

Meeting of the  
Lamoille North Supervisory Union and  
Lamoille North Modified Unified Union School District Board  
Minutes of Meeting  
November 11, 2024

Board members Present: Johnson: Monica Stearns, Kyle Hill, Mark Nielsen; Waterville: Bart Bezio; Cambridge: Nancy Guyette, Amy Listenik, Jan Sander, Denise Webster, Susan Prescott; Eden: Jeff Hunsberger, David Whitcomb; Hyde Park: Tina Lowe, Phillip Kiely, Lisa Jones  
Board members Absent: Cambridge Mark Stebbins; Hyde Park: Patti Hayford; Johnson: Katie Audette, Allen Audette; Belvidere: Stephanie Sweet  
Administrators Present: Cole Hayes, Deborah Clark, Bethann Pirie, Rene Thibault, Catherine Gallagher, Blake Nemeth, Paula Beattie, Dylan Laflam, Jan Epstein, David Manning, Diane Reilly, Betzi Goodman, Michele Aumand, Kim Hunt  
Others Present: Community Members  
Minute Taker: Savannah Dronney

Meeting was called to order at 6:00 pm by Nielsen

**Approval of Agenda:** Webster made the motion to approve, seconded by Kiely. The motion passed unanimously.

**Public Comment:** Community congratulated the theater department for the wonderful show of Willy Wonka and the Chocolate Factory.

Bezio read a letter that was sent to the board by Melissa Manka and Katie Grennon (please see documents at the end of the minutes). The concern is a comment made at the board meeting on October 14, 2024, suggesting the consideration of small school closures. The letter outlined concerns, recommendations, and processes. Bezio read remarks in response to the letter. The 2024 and 2025 board goals are posted, and you will not see in the goals school closures. Closure is not the direction the board is wanting to take. Heather Dunn also shared thoughts on school closures.

**LNSU/LNMMUUSD Routine Business:**

Motion made by Hunsberger to approve the minutes from LNSU/LNMMUUSD board meeting, Curriculum Committee and Social-Emotional Wellness & Safety Committee meetings on October 14, 2024; Finance & Capital Committee meetings on September 30, 2024 and October 21, 2024, seconded by Jones. The motion passed unanimously.

**Board Orders:** Bezio reviewed board orders and recommends the board approves the board orders. Kiely made the motion to approve board orders, Hunsberger seconded. The motion passed unanimously.

**Legislative Update:** Bezio shared slides from the recent meeting of the education finance subcommittees of the Commission of the Future of Public Education on October 28, 2024. Key topics were: the subcommittee compiled a brainstorm chart; the subcommittee received an overview of the Piccus report. Nielsen encouraged everyone read the Piccus report and review the slides provided by Bezio. Gallagher shared that the Piccus report aligns with the education quality standards which will be live July 1, 2025, regarding class size policy.

**Policy Review:** There was a second reading of the following policies: Volunteers and Work Study Students, Transportation, and Participation of Home Study Students. Gallagher asked the board to now adopt these three policies. Webster made the motion to adopt, seconded by Sanders. The motion passed unanimously. Gallagher asked the board to do a first reading of the following policies: Alcohol and Drug-Free Workplace, Student Records and Substitute Teachers and be ready for a second reading and adoption at our next board meeting.

**Central office work for long-term occupation and maximum utilization of admin space:** Laflam discussed the planned maintenance, renovations and upgrades that are planned for the central office building. The new air circulation system has been completely installed and tested and the testing has shown that the air quality is within normal range now. The tree removal has been completed around the building which will hopefully provide more sun exposure for the building to decrease moisture/mold issues. Laflam shared with the board a 10-year plan. This plan will add three offices, which will be used to bring staff back into the central office building. The staff that is not at the central office is using space up at GMTCC and is approved by the AOE on an annual basis. With the increase in student numbers at GMTCC, the use of these spaces cannot continue. Total cost for the central office renovations is estimated at \$350,000. The funds will come from the SU reserve of \$114,646, and the MUUSD-B capital reserve that was originally dedicated to the central office move. No money will come from general funds. Laflam is asking the board to approve moving forward with all work that is below bid requirements. Any projects above bid requirements will come back for board approval in December. Kiely made the motion to approve moving forward with all work that is below bid requirements, seconded by Webster. The motion passed unanimously.

**FY26 Budget Development Update:** Clark gave an update from the Finance & Capital Committee meeting. The committee is working on class size alignment. The meeting on December 2, 2024, will involve community discussion. The committee is making great progress.

**Central Office update:** Gallagher is looking to change the December 9, 2024, LNSU/LNMMUSD board meeting to December 2, 2024. This is so the community can have more time to express their thoughts regarding the budget. The evening would start with a special board meeting at 5:00 followed by a community dinner and budget discussion. She is also getting students involved for their input.

Gallagher shared that five years ago, our community members and students indicated that they did not feel safe in our schools. In the recent community survey that was completed, school safety received a 93% approval rating. This is a huge improvement.

Regarding the Juul settlement, Gallagher indicated that she misspoke previously about the total money that has been received to date. It is \$23,225. This money will be used for substance use education.

#### **Principal/Director Updates:**

David Manning: The entire school went to an art show at The Current in Stowe, students saw an exhibit of recycled tires. The Current donated the bussing and admission, so it was no cost to the school. The students were great. The 21<sup>st</sup> annual mask making happened on Halloween. There is a community meeting of all students in the gym, students are running the meetings which Manning use to run. Climate survey was completed, noticing improvement since last year's survey.

Betzi Goodman: The student council which is made up of 5-6 graders elected by peers organized spirit week in Eden. They hosted a food drive and 500 plus items were collected and taken to Johnson food shelf. Students are practicing taking the flag down and learning how to fold it each day. Eden won the naming of the long wing plow. Parent-teacher conferences last week had 80% participation.

Jan Epstein: Working on fire safety. Had fire truck and volunteers from Cambridge fire come and showed a video. Friday a member of the Abenaki came and spoke with children. Had a veteran come in and speak to students on what Veterans Day means. Parent-teacher conferences are next week.

Bethann Pirie: Progress reports are in the mail. Fall sports are wrapping up, and we had a wonderful season. The football team went undefeated in the regular season. Students hosted law enforcement officers for a soccer game. Willy Wonka was a great performance. National Honor Society induction ceremony is coming up. Check out Lancer TV.

Diane Reilly: The 5<sup>th</sup> and 6<sup>th</sup> graders attended the Willy Wonka performance. They really enjoyed it. Up for Learning P2C2 (personal power community connections) is now available for elementary students. They took all the students to Burts Apple Orchard. There were 120 parents and community members that went on the field trip.

Rene Thibault: Spoke for Erik Remmers. GMTCC had a great open house this week, awesome turnout.

**Other Business/Adjourn:** Hunsberger reminded board members when students are playing sports, or at any school functions, hopefully board members can introduce themselves and congratulate the students. It is important to let the students know that the board is engaged.

7:43 pm Hunsberger made motion to adjourn.

Monday, November 11, 2024

Dear LNMUUSD Board Members,

The School Board is meeting on Monday, November 11th to discuss the FY 26 budget. Given recent discussions, it is vital and necessary that the people served by the board provide public input to ensure all perspectives, impacts, and voices are heard and understood.

We represent the towns of Belvidere and Waterville, two of the five LNMUUSD communities, and we are concerned with the comments made by board members on October 14, 2024 suggesting the consideration of small school closures. Given the size of the valley schools (Johnson and Hyde Park) and recent investments in the Eden Elementary School, it is not far-fetched to conclude that these comments pertain to the Waterville Elementary School. Thus, we offer the following concerns and recommendations. Requests for information that will facilitate thoughtful planning are italicized.

### **Concerns**

Geographic Isolation. Local differences in access to services caused by distance, topography, and climate lead to increased financial and logistical burdens for residents of Waterville and Belvidere. These significant factors must be considered when weighing local impacts of district-wide decisions on the daily lives of the students and families you serve.

Closing a school in an isolated rural community would hinder equitable access to public education. Among other relevant socioeconomic factors, there are many families without vehicles, who share vehicles, and/or cannot afford to add dozens of commuting miles to a day. There are those who do not have the additional time to add travel while maintaining a safe, healthy and supportive home environment. Further, three- and four-year-olds are not permitted to ride the bus. As seen during the pandemic when our preschool program abruptly ceased, impeding access to preschool programming through distance has a detrimental effect of early education, a critical growth period which can have lifelong impacts.

Rurality is a social determinant of health and is also correlated with educational outcomes; while all communities in the district are considered rural, by many measures Waterville and Belvidere could be considered the most remote. To exemplify this point, it should be noted that future use of the underutilized and now abandoned Belvidere Central School building has come up several times during Board meetings. Consistently, remoteness and transportation are named as barriers to district-wide utilization. We want the Board to understand that remoteness and transportation are just as formidable burdens for community members as they are for staff and administrators.

*The public requests that full board meetings are held in impacted towns in order to equitably acquire public comment.*

Equitable Stewardship. Decades ago, Belvidere and Waterville made the decision to merge schools. We faced the economic reality and made a fiscally conservative decision, despite fears about negative community impacts. In the time since that merger our two towns funded and administered the school responsibly, with minimal administrative overhead, while creating a school community with educational outcomes we were all proud of. Last year, in order for the broader community to find cost savings and pass a budget, we sacrificed space, increased classroom sizes and allowed the preschoolers taught at the

Belvidere Central School to be moved to the Waterville Elementary School without protest. We merged our classrooms to accommodate; we now have grade 1/2, grade 3/4 and grade 5/6 classrooms in addition to a preschool and kindergarten room to provide the best start for our youth. We again took a pragmatic approach, and our community has grown stronger and more resilient because of it. We have done our part. We are capable of making hard decisions for the betterment and prosperity of all, and have sacrificed for our local community and the broader LNMUUSD community. You cannot ask more of us. School closure is where we draw the line. Our towns, our community, our families, our children will not be sacrificed. We merged, we made concessions. Now it's time for the administration and other schools to do the same. We insist on school board decisions rooted in equity, equality, equal access and equal opportunity.

Societal Impact. Please see attached letter to the Commission for the Future of Public Education in Vermont. We can sense these broad threats to the integrity of the broader community outside of the educational sphere. We know that the health of our communities at large is dependent on system level factors, and while our most immediate concerns lie in the educational sphere, the social and financial impacts of losing our local school would have far reaching consequences that would end up impacting the entire region. A region struggling with amplified socioeconomic burdens will not support long-term cost efficiencies for the school district.

### **Recommendations**

In the pursuit of cost efficiencies for the district, it would be wise to consider changes that do not directly affect students. The risk of decreasing access and quality of student-facing services, in contrast with seeking financial efficiencies that could be gained otherwise is high; it is exactly these scenarios that hypothetically motivated (and continues to drive) the forced mergers and restructuring of educational structures across the state. Reduction in services that support educational quality should be considered only as a last resort, but if necessary, should be evaluated fairly, district-wide, not with respect to a particular under-resourced school with limited representation on this board.

Belvidere Central School Divestment. The Belvidere Central School has been underutilized for years and is now abandoned. The school district has allowed the building integrity to deteriorate, although the Central Office is in need of a new space. If the building is deemed too remote for use as the Central Office given the challenges of travel, distance, retaining employees, and bringing in resources, the very first cost-saving item this board should be discussing is divesting the Belvidere School. The Articles of Agreement lay out the process: offer the school to the Town for one dollar. *The public requests information on how much is spent annually on maintenance, heating, etc. on this abandoned building.*

Administration. It is our understanding that administrative staff and budgets have increased since the recent merger. We are not aware of any advantages or affordances in the education of students at Waterville Elementary related to improved administration. *The public requests a detailed list of managers, assistant managers and extra administrative staff added to the district since merger and the job description, purpose and need for each staff person.*

Services. The public understands the importance of IT and other services. We also understand that the district has fourteen IT staff to serve 8 schools rather than having one full-time staff person located at each school. *The public requests justification for this staffing level as well as a list of all other staff that are not student facing, along with job descriptions, purpose, and need for each staff person.*

District-wide classroom sizes. Waterville Elementary School has 80 students – 42 from Waterville, 31 from Belvidere, 6 from Johnson and 1 from Hyde Park. Our average classroom size is sixteen students

including preschoolers, and the average is 18 students per classroom for kindergarten through sixth grade. Three of our five classrooms contain 20 or more children, which is the upper-limit of recommended classroom size set by the board. *The public requests information on classroom sizes for all elementary schools within the district.*

Programming. The public understands some schools offer non-core programs and courses, such as foreign language instruction, while other schools are not afforded the same offerings. We advocate for equitable distribution of programmatic offerings across schools. This may mean a reduction in offerings in some locations, but losing an enrichment program in one locality is a dramatically lesser sacrifice than losing an entire school in another. *The public requests a detailed list of all enrichment programming provided by each school and the annual cost associated with said programs.*

### **Process**

Neutral Third-Party Audit. *The public requests a neutral third-party audit to examine potential cost savings without school closures.* Said audit should include significant input from local schools and community members to determine where cuts and cost savings can be made without extreme consequence. This will ensure data collection and decisions are conducted in a fair and equitable manner in the absence of conflict of interest and in the presence of objectivity.

Due Process. Discussions and decisions with profound repercussions cannot and will not be made with limited community input and participation. *The public requests due process, transparency, increased access to information, and additional communication.*

November 11, 2024 Minutes. *The public requests that this letter and accompanying materials be attached to the November 11, 2024 minutes posted on the LNSU website.*

Equity, Equality & Inclusivity. We believe education and access to resources must be equitable and just for all members of our greater community. Belvidere and Waterville have given much and have not asked for much in return. In this funding climate, it is time for all LNMUUSD communities to take stock and make some hard choices for the greater good. This burden will not be borne on our backs alone. Thank you for your time and understanding. We are willing and able to continue this discussion with the board. We ask that requests for information be fulfilled one week prior to the next meeting so we may be of assistance in budget discussions. We are more than happy to work with the Central Office in order to obtain said information. Thank you once again, we appreciate your service and dedication to northern Lamoille County.

Respectfully,  
Melissa Manka  
Katie Grenon



Dear Chair Roy and members on the Commission for the Future of Public Education in Vermont,

We believe the Commission and the Legislature should seek a balanced response to the question:

**How can Vermont provide an excellent public education system that prepares children for success, supports families and thriving communities, and is delivered at a cost hardworking Vermonters can afford?**

The following values and recommendations have been written by Vermont educators, parents, and community members who support the power of schools to enrich the lives of Vermonters. Our document is grounded in research [attached] and direct experience with Vermont schools.

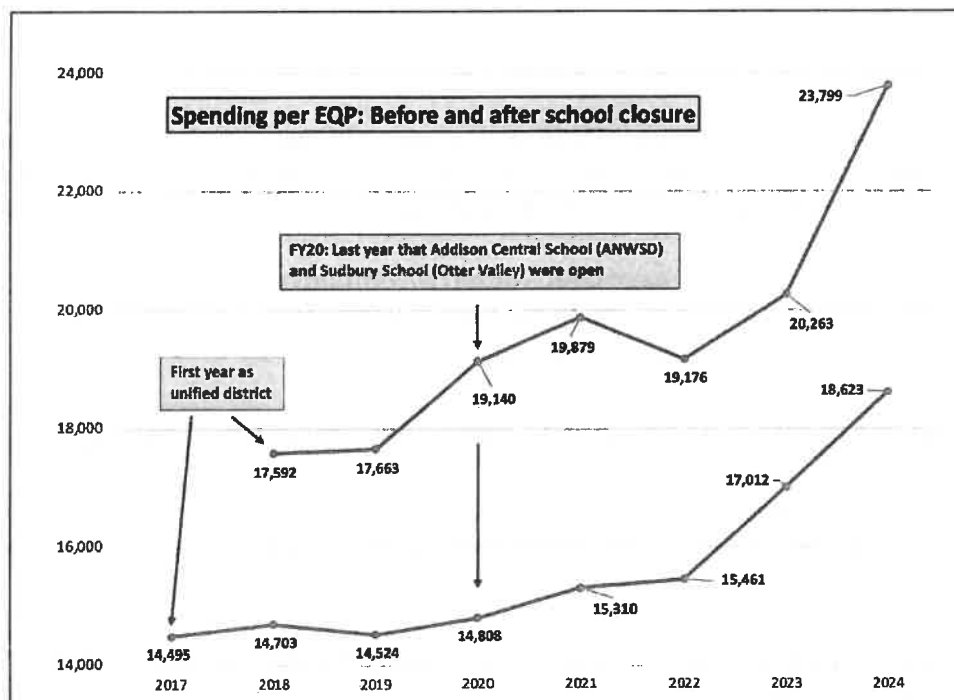
**Vision of the kinds of schools Vermont needs – community and context matter.**

1. **Young children should be educated close to home.** Communities with high quality and equitable elementary schools, childcare, preschool programs, afterschool programs, and summer programs serve and act as community hubs and economic drivers.
2. **Middle and high school children may benefit from the larger settings regional schools can offer.**
  - Viable PK-8 settings offer sustainable programs for students around Vermont, as do specific middle school programs and well- established 7-12 settings.
  - Regional Technical Centers play an important role in preparing students for their future.
  - In geographically isolated areas without regional high schools, PK-12 schools can harness the power of community and provide individualized learning experiences that meet student needs and prepare them for the wider world.
  - In general, older students tend to be able to travel longer distances, are ready developmentally to thrive amidst larger peer groups, and can take advantage of increased program choices and expanded extracurricular activities in larger regional schools. Opportunities exist for collaboration and creative change at the High School level.

**Closing schools does not fix Vermont’s problems—it creates different ones.**

3. **Closing schools is damaging to children.** Studies of school closures show that students:
  - Experience a loss of connectedness with peers and community.
  - Face increased mental health challenges.
  - In the short term, have lower test scores, worse attendance, and behavioral issues.
  - In the long term, are less likely than their peers to complete college and secure a job.
  - Face negative impacts from declining family and community engagement.
4. **Closing schools does not save money.** Children from closed schools need an education. National research shows that per pupil spending tends to increase post-closure, while anticipated cost efficiencies from “economies of scale” rarely materialize. Transportation costs increase, wider opportunities promised cost money, and empty public buildings need to be maintained. School closures most often result in the redistribution of where money is spent rather than financial savings.

This chart provides examples of this phenomenon in Vermont: a continued rise in district spending per equalized pupil, after school closure in a member town.



5. **Closing schools impacts equity.** Research finds that students experiencing poverty, students of color, and those with special needs are most negatively impacted by school closures.
6. **Closing schools negatively impacts communities.** In communities where schools are closed, research points to depopulation, declining home values, eroding social capital, and problems with attracting and retaining families with children.
7. **Closing schools without due process results in unintended consequences.**
  - Only an inclusive open-minded analysis of the pros and cons of closure results in a decision that is supported by the majority of voters. Sufficient time to clarify a path forward, and plan for the future, can avoid unintended consequences. Examples include excessively long bus rides and abandoned school buildings with no clear educational plan for their re-use.
  - This is happening now in the Roxbury/ Montpelier district as Roxbury, a community of 42 square miles – that does not border Montpelier geographically – deals with long bus rides for young children of 2 hours and 15 mins per day and an empty school building with no plan for reuse. A fair and thorough analysis of the issue, the development of a clear plan, and a vote by the community could have avoided these consequences of a school closure decision made too soon. Vermont’s children and their communities deserve no less.
8. **Approach school closure with clearly articulated due-process requirements.** If a school becomes unsustainable due to enrollment decline and the district is considering school closure, a clear process should be articulated. Neutral facilitators should be hired to lead a study process involving community members through a comprehensive analysis of the pros and cons of remaining open, repurposing, or closure. Each option should be documented and presented as a choice for communities to vote on. A town vote on school closure is an essential element to ensure due process is attained. It will ensure that the planning process has resulted in comprehensive plans and avoids unintended consequences.
9. **A state policy to close schools based on arbitrary numbers has no educational rationale.** Small schools for elementary students can be exemplary schools. Multiage classrooms are developmentally appropriate settings for young children. Many small schools are cost-effective and among the best performing schools in Vermont. Declining enrollment to the point of unsustainability is the only legitimate educational rationale for closure of schools that otherwise meet state standards and are cost-effective.

## Strategic Policy Opportunities

### 10. Promote community vitality.

- **Schools are a fundamental element to a thriving community.** Education policy should support schools and communities throughout Vermont so they can thrive socially and economically.
- **Support and respect communities facing unsustainable enrollment.** When a school's enrollment declines to the point of unsustainability, schools and their communities should be able to request resources, time, and assistance to develop a comprehensive educational plan for the future.
- **Discourage the scapegoating of small rural communities.** Blaming small rural communities for Vermont's fiscal crisis is inaccurate and not based on a factual analysis of the problem. Scare-mongering around closure undermines stability, especially of staffing, and damages our education system statewide.

### 11. Analyze the impact of declining enrollment on schools of all sizes.

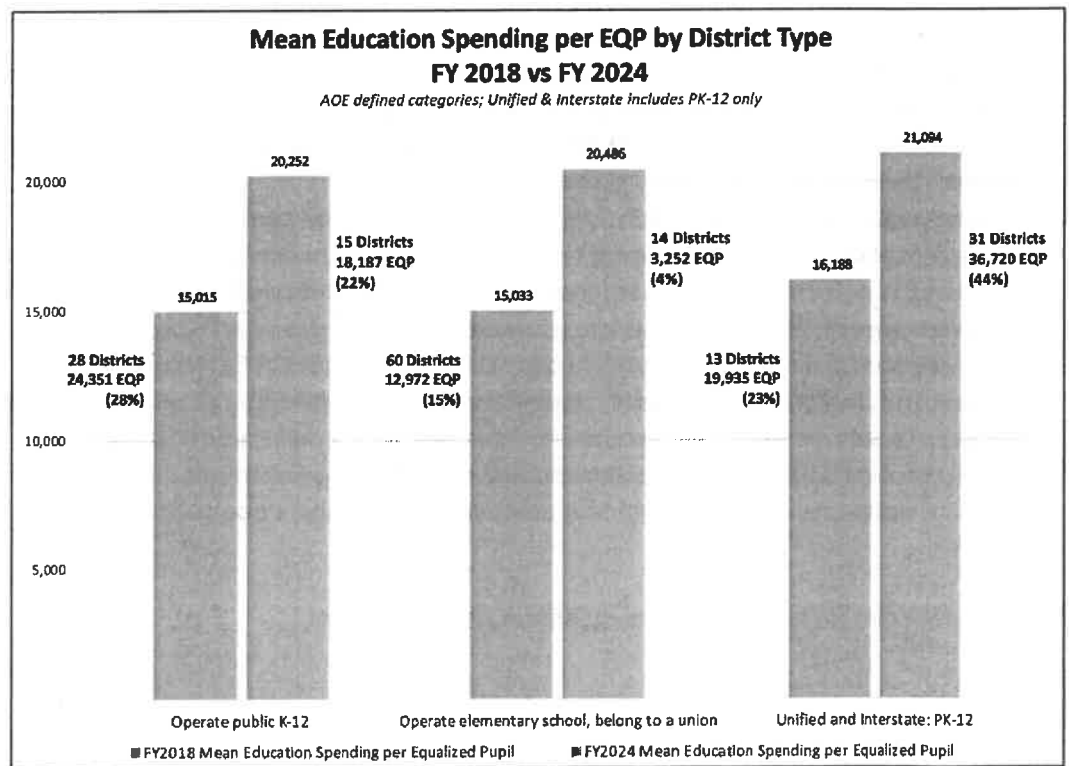
- Expand the availability of affordable housing. Declining enrollment is evident in communities that are unaffordable for young Vermont families because of the high purchase cost of homes and rentals. Addressing affordable housing statewide is a strategy to help address enrollment decline.
- An analysis could support strategic collaboration between communities at the middle or high school levels to address enrollment decline.
- A number of communities with vibrant, high-performing and cost-effective small schools are attracting young families from across the nation. Vermont should be encouraging in-migration for our excellent education system and not closing elementary schools that are assets to children, families, and communities and have steady, sustainable enrollment.

### 12. Act 46 must be independently evaluated.

- No savings have been demonstrated. What have been the consequences of consolidation? Vermont spent \$31 million in tax incentives with the intent to create larger, more efficient districts. What have been the effects on levels of district spending?

The last report to the legislature on Act 46 from 2020 only contained anecdotal information from seven of the 111 school districts impacted by the law and was not released until 2024. What can we learn from the implementation of the law?

Evidence suggests that unified districts have not produced the cost reductions anticipated.



- Supervisory unions may be more effective than consolidated district models.  
Act 46 dissolved and combined several supervisory unions into larger entities with independent districts, and in some cases a mix of independent districts and small merged groups; in other cases, the existing supervisory union model stayed intact. Supervisory union models may be more effective than consolidated district models, as they allow for both unified services *and* local decision-making. An evaluation of Act 46 could indicate that this is a model – rather than consolidated districts – to replicate in other areas of the state.
- Larger merged districts appear to have diminished public support for public education.  
On Town Meeting Day 2024, 83% of budgets passed in single-town or city school districts that operate within supervisory unions, whereas only 38% passed in merged districts.

<b>Number of districts whose initial budget vote (March 4 to March 9) passed or failed, by district type</b>				
	Initial Budget Vote Passed	Initial Budget Vote Failed	Total Districts	
Unified District	12	20	32	<b>38% of Unified District Budgets Pass (12 of 32)</b>
Independent District	54	11	65	<b>83% of Independent District Budgets Pass (54 of 65)</b>
Total Vote Outcome	66	31	97	<b>68% of All District Budgets Pass (66 of 97)</b>

**Budget Vote Results (Data from VASBO)**

**Strategies to address current fiscal challenges**

- **Clearly define the problem** prior to deciding solutions.
- **Include effects of covid and inflation.** The impact of covid and inflation on the education system should be factored into any analysis of the current crisis.
- **Require appropriate uses of the Education Fund.** Examine Vermont’s Education Fund and remove items not directly related to the core mission of PK-12 education. Items such as pensions, mental health services, school construction, and dual enrollment should be reviewed for re-allocation to other funding sources rather than increase the burden on property taxes.
- **Control health care costs.** Affordable health care is a state goal. Current levels of increase are unsustainable.
- **Ensure equitable access to mental health services.** All schools need equal access to mental health services. This should not be driving up costs for some school districts due to inequitable access.
- **Increase opportunities for collaboration between districts and SUs,** such as expanded funding for the newly-enacted boards of cooperative education services (BOCES) initiative.
- **Use income, rather than property, to determine education tax rates.** Using income as the basis for education taxes would be more equitable, transparent, and simpler to implement.
- **Expand the availability of affordable housing.** Declining enrollment impacts schools of all sizes. Communities across the state are unaffordable for young Vermont families because of the high purchase cost of homes and rentals.

Thank you for consideration of our suggestions and concerns.

# Research Links

## Closing Schools

**Revisiting Research on School Closings: Key Learnings for District and Community Leaders:**

<https://tinyurl.com/47jh7sse>

**The Harm of School Closures Can Last a Lifetime, New Research Shows** <https://tinyurl.com/53ezcd92>

**Rethinking the School Closure Research: School Closure as Spatial Injustice**

<https://eric.ed.gov/?id=EJ1233167>

**What Does a School Mean to a Community? Assessing the Social and Economic Benefits of Schools to Rural Villages in New York** <https://tinyurl.com/yretevfy>

**Do rural school closures lead to local population decline?** <https://tinyurl.com/42kyx934>

## Community Schools

**Why local leaders should champion “community schools” to improve student, family, and neighborhood well-being** <https://tinyurl.com/2572reka>

**Top Benefits of Family and Community Engagement** <https://tinyurl.com/mpayp9fa>

**Belonging Boosts Kids’ Mental Health** <https://tinyurl.com/bdzhe4vd>

**School Connectedness Helps Students Thrive** <https://tinyurl.com/mv3sb7ra>

**How Community Schools Make a Difference** <https://tinyurl.com/489hcx7z>

## Bus Rides

**A lot of roads to cover as schools close some kids face longer bus rides**

<https://tinyurl.com/4j5br2mw>

**Study links longer bus rides to chronic absenteeism** <https://tinyurl.com/2s48rcy5>

**Long School Bus Rides Stealing the Joy of Childhood** <https://tinyurl.com/mr4x2mkj>

## Tax Impact

**There is more to school tax increases than spending** <https://tinyurl.com/ycymv5bx>

Sincerely

1. Allen Gilbert, former School Board Chair Worcester, former President VSBA, Worcester
2. Cheryl Charles, School Board Chair, Westminster
3. Jeanne Albert, School Board Chair, Lincoln
4. David Schoales, former School Board Member, Brattleboro
5. Margaret MacLean, former employee Rural School and Community Trust, former Executive Director Vermont Rural Education Collaborative, former Member Vermont State Board of Education, Peacham
6. Jay Denault Former Chair Missisquoi Valley Union High/Middle School Board, Former Chair Franklin Northwest Supervisory Union Board, Franklin
7. Anne Beekman, Chair, Windham Southeast Supervisory Union, Putney
8. Stacey Peters, Chair, Granville-Hancock Unified District Board of School Directors  
Vice-Chair, White River Valley Supervisory Union Board, Granville
9. Marty Strange, Randolph
10. Bill Jesdale, retired school administrator, Lincoln
11. Carin Park, School Board Director, Mountain Views School District, Barnard
12. Nancy Cornell, Editor & Publisher, Vermont Learning: past Associate Superintendent ANESU; past school board member Starksboro & ANESU, Starksboro
13. Jody Normandeau, former School Board Member and Chair, Dummerston
14. Paul Normandeau, former Selectboard member, Dummerston,
15. Herb Olson, Save Our Schools community coalition. Former member of the Mt. Abraham MS/HS, Starksboro
16. Dick Kelley, Treasurer and former chair, Waits R. Valley USD 36, Corinth
17. Polly Allen, Parent, Coach, Volunteer, Substitute Teacher, Community Member, Craftsbury
18. Melissa D. Hough, E.D. Educational Consultant, Peacham
19. David Kelley, Hazen Union School Board, Select Board, Greensboro
20. Randal Vaughn, Producer cnuz.tv, Barnard
21. C Dart Thalman, PhD Professor Norwich University, Peacham
22. Dan Normandeau, former School Board Member, Dummerston
23. Wendy Stavseth and Jim Minnicello, Educators, Peacham
24. Phil Lovely, retired Guidance Director OSSU, LSSU, LNSU, Community Justice volunteer, Craftsbury
25. Greta Jane Quintin, parent, St. Johnsbury
26. Carolyn Kehler, former Lakeview and Hazen Union School Board Member, Greensboro
27. Timothy Maciel, Ed.D. WSESD Board of Directors, Brattleboro
28. Susan Meggiolaro, former Dummerston Town School Board Clerk, Dummerston
29. Diane Janukajtis, Stannard School Board, former Lakeview School Board member, Stannard
30. Diana Senturia, School Board Member, Peacham
31. Andra Hibbert, Educator, Vice Chair School Board, Peacham
32. Mark Clough, Chair School Board, Peacham
33. John Clarke - Professor Emeritus UVM College of Education & Social Services, Starksboro
34. Kristen Toy - School Board Member MAUSD Starksboro
35. Judy Murray, former VSBA Kingdom South Regional Representative, Vice-Chair Orange East Supervisory Union School Board, Blue Mountain Union School Board Member - Town: Wells River
36. Dell Waterhouse, retired teacher and current volunteer at Doty Memorial School, Worcester

37. Tom Frazier, former selectman, Co-chair of the Committee for the Future of the RVS Building (CFRB), Roxbury
38. Dan MacArthur, School Board Chair Marlboro, Windham Central SU Board member, Windham Region representative to the Vermont School Boards Association, Marlboro
39. Ray Mullineaux, NBGSD chairperson and board member, SVSU board member, N Bennington
40. Elizabeth Burrows, Member, Mount Ascutney School Board, Windsor Southeast Supervisory Union Board, State Representative, Windsor-1 District
41. J. V. Bryar, Athens and Grafton school board, Grafton
42. C. Scott Thompson, former Washington Central UUSD board chair, former school board member Calais
43. Scott Bossage, Calais Government Volunteer, Proud parent of a 6-year-old Calais Elementary School student. Calais
44. Chris Tormey, Cabot School Board
45. Caitlin Howansky, Doty Memorial School and Rumney Memorial School Parent
46. Rob Gardner, concerned citizen, Rochester
47. Deborah Stanford, Chair Windham Southeast School District (WSESD) Board Member Supervisory Union (WSESU)
48. Laura Chapman, former Putney Town School Board Director, Putney
49. Thomas Nolan, former WSESD Board Member and Present Dummerston Selectman, Dummerston
50. Eileen Riley, Educator, Marshfield
51. Lynn Talamini, Educator, Newbury
52. Steven Meggiolaro, Parent, Dummerston
53. Kyle Meggiolaro, Dummerston Class of 2020, Brattleboro Union High School Class of 2024, Dummerston
54. Travis Meggiolaro, Dummerston Class of 2016, The Putney School Class of 2020, Dummerston
55. Paul Jewett, former school board member NES, Chair OESU board, Newbury
56. John Brabant, former Vice Chair Calais Selectboard, Calais
57. Joanne Campisi, retired Elementary School Counselor, Calais
58. David Major, Westminster Town, School and Fire District Moderator, Westminster
59. Emmy Hausman, Educator, parent, former School Board member, Newbury
60. Mike Mrowicki, Windham 4 District, Putney and Dummerston, Vermont State legislature, Putney
61. Stephanie Kaplan, concerned citizen, Calais
62. Michael Prue, Select Board, Town of Irasburg
63. Dave Lahar, Select Board, Town of Irasburg
64. Patrick Cartee, Select Board, Town of Irasburg
65. Danielle Ingalls, Town Clerk/Treasurer, Irasburg
66. Chani Waterhouse, former Worcester School Board member, concerned citizen Worcester
67. Steve Redmond, former vice chair Guilford Central School Board, WSESU board and finance committee member, classroom volunteer, Guilford
68. Lila Richardson, concerned citizen, Worcester
69. Suzanne Hull-Parent, former school board member, Enosburg Falls
70. Brad Johnson, MAUSD School Board Member, Starksboro
71. Noah Weinstein, Licensed Clinical Mental Health Counselor, parent, Worcester
72. Elinor Osborn, concerned citizen, Craftsbury Common
73. Anne Hanson, parent, educator, Craftsbury
74. Val Mesa, parent, educator, Craftsbury
75. Judy and Jack Davidson, concerned citizens, Brattleboro

76. Linnie Jones, MSW, LICSW, concerned citizen, Dummerston
77. Akara Draper, ME'd, concerned citizen, Dummerston
78. Millard Cox, former special educator Middlebury Union High School, Middlebury
79. Anne Stevens, Educator, former Selectboard member, Greensboro
80. Jeremiah Goyette, Waits River Board Member, USD 36, Waits River
81. Molly Cierierski, Special Education Diagnostician, Recreation committee member, parent, Craftsbury
82. Anna Schulz, school board member, coach, parent, Craftsbury
83. Jean Dutton, parent, educator, Craftsbury
84. Don McLean, Former Chair Guilford Town School Board, Guilford