savings at the central office and middle/high school, and a projected 1% decline in enrollment. These can be compared to Model 1 Status Quo, which projects operating assessments without any efficiencies applied. Additional outputs can be found on the RESOURCES tab of the district website under Finance Modeling.

These illustrations do not include any capital costs.

MODEL 4: ELEMENTARY CONSOLIDATION	Some number of elementary schools close (1-3) and combine with other schools. Scenarios include 1 school for all elementary schools, 3 schools combine with one remaining separate, and two schools combine with two remaining separate. Includes 6th grade remaining in the elementary schools or with it moved to MTRS.
DISTRICTS	**One district** (NEW DISTRICT RSD); One school committee; Central office for single district.
SCHOOLS	**Two to four schools:** 1 – middle/high (6-12 or 7-12), 1 -3 – elementary (PK-5 or PK-6). 1 to 3 elementary schools close.
STAFFING	Depending on scenario, includes class size balancing, school operations reductions, etc. Total FTE count can be reduced over time by 18 to 65 FTE.
FINANCE	Depending on scenario, can result in savings as follows: Scenario 1 - One elementary school: $3.3-5.2M; Scenario 2 - Two elementary schools: $2.3-3.9M; Scenario 3 - Three elementary schools: $1.5-3.1M
EDUCATION	**Moderate to Significant impact (based on scenario).** Advances alignment of PK-5/6 teaching and learning; increases student access to programs and services; possible elementary expansion (languages, electives, enrichment) to students; greater number of students per grade level - diverse peer groups and friendships; unique programs could be scaled; educators have access to more colleagues to collaborate and share effective practices.

SUMMARY IMPACT, MODEL 4:

- Closing some number of elementary schools generates efficiencies that will support near- and longer-term fiscal sustainability, while advancing educational opportunities through system-wide alignment and student access to programs and services. Additionally, fewer buildings will require operation, maintenance, and staffing.
- Consolidating two schools (closing one) has less impact than consolidating all (closing three) schools. However, consolidating all elementary schools will likely require grade reorganization (at least 6th grade to MTRS) and capital investment in significant renovation or construction. A phased approach to consolidation could be considered.
- The loss of community elementary schools is an often-experienced barrier to consolidation. Additionally, transportation will require additional analysis.

MODEL 4. ELEMENTARY SCHOOL CONSOLIDATION (VARIED) – 1-3 schools close

ADVANTAGES	DISADVANTAGES
• **Economies of scale** realized by reducing redundancies associated with operating multiple facilities (staff, utilities, supplies, maintenance and upkeep), etc. • **Class size balancing** results in more efficient use of staff • **Larger student cohorts**: expanded peer networks, interactions, diverse experiences • **Alignment of teaching** and learning across grade levels • **Professional culture** with expanded peer cohort • **Unique programs could be scaled** and offered to more/all students • **Use of closed buildings for alternative town functions** (offices, economic development, community centers) • **Equitable access** of elementary students to programs, services, and experiences • (More) **centralization of specialized staff** (counselors, interventionists, academic coaches) • Possible **educational enhancements** such as elementary level language, career/technical pathways, etc. • **Could result in transportation cost reduction** through single tier run	• **Loss of community elementary schools** (community center/culture) • **Longer travel time for some students** • **Empty school buildings** that need to be developed and repurposed • Larger class sizes than current • Options that result in **facilities expansion/renovation may be costly** and will require partnership with the MSBA - Capital costs must be weighed against operating reductions • Some scenarios will result in mixed tier transportation runs that could result in varying school start-end times • **School-based innovations may be limited** with fewer facilities • **Reduction in force**, local economic impact

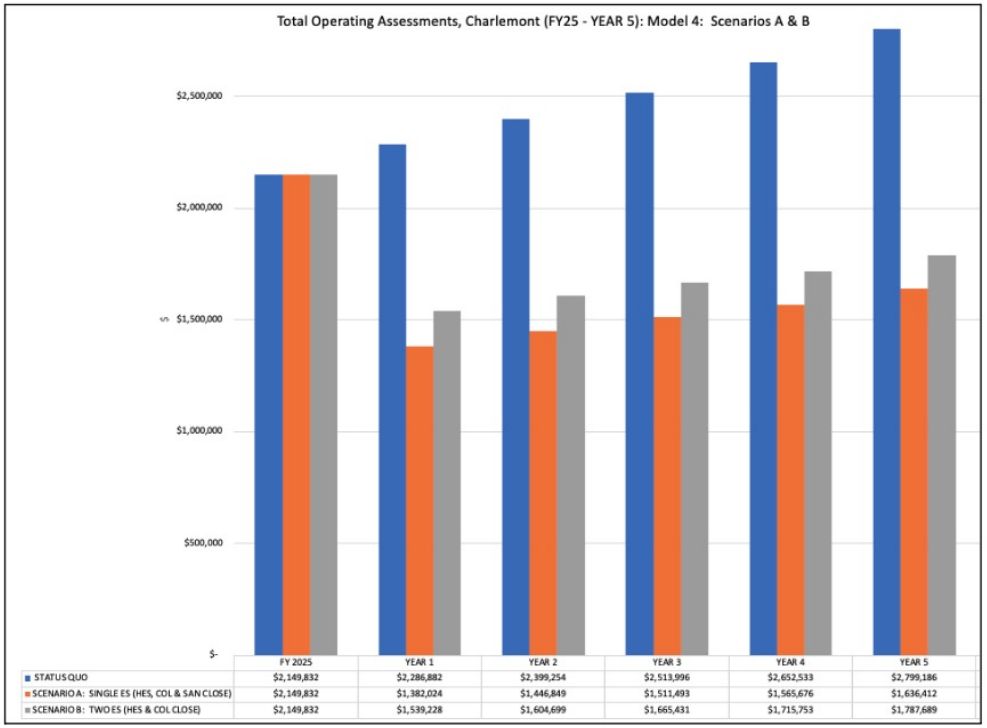
	TOTAL ASSESSMENTS: YEAR 5	TOTAL ASSESSMENT: YEAR 5, W/$40 M CAPITAL
MODEL 1 & 2 (STATUS QUO)	$19,634,999	
MODEL 4, A: Single ES (BASE EFFICIENCIES)	$14,402,982	$15,596,406
MODEL 4, B: Two ES (BASE EFFICIENCIES)	$15, 836,801	
MODEL 4, C: Three ES (BASE EFFICIENCIES)	$16,825,725	

Scenarios: PK-5, Base, 2030, 20/class, 1% decline; B (COL-HES-BSE); C (COL-BSE)

Operating Assessments (Model 4: Scenarios A & B, with efficiencies)

Charlemont

Charlemont Operating Assessments (Model 4: Scenarios A & B, with efficiencies)



	FY 2025	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
STATUS QUO	$2,149,832	$2,286,882	$2,399,254	$2,513,996	$2,652,533	$2,799,186
SCENARIO A: SINGLE ES (HES, COL & SAN CLOSE)	$2,149,832	$1,382,024	$1,446,849	$1,511,493	$1,565,676	$1,636,412
SCENARIO B: TWO ES (HES & COL CLOSE)	$2,149,832	$1,539,228	$1,604,699	$1,665,431	$1,715,753	$1,787,689

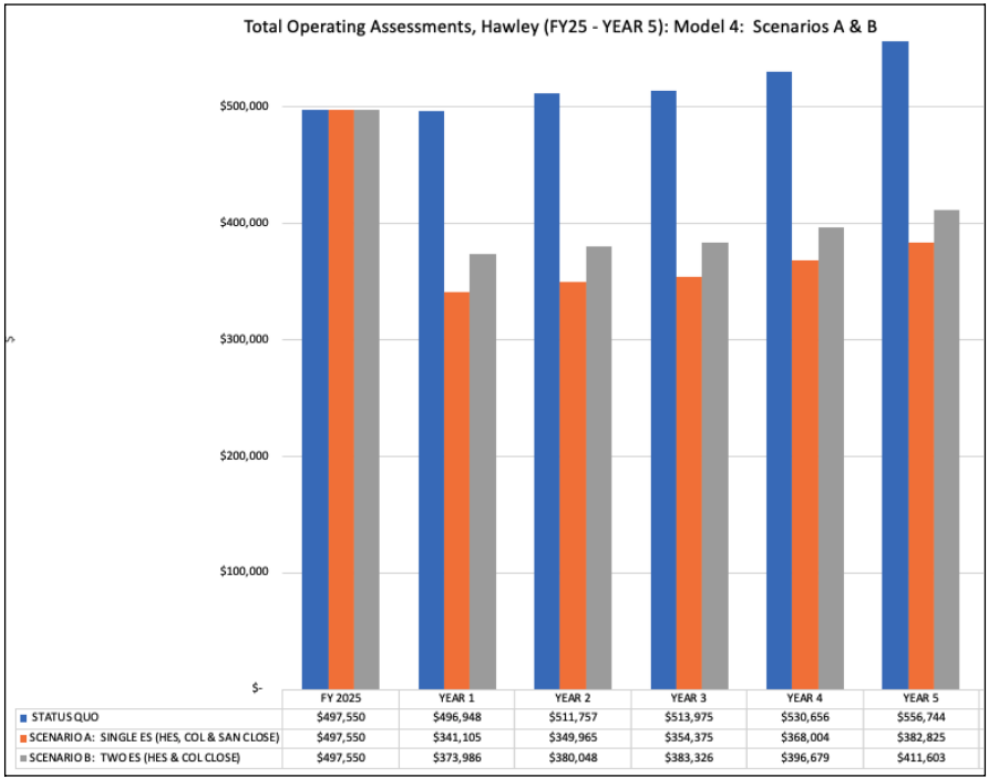
These illustrations reflect two scenarios for Model 4 with the following parameters: PK- 5 elementary schools (6th grade moves to MTRS); BASE efficiencies which include modest savings at the central office and middle/high school; 2030 projected enrollment; 20 students per class as average; and a 1% decline in enrollment per year. These can be compared to Model 1 Status Quo, which projects operating assessments without any efficiencies applied. Additional outputs can be found on the RESOURCES tab of the district website under Finance Modeling.

These illustrations do not include any capital costs.

Operating Assessments (Model 4: Scenarios A & B, with efficiencies)

Hawley

Hawley Operating Assessments (Model 4: Scenarios A & B, with efficiencies)



	FY 2025	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
STATUS QUO	$497,550	$496,948	$511,757	$513,975	$530,656	$556,744
SCENARIO A: SINGLE ES (HES, COL & SAN CLOSE)	$497,550	$341,105	$349,965	$354,375	$368,004	$382,825
SCENARIO B: TWO ES (HES & COL CLOSE)	$497,550	$373,986	$380,048	$383,326	$396,679	$411,603

These illustrations for Model 4 reflect two scenarios with the following parameters: PK- 5 elementary schools (6th grade moves to MTRS); BASE efficiencies which include modest savings at the central office and middle/high school; 2030 projected enrollment; 20 students per class as average; and a 1% decline in enrollment per year. These can be compared to Model 1 Status Quo, which projects operating assessments without any efficiencies applied. Additional outputs can be found on the RESOURCES tab of the district website under Finance Modeling.

These illustrations do not include any capital costs.

MODEL 5: SINGLE CAMPUS	All students attend school on the MTRS campus (PK-12).
DISTRICTS	One district (NEW DISTRICT RSD); One school committee; Central office for single district.
SCHOOLS	One school (PK-12), although it may be divided into elementary/middle with identities/names. All current elementary schools close.
STAFFING	Depending on scenario, includes class size balancing, school operations reductions, etc. Total FTE count can be reduced over time by 37- 65.
FINANCE	Depending on scenario, can result in savings as follows: BASE: $3.4 - 4.7M; BASE PLUS: $3.9-5.3M.
EDUCATION	**Significant impact.** Opportunities for specialized services, support, and enrichment are accessible to all children; the school community would have a modern educational environment (i.e. updated technology, environmental standards, physical space enhancements); larger student cohorts (student social development); potential expansion (across grade levels) of electives, enrichment, and career pathways; full alignment of PK-12 teaching and learning continuum; greater opportunities for staff collaboration; close connections with central office/specialized services on a single campus.

SUMMARY IMPACT, MODEL 5:

- A single campus maximizes efficiencies that will support near- and longer-term fiscal sustainability, while advancing educational opportunities through system-wide alignment and student access to programs and services. Additionally, fewer buildings will require operation, maintenance, and staffing. This also allows for flexibility for future reorganization, if needed.
- A single campus will require a capital investment (and relationship with the MSBA) in significant renovation or construction.
- The development of a region-wide identity and mindset (rather than town/school based) will be required.

ADVANTAGES	DISADVANTAGES
• **Maximum economies of scale** realized by reducing redundancies associated with operating multiple facilities (staff, utilities, supplies, maintenance and upkeep), etc. • **Class size balancing** results in more efficient use of staff, across all grade levels • **Larger student cohorts** for expanded peer network, interactions, diverse experiences – older mentors for younger students – family connections PK-12 • **Alignment of teaching and learning** across ALL grade levels • **Professional culture** with expanded peer cohort, for ALL staff – eliminates travel between buildings • Likely **transportation cost reduction** through single tier run • **High flexibility for future changes** on a single campus (grade organization and staffing) • Full **centralization of specialized staff** (counselors, interventionists, academic coaches) • **Greater central office connections** to all staff and students • **Pathway programs** that connect grade spans (early childhood, business, environmental science) • Could support **student retention** by fostering PK-12 cohort/family connections • Other advantages identified for Model 4 elementary school consolidation	• All empty elementary school **buildings will need to be developed** and repurposed • **Greater reduction in force**, local economic impact • Likely **requires renovation/construction that will necessitate partnership with MSBA** and (depending on construction price tag) may be more expensive than will be saved operationally • Other disadvantages identified for Model 4 elementary school consolidation, including loss of community elementary schools (community center/culture) – some towns no longer have an operating elementary school and longer travel time for some students

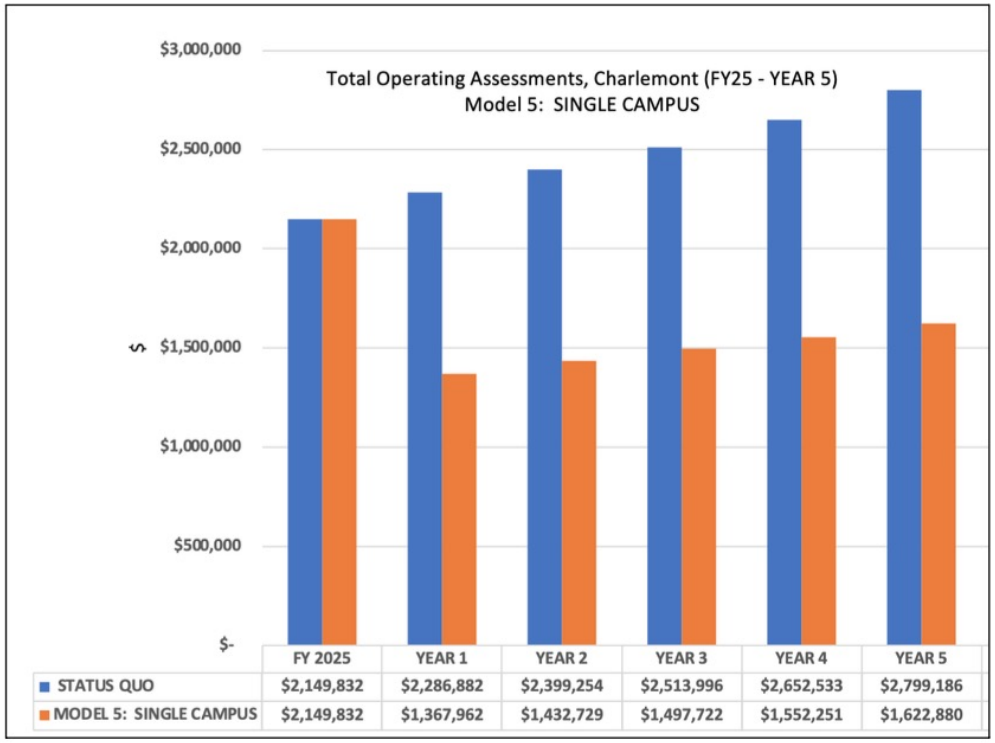
	TOTAL ASSESSMENTS: YEAR 5	TOTAL ASSESSMENT: YEAR 5, W/$80 M CAPITAL
MODEL 1 & 2 (STATUS QUO)	$19,634,999	
MODEL 5, (BASE EFFICIENCIES)	$14,274,721	$15,596,406
MODEL 5, (BASE PLUS EFFICIENCIES)	$13,581,617	$15,596,406

Scenarios: 6th becomes part of middle school; 2030 enrollment; 20/class

Operating Assessments (Model 5: Single Campus, with efficiencies)

Charlemont

Charlemont Operating Assessments (Model 5: Single Campus, with efficiencies)



	FY 2025	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
STATUS QUO	$2,149,832	$2,286,882	$2,399,254	$2,513,996	$2,652,533	$2,799,186
MODEL 5: SINGLE CAMPUS	$2,149,832	$1,367,962	$1,432,729	$1,497,722	$1,552,251	$1,622,880

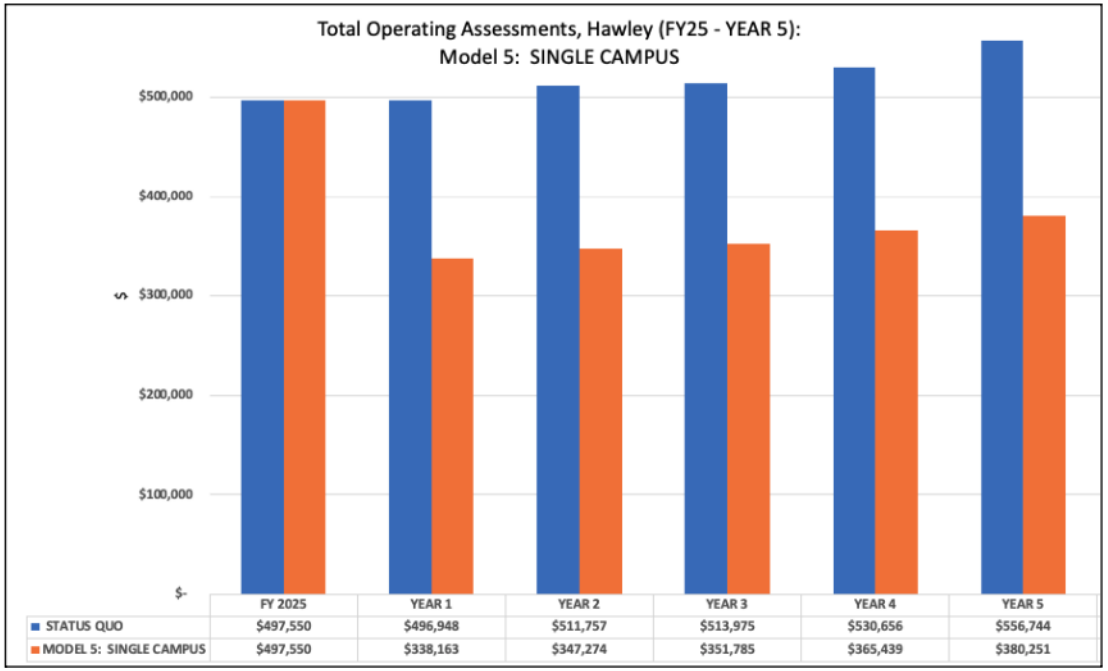
These illustrations for Model 5 reflect the following parameters: 6th grade moves into the middle/high grades; BASE efficiencies which include modest savings at the central office and middle/high school; 2030 projected enrollment; 20 students per class as average; and a 1% decline in enrollment per year. These can be compared to Model 1 Status Quo, which projects operating assessments without any efficiencies applied. Additional outputs can be found on the RESOURCES tab of the district website under Finance Modeling.

These illustrations do not include any capital costs.

Operating Assessments (Model 5: Single Campus, with efficiencies)

Hawley

Hawley Operating Assessments (Model 5: Single Campus, with efficiencies)



	FY 2025	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
STATUS QUO	$497,550	$496,948	$511,757	$513,975	$530,656	$556,744
MODEL 5: SINGLE CAMPUS	$497,550	$338,163	$347,274	$351,785	$365,439	$380,251

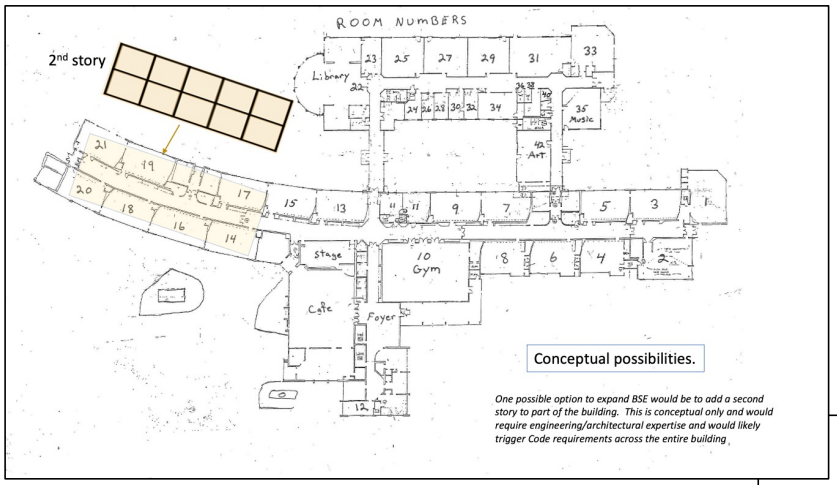
These illustrations for Model 5 reflect the following parameters: 6th grade moves into the middle/high grades; BASE efficiencies which include modest savings at the central office and middle/high school; 2030 projected enrollment; 20 students per class as average; and a 1% decline in enrollment per year. These can be compared to Model 1 Status Quo, which projects operating assessments without any efficiencies applied. Additional outputs can be found on the RESOURCES tab of the district website under Finance Modeling.

These illustrations do not include any capital costs.

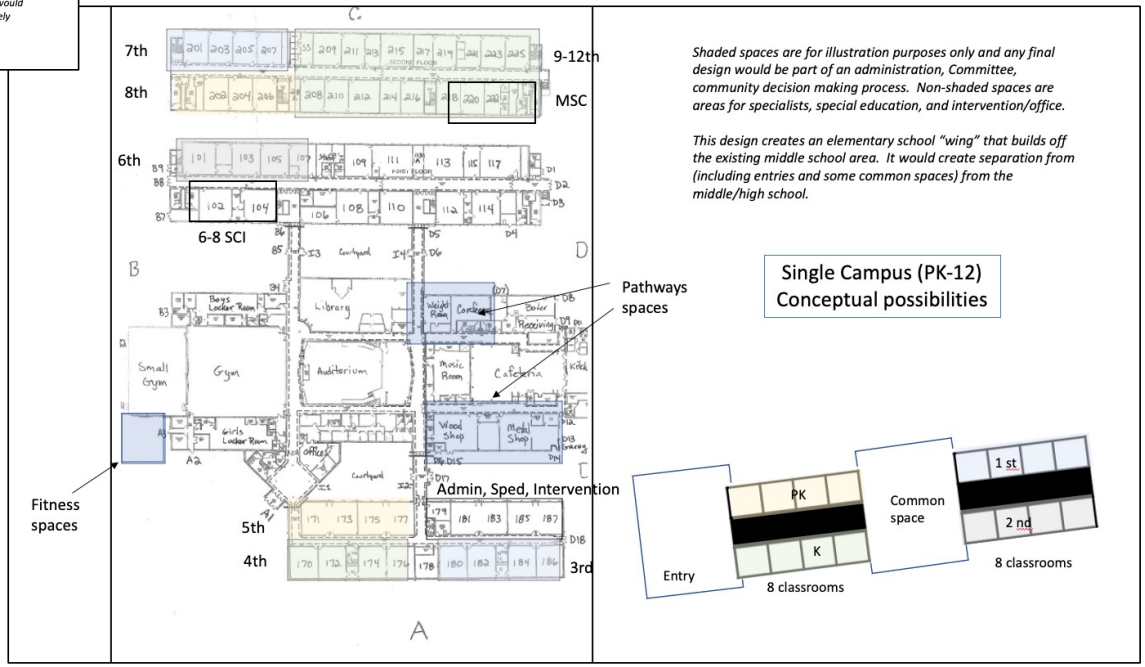
FACILITIES, WHERE KIDS FIT IN POTENTIAL CONFIGURATIONS

School Enroll (2024-25)	MTRS 326	BSE 269	Sand. 125	Colrain 94	Hawl. 71	
Capacity	912	380	260	220	240	
Single campus: BSE, COL, SAN, HES close.	885					Would require renovations to support early childhood needs. May require physical separation and additional common spaces. Capacity may not reflect contemporary spaces (counseling, intervention, etc.).
Single elementary PK-6, at BSE: COL, SAN, HES close.	326	559				If at BSE would require partial renovation (additional and expansion) to support another 179 students.
Single elementary PK-5, at BSE: COL, SAN, HES close.	399	486				If at BSE would require partial renovation (additional and expansion) to support another 106 students.
COL & HES, PK-6, at BSE: SAN remains open.	326	434	125			If at BSE would require partial renovation (additional and expansion) to support another 54 students.
COL & HES, PK-5, at BSE: SAN remains open.	399	375	111			BSE would require facilities updates/upgrades.
COL & SAN, PK-6, at BSE: HES remains open.	326	488			71	If at BSE would require partial renovation (additional and expansion) to support another 108 students.
COL & SAN, PK-5, at BSE: HES remains open.	399	424			62	If at BSE would require partial renovation (additional and expansion) to support another 44 students.
COL, PK-6. at BSE: SAN and HES remain open.	326	363	125		71	This works for PK-6, thus would work if 6th was moved to MTRS. BSE would require facilities updates/upgrades.
HES, PK-6, at BSE: SAN and COL remain open.	326	340	125	94		This works for PK-6, thus would work if 6th was moved to MTRS. BSE would require facilities updates/upgrades.

This slide illustrates enrollment configurations based on the various models. RED would require renovation/construction to expand facility for additional students given the capacity is too small to fit the proposed enrollment. Black squares indicate that school is closed and not in operation.



- About $1M in capital/significant maintenance
- MSBA partnership could be 6-8 years
- MSBA reimbursement could be up to 70%
- A formal engineering/architectural study is needed
- Code considerations complicate renovations
- Construction costs have risen sharply



Debt Service, Varying Amounts, Five Years Forward

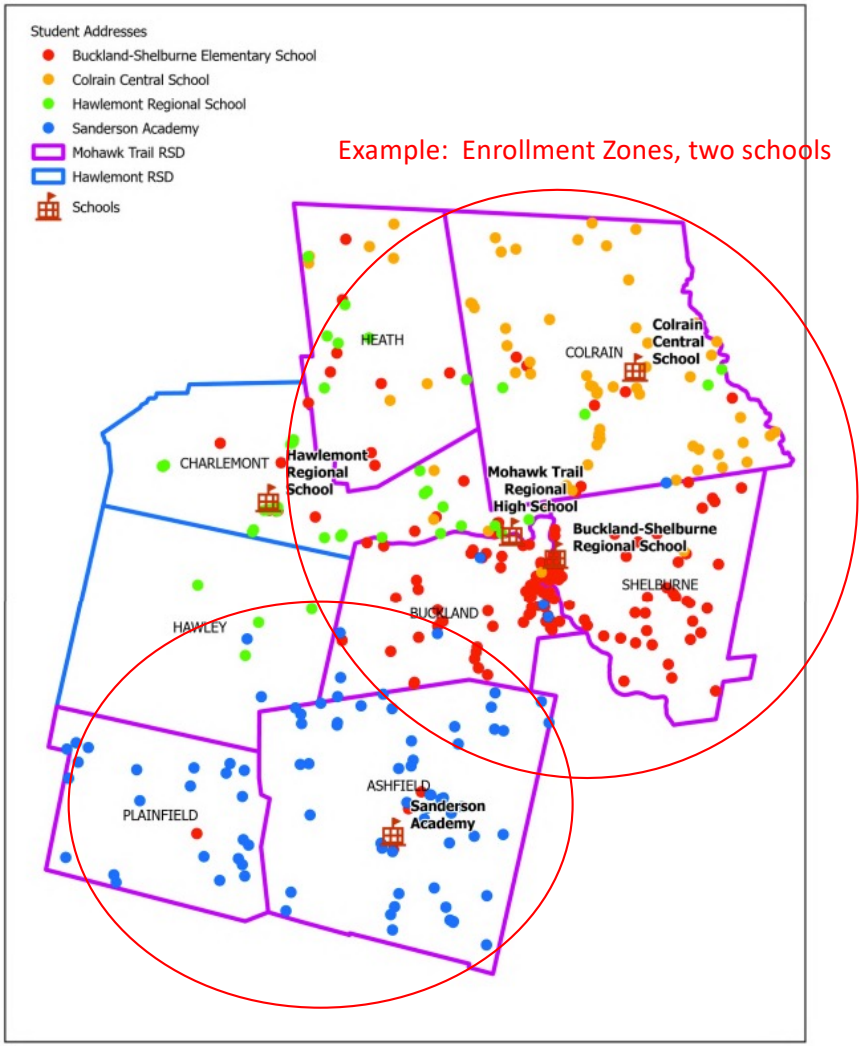
Charlemont Capital Costs		Annual Debt Service				
Project Cost	***Debt Amount***	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
$50M	$15M	$ 74,859	$ 71,145	$ 67,215	$ 66,203	$ 66,219
$80M	$24M	$ 119,774	$ 113,831	$ 107,544	$ 105,924	$ 105,950
$145M	$43.5M	$ 217,090	$ 206,319	$ 194,923	$ 191,987	$ 192,034

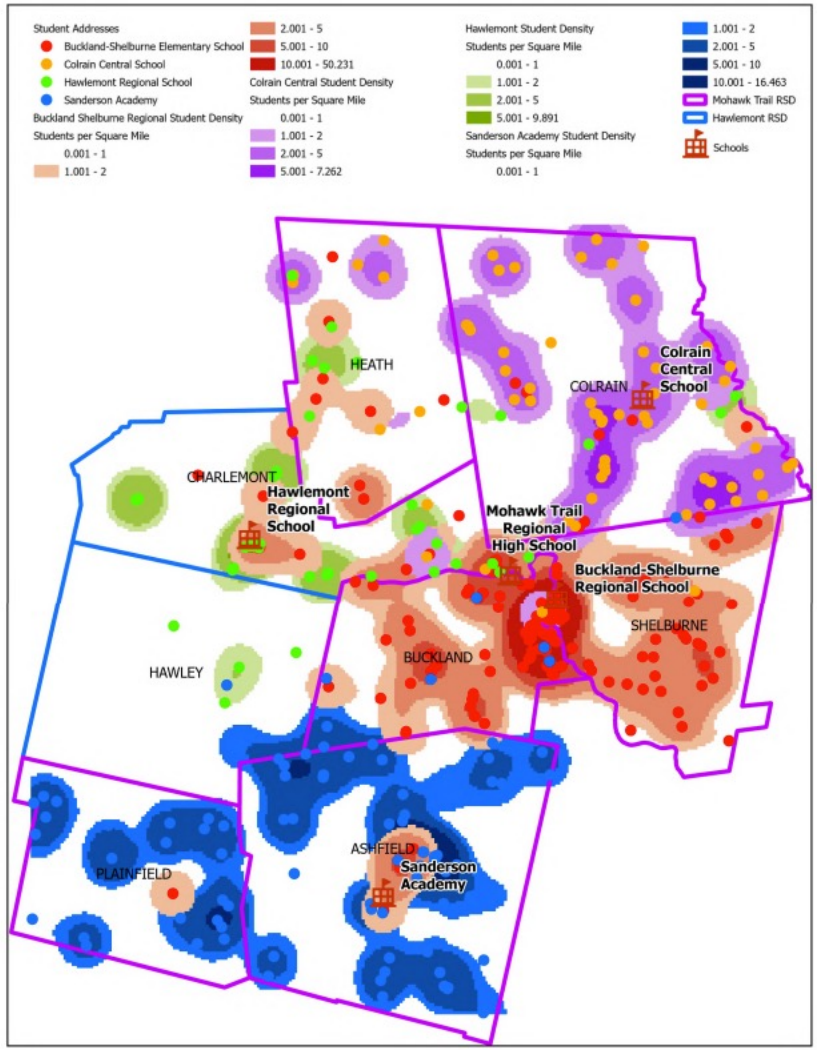
Hawley Capital Costs		Annual Debt Service				
Project Cost	***Debt Amount***	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
$50M	$15M	$ 17,981	$ 17,325	$ 17,534	$ 17,726	$ 17,561
$80M	$24M	$ 28,769	$ 27,721	$ 28,055	$ 28,362	$ 28,097
$145M	$43.5M	$ 52,144	$ 50,244	$ 50,850	$ 51,406	$ 50,926

TRANSPORTATION

MODEL	# RUNS/TIERS	COST/EQUIPMENT	TRAVEL TIME	CONSIDERATIONS
1 & 2: Status Quo or Merger (no schools close)	2 Tiers: Elementary and Middle/High (2 runs in the AM and 2 runs in the PM)	Same as current (14 buses). Costs will rise 2.5- 5.5% a year per contract.	25 – 69 minutes Avg. = 36 minutes	As costs rise, state reimbursement has been inconsistent
3: 6th Grade to MTRS (no schools close)	2 Tiers (Elementary and Middle/High)	Same as current (14 buses). Costs will rise 2.5- 5.5% a year per contract.	25 – 69 minutes Avg. = 36 minutes % under 30 min. = 67.7%	As costs rise, state reimbursement has been inconsistent
4: Elementary school consolidation (1-3 schools close)	Single ES: Likely could move to 1 tier 2-3 ES: Likely mixed or 2 tier.	Same as current (14 buses). Costs could be renegotiated in an updated contract if there are fewer runs.	25 - 69 minutes Avg. = 25 – 36 minutes Longest: 69 minutes % under 30min = 20-71%	May be fewer walkers, more riders Driver's compensation based on two runs High school and Elementary School on same bus Add shuttle for outlying students
5: Single campus (4 schools close)	1 Tier (1 run in AM, 1 run in PM)	Same as current (14 buses). Costs could be renegotiated in an updated contract if there are fewer runs.	25 – 69 minutes Avg. = 36 minutes Longest: 69 minutes % under 30 min. = 67%	May be fewer walkers (BSE), more riders Driver's compensation based on two runs High school and Elementary School on same bus Add shuttle for outlying students

Travel time reflects length of full run. A student's actual ride time will be impacted by when they are picked up on the route. Clearly, the first student picked up on the run will have the full trip to school, however, for the last child picked up their ride would be shorter.





Enrollment zones based on distance from school rather than town of residence could be applied to more efficiently design transport routes and (potentially) reduce ride times. The circles are added for illustration purposes only.

SUMMARY

EDUCATION ASSESSMENT, OVERALL

	2D8T Educational Quality Model Impact Ratings				
Educational Quality Domains	**1. No Change**	**2.Districts Merge**	**3. Move 6th Grade**	**4. Consolidate Elementary Schools**	**5. Single Campus**
Mission and Vision Alignment	Minimal-None	Low	Low	Moderate	Significant
Student Experience	Minimal-None	Minimal-None	Low	Significant	Significant
Student Supports, Enrichment, and Extended Learning	Minimal-None	Minimal-None	Low	Significant	Significant
Academic Opportunities - Curriculum and Programming	Minimal-None	Minimal-None	Low	Significant	Significant
Collaboration and Professional Development	Minimal-None	Low	Low	Significant	Significant
Community and Stakeholder Engagement and Involvement	Minimal-None	Low	Low	Moderate	Significant

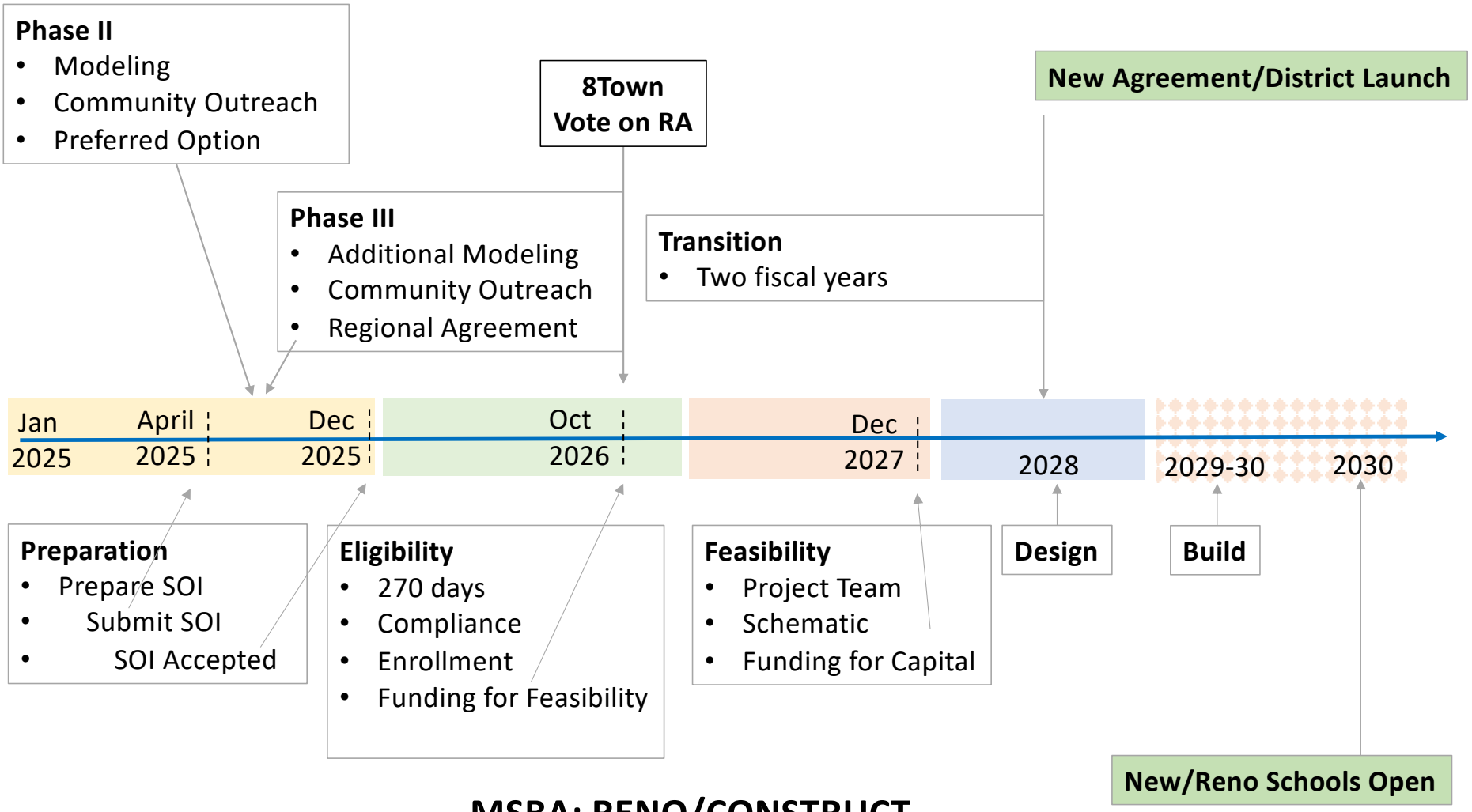
ALL MODELS: SUMMARY OF SAVINGS RANGES BY MODEL/SCENARIO

	6th remains at ES (PK-6)		6th moves to MTRS (PK-5)	
	Base	Base Plus	Base	Base Plus
MODEL 1	$412,500			
MODEL 2	$412,500			
MODEL 3			$632,500	$1,236,500
MODEL 4: A, 1 ES	$3.3 – $4.6M	$3.8 – $5.1M	$3.5 – $4.6M	$4.1 – $5.2M
MODEL 4: B, 2 ES	$2.3 – $3.2M	$2.8 – $3.8M	$2.6 – $3.3M	$3.2 – $3.9M
MODEL 4: C, 3 ES	$1.5 – $2.2M	$2.0 – $2.8M	$1.7 – $2.5M	$2.3 – $3.1M
MODEL 5	$3.4– $4.7M	$3.9 – $5.2M	$3.6– $4.7M	$4.2 – $5.3M

This table illustrates broad savings ranges across models/scenarios with Base and Base Plus. Additional worksheets for each model and scenario are available.

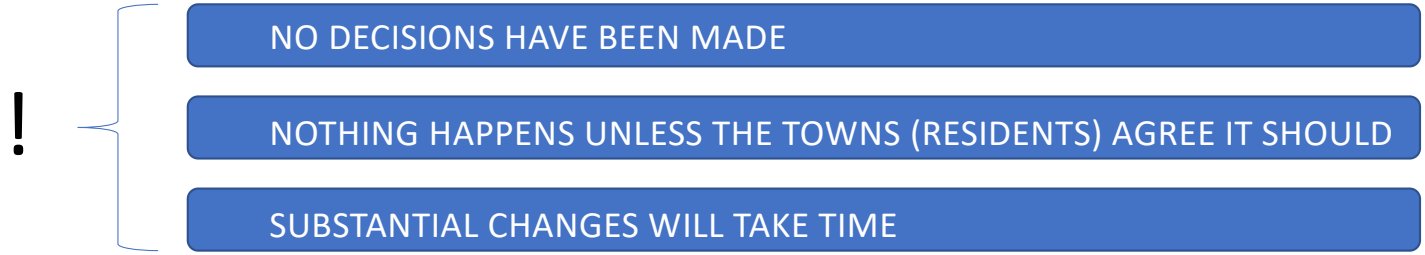
LOOKING AHEAD.

Phase III – Timetable



MSBA: RENO/CONSTRUCT

CLOSING POINTS OF EMPHASIS



And as we think about change, it's important to remind ourselves of the ramifications of doing nothing and having to **react** to pressures that are likely to persist. This sustainability process is instead a choice to **proactively** build solutions to alleviate these pressures.

THANK YOU!

2Districts8Towns

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