

**Addendum**  
**BUUSD Board Meeting**  
**October 6, 2025**

## **BUUSD Board Meeting October 6, 2025**

**AGENDA ITEM DESCRIPTION:** 5.2 Redistricting Discussion with the School Board

**ATTACHMENTS:** Questions/prompts to guide our discussion are attached. Please review and be willing to express your thoughts and point of view about these prompts.

**RECOMMENDED ACTION/MOTION:** I am not seeking consensus on the actual map of re-districting with BUUSD, but I do think it is worthwhile having a public discussion about this topic to see where board members are and to talk about if you want to solicit feedback from the wider community.

After the Board completes its discussion, the Chair will ask for public comment. This is an opportunity for the School Board to listen to community ideas. If there are any questions raised during this comment section, you can refer to the Superintendent for follow up.

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**AGENDA ITEM DESCRIPTION:** 7.6 Superintendent Goals and School Board Goals

**ATTACHMENTS:** The 2025-26 Superintendent Goals are attached. I have also included some examples of goals that the School Board may want to consider and adopt.

**RECOMMENDED ACTION/MOTION:**

Motion to accept the 2025-26 Superintendent Goals

Motion to adopt the 2025-26 School Board Goals

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**AGENDA ITEM DESCRIPTION:** 8.5 Social Media and Policy B-8

Given the recent situation related to social media use by employees, the School Board should be aware of and review this policy. It is important to note that this policy will be discussed at the October 8th Policy Committee meeting.

**ATTACHMENTS:** Policy B8 and the highlighted changes that will be discussed at the next policy meeting.

**RECOMMENDED ACTION/MOTION:**

Request that the Superintendent ensure that procedures are developed that will address any complaints received related to this policy.

What factors are most important to the success of our education system?

- Student learning and achievement: All students achieve growth in academics, social-emotional skills, and civic engagement
- High-quality curriculum and instruction: Rigorous coursework aligned to state education quality standards
- Personalized learning opportunities: Individualized goals, adaptive tools, student-led projects, and portfolios
- Extracurricular and enrichment opportunities: Arts, athletics, clubs, and service learning
- Career and college readiness: Preparation for life after graduation
- Career and technical education (CTE) and work-based learning: Access to applied learning and career pathways
- Transferable skills for lifelong success: Critical thinking, communication, collaboration, digital literacy
- High-quality educators and staff: Educators with the skills to support every child's growth
- Safe and supportive environments: Physical, emotional, and mental well-being
- Financial efficiency and sustainability: Responsible and lasting use of resources

Other:

Act 73 requires creating larger districts with the goal of increasing student opportunity while controlling costs. What do you see as the biggest barriers or pitfalls to be avoided in moving to larger school districts? **Select top 3 concerns.** Fewer educational opportunities due to small class size

- Less personalized education due to higher teacher-student ratios and larger class sizes
- Loss of local elementary schools
- Loss of local identity and community voice
- Unequal access to resources across schools
- Challenges recruiting and retaining teachers and staff
- Students spending too much time in transit to/from school and/or not having accessible transportation options
- Complex governance and decision-making structures
- Risk of administrative costs outweighing classroom benefits
- Lack of community trust or buy-in
- Teachers facing job cuts or being forced to relocate to different schools
- None of the above

*How do we maintain or strengthen community voice throughout the district consolidation process and in future larger school districts? **Check all that apply.***

- Frequent community meetings
- Keep school board meetings accessible
- Opportunities for written comments (online or in person)
- Opportunities to speak directly with school leaders
- Formation of school advisory groups

As the state considers different funding structures for education, **which three** do you believe are the most important?

- Fair and Equitable: It's important that the funding system distributes money in a way that gives all students, regardless of where they live, an equal opportunity to succeed.
- Predictable: The funding system should be consistent and reliable over time, so schools and communities can plan and budget with confidence.
- Reliable: Funds should be delivered promptly and without unexpected shortfalls, ensuring schools have the resources they need when they need them.
- Transparent: The process of funding education should be open and clear, so taxpayers and school leaders understand where the money comes from and how it is spent.
- Sustainable: The funding system should protect against sudden changes or cuts that might disrupt students' education or school operations.
- Affordable: The funding system should keep costs reasonable for families and communities, such as maintaining fair property tax rates.
- Balanced: The funding system should rely on a fair mix of revenue sources, shifting less burden onto property taxes and more toward income-based taxes.

If you have had a chance to think about school district boundaries, what are some of your thoughts about which districts BUUSD may be consolidated?

JoAn Canning, BUUSD Superintendent of Schools

2025-26 Goals

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## Superintendent Goals – Supervision & Evaluation

### 1. Teachers

- **Goal:** By June 2026, ensure all new and provisional teacher evaluations are completed on time, with principals and evaluators providing actionable feedback aligned to instructional best practices, resulting in measurable growth in teacher practice as evidenced by year-over-year increases in evaluation ratings and classroom observation data.
  - **Action Steps:**
    - Implement quarterly calibration sessions for evaluators to ensure consistency.
    - Provide professional learning for teachers based on common evaluation themes.
    - Track progress through mid-year review reports.
- 

### 2. Support Staff

- **Goal:** By June 2026, develop and implement a performance feedback and support system for all support staff (e.g., paraprofessionals, clerical, custodial), ensuring that 75% receive at least one formal evaluation or structured feedback session annually, with opportunities for professional growth.
- **Action Steps:**
  - Create role-specific evaluation rubrics and feedback tools.
  - Train supervisors to deliver constructive feedback.
  - Use staff survey data to measure the effectiveness of support and evaluation processes.

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### 3. School Leaders (Principals & Directors)

- **Goal:** By June 2026, conduct two formal evaluations and ongoing coaching sessions with all principals/administrators, using leadership standards as the framework, and ensure 100% complete leadership development plans focused on instructional leadership, school culture, and operational management.
- **Action Steps:**
  - Establish monthly leadership coaching sessions with measurable goals.
  - Align evaluations with district priorities (instructional improvement, equity, student outcomes).
  - Collect evidence of leader growth through school performance data and staff feedback.

#### **Goal Statement: Attendance**

The Superintendent will lead the development and implementation of a comprehensive attendance improvement strategy to increase both student and staff attendance rates, supporting improved academic outcomes and school culture.

#### **SMART Goal:**

By **June 2026**, the district will

- **Increase student average daily attendance (ADA)** from - to -, and (I need to include a baseline)
- **Reduce chronic absenteeism** (students missing 10% or more of school days) by **10%** across all grade levels,
- **Improve staff attendance rates** by **1.5 percentage points** compared to the previous school year.

Action Steps:

#### **Staff**

Reducing staff absenteeism is an important leadership priority because it affects student learning, staff morale, and overall school culture. The most **promising practices** combine prevention, support, accountability, and recognition. Here's a structured overview you can adapt for a school or district setting:

- Support the PATH program that supports health and wellness of staff.
- Review Healthy Employee data with the Leadership Team to identify action steps.
- Monitor absentee data and celebrate progress.
- Implement a staff recognition and appreciation program.

## **Students**

Reducing student absenteeism requires a multi-layered approach that addresses both the underlying causes of absences and creates a positive culture of attendance. The most effective strategies combine data use, relationships, communication, and targeted interventions.

- Work with the District Community Leadership Team to review data and to identify cross agency promising practices that improve student attendance
- Address practical barriers such as transportation, health and mental health.
- Ensure that every student has a trusted adult that checks in regularly with the student.
- Make personal calls home when the student is out.
- Share resources among the leadership team.

## **DRAFT**

### **Suggestions for School Board Annual Goals**

#### **Goal: One**

By June 2026, the School Board will review and update 100% of district required policies to ensure compliance with current state and federal regulations, alignment with the needs of the district, and a focus on equity, safety, and student well-being, with an annual schedule established to keep policies current and accessible to all stakeholders.

#### **Goal: Two**

By June 2026, the School Board will strengthen community engagement by hosting at least 2-3 public forums/listening sessions annually, launching a biannual community survey to gather feedback on district priorities, and increasing two-way communication through multiple platforms, with results reviewed and reported publicly to guide board decision-making.

#### **Goal: Three**

By June, 2026, the School Board will successfully complete contract negotiations with the teachers', support staff and custodians/maintenance staff associations that result in a fair, fiscally responsible agreement aligned with district priorities.

#### **Goal: Four**

By March 3, 2026, the Board of Education will develop, adopt, and publicly present a balanced budget that aligns with the district's priorities, supports equitable resource allocation for all students, incorporates community input and balances the needs of students with our local taxpayers.

**BARRE UNIFIED UNION SCHOOL DISTRICT #097  
POLICY**

**CODE: B8**

**1<sup>ST</sup> READING: 01/14/2021  
2<sup>ND</sup> READING: 01/28/2021  
ADOPTED: 01/28/2021**

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**ELECTRONIC COMMUNICATIONS BETWEEN EMPLOYEES AND STUDENTS**

The Barre Unified Union School District (BUUSD) recognizes electronic communications and the use of social media outlets create new options for extending and enhancing the educational program of the school district. Electronic communications and the use of social media can help students and employees communicate regarding: questions during non-school hours regarding homework or other assignments; scheduling issues for school-related co-curricular and interscholastic athletic activities; school work to be completed during a student’s extended absence; distance learning opportunities; and other professional communications that can enhance teaching and learning opportunities between employees and students. However, the Barre Unified Union School District BUUSD recognizes employees and students can be vulnerable in electronic communications.

In accordance with Act 5 of 2018 this policy is adopted to provide guidance and direction to Barre Unified Union School District BUUSD employees to prevent improper electronic communications between employees and students.

**I. Definitions. For purposes of this policy, the following definitions apply:**

- A. **Electronic communication.** Electronic communication is any electronic device computer-mediated communication in which individuals exchange messages with others, either individually or in groups. Examples of electronic communication include, but are not limited to, email, text messages, instant messaging, voicemail, and image sharing and communications made by means of an internet site, including social media and social networking websites.
- B. **Social media.** Social media is any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, websites and internet forums. Examples of social media include, but are not limited to, Facebook, Twitter, Instagram, YouTube, and Google+.
- C. **Employee.** Employee includes any person employed directly by or retained through a contract of employment the district, an agent of the school, a school board member, and including supervisory union employees.
- D. **Student.** Student means any person who attends school in any of the grades Prekindergarten through 12 operated or contracted by the district.

(i)

**II. Policy on Electronic Communication Between Students and Employees.**

All communication between employees and students shall be professional and appropriate. The use of electronic communication that is inappropriate in content is prohibited.

- A. **Inappropriate content of an electronic communication.** Inappropriate content of an electronic communication between an Employee and a Student includes, but is not limited to:
- A. Communications of a sexual nature, sexual oriented humor or language, sexual advances, or content with a sexual overtone;
  - B. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
  - C. Communications regarding the employees' or student's past or current romantic relationships;
  - D. Communications which include the use of profanities, **obscenities obscene language**, lewd comments, or pornography;
  - E. Communications that are harassing, intimidating, or demeaning;
  - F. Communications requesting or trying to establish a personal relationship with a student beyond the employees' professional responsibilities;
  - G. Communications related to personal or confidential information regarding employee or student that isn't academically focused; and
  - H. **Direct** Communications between an employee and a student between the hours of 10 p.m. and 6 a.m. An Employee may, however, make public posts to a social network site, blog or similar application at any time.
- B. **Procedures.** The superintendent shall develop procedures for both the receipt and handling of reports filed under this policy (see **1 and 2 III. A. and B.** below).

### III. **Enforcement Responsibilities**

- A. **Student communications violation of this policy.** In the event a student sends an electronic communication, that is inappropriate as defined in this policy or that violates the procedures governing inappropriate forms of electronic communication to an employee, the employee shall submit a written report of the inappropriate communication ("Report") to the principal or designee by the end of the next school day following actual receipt by the Employee of such communication. The principal or designee will take appropriate action to have the student discontinue such improper electronic communications.

While the school district will seek to use such improper electronic communications by a student as a teaching and learning opportunity, student communications violation of this policy may subject a student to discipline. Any discipline imposed shall take into account the relevant surrounding facts and circumstances.

- B. **Employee communications violation of this policy.** In the event an employee sends an electronic communication that is inappropriate as defined in this policy or that violates the procedures governing inappropriate forms of electronic communication to a student, the student or the student's parent or guardian is encouraged to submit a report of the inappropriate communication ("Report") to the principal and/or the person designated by the principal to receive complaints under this policy promptly. The report shall specify what type of inappropriate communication was sent by the employee with a copy of the communication, if possible.

Inappropriate electronic communications by an employee may result in appropriate disciplinary action ~~up to and including possible dismissal~~.

- C. **Applicability.** The provisions of this policy shall be applicable at all times while the employee is employed by the district and at all times the student is enrolled in the school district, including holiday and summer breaks. An employee is not subject to these provisions to the extent the employee has a family relationship with a student (i.e. parent/child, nieces, nephews, grandchildren, etc.).
- D. **Other district policies.** Improper electronic communications that may also constitute violations of other policies of the district, i.e. unwelcome sexual conduct may also constitute a violation of the school's separate policy on the Prevention of Harassment, Hazing and Bullying of Students. Complaints regarding such behavior should be directed as set forth in the school's Procedures on the Prevention of Harassment, Hazing and Bullying of Students.

#### **IV. Reporting to Other Agencies**

- A. **Reports to Department of Children and Families [DCF].** When behaviors violative of this policy include allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. §4911, et seq., must report the allegations to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. §6901 et seq.
- B. **Reports to Vermont Agency of Education [AOE].** Accordingly, if behaviors violative of this policy in a public school involve conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the superintendent and the superintendent shall report the alleged conduct to the AOE.
- C. **Reporting Incidents to the Police.** Nothing in this policy shall preclude persons from reporting to law enforcement any incidents and/or conduct that may be a criminal act.
- D. **Continuing Obligation to Investigate.** Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this or any other policy, such as the Policy on the Prevention of Harassment, Hazing and Bullying, to pursue and complete an investigation upon receipt of notice of conduct which may constitute a policy violation.



# ***BUUSD***

## ***Barre Unified Union School District***

### **CONDENSED BRIEFING MEMO**

#### **AGENDA ITEM DESCRIPTION:**

**8.2 VSBA Resolutions and Appoint Voting Delegate and Alternate**

#### **BACKGROUND/SUPPLEMENTAL INFORMATION:**

Annually VSBA determines what their legislative priorities will be based on what districts want them to advocate for. There are current resolutions and ones that are being proposed. We need to give guidance to our delegate on how we want them to vote.

#### **ATTACHMENTS:**

Current Resolutions, Board Report on 2025 proposed resolutions, a [Link](#) to the video for the proposals.

#### **RECOMMENDED ACTION/MOTION:**

We can take them all at once or each resolution individually.

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#### **AGENDA ITEM DESCRIPTION:**

**8.4 Superintendent Evaluation - VSBA**

#### **BACKGROUND/SUPPLEMENTAL INFORMATION:**

Annually it is good to evaluate the superintendent. VSBA has been our preferred vendor for this. There are other options but historically we have gone through them.

#### **ATTACHMENTS:**

VSBA Contract(will be sent once received)

#### **RECOMMENDED ACTION/MOTION:**

A motion to approve the superintendent evaluation contract with VSBA and appoint \_\_\_\_\_ as members of the committee

## Vermont School Boards Association (VSBA) 2024-2025 Resolutions

*The VSBA Bylaws, Article XVI E. states that when passed by sixty percent (60%) of the voting delegates, a resolution shall become a position or statement of the association. Each position shall be voted as a resolution or continuing resolution. Continuing resolutions shall be statements of association policy which are of an ongoing or permanent nature and shall be in effect until amended at a subsequent annual meeting of the association. Resolutions shall be statements of specific positions on behalf of the association and shall be in effect until the next annual meeting when they may be deleted, continued, or amended by vote of the membership.*

*All resolutions are continuing unless they are marked with an asterisk ( \* ) which signifies that this resolution will be in effect until the next annual meeting when it may be deleted, continued, or amended by vote of the membership.*

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**I. GOVERNANCE, LOCAL AND STATE**

**A. THE ROLE OF LOCAL SCHOOL BOARDS**

Education in Vermont is overseen by local school boards. Each local board serves as the Board of Trustees for education on behalf of the entire community. It is entrusted with assuring that the young people of the community receive a high-quality education and that taxpayers are receiving an excellent return on their investment of tax dollars.

**B. THE ESSENTIAL WORK OF SCHOOL BOARDS**

Each school board is responsible for leadership in the following areas:

**Create a vision for education in the community.** Answer the questions: What do you want students to know? What kind of experiences do you want them to have? What kind of long-term outcomes do you desire?

**Establish policy parameters to carry out that vision.** Establish the district’s priorities. Define parameters for carrying out the educational program. Define any limitations to be placed on the administration.

**Hire a superintendent to administer the district to achieve the vision.** Provide the latitude to do the job. Hold the superintendent accountable for results.

**Monitor progress toward the vision.** Determine indicators which need to be monitored on a regular basis and assure a plan to regularly monitor performance.

**Develop and adopt a budget to support the vision and monitor plan vs actual expenses.** Assure the budget reflects the vision and the values of the district and the community.

**Advocate for education within the community.** Be sure your community understands the needs of the local education system and is supportive of the education being provided to young people. Encourage community involvement.

**Meet other legal requirements—serving as a quasi-judicial board to resolve disputes on appeal and negotiating collective bargaining agreements with teachers and other staff.**

**Be sure the system is operated ethically.** Acknowledge that members carry no power outside of the context of the board. Assure no actual or perceived conflicts of interest. Adopt and adhere to a code of conduct.

**C. LOCAL DECISION MAKING [2003]**

Local school boards have been given responsibilities by state statute to oversee public education in their districts and to make the important decisions necessary to assure the provision of high quality education in an efficient and effective manner. As local boards are accountable, they must be assured that there is no state interference in their decision-making responsibilities.

#### **D. BOARD DEVELOPMENT**

School boards have a large responsibility in overseeing the educational system in an increasingly complex environment. School board members should expect to have readily available opportunities for new member orientation and mentoring and for ongoing training. Board members have the duty to seek out and participate in these opportunities. The VSBA will work with the Vermont Superintendents Association to ensure high quality joint training opportunities are available to board chairs and superintendents so that they may fulfill their joint training responsibilities under Act 56 of 2013.

The Board of the VSBA should direct its staff to:

1. devote time to recruiting and training new school board members,
2. provide them with the tools they need to be directly, educationally engaged in their Districts,
3. encourage them to support creative and innovative educational practices which will foster in our students a broad, inclusive world view and will promote civic and cultural literacy.

#### **E. ROLE OF THE STATE IN EDUCATION *[updated 2024]***

The role of the State Board of Education and the State Agency of Education is to guide the creation of a broad design for the education system in a rapidly changing world. The broad design must assure success for every student that includes delivering and using world-class education while engaging and supporting families and communities. The Agency must also promote equity of educational opportunity for students throughout Vermont. In addition, the Agency should provide assistance to school districts and local boards to help them meet statewide per-pupil spending goals. In order to accomplish these goals, the Agency of Education must be properly staffed and resourced to fulfill the statutory obligations.

The State Board of Education should be composed of members who have insight and experience with the delivery and administration of public education and school systems in Vermont. The State Board should model good governance by complying with the governance standards outlined in the District Governance Standards and include an active school board member, a school administrator, and a licensed educator. As school boards are in the best position to assess the needs of Vermont schools, the Governor should consult with the VSBA prior to the nomination of the school board member.

#### **F. CHARTER SCHOOL LEGISLATION**

The VSBA supports public school innovation which can offer rich and diverse educational opportunities for all students. VSBA supports the recommendations of the 2001-2002 Charter School Study Commission that state that Vermont should not enact charter school enabling legislation because existing law allows for the establishment of new schools, programs or "schools-within-schools" that can readily accomplish many of the goals that larger, urban school systems in other states seek in charter schools. By drawing funds away from existing small public schools, charter school legislation may undermine the ability of public schools to serve the educational needs of Vermont's children.

While the existing law allows the granting of waivers to schools relative to meeting specific regulations, all publicly supported schools should adhere to state or comparable standards and administer the statewide assessments.

#### **G. STUDENTS ON LOCAL SCHOOL BOARDS *[2001]***

VSBA believes that local school boards benefit from having an ongoing student voice in their discussions of all school matters that are not subjects of executive sessions. The VSBA encourages its members to include students as active participants in the consideration of educational issues, and favors the

participation of students as board members. The VSBA will provide guidance and support to boards to achieve this objective.

#### **H. ADDRESSING EQUITY, QUALITY AND COST EFFECTIVENESS**

The VSBA supports initiatives that are designed to create greater equity in high quality learning opportunities and to achieve cost effectiveness. Such initiatives shall focus on the needs of the students and taxpayers of the State of Vermont. Any initiative that impacts our governance structure or funding system must be designed in a way that reflects our community values. School boards are in the best position to inform this process and must be fully engaged in this effort. The VSBA will work with the General Assembly and our members to support initiatives at the state, regional and local level that will address our challenges while maintaining and strengthening local communities.

#### **I. CIVIL DISCOURSE**

The VSBA urges all educational stakeholders to (1) teach and model conflict resolution and consensus building as those skills are necessary for the health and wellbeing of tomorrow's society and (2) engage in civil discourse as we set a course for the future of our schools and communities.

Accordingly, harassment, coercion and intimidation must be viewed as a fundamental threat to the democratic principles upon which our republic is based. When directed towards elected officials or those running for elected office, violence, the threat of violence and other forms of harassment, coercion and intimidation are not just crimes against individuals, they are direct assaults upon our democratic system of self-governance. Accordingly, we, as elected officials in the State of Vermont, hereby call upon those in law enforcement at the local, state and federal levels to make the investigation of such crimes a top priority. We ask that all levels in law enforcement take such crimes seriously and that they work diligently to identify and prosecute all who would attempt to subvert and interfere with the political process by means of violence, threats of violence or by other forms of harassment, coercion and intimidation.

#### **J. TIMELY AND RELIABLE INFORMATION & IMPLEMENTATION \***

The VSBA will prioritize and use its influence to support Vermont School Boards in ensuring that Business Managers, Superintendents, and School Boards receive required, useful and timely information from the Agency of Education.

#### **K. MONITOR OUTCOMES FROM ACT 46 GOALS \***

The VSBA declares that the Secretary's adherence to the dictates of Act 46 to comprehensively compile and analyze data and present the report with the required conclusions and recommendations is a matter of the highest priority for its member school districts.

#### **L. SCHOOL BOARD OFFICERS [2020]**

The VSBA propose and promote to the Vermont legislature to update Title 16 to allow for school boards to remove and replace board officers after they are elected, via a fair and judicious process.

#### **M. GOVERNANCE OF CAREER & TECHNICAL EDUCATION (CTE) SCHOOLS [2020 Updated 2022] \***

A study should be conducted to better understand the variety of CTE governing models, operations and budgeting structures that exist across the State. The study would examine any inconsistencies that impact student learning and outcomes, and identify and propose new models of funding and governance structures to improve the quality, duration and access to career technical education in Vermont.

#### **N. GOVERNANCE STANDARDS [2022] \***

The VSBA advocates for significant input on the school district quality standards adopted by rule of the AOE regarding the business, facilities management, and governance practices of school districts.

#### **O. REMOTE SCHOOL BOARD MEETINGS [2023] \***

The General Assembly should amend Vermont's Open Meeting Law to make fully remote meetings a permanent, voluntary option.

## **II. FINANCE**

### **A. EQUALIZATION [1984, updated 1997]**

VSBA supports the maintenance of "...substantially equal access to a quality basic education..." for all of Vermont's children as required by the Vermont Supreme Court in its *Brigham* decision, and as legislatively promised in 16 V.S.A. §1.

It is the duty of the State of Vermont to ensure fiscal equity for all school districts to allow equal educational opportunities for all students. Significant state expenditure is required to equalize the financial resources of districts and maintain the educational opportunities of students.

### **B. CAPITAL SPENDING [2002, updated 2022]**

1. General Education Construction: The moratorium on school construction aid should be removed. Schools require predictability and stability in state aid in order to plan successfully over the long term. The VSBA supports reinstatement of 30 percent or more in state reimbursement aid for all eligible capital expenses irrespective of school district consolidation status.
2. School Building Consolidation: The VSBA supports school building consolidation projects when the local school district or districts believe(s) the result will be greater cost-effectiveness or improved educational outcomes for students. The VSBA supports extending indefinitely 50 percent state reimbursement aid for school building consolidation projects as provided under 16 V.S.A. § 3448(a)(7)(C).
3. Technical Education Capital Expenses: The moratorium on technical center construction aid should be removed.
4. The General Assembly should establish funding mechanisms exclusively focused on the equitable procurement, development and utilization of technological assets, including connectivity, hardware, data, professional development and support. Furthermore, the Agency of Education must develop adequate logistical support for districts to assist districts in achieving world-class technology and the associated transformation of teaching and learning.
5. The VSBA advocates that the Vermont legislature allocate funds to assist school districts with PCB and radon remediation, including districts whose contamination was discovered prior to the legislation and irrespective of costs covered by capital bonding.

### **C. ADULT STUDENTS IN TECHNICAL EDUCATION [1997]**

The VSBA urges the General Assembly to fund 100% of the costs of educating, in technical education centers, persons over 21 years of age who lack a high school diploma and are not enrolled for purposes of pursuing graduation from a high school or technical center.

### **D. USE OF PUBLIC FUNDS [2000]**

The VSBA does not support funding private independent educational institutions with public funds in districts that operate public schools for the education of local students, except at the discretion of local school boards. The VSBA opposes indirect public support to private independent educational institutions through the granting of tax credits or tax subsidies for tuition or expenses. Public education funds in Vermont districts that operate schools should be directed to the improvement of those public schools.

### **E. COMMON LEVEL OF APPRAISAL \***

That the VSBA calls upon the Governor and General Assembly to study the mechanics of the Common Level of Appraisal and its effect on education property tax rates.

1. We especially ask for consideration of the effect that calculation and application of the CLA has on small towns.
2. We ask for consideration of alternative methods of adjusting property values for taxation, including but not limited to developing a regional CLA or a rolling reappraisal system.
3. We ask for an examination of a more equitable system of calculating the CLA, which could include such approaches as:
  - a. Automatically excluding high value outliers from calculations;
  - b. Re-examining how properties are categorized;
  - c. Limiting the punitive impacts of annual changes in a community's CLA that result from local reappraisals.
4. We ask that this study consider the effect these recommendations would have on the Education Fund.

**F. REFORM THE EDUCATION TAX SYSTEM \***

The General Assembly should examine alternative funding sources for our education system that are more equitable and sustainable, rather than continue a system that predominantly relies on the property tax for revenue.

**G. USE OF THE EDUCATION FUND [2009]**

The VSBA strongly supports the intended limitations on the use of the Education Fund, and opposes any diversion of funds raised through the statewide property tax to programs not within the jurisdiction of public school districts or supervisory unions.

**H. TEACHER PENSION PLAN**

The VSBA requests the General Assembly to conduct a thorough analysis of the Vermont teachers' retirement system and to make recommendations and take action to ensure its sustainability over the long term, including consideration of conversion from a defined benefit to a defined contribution plan.

**I. NO COST-CUTTING DOUBLE JEOPARDY**

The VSBA calls on the General Assembly to avoid putting school districts under multiple cost-cutting strictures at the same time, for example: eliminating small schools grants along with further reduction of the excess spending penalty.

**J. UNFUNDED MANDATES**

All new educational requirements or programs mandated by the federal government or the State of Vermont should be fully funded by either the federal or state government.

**K. STUDENT TRANSFERS**

The General Assembly should provide a mechanism to allow for PreK through grade 8 student ADM transfers or tuition terms within a supervisory union on terms agreed to by sending and receiving school boards with approval of the Superintendent.

**L. INDEPENDENT SCHOOL, PREKINDERGARTEN, and AFTERSCHOOL FUNDING [updated 2021]**

Public dollars that support private independent schools, prekindergarten programs, and afterschool programs should carry with them the same obligations regarding quality, equity, efficiency, transparency and accountability that apply to public school districts. In order for an independent school (other than an independent school with a specific state purpose), prekindergarten program, or afterschool program to be eligible to receive public education funds, the school or program should:

1. Not discriminate or deny enrollment on the basis of race, creed, color, national origin, marital status, sex, sexual orientation, gender identity or disability;

2. Operate with an open admissions policy, meaning that it accepts all publicly-funded students on a space-available basis; and
3. Employ teachers and administrators that have licenses and endorsements required by professionals working in public schools.

In addition, independent schools should:

4. Be approved for special education services in *at least* four categories and arrange for special education services related to *any* disability category if required in an enrolled student's individual education plan;
5. Administer state assessments and make outcomes data available to the public in the same manner as public schools; and
6. Provide free and reduced lunch to all eligible students.

### **M. FEDERAL FUNDING FOR PreK-12 PROGRAMS**

The VSBA urges Congress and the Administration to provide full and sufficient funds for public education including, but not limited to, Title I and IDEA, and to protect education as an investment critical to economic stability and American competitiveness.

### **N. COST CONTAINMENT**

The statewide cost of PreK-12 education has been at the center of significant policy debates and interventions for the past decade. The VSBA offers the following recommendations to respond to concerns about costs while maintaining education quality:

1. *Statewide health insurance benefit for school employees:* Any legislative approach for addressing health care for school employees must demonstrate that it will reduce costs to school districts over the near and long term and should reflect the health insurance plan norms for the majority of Vermonters.
2. *Study of state-funded retirement buy-out that conditions rehires on achieving ratios:* The VSBA recommends the creation of a stakeholder task force to explore the advantages and disadvantages of establishing a state-funded initiative in support of early or "on-time" retirement. Two conditions of a district's participation in the initiative would be a commitment to meet staff to student ratio targets by reducing total personnel through the retirement program, and a commitment to sustain these savings through future budgeting processes.
3. *Establish standards for fact-finders in the collective bargaining process:* The General Assembly should modify 16 V.S.A. §2007 to require neutral fact-finders to consider only a statutory list of legitimate measures of a community's ability to pay, rather than a pattern of area salary and health benefits that purports to demonstrate financial wherewithal but in fact does not.
4. *Guidelines for reserve funds and budget surplus amounts:* In light of the goals of affordability, transparency and accountability, the VSBA will work with the Agency of Education, the Vermont Superintendents Association and the Vermont Association of School Business Officials to establish guidelines on the appropriate amounts and uses of reserve funds and the treatment of budget surplus amounts. Guidelines should support best practices in amounts of, establishment of and utilization of reserve funds.
5. The VSBA advises the Vermont General Assembly to allow reasonable time for school districts to plan for cost containment legislation and refrain from passing legislation that affects budgets already adopted by school boards or approved by voters.
6. The VSBA supports the study and consideration of the costs associated with providing social services when making funding decisions.

### **O. BROADBAND ACCESS FOR EDUCATION [2020] \***

That providing universal access to high speed broadband services for every student and family in Vermont must be a goal of the highest order for the government of the State of Vermont. And, where access to such broadband services is available but cannot be reasonably afforded by families with students in our schools, that some form of financial support should be made available to those families (although not as an additional unfunded cost to the school districts) to ensure that the students in those families have the high speed broadband service necessary to support their education.

**P. HOLD HARMLESS STUDENT EDUCATION DURING A STATE OF EMERGENCY [2020]**

Vermont's PK-12 students should be held harmless from reductions to the education funds available to school districts. Vermont's school districts should be given the necessary resources to operate their schools in a safe manner during a declared state of emergency in Vermont.

**Q. FEDERAL AND STATE FUNDING OBLIGATIONS, EDUCATIONAL EQUITY, FUNDING ADEQUACY, UNFUNDED MANDATES [2020]**

The school boards of Vermont request the state and federal governments provide the financial resources promised in pre-existing laws as well as provide for new burdens placed on public schools by the pandemic and beyond, and that the state and federal governments must provide this financial support in a manner that ensures our children receive the necessary academic, physical and emotional resources, not by privileges and advantages for some but by the opportunities we generously bestow upon all.

**R. EDUCATION FINANCE [2021] \***

The VSBA fully supports the findings as presented in the Pupil Weighting Factors Report dated December 24, 2019. And furthermore, the VSBA requests the Vermont Legislature to thoughtfully and expeditiously establish an implementation plan for the Report's recommendations.

**S. PUBLIC FUNDS ACCOUNTABILITY [2022]**

The VSBA advocates that all rules, regulations, policies, quality standards, reporting requirements and laws regarding public schools in Vermont must apply to any school that receives funds from the statewide education fund, for any reason or for any purpose.

**T. SEPARATION OF CHURCH AND STATE [2023] \***

The General Assembly must act to bring Vermont tuition reimbursement policy and practice into compliance with the U.S. Supreme Court's ruling in the Carson v. Makin without violating the Compelled Support Clause in Article III of Chapter I of the Vermont Constitution.

**U. RESIDENTIAL AND NON-RESIDENTIAL PROPERTY TAX RATES [2024]**

The VSBA calls upon the General Assembly to examine the impact and feasibility of raising the Non-Residential Tax Rate to the same rate as the Homestead Tax Rate in every town where the Non-Residential Tax Rate is lower than the Homestead Tax Rate.

The VSBA calls upon the General Assembly to examine the impact of Non-Residential Tax Rate and Homestead Tax Rates in every town where the Non-Residential Tax Rate is lower than the Homestead Tax Rate.

### **III. INSTRUCTION**

**A. PERSONALIZATION & PROFICIENCY-BASED LEARNING**

The VSBA believes that students learn best when they play an active and meaningful role in their education. The learning styles, interests, and aptitudes of each student should drive instruction and learning activities in every school, as opposed to standardized programs designed to prepare students to perform well on state standardized assessments.

All schools must provide equitable access to meaningful and rigorous learning experiences that will allow students to demonstrate proficiency in multiple ways.

The VSBA supports a study regarding whether the current construct of Vermont's Public High School Choice Law presents a barrier to the personalization of education or the expansion of opportunities for students, and further recommends that there be supports available for school districts to collaborate on joint endeavors to expand access to innovative educational programs.

#### **B. STUDENT ASSESSMENT *[updated 2024]***

The VSBA recognizes the value of standardized assessments as one tool to be used in evaluating student performance. It must be used in conjunction with other means of evaluation to present an accurate picture of student achievement. The VSBA does not support the use of standardized assessments alone to determine the success of schools, to evaluate teacher performance, to promote students from grade to grade or as a final "gate" to a high school diploma.

State standardized assessments should be designed to provide information about student growth over time, and should include interim assessments so that students and educators are able to measure student performance throughout a school year, rather than just once a year. The Vermont Agency of Education should also continue to support development and administration of local assessment plans which may include national norm-referenced achievement and/or aptitude tests as well as other locally administered evaluation methods. As the reliability of additional local assessments is assured, it may be of value to give more weight to local assessments, and other tools, in the State's Accountability System.

#### **C. ESEA REAUTHORIZATION *[updated 2021]***

The federal Department of Education should provide adequate technical support, guidance, and resources to ensure that the Vermont Agency of Education as well as school districts are prepared to comply with ESSA's provisions. Specifically, Congress should appropriate funding to no less than 95% of the authorized funding level. Vermont's congressional delegation should continue to support state and local decision making in the ESSA rulemaking process.

The Agency of Education's work to implement Education Quality Reviews is crucial to successful ESSA implementation on the local level. The Agency of Education should make up-to-date data gathered in Education Quality Reviews readily accessible to school districts.

#### **D. SCHOOL CHOICE**

VSBA recognizes the varied learning styles and needs of students and supports the provision of multiple options for student learning in the public schools. The Association supports the maintenance of the parameters of Vermont's Public High School Choice Law and the thorough monitoring of its outcomes. VSBA urges the General Assembly to examine closely all ramifications of the law to understand the effects on those students who choose new schools and those who do not, as well as the impact on all schools.

Vermont needs to recognize the long history of school choice in many towns. VSBA is concerned that expanded school choice for all other towns could have significant unintended consequences. If this option is to be seriously considered, it requires extensive study with substantial involvement by VSBA.

#### **E. PRE-KINDERGARTEN *[updated 2024]***

The VSBA encourages the General Assembly to support fully-funded, full-day pre-kindergarten education through a system that emphasizes equity, high-quality simplicity, and sustainability regardless of type or location of the setting. School districts must ensure, equitable access, quality and accountability in public funded pre-kindergarten education.

#### **F. SCHOOL CALENDAR**

VSBA is supportive of school calendars that provide for more continuity of learning, better reflect the needs of all students and increase opportunities for professional learning and reflection throughout the school year. The VSBA urges regional superintendent groups to explore school calendars that reasonably distribute the pace of education to maximize student learning, provide opportunities for student interventions during the school year, promote academic momentum for students, and allow for districts to partner with community organizations to provide enrichment, academic, and other skill-building opportunities throughout the year.

#### **G. SCHOOL DISTRICT INNOVATION ZONES**

VSBA supports legislation authorizing the creation of innovation zones to exempt supervisory unions and/or districts from specific regulation and policy in order to create models of world-class education systems that can be scaled across the state.

#### **H. VERMONT'S DUAL ENROLLMENT PROGRAM**

The VSBA supports a change to state law to allow access to Vermont's Dual Enrollment Program for Vermont resident students who reside in districts that do not operate a high school, whose tuition is publicly funded and who attend public schools in a state bordering Vermont.

#### **I. EQUITY AND ANTI-RACISM [2020, updated 2021]**

The VSBA is committed to the success of every student, regardless of race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies. VSBA will incorporate principles of equity within all policies, operations, practices, and resource allocations, which may include the use of an equity lens when responding to proposed legislation.

The VSBA should demonstrate and promote the unequivocal, collective responsibility for equitable and inclusive education environments by recognizing, responding, and speaking out against injustice and racial inequity. In support of this goal, the VSBA commits to the following: 1. promote and support implicit bias training for all faculty and staff in Vermont public schools, including athletic and co-curricular personnel, and officials across the state; and 2. promote professional learning for school leaders and school board members that include but not be limited to: Equity Literacy, Curriculum Audits, Review Protocols for Examining Bias in School Policies and Procedures, Culturally Responsive Instruction and School Culture, Student Leadership and Voice, and Examining Power and Privilege in Schools.

#### **J. SCHOOL STABILIZATION: STUDENT MOBILITY AND RESILIENCE [2020] \***

For those entering or currently enrolled high school students whose fixed, permanent legal residence changes to a different fixed, permanent legal residence and who wish to remain in their current district, the General Assembly should provide an additional mechanism beyond 16 V.S.A § 822 to allow for students to complete their secondary education within the district where they were registered during any year in Grades 8-11. This mechanism should provide a process by which the current district retains the student in their ADM count, versus transferring the ADM to the new district of legal residence. Nothing in this mechanism shall apply to students eligible for homeless status, who are protected under law.

#### **K. EQUAL AND EQUITABLE OPPORTUNITIES IN ANY SCHOOL RECEIVING PUBLIC FUNDS [2021]**

The VSBA requests the General Assembly guarantee, through law, that all public and independent schools receiving public funds adopt and exercise, equal and equitable opportunities in admissions, programs and practices in order to operate in the state of Vermont, and that the state invigorate the moribund school approval processes for public and independent schools to assure operational, financial, and educational accountability and excellence.

### **IV. LABOR RELATIONS**

## **A. UPDATING VERMONT'S COLLECTIVE BARGAINING FRAMEWORK**

The VSBA urges the General Assembly to transform the traditional collective bargaining framework in order to best respond to contemporary expectations for education and to elevate the teaching profession in ways that create conditions for innovative schools. The new framework should promote bargaining that is: student-centered, collaborative, evidence-based, flexible and transparent.

## **B. BINDING INTEREST ARBITRATION**

The General Assembly should eliminate the right to strike and impose contracts by updating Vermont's collective bargaining process to be more in line with our New England neighbors. The new approach should not include mandatory binding arbitration because it would turn over important decisions that impact up to 80 percent of school budgets to out-of-state arbitrators generally unfamiliar with community issues and Vermont's education finance system.

## **C. VOTER RATIFICATION OF NEGOTIATED CONTRACTS**

School Boards serve as trustees for education on behalf of the community – assuring that young people of the community receive a high-quality education and that taxpayers receive an excellent return on their investment. VSBA believes that the authority granted to school boards as the final decision makers on collective bargaining agreements should be unchanged.

## **D. UNEMPLOYMENT INSURANCE FOR EMPLOYEES IN SCHOOLS**

School district employees accept employment in schools knowing that the work is available only during the school year. Schools cannot be responsible for providing unemployment compensation to those employees during school vacations and the summer months, when there is reasonable assurance that the work will continue when students return.

## **E. PROBATION FOR NEW HIRES**

The General Assembly should amend 16 VSA 1752 to ensure that a probationary period is afforded to supervisory unions/school districts for all new hires. This will provide districts the time and flexibility to determine if the chosen candidate is the best fit for the district. It frees districts to take greater risks on candidates in order to find the best available employee.

## **F. REDUCTION IN FORCE**

Seniority should not be the sole factor for determining which employees are subject to Reduction in Force actions. School boards in Vermont should negotiate Reduction in Force provisions in their master agreements that include clear standards and measures other than seniority – such as performance evaluations that include multiple sources of evidence to measure teacher performance – that will allow administrators to make Reduction in Force determinations that are in the best interests of students. These provisions should also state that if employees are recalled after a Reduction in Force, seniority will not be the sole factor for determination as to which employees are recalled to employment.

## **G. HEALTHCARE FOR SCHOOL EMPLOYEES *[updated 2024]***

Any legislative approach to addressing health care for school employees must: demonstrate that it will reduce costs to school districts, and thus taxpayers, over the near and long term; reflect the health insurance plan norms for the majority of Vermonters.

## **H. COMMISSION ON PUBLIC SCHOOL EMPLOYEE HEALTH BENEFITS *[updated 2021]***

The VSBA adopts the following requirements for appointing representatives to the Commission:

Statutory Requirements: each appointee shall have (1) an understanding of health care, (2) an understanding of employer-employee relations, and (3) a demonstrated willingness to work collaboratively. The term of each member of the Commission shall be six years provided that of the members first appointed by the VSBA, one appointee shall serve a term of two years and one appointee shall serve a term of four years.

Criteria for Selection: in selecting appointees, the VSBA shall give priority to applicants who provide regional representation, have experience on a negotiations council and demonstrate willingness to participate in training and professional development regarding negotiations.

Application Process: VSBA shall accept applications for appointment to the Commission via an online form. The deadline for submission of applications shall be November 1.

Selection Process: The VSBA Board of Directors shall appoint representatives to the Commission based on the above statutory requirements and criteria at its November board meeting.

The VSBA adopts the following process for ratification of an agreement entered into by the Commission:

The VSBA adopts the following requirements for ratification of an agreement entered into by the Commission:

Notification - Voting Delegates: By April 1 each supervisory union/supervisory district shall notify the VSBA of the name, telephone number and e-mail address of its voting delegate.

Informational Webinar: If the Commission enters into an agreement, the VSBA shall host an informational webinar for the voting delegates within ten calendar days after execution of the agreement.

Electronic Ballot: Within ten calendar days after the informational webinar, the VSBA shall conduct an electronic ballot. Delegates will be provided at least ten calendar days' notice of the day of the vote. Delegates will be able to cast their vote through the electronic system between 7 am and 7 pm on the day of the vote.

## **V. MISCELLANEOUS**

### **A. DATA COLLECTION & REPORTING *[updated 2024]***

The passage of the federal Every Student Succeeds Act as well as state and local needs make the necessity for accurate and informative data more important than ever. The General Assembly should continue to fund the integration and close linkage of state and local information systems to maximize the efficiency and productivity of data collection, analysis and reporting at both levels.

1. The State Agency of Education should promulgate consistent and understandable definitions of data.
2. The Agency must analyze and coordinate all its requests for data from local districts to assure that all such data are needed and utilized in a way that improves student learning.
3. All requirements for information from local districts should be accompanied by a streamlined and easy-to-use mechanism for collection and submission with the goal of reducing the negative impact on local districts.
4. The Agency should gather input regularly from local districts to ascertain how the data collection process could be improved in order to;  
a. make it more useful for informing curriculum and program development  
b. make it more useful for evaluation of curriculum and programs  
c. evaluate the usefulness of the data and identify possible ways to streamline the data gathering process and reduce the burden on local districts.
5. The Agency should report regularly to policy makers, educators, and the public on what the input was and how it was used.

The VSBA strongly supports the protection of student privacy rights. Any data collection, maintenance or distribution system must be developed with the primary objective of protecting personally identifiable information about students.

### **B. FIREARM SAFETY ZONE**

The VSBA supports the enacting of Firearm Safety Zone legislation that would prohibit the firing of any type of firearm within 500 feet of any preK-12 school campus. Appropriate and serious penalties should be included. Exemptions for pre-existing, regulated gun ranges and special events should also be included. The Gun Safety Zone is needed to promote the safety of children and staff from accidental injury and to prevent unnecessary anxiety and safety procedures from firearms discharging nearby schools from unidentified sources.

### **C. ENVIRONMENTAL IMPACT**

The VSBA will consider the impact on the environment when deciding whether to support legislation and initiatives.

### **D. UNIVERSAL MEALS \***

VSBA supports Universal School Meals in Vermont schools. The funding should come from a source other than the education fund.

### **E. YOUTH MENTAL HEALTH [Consolidated 2024]**

In support of efforts to meet Vermont's Agency of Education's Education Quality Standards, the VSBA urges the General Assembly and Congress to champion the health and well-being of Vermont's youth. Legislation must be enacted to ensure adequate funding for all mental health support services and programs. Further, the VSBA advocates for an approach that supports and protects youth mental health through meaningful collaboration among the Agency of Education and Department of Mental Health, schools, Designated Agencies, and other community partners.

### **F. FLAVORED TOBACCO PRODUCTS [2023] \***

The VSBA supports a ban on the sale of flavored cigarettes, flavored e cigarettes and flavored substances that contain nicotine or are otherwise intended for use in an e-cigarette.

### **G. RESTRAINT AND SECLUSION [2023] \***

The VSBA calls on the General Assembly to prohibit the use of restraint and seclusion in any learning environment that receives public funds from the State of Vermont, except when there is a threat of imminent danger of serious physical harm to the student or others, and when it occurs in a manner that protects the safety of all children. Further, the VSBA calls for thorough data reporting requirements that would provide student demographic information, and the development and implementation of statewide technical assistance to promote positive development of youth through evidence-based, developmentally-appropriate programs. Technical assistance should address consistent and accurate reporting, to include demographic information.

### **H. ARTIFICIAL INTELLIGENCE [2024]**

The VSBA advocates for legislation that would require the Agency of Education, in consultation with the Agency of Digital Services, Division of Artificial Intelligence, to take all needed actions necessary for the responsible use of Artificial Intelligence in Vermont schools. This may include: model policies, Guidelines for Use, and a Code of Ethics.

### **I. CELL PHONES IN SCHOOL [2024]**

The VSBA supports legislation that would require school districts to adopt a policy concerning use of cell phones and other personal electronic devices in schools. The policy shall address, at a minimum, the specific circumstances or time periods during which cell phone or personal electronic device use is permitted, when their use is prohibited, and any relevant exceptions for instances such as disability accommodation, medical need, or other emergency.

### **J. SECRETARY OF EDUCATION QUALIFICATIONS [updated 2024]**

The Vermont School Board Association proposes the following language be added to 3 V.S.A. § 2702:

§ 2702. Secretary of Education

- (a) With the advice and consent of the Senate, the Governor shall appoint a Secretary of Education from among no fewer than three candidates proposed by the State Board of Education. The Secretary shall serve at the pleasure of the Governor.

- (b) The Secretary shall report directly to the Governor and shall be a member of the Governor's Cabinet.
- (c) At the time of appointment, the Secretary holds an advanced degree in education, public administration, or a related field. Shall have held a position of teacher, professor, educational administrator, or equivalent position. The Secretary shall have expertise in public education management and policy and demonstrated leadership and management abilities, including knowledge of public educational policy and practice, and a familiarity with school governance structures.

**2025-2026 VSBA Resolutions – VSBA Board Report  
August 13, 2025**

According to the VSBA Bylaws, resolutions are "positions taken by the Association on issues of importance to Vermont school boards. They may include recommendations for action by the VSBA, local school boards, the Legislature, the Executive Branch...or other decision-making bodies." Resolutions are guidance for staff and the VSBA Board when they are working in the public policy arena or developing programs and services for our members.

Each year, the VSBA Resolutions Committee considers all resolutions submitted by a member school district board, develops resolutions on issues of importance that are not otherwise addressed in existing or submitted resolutions, and reviews all continuing and regular resolutions.

The VSBA Resolutions Committee and the VSBA Board make a recommendation to "Pass", "Do Not Pass" or "Take No Position" on any resolution submitted by a member school district board. "Take No Position" is a neutral stance which indicates that the Board did not make a recommendation on the applicable resolution. All resolutions submitted by member boards will be submitted to the membership at our Annual Meeting, regardless of the recommendation of the Resolutions Committee or the VSBA Board.

After careful consideration of the resolutions submitted by member boards, and a review of all continuing and regular VSBA Resolutions, the VSBA Board submits the following Resolutions Report to the membership for consideration at the annual meeting.

Respectfully Submitted,

Mark Clough, Chair of the Resolutions Committee  
Gaston Bathalon  
Bart Bezio  
Suzanne Buck  
Michael Inners  
Meghan Metzler  
Lisa Miser  
Neil Odell  
Jim Salsgiver  
Laura Williams  
Joe Winrich

VSBA Board Recommendations for the Resolutions Submitted  
by Member School Boards and the VSBA Resolutions Committee

The VSBA Board reviewed all resolutions submitted by member school boards as well as the proposed resolution submitted by the resolutions committee. The Board also reviewed the committee's recommendations on current resolutions.

Page	Res #	Proposing Board	Topic	Board Rec. <i>(Pass/Do Not Pass/Take No Position)</i>
3	1	Essex Westford School District Board	Universal School Meals - Amendment to current resolution	PASS as a continuing resolution
5	2	Lake Region Union High School Board, Lake Region Elementary-Middle School Board, North Country Supervisory Union Board	Local Control of Public Schools and Building on Existing Work	Take No Position
7	3	Lake Region Union High School Board, Lake Region Elementary-Middle School Board, North Country Supervisory Union Board	School Funding Formula	PASS as a regular resolution
9	4	Lake Region Union High School Board, Lake Region Elementary-Middle School Board, North Country Supervisory Union Board	Statewide Teacher Contract	PASS as a continuing resolution
11	5	Lake Region Union High School Board, Lake Region Elementary-Middle School Board, North Country Supervisory Union Board	Vaping On School Grounds	PASS as a regular resolution
13	6	Peacham School Board	Retaining elementary schools State-wide	PASS as a regular resolution
14	7	Resolutions Committee	Education Transformation	PASS as regular resolution
15	8	Windham Southeast Supervisory District School Board and Windham Supervisory Union Board	Consolidation of schools	Take No Position
16	9	Ludlow Mount Holly UUSD Board	VSBA positions on legislation	Take No Position
17	10	Wells Springs Unified Union School District Board	VSBA's position of legislation	Take No Position
18	11	Lincoln School District Board	Forced district consolidation; due process	Take No Position
19-22	N/A	Current Resolutions	-----	Motion passed on full slate of resolution committee recommendations

**Resolution Proposal #1:  
Essex Westford School District  
Section V, Subsection D  
Universal School Meals - Amendment**

**Whereas**, access to nutritious meals is essential for student health, well-being, and academic success; and

**Whereas**, universal school meals reduce stigma, improve student participation in school meal programs, and support working families; and

**Whereas**, Act 64 of 2023 (2023 Vt. Acts & Resolves No. 64) established a Universal School Meals program, codified in 16 V.S.A. § 1264a, requiring all public schools in Vermont to provide free breakfast and lunch to all students; and

**Whereas**, this law represents a significant advancement in public education equity and child welfare, ensuring all students can focus on learning rather than hunger or financial hardship; and

**Whereas**, continued support—both legislatively and financially—is essential to maintain and strengthen this program beyond the initial years of implementation; and

**Whereas**, moving USM funding from the ED Fund places the program at greater risk given that it would then have to be an annual debate to maintain the funding that would be under the control of an administration that annually advocates for eliminating the program; and

**Whereas**, USM is not the reason that property taxes have and are increasing, costing less than the 20 million dollars originally budgeted for the program; and

**Whereas**, USM is an education expense built as a program to improve education outcomes, and it is an effective intervention that is quite inexpensive for the benefit it provides; and

**Whereas**, USM is currently having a positive impact on local school budgets and eliminating it would be incredibly costly for schools costing taxpayers more to administer a fee based program than the Current model; and

**Whereas**, charging for meals would mean skyrocketing general fund transfers for districts because of unpaid meal debt and less efficient meal programs serving fewer meals; and

**Whereas**, district general fund transfers to the foodservice accounts are down 40% from pre-pandemic to 2022-23, and the number of districts where the food service program was self-sufficient has risen from 7 to 19; and

**Whereas**, if USM were eliminated, each district would then have to make a decision to either fund a Universal school meal program directly from their school budgets, which only 25% of schools were doing pre-pandemic or start charging for meals; and

**Whereas**, maintaining funding for USM in the State Education Fund ensures that there is a sustainable source of funding for the program; and

**Whereas**, Universal school meals are a matter of educational equity and public health and by enshrining support for Act 64 and universal meals, the VSBA demonstrates its commitment to reducing barriers to learning and strengthening the well-being of Vermont students.

**Therefore, Be It Resolved** the Vermont School Boards Association (VSBA) shall advocate for and support state policies, including stable and adequate funding, to maintain and strengthen Vermont’s universal free school meals program as established under 16 V.S.A. § 1264a, reflecting this commitment by amending a past resolution from:

*“VSBA supports Universal School Meals in Vermont schools. The funding should come from a source other than the education fund.”*

To

*“VSBA supports Universal School Meals in Vermont schools.”*

**BOARD RECOMMENDATION: PASS as continuing resolution**

**Resolution Proposal #2:**  
**Lake Region Union High School Board, Lake Region Elementary-Middle School Board,**  
**North Country Supervisory Union Board**  
**Section I, Subsection \_\_\_\_**  
**Local Control of Public Schools and Building on Existing Work**

**Whereas** Vermont’s current public education system is organized into local school boards and districts with the members elected at the local level and representing their local communities. Each school district’s education spending and education policy is determined at a local level, where local citizens who know their communities make decisions and school boards set budgets that must be approved by local voters. Rising education costs and declining student enrollments have led to the need for some change in both the financial and organizational structure of the system; and

**Whereas** It is proposed that Vermont change its public education system to consolidate into larger administrative units (i.e., school district boundaries) that would result in the closure of a significant number of local community schools; and

**Whereas** The main rationale for these significant changes is to lower the cost of education through administrative cost savings, even though the most significant cost drivers are children’s mental health care, staff health insurance, special education and transportation. Installing large bureaucratic governance structures has not been shown to lower costs, especially with rural populations, spread out over large areas; and

**Whereas** Closing of local community schools and consolidating administrative units can result in a loss of connection between local community members and decisions about their schools and the education of their children as well as the loss of the resources and benefits that a local school provides to the community; and

**Whereas** Local communities and school boards recognize the need for changes in structure and some consolidation of resources, and have been considering possibilities, making plans and implementing some changes. For example, one supervisory union has paired elementary and secondary school students in adjacent towns and reconfigured the student population, sending all K-4 students to one school and 5-8 students to another, thereby being able to increase class size without closing the affected schools. These changes have been initiated at the local level with input from community members and school staff and administrators; and

**WHEREAS:** Local communities and school boards recognize the need for changes in structure, and many have engaged in significant long-range planning for needed school building improvements and staffing, keeping in mind the challenges of Vermont geography – many miles of unpaved back roads, mountainous terrain and the need to limit time spent on buses; and

**Whereas** The state has previously instituted changes that included both consolidation of schools and attempts to provide cost savings and they have not been evaluated. One such action is Act 46 of 2015 to consolidate school districts and close local schools. Another is the setting up of Boards of Cooperative Education Services in 2024 in order to save administrative costs.

**Therefore, Be It Resolved** any changes to the structure of public education in Vermont should maintain the democratic process by keeping in place local control and decision making for schools. If consolidation and closure of schools are proposed, the general assembly should study the impact on local communities using Vermont-based data to support decisions before enacting such changes. The general assembly should also consider the efforts already under way by local school boards to address the issues of declining enrollment, increasing costs and aging school buildings, and evaluate the impact of policy already enacted that have the same goals.

**BOARD RECOMMENDATION: Take no position**

**Resolution Proposal #3:**  
**Lake Region Union High School Board, Lake Region Elementary-Middle School Board,**  
**North Country Supervisory Union Board**  
**Section II, Subsection \_\_\_\_**  
**School Funding Formula**

**Whereas** Vermont's education finance system currently uses a statewide funding formula coupled with local spending decisions and property tax administration at the local level. Each school district's education spending is determined at a local level, where school boards set budgets that must be approved by local voters; and

**Whereas** Under a foundation system of finance, instead of building a school budget based on the needs of local children and communities, schools would be given a fixed amount per pupil, possibly with adjustments and allowances based on established criteria; and

**Whereas** Converting to a foundation system for funding schools would take control over school spending away from local voters and give it to the legislature and the governor; and

**Whereas** Before 1997, when Act 60 was passed and the state Education Fund was established, Vermont was using a foundation system to fund schools. This system, as well as foundation systems in other states resulted in stark disparities in resources between rich and poor towns; and

**Whereas** Prior experience in Vermont shows that because public education is such a big part of state spending (one-third of the total budget), there is often downward pressure on the foundation amount. It was often underfunded to balance other parts of the state budget; and

**Whereas** A one-size-fits-all approach does not address the biggest cost drivers that hit some districts harder than others, like children's mental health care, staff health insurance, special education and transportation; and

**Whereas** Eliminating voters' say in school budgets undermines local democratic engagement and contradicts Vermont's tradition of direct local governance and will reduce community engagement with and connection to their schools; and

**Whereas** Schools will be starting from different places in a standardized foundation system. Some schools have already made cuts to programming and need additional funds to catch up and some are in the middle of construction projects.

**Therefore, Be It Resolved** That the General Assembly should adjust the current school funding system to address the concern that rising education taxes are unsustainable. This should be done in several ways, including (1) basing more of the funding formula on school district and

resident taxpayer ability to pay and (2) addressing school budget cost drivers over which local school boards have no control. These include children’s mental health care, staff health insurance, special education services and costs, and transportation. No changes in education funding should be enacted without a thorough analysis of the impact both on individual school districts and individual taxpayers in Vermont.

**BOARD RECOMMENDATION: PASS as regular resolution**

**Resolution Proposal #4:**  
**Lake Region Union High School Board, Lake Region Elementary-Middle School Board,**  
**North Country Supervisory Union Board**  
**Section IV, Subsection \_\_\_\_**  
**STATEWIDE TEACHER CONTRACT**

**Whereas** 16 V.S.A. § 2005 mandates that school board negotiations councils and the teachers' organization shall enter into a written agreement or agreements incorporating matters agreed to in negotiation; and

**Whereas** the Governor has advocated for the adoption of a statewide teacher contract to control rising education costs and also increase teacher salaries. He indicated in the 2025 Education Transformation Plan that the statewide teacher contract could be a means to "increasing and equalizing teacher pay, so teachers have the option of serving in any school, anywhere in the state, without sacrificing pay or benefits"; and

**Whereas** H.454, An Act Relating to Transforming Vermont's Education Governance, Quality, and Finance Systems, (Draft No. 9.1) calls for raising teacher salaries without specifying how this will be accomplished; and

**Whereas** school staff salaries and benefits (including health insurance) are reported to account for up to 80% of budgets. With staff salary increases negotiated and set through contracts, cutting staff is the only way to make significant reductions in spending in a budget year and many Vermont school districts have done just that; and

**Whereas** there are currently significant disparities in teachers' compensation throughout the state and it is not expected that the highest paying teachers will lower their compensation. Thus, compensation will have to rise substantially for those currently getting lower pay. This will mean an overall increase in the average teacher compensation package. It is counterintuitive that increasing teacher salaries through a statewide teacher contract could reduce education costs, provide sustainability, or improve student learning – all stated goals of the governor's education transformation initiative; and

**Whereas** no U.S. state except Hawaii has a single, statewide teacher contract that covers all public school teachers across the entire state. Hawaii has a single school district, and all teachers are employed by the state. Other states have considered state wide contracts and some, such as Rhode Island, have made a comprehensive study of costs, benefits and impacts. But none has adopted a statewide teacher contract; and

**Whereas** an analogous effort - the statewide health benefit for school employees – does not appear to have lived up to its promises of cost savings. It was created under 16 V.S.A. § 2004 and detailed under 16 V.S.A. § 2101-2108 and was projected to "save up to \$26 million each

year” and provide “equity and sustainability in healthcare coverage for school employees across all districts” with negotiations through a statewide Commission on Public School Employee Health Benefits. With double-digit increases in offered healthcare plans recently, it does not seem that the projected savings have been realized and there has been no analysis or reporting of outcomes.

**Therefore, Be It Resolved** that any action by the Vermont General Assembly regarding a state-wide teacher’s contract include an in-depth cost/ benefit analysis with the financial impact on the lowest spending and highest spending school districts. In addition, a study should be made of the efforts and best practices used by other states to manage teacher’s contracts in light of cost efficiencies and education outcomes and that no move to a state-wide teacher’s contract be enacted without a detailed demonstration of how it will provide cost savings and better student outcomes.

**BOARD RECOMMENDATION: PASS as regular resolution**

**Resolution Proposal #5:**  
**Lake Region Union High School Board, Lake Region Elementary-Middle School Board,**  
**North Country Supervisory Union Board**  
**Section V, Subsection \_\_\_\_**  
**VAPING ON SCHOOL GROUNDS**

**Whereas** 16 VSA 136(b) requires the Secretary, Agency of Education, to establish an Advisory Council on Wellness and Comprehensive Health to assist the Agency to plan, coordinate, and encourage wellness and comprehensive health programs in public schools. The Advisory Council is to meet not less than twice a year. Public minutes of Advisory Council meetings suggest the Advisory Council last met on Thursday, January 12, 2023, with no future meeting scheduled; and

**Whereas** 16 V.S.A. § 140 prohibits the use of tobacco substitutes on “public school grounds” and at sponsored events; and

**Whereas** 7 V.S.A. § 1003(a) prohibits the sale/distribution of tobacco substitutes to persons under age 21 and 7 V.S.A. § 1005(a)(1) prohibits the purchase or possession of tobacco substitutes by persons under age 21; and

**Whereas** Data from the U.S. Centers for Disease Control and Prevention 2024 National Youth Tobacco Survey, on youth tobacco use found that E-cigarettes are the most used tobacco product among U.S. youth with the vast majority using flavored e-cigarettes. Among students who had ever used e-cigarettes over 1 in 4 are daily users; and

**Whereas** Data from the Vermont Health Department and Agency of Education sponsored 2023 Vermont Youth Risk Behavior Survey found that nearly a third of high school students have tried an electronic vapor product (EVP). Of those currently using EVPs, over 1in 3 use them daily. Obtaining EVPs was believed to be easy for many; and

**Whereas** Data from the Vermont Health Department and Agency of Education sponsored 2023 Vermont Youth Risk Behavior Survey found that over 1 in 10 middle school students tried an electronic vapor product (EVP). About 1 in 15 reported current or recent use of an EVP. Electronic vapor product use increased with each grade. Obtaining EVPs was believed to be sort of easy or very easy for nearly 1 in 4 students; and

**Whereas** No tobacco products, including e-cigarettes, are safe, especially for children, teens, and young adults; and

**Whereas** There has been an alarming increase in the number of middle and high school boards needing to hold student hearings to address the illegal use of electronic vapor products by students.

**Therefore, Be It Resolved** the VSBA will petition the Governor and General Assembly to instruct the Agency of Education to reconvene the Advisory Council on Wellness and Comprehensive Health to review the current state of the use of electronic vaping products among Vermont students, investigate ways to curb the increased use in middle and high school students, and take decisive action to address this increase by identifying resources for cessation programs, counseling support, and preventative education.

**BOARD RECOMMENDATION: PASS as regular resolution**

**Resolution Proposal #6:  
Peacham School Board  
Section \_\_\_\_, Subsection \_\_\_\_**

**Supporting the Value and Contributions of Small Community Elementary Schools**

**Whereas** small community elementary schools foster vibrancy through enhanced interactions, communication, and connection, creating strong community ties that enrich both the school and the broader community; and

**Whereas** small community elementary schools contribute to local economic development by attracting families, supporting local businesses, and serving as anchors for sustainable communities; and

**Whereas** research demonstrates that small schools, when led by strong school leadership, support academic success through individualized learning, fostering citizenship, and preparing students to thrive in a changing world; and

**Whereas** small community elementary schools provide a vehicle to address social changes and challenges within their communities, serving as hubs for innovation and resilience; and

**Whereas** these schools offer a stronger student and family experience by reducing time spent on bussing, thereby enhancing accessibility and equity for all students;

**Therefore, Be It Resolved** that the Vermont School Boards Association (VSBA) advocates for policies and resources that recognize the unique value and contributions that community primary elementary schools provide to the communities they serve. They are a cornerstone of their communities and create identity and connection that is mutually essential, providing educational, cultural and economic vitality for Vermont communities.

**BOARD RECOMMENDATION: PASS as regular resolution**

**Resolution Proposal #7:  
Resolutions Committee  
Section I, Subsection \_\_\_\_\_  
Education Transformation**

**Whereas** VSBA vigorously opposed the Governor’s proposal to reduce the number of school districts in Vermont from 119 to 5, and

**Whereas** the VSBA advocated in the legislature about the wide range of perspectives of school board members across Vermont and encouraged legislators to actively reach out to board members in their regions to ensure that the final outcome of H.454 (act 73) would be aligned with the values and goals of our communities, and

**Whereas** the Senate Education Committee did not incorporate VSBA’s suggested changes in their proposal, and

**Whereas** the VSBA did not support the Conference Committee Report, which removed important safeguards regarding independent school tuition, mandated district sizes that are not based on research, set up a redistricting group that has a majority of law makers, fails to provide enough school board voices on voting groups, and redirects extra education funds to lower property taxes rather than address school construction needs, and

**Whereas** Act 73 does not address the biggest cost drivers even though the main rationale for the significant education transformation changes is to lower the cost of education through administrative cost savings, even though the most significant cost drivers are children’s mental health care, staff health insurance, special education and transportation, and

**Whereas** the state has previously instituted changes that included attempts at both consolidation and providing cost savings, yet the effects of Act 46 have not been evaluated nor has there been sufficient evidence of potential financial savings as a result of Act 73, and

**Whereas** the Governor has enacted Act 73 (2025), “An act relating to transforming Vermont’s education governance, quality, and finance systems”,

**Therefore, Be It Resolved** that the VSBA advocates for strong, meaningful participation and decision-making by local school boards during all remaining phases of Vermont’s long-term education transformation process, especially regarding decisions that affect the future of their schools. Additionally, VSBA supports a process for a community served by a school to have a voice in decisions regarding school closures.

**BOARD RECOMMENDATION: PASS as regular resolution**

**Resolution Proposal #8:  
Windham Southeast School District Board and Windham Southeast  
Supervisory Union Board  
Section I, Subsection \_\_\_\_  
Consolidation of Schools**

**Whereas** the State Legislature is considering legislation that would eliminate local accountability for schools by forcing the consolidation of school districts, despite the lack of evidence that such consolidation would produce cost savings—especially given that most small districts have already centralized administrative functions at the supervisory union level; and

**Whereas** the proposed legislation would make it easier to close small schools against the will of local residents, again without sufficient evidence of financial savings, and would cause serious harm to both the educational outcomes of rural students and the fabric of their communities; and

**Whereas** small elementary schools often feature small class sizes that are essential to providing students with the individualized attention they need to succeed, particularly in today's complex and demanding educational environment.

**Therefore, Be It Resolved** that the Vermont School Boards Association shall vigorously oppose any legislation that:

- Forces the consolidation of school districts;
- Makes it easier to close small schools against the will of the community;
- Imposes minimum class sizes on small elementary schools; and

**And further, Be It Resolved** that the VSBA will actively support legislation that ensures local communities retain a strong and meaningful voice in all decisions about the future of their schools.

**BOARD RECOMMENDATION: Take no position**

**Resolution Proposal #9:  
Ludlow Mount Holly UUSD Board  
Section V, Subsection \_\_\_\_  
VSBA Positions on Legislation**

**Whereas** Whereas the State Legislature is considering legislation that will eliminate local accountability for schools by forcing the consolidation of school districts and there is no evidence that consolidating school districts will save any money because most small districts have already moved administrative functions to the supervisory union; and

**Whereas**, proposed legislation would make it easier to force the closure of small schools against the wishes of local residents without evidence that such closures would save significant money and would be damaging to the communities and seriously erode the quality of education that rural students in Vermont receive; and

**Whereas** small elementary schools often have small classes that offer students the individual attention they need to thrive in these challenging times,; and

**Therefore, Be It Resolved** that the VSBA will vigorously oppose any legislation that seeks to force the consolidation of school districts or make it easier to force the closure of small schools or will impose minimum class sizes on small elementary schools and will support legislation to ensure that local communities have a strong voice in deciding whether small schools should close.

**BOARD RECOMMENDATION: Take no position**

**Resolution Proposal #10:  
Wells Springs Unified Union School District Board  
Section V, Subsection \_\_\_\_  
VSBA's Position on Legislation**

**Whereas** the State Legislature is considering legislation that will eliminate local accountability for schools by forcing the consolidation of school districts and there is no evidence that consolidating school districts will save any money because most small districts have already moved administrative functions to the supervisory union; and

**Whereas** proposed legislation would make it easier to force the closure of small schools against the wishes of local residents without evidence that such closures would save significant money, would be damaging to the communities and seriously erode the quality of education that rural students in Vermont receive; and

**Whereas** small elementary schools often have small classes that offer students the individual attention they need to thrive in these challenging times,

**Therefore Be It Resolved** that the VSBA will vigorously oppose any legislation that seeks to force the consolidation of school districts or make it easier to force the closure of small schools or will impose minimum class sizes on small elementary schools and will support legislation to ensure that local communities have a strong voice in deciding whether small schools should close.

**BOARD RECOMMENDATION: Take no position**

**Resolution Proposal #11:  
Lincoln School District Board  
Section I, Subsection \_\_\_\_  
Forced District Consolidation; Due Process**

**Whereas** the State Legislature is considering legislation that will eliminate local accountability for schools by forcing the consolidation of school districts, while there is no evidence that consolidating school districts will save any money because most small districts have already moved administrative functions to the Supervisory Union; and

**Whereas** proposed legislation would make it easier to force the closure of small schools against the wishes of local residents, without evidence that such closures would save significant money, and while such closure would be damaging to communities and seriously erode the quality of education that rural students in Vermont receive; and

**Whereas** small elementary schools often have small classes that offer students the individual attention they need to thrive in these challenging times.

**Therefore, Be It Resolved** that the VSBA will vigorously oppose any legislation that seeks to force the consolidation of school districts or make it easier to force the closure of small schools, or that will impose minimum class sizes on small elementary schools, or impose mandated district sizes, and will support legislation to ensure that local communities have a strong voice in deciding whether schools should close.

**BOARD RECOMMENDATION: Take no position**

## Recommendations for Current Resolutions

*(Note: resolutions with an asterisk (\*) are in place for one year and are deleted (sunsetted) unless acted upon; others continue unless deleted)*

Resolution I.J. TIMELY AND RELIABLE INFORMATION & IMPLEMENTATION \* The VSBA will prioritize and use its influence to support Vermont School Boards in ensuring that Business Managers, Superintendents, and School Boards receive required, useful and timely information from the Agency of Education.

**Board Recommendation:** Continue as a regular resolution

Resolution I.K. MONITOR OUTCOMES FROM ACT 46 GOALS \* The VSBA declares that the Secretary's adherence to the dictates of Act 46 to comprehensively compile and analyze data and present the report with the required conclusions and recommendations is a matter of the highest priority for its member school districts.

Consideration: Restate to address any statewide consolidation and outcomes?

**Board Recommendation:** Continue as a regular resolution

Resolution I.M. GOVERNANCE OF CAREER & TECHNICAL EDUCATION (CTE) SCHOOLS [2020 Updated 2022] \* A study should be conducted to better understand the variety of CTE governing models, operations and budgeting structures that exist across the State. The study would examine any inconsistencies that impact student learning and outcomes, and identify and propose new models of funding and governance structures to improve the quality, duration and access to career technical education in Vermont.

**Board Recommendation:** Continue as a regular resolution

Resolution I.N. GOVERNANCE STANDARDS [2022] \* The VSBA advocates for significant input on the school district quality standards adopted by rule of the AOE regarding the business, facilities management, and governance practices of school districts.

**Board Recommendation:** Delete because this work is complete.

Resolution I.O. REMOTE SCHOOL BOARD MEETINGS [2023] \* The General Assembly should amend Vermont's Open Meeting Law to make fully remote meetings a permanent, voluntary option.

**Board Recommendation:** Delete because OML has been taken up over the past two years and this has not been approved and there are ongoing concerns about broadband coverage in rural areas.

Resolution II.C. ADULT STUDENTS IN TECHNICAL EDUCATION [1997] The VSBA urges the General Assembly to fund 100% of the costs of educating, in technical education centers, Vermont residents ~~persons~~ over 21 years of age who lack a high school diploma and are not enrolled for purposes of pursuing graduation from a high school or technical center.

**Board Recommendation:** Amend and continue as a continuing resolution (clarifying application to Vermont residents)

Resolution II.E. COMMON LEVEL OF APPRAISAL \* The VSBA calls upon the Governor and General Assembly to study the mechanics of the Common Level of Appraisal and its effect on education property tax rates.

1. We especially ask for consideration of the effect that calculation and application of the CLA has on small towns.
2. We ask for consideration of alternative methods of adjusting property values for taxation, including but not limited to developing a regional CLA or a rolling reappraisal system.
3. We ask for an examination of a more equitable system of calculating the CLA, which could include such approaches as:
  - a. Automatically excluding high value outliers from calculations;
  - b. Re-examining how properties are categorized;
  - c. Limiting the punitive impacts of annual changes in a community's CLA that result from local reappraisals.
0. We ask that this study consider the effect these recommendations would have on the Education Fund.

**Board Recommendation:** Continue as a regular resolution until some of the Ed Transformation unknowns are more clear.

Resolution II.F. REFORM THE EDUCATION TAX SYSTEM \* The General Assembly should examine alternative funding sources for our education system that are more equitable and sustainable, rather than continue a system that predominantly relies on the property tax for revenue.

**Board Recommendation:** Continue as a regular resolution

Resolution II.O. BROADBAND ACCESS FOR EDUCATION [2020] \* That providing universal access to high-speed broadband services for every student and family in Vermont must be a goal of the highest order for the government of the State of Vermont. And, where access to such broadband services is available but cannot be reasonably afforded by families with students in our schools, that some form of financial support should be made available to those families (although not as an additional unfunded cost to the school districts) to ensure that the students in those families have the high speed broadband service necessary to support their education.

**Board Recommendation:** Continue as a regular resolution

Resolution II.R. EDUCATION FINANCE [2021] \* The VSBA fully supports the findings as presented in the Pupil Weighting Factors Report dated December 24, 2019. And furthermore, the VSBA requests the Vermont Legislature to thoughtfully and expeditiously establish an implementation plan for the Report's recommendations.

**Board Recommendation:** Delete because new weights are outlined as part of the foundation formula.

Resolution II. T. SEPARATION OF CHURCH AND STATE \* The General Assembly must act to bring Vermont tuition reimbursement policy and practice into compliance with the U.S. Supreme Court's ruling in the Carson v. Makin without violating the Compelled Support Clause in Article III of Chapter I of the Vermont Constitution.

**Board Recommendation:** Continue as a continuing resolution

Resolution III.G. SCHOOL DISTRICT INNOVATION ZONES VSBA supports legislation authorizing the creation of innovation zones to exempt supervisory unions and/or districts from specific regulation and policy in order to create models of world-class education systems that can be scaled across the state.

Consideration: Innovation zones was a concept discussed in 2013. [H.615](#) was introduced, but did not move through the legislative process. This term is antiquated.

**Board Recommendation:** Delete

Resolution III. I. EQUITY AND ANTI-RACISM [2020, updated 2021] The VSBA is committed to the success of every student, regardless of race, ethnicity, religion, family economics, class, **citizenship, immigration status**, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies. VSBA will incorporate principles of equity within all policies, operations, practices, and resource allocations, which may include the use of an equity lens when responding to proposed legislation.

The VSBA should demonstrate and promote the unequivocal, collective responsibility for equitable and inclusive education environments by recognizing, responding, and speaking out against injustice and racial inequity. In support of this goal, the VSBA commits to the following: 1. promote and support implicit bias training for all faculty and staff in Vermont public schools, including athletic and co-curricular personnel, and officials across the state; and 2. promote professional learning for school leaders and school board members that include but not be limited to: Equity Literacy, Curriculum Audits, Review Protocols for Examining Bias in School Policies and Procedures, Culturally Responsive Instruction and School Culture, Student Leadership and Voice, and Examining Power and Privilege in Schools.

**Board Recommendation:** Amend and continue as a continuing resolution - reflect changes to VT Public Accommodation Act (adding citizenship and immigration status).

Resolution III.J. SCHOOL STABILIZATION: STUDENT MOBILITY AND RESILIENCE [2020] \* For those entering or currently enrolled high school students whose fixed, permanent legal residence changes to a different fixed, permanent legal residence and who wish to remain in their current district, the General Assembly should provide an additional mechanism beyond 16 V.S.A § 822 to allow for students to complete their secondary education within the district where they were registered during any year in Grades 8-11. This mechanism should provide a process by which the current district retains the student in their ADM count, versus transferring the ADM

to the new district of legal residence. Nothing in this mechanism shall apply to students eligible for homeless status, who are protected under law.

**Board Recommendation:** Delete because this is financially challenging for small SDs and tuitioning SDs.

Resolution V.F. FLAVORED TOBACCO PRODUCTS [2023] \* The VSBA supports a ban on the sale of flavored cigarettes, flavored e cigarettes and flavored substances that contain nicotine or are otherwise intended for use in an e-cigarette.

**Board Recommendation:** Delete because VT passed a ban in 2024.

Resolution V.G. RESTRAINT AND SECLUSION [2023] \* The VSBA calls on the General Assembly to prohibit the use of restraint and seclusion in any learning environment that receives public funds from the State of Vermont, except when there is a threat of imminent danger of serious physical harm to the student or others, and when it occurs in a manner that protects the safety of all children. Further, the VSBA calls for thorough data reporting requirements that would provide student demographic information, and the development and implementation of statewide technical assistance to promote positive development of youth through evidence-based, developmentally-appropriate programs. Technical assistance should address consistent and accurate reporting, to include demographic information.

**Board Recommendation:** Delete because data is reported and it is unclear what this resolution aims to achieve.

Resolution V.I. CELL PHONES IN SCHOOL [2024] The VSBA supports legislation that would require school districts to adopt a policy concerning use of cell phones and other personal electronic devices in schools. The policy shall address, at a minimum, the specific circumstances or time periods during which cell phone or personal electronic device use is permitted, when their use is prohibited, and any relevant exceptions for instances such as disability accommodation, medical need, or other emergency.

**Board Recommendation:** Delete because Act 72(2025) requires a policy to address this.

# Superintendent Evaluation Service Agreement

Between

**Barre Unified Union School District**

And

**Vermont School Boards Association**

## I. Purpose

The Vermont School Boards Association (Association) and the Barre Unified Union School District (Board) mutually agree to the following terms and conditions to provide evaluation services of the superintendent of schools.

## II. Scope of Service

The Vermont School Boards Association will provide comprehensive assistance to the Board in its evaluation of the superintendent of schools by facilitating meetings, organizing and documenting the evaluation process. The Association staff agrees to work with the Board and superintendent to:

- Establish goals for the evaluation with the board and superintendent
- Review source documents which establish the expectations of the superintendent
- Develop a work plan with timeline for meeting goals and expectations
- Develop the evaluation criteria and the method for collecting information
- Develop and document the process which will be used for gathering information
- Collect input from board members on evaluation criteria
- Collate responses and summarize information
- Provide summary to the Board for review
- Conduct a review meeting with the board chair together with the superintendent
- Facilitate discussion of feedback and reflections from the board members and the superintendent
- Develop agreement on the key themes of the review, as well as key goals for the coming year
- Support the development and documentation of the final version of the evaluation, which includes specifically agreed upon priorities for the coming year
- Help with drafting and formatting of the final report

## III. Conditions

- A. The Association will provide the identified evaluation services on behalf of the Board.
- B. The Association staff will work with the Board to complete the evaluation process.
- C. The services and advice furnished by the Association do not constitute the rendering of legal advice. The Board shall obtain any required legal opinions from its counsel.
- D. The Board agrees for itself, its employees and agents not to assert any claim or institute any legal proceedings against the Association, its officers or employees based upon services or advice furnished under this agreement. However, this paragraph does not apply to the failure on the part of the Association to perform the services stated within this agreement or to any intentionally wrongful act or failure to act in connection with performance under this contract. Such liability of the Association for failure of performance shall not exceed the amount of the fee stated within this agreement.

- 44 E. The Association will continue to provide oversight and quality control throughout the scope of  
45 the evaluation process.
- 46 F. Should the assigned staff member become, for any reason, unable to fulfill the assignment as  
47 agreed, the Association will meet the obligations of this agreement with a qualified substitute.
- 48 G. This contract may be terminated by the Board or by the Association. Notification will be  
49 communicated in writing thirty (30) days in advance to all parties explaining the reason(s) for the  
50 termination and presenting a proposed resolution (if desired).
- 51 H. Once the evaluation process has been completed, the Association will distribute and compile a  
52 client satisfaction survey to evaluate the effectiveness of the Association services provided during  
53 the evaluation.

54  
55 **IV. Fees and Payment Schedule**

- 56 A. In consideration for the services described herein, the Board agrees to pay the Association a fee  
57 of **\$2,000**, one-half of which will be due thirty (30) days after signing the evaluation contract, with  
58 the remainder due within thirty (30) days of completion of this agreement.
- 59
- 60 B. Provided, however, that if the Board terminates or suspends its evaluation before completing the  
61 process, the Board shall pay the Association **\$120** dollars per hour, up to a maximum of \$1,000,  
62 for services provided. In the event that the Board terminates or suspends the evaluation, and the  
63 Association has not provided services resulting in a fee equal to the initial installment paid by the  
64 Board, the Association will return the balance to the Board within thirty (30) days of notification  
65 by the Board that it has terminated or suspended the evaluation.

66  
67 **V. Duration**

68 The terms and conditions of this agreement and commitments begin on the date signed by both parties  
69 and terminate upon:

- 70 1. Completion of the evaluation process by the Association no later than March 31, 2026  
71 2. Suspension of the evaluation by the Board.

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77 \_\_\_\_\_  
78 Sue Ceglowski, Executive Director, VSBA

10/3/2025  
\_\_\_\_\_  
Date

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84 Michael Boutin, Barre UUSD Chair

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Date