

Washington Central Unified Union School District

WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.

1130 Gallison Hill Road
Montpelier, VT 05602
Phone (802) 229-0553
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**Washington Central Unified Union
School Board Meeting
5.7.25
6:15-9:15 PM
(In-Person & Virtual)
Calais Elementary School
321 Lightening Ridge Rd
Plainfield, VT**

Virtual Meeting Information
<https://tinyurl.com/c48fty3u>

Meeting ID: 849 3594 9997

Password: 297072

Dial by Your Location: 1-929-205-6099

1. Call To Order
2. Welcome 5 minutes
 - 2.1. Adjustments to The Agenda
 - 2.2. Reception of Guests
 - 2.3. Public Comments-Time limit strictly enforced, see note
3. Presentation: Continuous Improvement Plan 45 minutes
 - 3.1. Community Feedback
4. Reports 10 minutes
 - 4.1. Policy Committee Update
5. Board Operations (Discussion/Action) 60 minutes
 - 5.1. Turtle Island Partnership
 - 5.1.1. Executive Session: Turtle Island Partnership
 - 5.2. Advocating as a Board – pg. 4
 - 5.3. Board Retreat Reminder and Update

- 6.
7. Policy Committee (Discussion/Action) 20 minutes
 - 7.1. Second Readings
 - 7.1.1. Procurement Conflict of Interest – pg. 7
 - 7.1.2. B30 Staffing & Job Descriptions – pg. 8
 - 7.1.3. A32 Board Goal Setting & Evaluation – pg. 9
 - 7.1.4. A34 Board Relations with School Personnel – pg. 10
 - 7.1.5. A24 Board/Superintendent Relationship - pg. 11
8. Personnel (Discussion/Action) 5 minutes
 - 8.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE – pg. 12
9. Consent Agenda (Discussion/Action) 5 minutes
 - 9.1. Approve Minutes of 4.16.25, 4.30.25 – pg. 16
10. Future Agenda Items 5 minutes
11. Board Reflections 5 minutes
12. Public Comments: Time limit strictly enforced, see note 15 minutes
13. Executive Session: Student Residency Request
14. Adjourn

NOTE: To ensure the board has time to conduct its business, the board will adhere to a strict 1.5 minute public comment time limit per person. Microphones will be muted when time is up. If

there is not enough time on the agenda for all members of the public wishing to comment at the beginning of the meeting, there is additional public comment at the end of the meeting.

WCUUSD Board Norms - Adopted November 18, 2020

- **Public input** –Notify the community about public forums and opportunities for public comment at board meetings.
- **Community involvement during regular meetings of the board** – Every meeting will include at least one opportunity for public comment. Public comment is an opportunity for board members to listen and ask clarifying questions. If a board member feels a concern raised in public comment warrants further board discussion, they may request that the issue be added to a future agenda.
- **Community dialogue** – The board may periodically schedule community forums that allow for dialogue, questions and answers from the board or the district leadership team.
- **Stay on time** – Start and end on time. The chair may appoint a time-keeper.
- **All voices will be heard** – Every board member gets a chance to speak. Some topics warrant having each board member speak in turn to ensure full representation.
- **Reflection** –To allow time for reflection, the chair and agenda steering committee will plan time for complex or contentious issues to be discussed at more than one meeting before the board votes, except where a decision is urgent.
- **Announcements in reports** – Announcements from the administration will appear in the reports and not as discussion items.
- **Role of the board** – At the end of each board meeting reflect on whether the board remained focused on its policy-making and oversight role during the meeting, rather than operational details that are the responsibility of leadership team.
- **Respect each other** – Listen, allow others to be heard, share concerns, assume positive intentions, be present, and celebrate successes.

AGENDA KEY

Agenda Section	Examples	Role/ Responsibility	Description
Call to Order	n/a	Board Chair or designee	Formal opening to meeting. Superintendent calls to order during annual reorganization
Public Comment			Opportunity for public comment on items not on the agenda. Board will adhere to a strict 1.5 minute public comment time limit per person. Microphones will be muted when time is up. If there is not enough time on the agenda for all members of the public wishing to comment at the beginning of the meeting, there is additional public comment at the end of the meeting.
Executive Session	Personnel Student Matter Negotiations		Only for discussion of items covered in VSA §313. Formal actions not taken in Executive Session
Reports to the Board	Superintendent/ COLT Student Report	Administration	Both regular/recurring reports and one-time reports happen here. One-time reports are determined by the Board workplan or requested by the will of the Board. Generally, reports invite clarifying questions but not formal discussion/action
Committee Reports	Finance Policy Education Quality	Board	Chair of the committee reports on substance of most recent committee meeting. Generally, reports invite clarifying questions; any discussion or action items would be listed in the respective section of the agenda
Discussion Items		Board with input from administration	Items on the agenda specifically for discussion of the Board. Chair can seek input from audience during discussions. Generally not intended for action (although nothing prevents the Board from taking an action)
Action Items	Personnel approvals	Board	Items formally on the agenda for Board action. Discussion can occur after a motion is on the table
Consent Agenda	Board Orders Minutes	Board	Designed for items that need proforma approval and/or are sufficiently routine. Board acts on all items in the Consent agenda and does not discuss any item unless it is pulled out during Agenda Adjustments

To: WCUUSD School Board
From: Flor Diaz Smith, School Board Chair
Ursula Stanley, School Board Vice Chair
Date: May 1, 2025
Re: Advocating as a Board Discussion Framework

Advocating as a School Board
Frame advocacy around [student needs, equity, and local impact](#).
Staying grounded in our Mission, core beliefs and Strategic Plan.

1. Work Through the VSBA When Possible

- The VSBA is the official advocacy voice of school boards across Vermont. Aligning with their positions adds weight and credibility.
- Use the VSBA's legislative priorities as a starting point. Boards can submit resolutions or policy recommendations to influence the VSBA's agenda.
- We should be active in VSBA processes like policy setting, regional meeting, annual meeting, annual conference and advocacy webinars.

2. Coordinate with our Superintendent

- Our advocacy efforts should be aligned with our district leadership to ensure consistency and clarity.
- The Vermont Superintendents Association is working in parallel with other Associations including the VSB, NEA and VPA. We should support joint messaging as it can be more powerful.

3. Coordinate Information from other organizations to have multiple perspectives.

- Our advocacy efforts should be aligned with our district leadership to ensure consistency and clarity and avoid any conflicts of interest. Invite representatives or reports from other organizations as needed.
- Draft a list of the other organizations at the meeting with the board:

4. Advocate as a Unified Board (Not as Individuals)

- Discussions and decisions around advocacy should happen in open session with a board vote, so you speak with one voice.
- Avoid board members advocating independently in a way that may be seen as representing the full board without consensus.
- Focus our advocacy on issues that have direct impact on our district (foundation formula, consolidation, special education, unfunded mandates, community school funding, infrastructure funding, CTE, dual enrollment, early college, etc.).
- If an issue is broader, we could work with other districts to co-sign letters or statements. That keeps our board within its role

4. Engage Lawmakers Respectfully and Transparently

- It's completely appropriate for a school board to:
 - Write letters to legislators
 - Testify in committees (with clarity when speaking as the board)
 - Meet with our representatives and senators to explain district impacts (legislative breakfast)
- Make it clear when we are speaking *as a board*, and when it's our personal opinion.
- When needed, we can state:
"While we support the work of the VSBA, we feel it's important to share the specific perspective of our district on this issue."

6. Strategic and Solution-Oriented (we have talked about this in our self evaluation staying solution oriented)

- Lawmakers are more likely to listen if your advocacy is constructive, data-informed, and offers realistic suggestions.

7. Process and communication (brainstorm with board what questions to ask)

- Getting an advocacy item into the agenda
 - Board Work plan
 - how to submit an advocacy topic/item mid -year (ie after the work plan is set) - contact Board Chair (or the Steering committee) & Superintendent. - what information should be included (topic, supporting information, proposed advocacy direction)
 - Policy Work plan
 - State legislative schedule
 - Submitting Resolutions (we need to schedule time!) - ad hoc resolution Committee, advisory. full board brain storming & selection. Committee then focuses on development of a proposed resolution? To be brought to the board for final approval.

- Holding a separate meeting for advocacy at the beginning of the legislative session and during?
- Reporting on advocacy in our agenda?
- Next steps?

8. Board education that would strengthen and support advocacy work

- Open meeting & email communication
- Board procedure for adding an item to an agenda (ideas above as well)
- Responding to action alerts.

DRAFT

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

**PREVENTION OF CONFLICT OF
INTEREST IN PROCUREMENT**

POLICY: _____
WARNED: 5.7.25
ADOPTED: _____
EFFECTIVE: _____

Policy

It is the policy of the Washington Central Unified Union School District Board that all purchasing and contracting comply with state and federal laws.

No employee, officer, or agent of the Washington Central Unified Union School District may participate in the selection, award, or administration of a purchase or contract if that person has a real or apparent conflict of interest. Any employee, officer, or agent with a real or apparent conflict of interest shall notify the superintendent of the conflict and not participate in the selection, award or administration of the purchase or contract at issue. The superintendent or his or her designee will develop written procedures to implement this policy.

A conflict of Interest arises if an employee, officer, agent, immediate family member, partner, or an organization which employs or is about to employ any of the parties indicated herein, has a direct or indirect financial or other interest in, or a tangible personal benefit from any vendor considered for a purchase or contract.

An employee will not solicit any favor, gratuity, or anything of monetary value from such vendors. An employee may accept any favor, gratuity, or anything of monetary value less than \$50.00 unless the employee has a conflict of interest with the vendor involved.

In the event of a violation of this policy, the Superintendent may take disciplinary action against the employee, officer or agent according to procedures in the Washington Central Unified Union School District personnel manual and/or collective bargaining agreement.

Legal Reference(s): 2 CFR 200.318 NOTE: This policy satisfies the federal regulatory requirement in 2 CFR 200.318. Alternatively, the district or supervisory union may fulfill this legal requirement by developing "written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

**Board of Directors' Policy
BOARD GOAL SETTING
& EVALUATION**

POLICY: A32
WARNED: 5.7.25
ADOPTED: _____
EFFECTIVE: _____

Policy

The board will participate annually in goal-setting and self-evaluation, **which could include** activities developed or recommended by the superintendent. ~~annually in April.~~

Implementation

Particular attention will be given to board goals and performance in the following areas:

- Policy making
- Policy implementation
- Community relations
- Board interpersonal communication skills
- Board-Superintendent relations
- Fiscal/budget management
- The instructional program
- Labor relations
- Board in-service training
- Government relations
- **Strategic Plan**
- **Core beliefs**

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: A34

WARNED: 5.7.25

ADOPTED: _____

EFFECTIVE: _____

BOARD RELATIONS WITH SCHOOL PERSONNEL

It is the policy of Washington Central Unified Union School District to encourage school board interactions with school personnel while respecting appropriate reporting relationships.

At School Board Meetings

The board will request the superintendent to invite school personnel to school board meetings regularly to discuss student achievement relative to their programs.

Relations with the Principal

The superintendent and the board chair will develop guidelines for board relations with principals and other administrators. Guidelines for board relations with principals should take into account:

1. The responsibility of the superintendent to direct the administration and coordination of educational programs in the district, and the responsibility of the board for overall operation of the district;
2. The periodic need of board members for information most readily available from school principals; and
3. The need to respect the distinction between the administrative role of the principal and the policy making role of the board.

Relations with Other School Staff

1. While board members can work directly with the superintendent and Central Office staff, board members may not give substantive direction to a staff member or suggest a course of action that staff perceives as substantive direction.
2. Staff participation in the development of educational and personnel policies will be encouraged and facilitated by the board
3. Board members will adhere to procedures required by board policy and Vermont law related to collective bargaining and teacher evaluation.
4. When presented with citizen concerns about school staff or school operations, board members shall refer them to appropriate levels of authority, in accordance with the district's policy on complaints.

When a staff member has concerns that an interaction with a board member violates this policy, the staff member shall communicate their concerns in writing to the superintendent who will, in writing, bring it to the attention of the board chair, who will discuss the matter with the board member. If the concern involves the board chair, then the superintendent will communicate with the vice chair who will then address the chair. All communications in this process shall be confidential unless disclosure is required by law.

*Legal Reference(s): 16 V.S.A. §§1981 et seq. (Labor Relations)
16 V.S.A. §§1751 et seq. (Contracts, etc.)
16 V.S.A. §§243 et seq. (Principals)
21 V.S.A. §§1721 et seq. (Municipal Labor Act)*

WCUUSD School Board

Superintendent Personnel Summary and Recommendations

1. New Hire Nominations (for 25-26 school year)

2. Retirement

3. Re-Hires

4. Resignations

Elizabeth Marks – Social Studies Teacher – U-32

Nancy Robinson - .20 FTE Health Teacher - Berlin

Arlyn Bruccoli – Library Media/Technology Specialist –
EMES

5. Extended Leave of Absence Request:

6. Change in FTE:

7. Long-Term Substitutes (24-25 School Year)

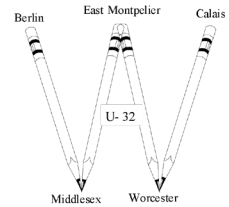
Josselyne Blakely – LTS-School Counselor – U-32

8. Change in Position (24-25)

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**Washington Central Unified Union
School Board Meeting
4.16.25
6:15-9:15 PM
(In-Person & Virtual)
U-32 Middle & High School
930 Gallison Hill Rd
Montpelier, VT**

Present: Elizabeth Brown, Zach Sullivan, Daniel Keeney, Ursula Stanley, Chris McVeigh, Patrick Whelley, Natasha Eckart, Julia Hewitt, Kealy Sloan, Flor Diaz Smith, Linnea Darrow, Michelle Ksepka, Mckalyn Leclerc, Diane Nichols-Fleming **Student Representatives:** Lei DeGroot, Linnea Darrow

Administrators: Superintendent Steven Dellinger-Pate, Susanne Gann, Julia Pritchard, Alicia Lyford, Jen Miller-Arsenault, Gillian Fuqua, Jen Miller-Arsenault, Becca Tatistcheff, Celia Guggemos, Jarrod Weiss, Karoline May, Lisa LaPlante

Others: Michael Sherwin, David Lawrence, Marilyn Martin, ORCA Media, Lila Richardson, Allison Fayle, Allen Gilbert, Alison Byrnes, April Davis, Becca Gentile, Bekah Mandell, Caitlin Howansky, Cash, David Delcore, Jill, Lauren Chabot, Lisa Hanna, Marisa Melamed, M. McLane, Noah Weinstein, Perry Bellow-Handelman, Sam Mishkit, Tammy Joslyn, Tracy Sudhalter, Veronica Fair, Brigitte, Catherine Coteus, Chani Waterhouse, Honi Bean Barrett, Kathryn Biggam, Maggie McGlynn, Naomi, Petra Halsema, Sharon Spector, Traci Thompson, Jo Elms, Phoebe Stone

- 1. Call to Order:** Flor Diaz Smith called the meeting to order at 6:16 p.m. She reminded the board of the agreed upon norms, as this board is newly reconfigured after Town Meeting Day.
- 2. Welcome**
 - 2.1. Adjustments to The Agenda:** Flor Diaz Smith shared that we will move the Student Representative report to earlier in the meeting.
 - 2.2. Reception of Guests**

2.3. Public Comments-Time limit strictly enforced, see note: Jo Elms (Middlesex), teacher at Turtle Island, expressed support for the opportunity to collaborate with WCUUSD.

Phoebe Stone (East Montpelier), teacher at Turtle Island, expressed support for this possible collaboration. She is very excited for this opportunity and see it as a potential model for the future for other schools/ communities.

Sam Mishkit expressed support for Turtle Island, as a parent in the district and a teacher in the district.

Perry Bellow-Handelman, who lives in the district (North Middlesex), asked the district to support this proposal. The idea of having childcare in the area of Worcester is very appealing, and she noted that finding childcare in this area is a challenge for families.

Becca Gentile expressed support for the possible collaboration of Turtle Island with WCUUSD - she spoke about the critical role that early childhood care provides.

Bekah Mandell spoke about the possibility of attending school into the week of June 23. She asked the board to consider not asking families to accommodate that late schedule.

Alison Byrnes, East Montpelier and teacher at U-32, expressed support for the Turtle Island collaboration.

Lila Richardson, Worcester, stated that there is a lack of information that is causing confusion in the community regarding the Turtle Island collaboration. She asked the board to consider a Q&A session after the board presentation.

Kim Mckee, Calais, expressed support for the Turtle Island collaboration. She spoke about the shortage of providers.

Caitlin Howansky, Worcester, hopes to hear some definitive answer today about preschool students in Worcester in the fall. She stated that the “double drop off” is very difficult for families.

Tracy Sudhalter, Calais, spoke in support of the collaboration with Turtle Island. She noted that her family had been on a two-year waitlist before accessing childcare at Turtle Island.

Lauren Chabot, Worcester, learned today that her fourth grader would be moved to Rumney in the fall in order to make space available at Doty for Turtle Island. She stated that she was blindsided by this decision. She asked the board to be honest about the rationale for this decision. She noted the challenges to families of having children in two separate schools. She stated that Doty's rising sixth graders would need to transition to Rumney next year and then U-32 the following year. She asked for transparency as to why not all of the elementary schools in our district were offered as possible locations. She asked for information about plans to move sixth graders to U-32 in the fall.

Marisa Melamed spoke in support of the collaboration between Turtle Island and Doty and asked for as much transparency as possible in the process; she thanked the board.

Lisa Hanna, Worcester, requested that the board give specific information tonight about how to support Worcester students moving to Rumney in the fall. She would like to hear from the administration about how students would be supported. She expressed concern similar to Lauren Chabot's around rising 6th-grade students' transitions and asked how they will be supported. She asked to hear specific information about transportation concerns.

Noah Weinstein, Worcester, reiterated his support for bringing Worcester preschoolers back to Doty. He asked, "How many students from Turtle Island will the Doty School building accommodate?" This concerns 'death by a thousand cuts.'" How much of the building will be leased to Turtle Island?

Caitlin Howansky spoke about the traffic coming into Worcester village and asked Turtle Island staff and parents to be aware of the speed limit if the facility is to be relocated to Doty School.

Linnea Darrow stated that fifth and sixth grade are very important at Doty and there are traditions that are in place and it will be very important to honor these traditions.

The board discussed this issue. Steven Dellinger-Pate stated that this is an opportunity to build a stronger community between our communities.

Julia Hewitt asked if a Worcester child would need to be enrolled at Turtle Island in order to be a preschool student at Doty. Steven Dellinger-Pate stated that we have not worked out the logistics yet. Being part of a Pre-K program at Turtle Island is how this is envisioned; he noted that currently there are three children in Worcester that are registered to attend Doty Pre-K.

Diane Nichols-Fleming stated that as a board member, she is blindsided by the fact that a decision has been made and the process is underway. It is surprising that we are being put in this position. Why did we not have a group to design the parameters, when these tours were happening, how would we know whether this is a space that would work or not? She noted that she is in the field of early childhood so she understands the critical role of early childhood. She does not feel like she has a good handle on the building space and needs, and does not understand the trauma of the community. She hopes there is more details shared (e.g., how many children will access the five rooms, what is the capacity and cost of families, what is the traffic pattern, what does this mean long-term?) She stated that it sounds like the board makes the final decision in terms of the lease, but has not had a voice in the decision-making and planning.

Zach Sullivan expressed that he felt he had a good understanding of the parameters; however, some of the information could not be shared in open session due to contract negotiations, etc. He stated that the issue of childcare and early childhood education is one area that has been unanimously agreed upon as a need.

McKalyn Leclerc acknowledged that there will be grief in the process; this does not mean that it is not a positive thing overall. She feels strongly that there needs to be space in the Pre-K that is located at Doty for Worcester residents, to guarantee that there will be space. She would not support creating a situation that “locked” our preschool children out of the Doty School. She expressed concerns about the possibility of losing the music and art space in the school.

Daniel Keeney stated that he feels ambivalent and excited to learn more. He would like to see a copy of the letter that went to families. He expressed agreement with Mckalyn’s statement: Worcester residents should be guaranteed space at the Doty School for preschool students. On the other hand, parents should be ensured space in another of the school buildings for preschool, should their parents desire a school-sanctioned preschool program.

Chris McVeigh supports this proposal. He would like to see the lease first before taking any board action. He stated that guaranteeing space in the Turtle Island preschool program for Worcester families could be part of the lease agreement. It will be a collaboration between a public and a private entity. He asked, in terms of the building, is Gillian the ultimate authority in the building? Superintendent Dellinger-Pate stated there would be two documents - a lease document and a memorandum of agreement. We will be the “landlord” in the agreement, but not the director of Turtle Island’s program. Chris McVeigh asked Linnea, if you have a list of Doty traditions that you would like to see carried over, please do share with the board to ensure real continuity.

Flor Diaz Smith stated that Gillian Fuqua and Karoline May would be communicating and collaborating regarding transitions and traditions. Chris McVeigh stated that he hopes there will be a forum for the Rumney community as well as the Doty community.

Zach Sullivan stated that he believes the sentiment is what we can guarantee this spring, to ensure that traditions are honored and transitions are as smooth as possible.

Elizabeth Brown asked whether there has been an audit of possible roadblocks in the process. Would like to be sure that roadblocks along the way do not sideline us.

Amelia Contrada reminded the board that a year ago, we worked together with Jeanie Phillips and agreed that a priority would be to find creative ways to meet early Ed/childcare needs. She encouraged the board to stay involved, ask questions, expect, and listen to answers. Moving forward with a community-oriented mindset.

Flor Diaz Smith stated that she would like to support the Superintendent and the work that has occurred; she noted that much of the discussion was not shared publicly because of unknowns and confidentiality concerns. She expressed trust in our administrators and in our board to provide the necessary resources. She reiterated the fact of the dire need in this area of childcare and early education.

Superintendent Dellinger-Pate: Next steps: transition plan - speaking to families in Worcester and Middlesex; bringing forward a lease for the next board meeting - this document will be shared with board members as soon as it is available; bringing forward a MOA document for the board to consider at the next board meeting as well. He stated that these documents would be shared with the board as far in advance of the meeting as possible so that board members can consider the documents and provide feedback in advance of the meeting.

Patrick Whelley stated that our charter is in our district first, and we need to make sure that this is in the forefront of our consideration. He is very interested in this proposal and we need to keep an eye on our own district.

3. Reports

3.1. Superintendent/Central Office Leadership Team (COLT) Report: Steven Dellinger-Pate stated that there is no decision that has to be made tonight regarding Turtle Island. He stated that we did not know until last week that in fact, the building could accommodate Turtle Island. He stated that we have a proposal around how this could look. We are ready to have our attorneys review a lease for the board to consider. He stated, regarding the Turtle Island collaboration, an opportunity to “put” infant to early childhood education into our building. The proposal uses five of the classrooms - there is a doorway that allows for the separation of space. This would require moving the fifth and sixth grades to Rumney School. He stated that there is a plan to meet with families of fifth and sixth-grade students tomorrow. Full fifth-grade, full sixth-grade classroom at Rumney - 20 to 21 students. He recognizes that this is a huge transition; he noted that the Doty teachers and principal have already begun talking about how to support the students and what activities to plan to bring the two groups of students together (from Middlesex and Worcester). He stated that we did consider each of the elementary schools; however, the layout and student population of the other schools would not work for this purpose at this time. He stated that there is some promise at Calais, not immediate, to accommodate some of the young children; the Doty solution does not accommodate all of the young children from Turtle Island. He stated that there could be other opportunities in the future to collaborate with other organizations, but this first pass will be beneficial for future endeavors. He stated that the goal right now is to keep preschool students with their communities. What kind of programming are we offering to our community? What kind of space can we offer other organizations in our communities? These are questions for consideration in the configuration discussion. Any type of way that we can utilize our school buildings to the fullness of their ability will benefit, going forward, sustainability, etc. He stated that there is no intention of “death by a thousand cuts” - the vision is Pre-K through grade four at Doty. He answered the question of transportation. He spoke about the commitment to provide transportation for our children. He stated that there are many questions that arise and we are creating a question and answer document. He stated that this possibility does not reduce any existing staff. Gillian Fuqua spoke to the issue of this happening quickly, late in the year. However, she is hearing commitment and care about helping fourth and fifth grade students with the transition. She stated that we would be talking with fourth and fifth grade students tomorrow morning. The focus is on the Doty larger family. She stated that Rumney School staff is already thinking about and prioritizing how to support students in the transition. Lei DeGroot asked about the student population at Doty versus child population at Turtle Island. Are we prioritizing childcare and early education over the needs of our own school age students? It kind of feels, as a Worcester resident, that

this is a step toward ending Doty School as a Pre-K - 6 entity. Superintendent Dellinger-Pate stated that if we as a district can work on these collaborative efforts long term then we are setting up structures to support and keep our families and young people in our communities. Superintendent Dellinger-Pate provided a few other highlights from the COLT report.

- 3.2. Community Schools Report:** Becca Taitistcheff introduced the idea of vision, program-structure, resource action sequence. She stated that the vision that WCUUSD has set forth is aspirational and exciting, and there are many elements within this vision that allows opportunities for young people to grow. She stated that we have an opportunity through Community Schools to explore what this looks like in a coherent way in our school district.

Beck Dezan, Community Schools Coordinator, highlighted some key aspects in the Community Schools Initiative (a grant-funded initiative). This is a grant-funded opportunity to do some exploration around rigorous, relevant curriculum; reducing barriers/ bridging to resources; things that happen outside of our school day, e.g. after after-school program, evening programs/ opportunities. She is currently doing many listening sessions and inviting voices from the community, teachers, and students. Centering student voice, driving the process. (Students PreK-12).

Elizabeth Brown asked how the Community Schools model addressed the great need for mental health support to students and families. Becca Taitistcheff spoke about the desire to bridge barriers with community partners. She stated that we are not the only ones working on this, Vermont-wide, and nationally, on the Community Schools concept. For example, in Community Schools this year, there are mental health interns through UVM.

Chris McVeigh asked how student input is solicited - how to solicit a wide range of student voices, not just the ones who are anxious and willing to come forward. Beck Dezan stated that there are already two students that were part of the hiring committee; she shared many of the venues that she is using to integrate with students and solicit their voices and build relationships. She spoke about some of the expertise that is shared with her in her work - one of the questions is “who are you hearing from? Who are you NOT hearing from?”

Patrick Whelley asked what is the universe of the boundaries/ barriers to which you allude. Becca Taitistcheff stated that we are currently in the discovery process, trying to uncover the barriers, trying to test the boundaries, look for patterns. This will be part of the work going forward.

Daniel Keeney shared that the Configuration Committee earlier today struggled with finding the overlap between the work of the committee and the Community Schools work. The intersection is broadening our lens as a community regarding programming - not just “what is” but “what could be.”

Ursula Stanley asked, within the three pillars, is there some hope of growing capacity for bringing outside resources into our school spaces? Becca Taitistcheff stated that in this visioning phase there is room for dreaming!

Elizabeth Brown asked how you are bringing staff into the discussion/ discovery. Beck Dezan spoke about staff and Washington Central Friends of Education adults etc., making relationships in the same way that she is going about it with students.

Beck Dezan stated that there is a “bubbling” that is happening within the schools, the first two weeks have been exciting and energizing; there is much energy around and interest in Community Schools.

Becca Taitistcheff spoke about the desire to create coherence with many facets that are already underway, toward the vision.

- 3.3. Principal Report:** The principals had prepared a written report. The elementary building principals spoke briefly to highlight their reports.
- 3.4. Student Report:** Linnea Darrow provided an update of student happenings including spring sports, state assessments, and middle school musical.
- 3.5. Central Vermont Career Center Report:** Patrick Whelley shared that the Career Center is moving forward with a plan to build a new building. May 4th is the day that the Career Center is meeting with the Town of Barre; there are news articles available at VPR, Vermont Digger, and CBS.
- 3.6. VSBA Report:** None tonight

4. Board Operations

- 4.1. Approve 2025-2026 Calendar: Ursula Stanley moved to affirm this calendar. Seconded by Daniel Keeney.** Discussion: Mckalyn Leclerc shared that it seems every year we are faced with the ask to excuse a few days at the end of the year. She asked to consider perhaps not taking the entire week of Thanksgiving off - not necessarily this year but in years forward. Zach Sullivan stated that most people are used to having a few snow days built into the calendar. He suggested adding this “padding” into the calendar. Steven Dellinger-Pate stated that this calendar aligns with the career centers and across the state, Superintendents work to align April break and the first day of school. He stated that, based on current legislation, it looks like we will be moving

toward a statewide calendar. Mckalyn Leclerc suggested that we share and communicate more widely with parents around snow days possibly extending the school year. Diane Nichols-Fleming appreciates our dedication to maintain Juneteenth as a holiday. **This motion carried unanimously.**

4.2. Approve Last Day of School: Ursula Stanley moved to set the last day of school for all WCUUSD students to be Tuesday, June 24. Seconded by Daniel Keeney.

Discussion: Kealy Sloan suggested that publicizing the last day of school for preschoolers would be very helpful to families. Patrick Whelley asked whether we have some flexibility. Daniel Keeney stated that ensuring that the last week of school has at least three days in it so that students are more likely to attend. **This motion carried unanimously. Ursula Stanley moved that the last day of work for all staff be Wednesday, June 25. This recommendation includes the observance of the Juneteenth holiday on Thursday, June 19, 2025 (which will be a non-work day). Teachers will have fulfilled their 185 days; school year ESP will have fulfilled their 183 days. Seconded by Daniel Keeney, this motion carried unanimously.**

4.3. Advocating as a Board:

5. Finance Committee

5.1. Review and Accept the Final FY 2024-2025 Audit Report: Kealy Sloan moved that the Board accept the audited financial statements for the Washington Central Unified Union School District for the year ended June 30, 2024, from RHR Smith & Company. Seconded by Zach Sullivan. Comment: Zach Sullivan stated that the auditors had very good comments about these findings; the board thanked and congratulated Susanne Gann and her staff. **This motion carried unanimously.**

5.2. Award 2025 District-wide Combined Construction Project Contract: Ursula Stanley moved that the Board increase the allocation of capital reserve funds to the WCUUSD 2025 Combined Construction Project by \$330,276 and award the contract to Farrington Construction Co., Inc. in an amount not to exceed \$1,038,896. Seconded by Zach Sullivan. This motion carried unanimously.

6. Policy Committee:

6.1. First Readings: Chris McVeigh provided an overview of the following first readings:

6.1.1. Procurement Conflict of Interest

6.1.2. B30 Staffing & Job Descriptions

6.1.3. A32 Board Goal Setting & Evaluation

6.1.4. A34 Board Relations with School Personnel

6.1.5. A24 Board/Superintendent Relationship

6.2. Personnel

6.2.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in

FTE: Zach Sullivan moved to approve the following new hires: Marc Chamberlain - .2 FTE Physical Education Teacher- Doty; Jessica Kobb - .2 FTE Librarian– Rumney; Annie Coppock – 1.0 FTE Special Education Teacher – Rumney; Makenna Lund – 1.0 FTE Music Teacher (.4 FTE Rumney/.6 FTE EMES). Seconded by Daniel Keeney; this motion carried unanimously. Zach Sullivan moved to approve the following retirements, with thanks for their services: Margrith McGlynn – Speech Language Pathologist – WCUUSD; Elizabeth Vanderlip – Special Education Teacher - Berlin; Mary Carpenter – Interventionist – Calais. Seconded by Kealy Sloan, this motion carried. Chris McVeigh noted heartfelt thanks to these people who had a great impact over a number of years on the students in our communities. Zach Sullivan moved to approve the following resignations, with thanks for their services: Blakely Gilmore – Classroom Teacher – Calais; Rachel Hernandez- Special Education Teacher – Rumney; Annalissa Kirby – Special Education Teacher – Berlin. Seconded by Patrick Whelley. Discussion: Diane Nichols-Fleming asked if these are effective immediately or at the end of the school year. Steven Dellinger-Pate: end of the school year. **This motion carried unanimously.**

7. Consent Agenda

7.1.1. Approve Minutes of 4.1.25, 4.2.25: Kealy Sloan moved to approve the minutes from April 1 and April 2, 2025. Seconded by Zach Sullivan, this motion carried unanimously.

7.1.2. Board Orders: Ursula Stanley moved to approve board orders in the total amount of \$1,106,670.75, dated 3-20-25 through 4.16.25. Seconded by Zach Sullivan, this motion carried unanimously.

7.2. Future Agenda Items

7.2.1. Board Reflections: Natasha Eckart had been at the track meet tonight and commended the student athletes! Ursula Stanley stated that she appreciated the discussion about Community Schools initiative.

8. Public Comments: Time limit strictly enforced, see note: Cathleen B, Worcester, VT: feels hazardous about what is about to happen tomorrow with students. It sounds like there still needs to be a board vote and a lease created. This is not a “done deal” yet; this is a

concern to her, as a child advocate. She asked whether this change for fourth and fifth graders to Rumney next year would also involve a change to U-32 for sixth grade the following year. She stated that she had heard that ECO (through North Branch) might be coming to Doty School. Rumney does not have an ECO program. Could this be a future partnership, assuring an ECO program at Rumney? She spoke about the transportation issue, for example, for Worcester students who will ride a bus to Rumney School (her child for example, was planning to bicycle to Doty School). She expressed concerns about who is custodial over the Pre-K program, e.g., for Worcester preschoolers attending the Turtle Island program at Doty School? Honi Bean Barrett stated that she sees a great deal of “pros” for this possible collaboration. The fifth and sixth-grade students from Middlesex and Worcester are going to have a great time learning together.

Caitlin Howansky stated that the loss of our space in our school, for example, for art and music, is not in line with what is best for our students. She stated that we have asked repeatedly to allow our preschool students to attend preschool in their communities; there is a difference between public education and private programs. She stated that she appreciates the position that Turtle Island is in but she warns the board against making rushed decisions. “We don’t know that yet,” and “We can figure that out in time” are not acceptable answers.

Noah Weinstein reiterated caution about what is said to students tomorrow. He asked, instead of sending fifth and sixth grade students to Rumney, what about using other building spaces (historical building/ renting a pod, e.g., in the town of Worcester? This would also allow the Configuration Committee to thoughtfully do its job.

Lauren Chabot stated that a day lost in February is not made up in June. June 28th is excessively late for students to be in school. The longer you go in June, the less purposeful the days become. The ripple of the decision is wide. She stated that, can’t we as a district determine how many students from Turtle Island we are able to accommodate. Retain the larger section of the school. She stated that she has heard the board talk about the importance of student equity in their experiences. This action means that every year, the students from Doty will have to make the transition from one school to the next and then to U-32 for sixth. This is not an equitable experience for the children. She feels there is a way that the district can offer space at Doty School for some Turtle Island children, while maintaining classes at the school through grades five and six.

Lila Richardson expressed surprise from people expressing that we have the space to do this. We are creating the room by displacing grades five and six. She joins the other voices that urge that another arrangement be sought. She expressed disappointment with the board’s use of public comment for this by promising an FAQ document after- she wishes the board would offer an opportunity for question and answer.

Naomi, Worcester, expressed the same as others around feeling baffled by this hasty decision and she does not understand the board prioritizing Turtle Island's very quick timeline; she finds it appalling that we would essentially cut the student population at Doty in half and make some significant structural changes to the building, in order to accommodate this. After all, of the discussion around the importance of allied arts, this proposal eliminates the music and art classroom. She has concerns around traffic flow, parking lot pick up/ drop off, and playground equipment. She has questions about the governance - this is a public and a private entity coming together. As stewards of public property (Doty School), we need to be thoughtful.

Hannah Brown, Middlesex, reiterated concerns that were expressed earlier about this hasty and unthoughtful decision-making. She stated that the district should think carefully about the optics of prioritizing a private entity at this time that there is tension between public and private education. She spoke about how quickly private entities can change. There is no guarantee or governance from the district's standpoint about the quality of the program. It should not be that Doty should be the only school that has "music on a cart" or "art on a cart." If we are asking people to be agile, we should be asking all of the communities to be agile.

Alison Byrnes spoke about the childcare crisis, and she thanked the board for considering this very complicated situation.

Flor Diaz Smith stated, through Act 166, we already have a partnership with public and private entities.

9. **Executive Session: Student Residency Request: At 9:13, Kealy Sloan moved to go into Executive Session for discussing student residency, and to invite the superintendent. Seconded by Ursula Stanley, this motion carried unanimously. At 9:21, Ursula Stanley moved to come out of executive session and seconded by Daniel Keeney. Daniel Keeney moved to accept the administration's recommendation regarding student residency request. Ursula Stanley seconded. Approved unanimously.**

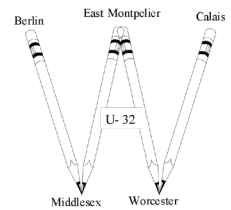
10. **Adjourn: Daniel Keeney moved to adjourn and seconded by Ursula Stanley at 9:23.**

Respectfully submitted,
Lisa Grace, Board Recording Secretary
and Diane Nichols-Fleming, Board Clerk

Washington Central Unified Union School District

WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.

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Washington Central Unified Union Community forum Special Meeting 4.30.25 6:00-8:00 PM Doty Elementary School

Present: Elizabeth Brown, Daniel Keeney, Ursula Stanley, Chris McVeigh, Patrick Whelley, Mckalyn Leclerc, Julia Hewitt, Flor Diaz Smith, Superintendent Steven Dellinger-Pate, Alicia Lyford, Gillian Fuqua, Jarrod Weiss, Bekah Mandell, Michael Duane, Alden Bird, Allison Novak, Allison, Amanda, April Davis, Barrett Long, Beth Stern, Carla Occaso, Carly Humke, David Delcore, David Hershey, Ellen Knoedler, Honi Bean Barrett, Jill Campbell, Joanne, Katherine McCauley, Laura LaRose, Lindsay Mae, Shelley Vermilya, Tara, Catherine Coteus, Allen Gilbert, Lila Richardson, Noah Weinstein, Turtle Island Director

(Dozens of other attendees in person)

- 1. Call to Order: Flor Diaz Smith called the meeting to order at 6:03 p.m.** She read a statement on behalf of the board, indicating that many members are here tonight primarily to listen to the community feedback. She explained the role of the board and stressed that the role of the board is not to manage day-to-day decision making which is in the hands of the expertise of the superintendent and administrators. She introduced Superintendent Steven Dellinger-Pate.

Superintendent Dellinger-Pate introduced Doty Principal Gillian Fuqua. He noted that an FAQ document has been shared and that the hope tonight is to answer questions from the community. Any questions that cannot be answered tonight will be answered as quickly as possible.

Principal Gillian Fuqua provided a slide deck to begin the forum and she reminded those present that though the discussion will likely be emotional, the same expectations for children will be in place tonight, and that is respectful dialogue - that all feelings are ok but “what we do with those feelings” is important. She shared projected kindergarten enrollment through 2029-30, noting that the enrollment numbers are very low. She stated that we need to think creatively and innovatively. She stated that Doty is in a delicate predicament, unless we do something

different. If we do not do something innovative, she does not see how Doty can survive. She stated that this opportunity, which came about quickly, could help to sustain Doty's future. Gillian Fuqua shared the FAQ document. Superintendent Dellinger-Pate reviewed: The board makes the decision on the lease and the superintendent makes the decision on configuration within the building. He noted that legal counsel is reviewing the lease agreement. He spoke about insurance that is required - this question had arisen - both the district and Turtle Island will continue to carry their own insurance. At 6:52, Gillian Fuqua invited the community to ask questions or make comments. She asked that people ask one question or make one comment at a time to allow everyone's voice to be heard.

2. Community Q&A:

2.1. Partnership Opportunity with Turtle Island: Chani Waterhouse noted that babysitting is offered in the library.

Doty students, 3, 4 grade made a statement. They shared some statements or worries from students.

Lila Richardson stated that it would be helpful if Superintendent Dellinger-Pate would give details of the lease parameters, including timing.

Superintendent Dellinger-Pate: The lease identifies the space and use of the building itself (maintenance, utilities, etc., who is responsible for what); attorneys are currently working on this; he stated that it will be a detailed document. Looking at a two-year lease to begin. He noted that he is encouraged that Turtle Island is looking to expand its program to multiple locations; their intention is not just a one or two-year "fix." In addition, an MOU: memo of understanding, to cover things such as food service, and other details in day-to-day operations.

Turtle Island Director Jocelyn York: The hope is to begin moving items in mid-August, with student attendance later.

Superintendent Dellinger-Pate stated that as soon as the lease is available, it would be made public for others to see.

Someone in the community asked about water use and utilities use. Superintendent Dellinger-Pate stated that we would use current use of utilities in the part of the building and would plan around that. These factors will be built into the lease.

Community member: With fifth and sixth grade leaving (and funding following), has the school board and select board had an opportunity to see what the ramifications will be and how this will affect Worcester in the future? How will the tax burden be determined? Superintendent Dellinger-Pate stated that the tax burden is determined by WCUUSD as a whole. He stated that the budgeting process has been built around "per pupil" so the funds would be allocated according to "per pupil" as per usual. He stated that there is no intention to close Doty School. This is a way to preserve Doty as an early learning center. He reiterated student enrollment projections.

Community member expressed concern - what happens in two years, should Turtle Island leave the school building? He spoke about this solution not being very “green,” as far as commuting this distance.

Jocelyn York spoke about the advantage of having a model where children attend childcare from infancy and continue through, e.g., grade four, in the same building. Some discussion followed around this possible model.

Naomi: Would leadership consider a lease that would allow fifth and sixth-graders to stay here? Could we say our highest priority is to keep our fifth and sixth graders here - maybe make this work better for all of us?

Doty student: Is there a way we could have 5% join the younger wing; is there any extra space that we could arrange to have 5% stay here?

Principal Fuqua stated that she had looked at the Historical Society building, which is not up to code for an educational setting. She stated that she would like to give thought to the question posed around the fifth grade. What would remain a question for her would be opportunities for sixth graders next year, under this proposal.

Bekah Mandell: birth through pre-K at Doty (Turtle Island?) Would the lease money be funneled back into the district, or would that money be for Doty? She stated that she is intrigued by the idea of having birth through pre-K in each of the elementary schools. What would it look like to have this at all of the school buildings and not all housed at Doty School?

Superintendent Dellinger-Pate stated that, with a 300 waiting list at Turtle Island, there is an opportunity to provide space, collaborate with other providers as well as Turtle Island; this is something that he has considered since he was a principal at U-32. We need to dig deeper into the childcare needs for children younger than pre-K. Superintendent Dellinger-Pate stated that it is up to the school board to decide where the funds are allocated.

Noah Weinstein, Worcester, read an email exchange from the Treasurer of Turtle Island. He noted that there is a community letter signed by over a hundred Worcester community members, indicating that they are not in favor. What would make this a viable proposal would be to consider how to create more childcare without jeopardizing the Doty School community. He spoke about the loss of per pupil dollars for the fifth and sixth grade students who would move from Doty under the proposal. He stated that the way this is being forced upon the Doty community does not bode well for a working relationship with Turtle Island.

Principal Gillian Fuqua stated that the dollar amount that is being circulated is a misconception. She stated that “veiled threats” are not respectful. She had heard that this will affect Worcester’s ability to work with Turtle Island and this comes across as a veiled threat. She reiterated that change is always difficult.

Noah Weinstein restated that the relationship would be more positive if the Worcester community were included in the decision making process.

Another community member stated that there are many ideas; please invite us to the table; please do not come back to us with a decision that has already been made. This is Deja vu from another previous meeting last school year. There is so much uncertainty. He stated that he does not believe this decision can be made so quickly; Superintendent Dellinger-Pate had indicated that the lease might be ready for the board to consider next week.

A Worcester community member stated that recently, Doty School does not feel like our school. We are back into the zone of “lack of control” - it feels “weird” to partner, public with private. He stated that decisions should not be made quickly about things that are going to affect many people.

A community member expressed concerns around turning free and equitable education over to private entities.

An employee at Doty stated that the current plan takes from Doty students and the community. If we could find a way to keep 5% here this year, and work out a slower plan with opportunities for more community input along the way. Very excited to have childcare in our community, but also wants to make sure that the Doty students are ok. There is a lot of fear right now.

A Worcester resident expressed disappointment, as she had come to the meeting hoping to hear some opportunities to bring nature-based learning opportunities to childcare via Turtle Island. She stated that a student had asked whether there is a way to keep 5% grade students at the school, and there was no answer; this is disappointing to her.

A Worcester resident spoke about the waiting list at Turtle Island. Would Worcester residents be moved to the start of the waiting list? Would there be some discount for Worcester residents?

Superintendent Dellinger-Pate stated that the lease agreement and MOU are still underway; the MOU could address these questions.

Katelyn expressed that this decision being made behind closed doors erodes trust. She stated that this arrangement prioritizes families that can pay; this is not equitable. She stated that the Worcester community are not adversaries with Turtle Island; it is just that they have been fighting over the past year to save this school only to have it turned around and offered up again. Collaboration, not secrecy, is a path forward.

Doty parent: while she agrees with some of the sentiments that are shared, this is an opportunity for us as a community to try something and possibly make something great happen. She asked that the community be involved in the development of the MOU.

A Worcester community member stated that he does not like the “scarcity mindset” -the idea of “cutting off an arm and stitching on a leg” - he would like to come from a place of not running scared, if we are looking to be a leader/ pilot program. He suggested the idea of building an addition, of appealing to the state. He stated that if the arrangement brings funds to Doty (via lease), the funds should stay with Doty.

Worcester resident and former preschool teacher: The reason change needs to happen at Doty - a small school is great and adorable, but not sustainable and not in children’s best interest. She, a parent of 5% graders, knows that her children will have a broader peer group next year, going from Doty to Rumney.

A Worcester resident stated that she is not hearing about the benefits of the partnership.

A Worcester resident asked questions.

Sounds like things are still up in the air regarding the lease? In addition, Turtle Island, while we all like it, is a private entity, and this is a public school. How are these two going to mesh?

Superintendent Dellinger-Pate spoke about Act 166 funds. The resident thanked the administration for offering this opportunity, as this had felt like the wool was being pulled over our eyes. Transparency and discourse are important.

Another question about whether Worcester community members would have some opportunity to get to the top of the waiting list for Turtle Island?

Jocelyn stated that Worcester preschool students would have a priority. She stated that 10 hours per week are provided at no cost for families, as per Act 166. She also noted that there are subsidies available to parents, given Act 76.

Jocelyn stated that, regarding providing guarantees to Worcester students beyond the 10 hours of pre-K, we have not worked this out with the lease/ our board, etc.

Leigh Garrity, Worcester resident, spoke about Doty being a special place. She reiterated the positives of moving fifth/ sixth grade students to Rumney. She stated that sometimes you need to “strike while the iron is hot.” She stated that the district, in two weeks, has had two meetings here - considering how quickly this came up, she believes that is an attempt to bring in the community. She stated that she is afraid that if we do not do this, Turtle Island will go elsewhere, and what will happen next year? This gives us opportunity to move forward in the future, in the best interest of the older kids, while keeping our younger kids close to home.

Sarah Davis: Please include Worcester community members in the development of the MOU. Residents have expressed some reasonable questions and concerns. She stated that people are feeling frustrated with being left in the dark, and this being a very “top-down”

decision. Worcester will be giving up a lot and it is unclear what Worcester will be getting. There should be someone who is advocating directly for Worcester in the process.

A Worcester community member indicated that if the board intends to take action next week, there does not seem to be time for the community to have input in this process.

Flor Diaz Smith stated that we have not yet seen the lease; its development is underway. The reason we have this meeting tonight is to get community feedback, as the lease and MOU development are underway.

She stated that every board member believes in public education. She stated that it is possible that the board will not take action at the next meeting re: the lease, but at the meeting later in May.

Allen Gilbert, Worcester resident and former School Board Chair, expressed hope that we can do a better job of dealing with each other as we go through changes. He stated that there has not been enough effort to really explain this plan; this school needs to continue to be a school for the children of Worcester.

Worcester community member asked for more time, more specifics (e.g. how it benefits 5th graders to move to Rumney), the information is “too soft” and too hypothetical. Would like to see more tangible information about some of the suggestions that were made tonight (e.g., keeping 5th here; giving priority for early Ed/ early care to Worcester families).

Worcester community member: is the board voting on the lease? Is the board voting on the MOU? At the same time? Later? Superintendent Dellinger-Pate stated that the MOU will not require board action but will be reviewed by the board. Some discussion around shared space in the building, e.g., Turtle Island using the library, the gymnasium/ cafeteria space. She stated that prioritizing keeping fifth and sixth graders here is very important. She encouraged the board to look for ways to work with Turtle Island and keep fifth/ sixth graders here at Doty.

Dell Waterhouse, Worcester resident and former Doty teacher, spoke about all of the caring people in this community, in this room tonight.

A Worcester community member spoke about the loss of 5% of students serving community lunch to the needy and elderly. Will Rumney/ Doty grades 5th come down the hill for this going forward? The ability to walk, ride, and roll to school will be lost. Loss of ECO - can we bring ECO to all five schools? She spoke about the loss of social opportunities for 5th grade students. She asked, what is the need for this today? We went through something similar last year. What she heard on the Turtle Island call last night was that they were offered an opportunity to “save Doty School.” There is a foot in the government re: education - why are we steamrolling forward? Also heard that Turtle Island’s current lease will be extended why the hurry, then? She stated that the way students, families, parents were set up to receive this news (crying); she stated that students are saying “Rumney sucks” because of the tone that has been set in the delivery of this news.

Worcester community member stated that she does not believe this will work. Students will not be able to use the playground during the summer. She expressed concern about traffic to the building and in town.

Worcester community member expressed concern with this discussion - we have a configuration committee that is proceeding; this is being debated in Montpelier; he stated that there is no support in the legislature for small schools. He does not see how having Turtle Island here at Doty factors in one way or the other. He stated that the legislature is saying that many, many small schools will have to close. If we are going to do something with grades five/ six, we should consider this district wide and have a thoughtful conversation.

Steven Dellinger-Pate stated that the lease would be brought to the board as soon as possible; the MOU requires more contributors and will take some time; he has heard the desire to consider how to keep 5% grade at Doty.

Mckalyn Leclerc stated that it is important, in closing, to say that the children are really looking to the adults as to how to process this information - a reminder to the adults that our children are looking to us and that this is a very hard decision.

3. Adjourn: Ursula Stanley moved to adjourn at 9:01 p.m. Seconded by Chris McVeigh, this motion carried and the meeting adjourned.

Respectfully submitted,

Lisa Grace, Board Recording Secretary