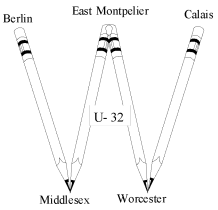
Washington Central Unified Union School District

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

1130 Gallison Hill Road
Montpelier, VT 05602
Phone (802) 229-0553
Fax (802) 229-2761



Washington Central Unified Union School District
School Board Retreat and Business Meeting
U-32 Middle & High School
930 Gallison Hill Road
Montpelier, VT 05602
6:15 PM-9:15 PM
In-Person & Virtual

Virtual Meeting Information
https://tinyurl.com/5x6jshvy
Meeting ID:849 3594 9997
Password: 297072
Dial by Your Location: 1-929-205-6099

1. Dinner Welcome, Introductions, and Check IN 6:15-6:25PM

2. Continuous Improvement Plan (CIP) Sharing 6:25-6:45PM

3. Public Comment 6:45-7:00PM

4. Legislative Review 7:00-7:30PM
   - 4.1. CESA H.955 - pg. 5
   - 4.2. District Mergers H.955 - pg. 10
   - 4.3. Yield Bill H.949 - pg.17
   - 4.4. Chronic Absenteeism H.930 - pg. 20

5. Board Operations (Discussion/Action) 7:30-8:00PM
   - 5.1. CIP Approvals
   - 5.2. Legislative Review- H 955
   - 5.3. Appoint member to CESA board
   - 5.4. CVCC Exploration of U-32 satellite location
   - 5.5. Superintendent Search Authorization - pg. 22

6. Personnel (Discussion/Action) 8:00-8:15PM
   - 6.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE - pg. 23

7. Consent Agenda (Discussion/Action): 8:15-8:20PM
   7.1. Approve Minutes of 6.3.26 (pg. 26) & 6.10.26 (pg. 31)
   7.2. Board Orders

8. Negotiations Update 8:20-8:35PM

9. Proposed Executive Session: Student Residency Request 8:35-8:40PM

10. Proposed Executive Session: discuss confidential matters with counsel regarding an alleged Open Meeting Law violation, per 1 VSA 313(a)(1)(F) 8:40-9:10PM

11. Closure 9:10-9:15PM

NOTE: To ensure the board has time to conduct its business, the board will adhere to a strict 1.5 minute public comment time limit per person. Microphones will be muted when time is up. If there is not enough time on the agenda for all members of the public wishing to comment at the beginning of the meeting, there is additional public comment at the end of the meeting.

WCUUSD Board Norms - Adopted 9.17.25

Public input –Notify the community about public forums and opportunities for public comment at board meetings, and the ability to always submit written input.

Community involvement during regular meetings of the board – Every meeting will include at least one opportunity for public comment. Public comment is an opportunity for board members to listen. If a board member feels a concern raised in public comment warrants further board discussion, they may request that the steering committee discuss and decide how the issue should be added to a future agenda.

- **Community dialogue** – The board will periodically schedule community forums that allow for dialogue, questions and answers from the board or the district leadership team.
- **Stay on time** – Start and end on time. The chair may appoint a time-keeper.
- **Inclusive time for thoughtful decisions** - The chair and agenda steering committee will plan time for complex or contentious issues to be discussed at more than one meeting before the board votes, except where a decision is urgent.
- **Prepare for meetings and Receive materials in advance**-Board members come prepared, having reviewed the agenda and materials in advance
- **Announcements in reports** – Announcements from the administration will appear in the reports and not as discussion items.
- **Respect each other** – Listen, allow others to be heard, share concerns, assume positive intentions, be present, focus on shared solutions and celebrate successes.
- **All voices will be heard**- Every board member gets a chance to speak. Some topics warrant having each board member speak in turn to ensure full representation. Board members will address the topics up for debate and not the person.
- **Governance Reflection** - At the end of each board meeting, reflect on whether the board adhered to agreed protocols, processes, and policies.
- **Reflection** –At the end of each board meeting, board members will be allowed time to share their general reflections on the meeting.

AGENDA KEY

Agenda Section	Examples	Role/ Responsibility	Description
Call to Order	n/a	Board Chair or designee	Formal opening to meeting. Superintendent calls to order during annual reorganization
Public Comment			Opportunity for public comment on items not on the agenda. Board will adhere to a strict 1.5 minute public comment time limit per person. Microphones will be muted when time is up. If there is not enough time on the agenda for all members of the public wishing to comment at the beginning of the meeting, there is additional public comment at the end of the meeting.

Executive Session	Personnel Student Matter Negotiations		Only for discussion of items covered in VSA §313. Formal actions not taken in Executive Session
Reports to the Board	Superintendent/ COLT Student Report	Administration	Both regular/recurring reports and one-time reports happen here. One-time reports are determined by the Board workplan or requested by the will of the Board. Generally, reports invite clarifying questions but not formal discussion/action
Committee Reports	Finance Policy Education Quality	Board	Chair of the committee reports on substance of most recent committee meeting. Generally, reports invite clarifying questions; any discussion or action items would be listed in the respective section of the agenda
Discussion Items		Board with input from administration	Items on the agenda specifically for discussion of the Board. Chair can seek input from audience during discussions. Generally not intended for action (although nothing prevents the Board from taking an action)
Action Items	Personnel approvals	Board	Items formally on the agenda for Board action. Discussion can occur after a motion is on the table
Consent Agenda	Board Orders Minutes	Board	Designed for items that need proforma approval and/or are sufficiently routine. Board acts on all items in the Consent agenda and does not discuss any item unless it is pulled out during Agenda Adjustments

H.955 Subject Summaries: Cooperative Educational Service Areas (Secs. 2–12)

Background

Cooperative Educational Service Areas (CESAs) are regional entities that allow school districts to voluntarily share services, personnel, programs, and purchasing while maintaining local governance. Experience from other states suggests that CESA-type models can improve access to specialized staff, special education services, professional development, and career and technical education while creating efficiencies through scale. However, CESAs are not a panacea for Vermont's educational or fiscal challenges. Their success depends on strong regional collaboration, clear governance structures, and strategic implementation, and they are best viewed as one tool among many for strengthening educational opportunities and operational efficiency.

Resource: Association of Educational Service Agencies

Act 168 of 2024 established Vermont's framework for voluntary Cooperative Educational Service Areas*, recognizing that regional service delivery can help districts expand opportunities, reduce duplication, and access specialized expertise while preserving local governance. The law authorizes supervisory unions to form CESAs to provide shared educational programs and services and created a grant program to support planning and implementation. In doing so, the Legislature acknowledged that greater efficiency and educational opportunity may be achieved through regional collaboration without necessarily requiring additional district consolidation or school closures.

Resource: Act 168 of 2024

The initial legislation called the entities Boards of Cooperative Education Services (BOCES). H.955 calls the entities Cooperative Educational Service Areas (CESAs).

Specific to H.955

Intent

It is the intent of the General Assembly that cooperative educational service areas are utilized by member supervisory unions to maximize the impact of available dollars through collaborative funding; reduce duplication of programs, personnel, and services; ensure every middle and high

school student has a genuine opportunity to participate fully in and to benefit from career technical education; and contribute to the equalization of educational opportunities for all pupils.

Relevant Definitions

Cooperative Educational Service Area (CESA)

“Cooperative educational service area” or “CESA” means an association of supervisory unions created pursuant to this chapter to deliver shared programs and services to complement the educational programs of member supervisory unions in a cost-effective manner. A CESA shall be a body politic and corporate with the powers and duties afforded it under 16 V.S.A. Chapter 10.

Supervisory Union

“Supervisory union” means an administrative, planning, and educational service unit created by the State Board that consists of two or more school districts. This term also means a supervisory district and a regional career technical center school district.

CESA Groupings

H.955 arranges supervisory unions into seven CESAs. We are in the **Winooski Valley CESA,** consisting of:

Barre Unified Union School District, Central Vermont Career Center, Central Vermont Supervisory Union, Harwood Unified Union School District, Lamoille North Supervisory Union, Lamoille South Supervisory Union, Montpelier-Roxbury School District, Orange Southwest Unified Union School District, Orleans Southwest Supervisory Union, Washington Central Unified Union School District, White River Valley Supervisory Union.

Set Up and Operation

CESA Bylaws

CESA bylaws must be established and include:

- **Membership** – identification of the participating supervisory unions.
- **Mission and Purpose** – the goals, focus, and intended role of the CESA.
- **Programs and Services** – the services the CESA will provide to members.
- **Membership Fees** – financial obligations of member supervisory unions, allocated based on aggregate ADM (student enrollment).

- **Service Fees** – charges for services provided to member and nonmember supervisory unions, based on actual services received.
- **Budget Process** – a detailed procedure for preparing, adopting, and carrying forward annual budgets.
- **Governance Structure** – the powers and duties of the board of directors, including:
    - attendance expectations for board members;
    - consequences for nonattendance;
    - conflict-of-interest requirements; and
    - policies regarding board member stipends or compensation.
- **Other Necessary Provisions** – any additional provisions the members deem necessary that are consistent with law.

Governance Requirements

Each CESA is governed by a board of directors composed of one representative from each member supervisory union, appointed annually. The representative may be a supervisory union board member, the superintendent, or a designee. Each member has one vote. Board members are prohibited from simultaneously serving as officers, employees, or directors of related for-profit or nonprofit organizations to avoid conflicts of interest.

The CESA board elects a chair from among its members, may establish additional officer positions, committees, policies, and procedures as needed, and must meet at least four times per year. Board members are also responsible for providing quarterly updates on CESA activities to their local supervisory union board during a public meeting.

Transparency Requirements

CESAs must maintain and publicly post key governance documents, including:

- Board membership information;
- Approved meeting minutes;
- Bylaws/operating agreement and amendments; and
- Annual reports.

Required CESA Service Areas

At a minimum, CESAs must be able to provide services in the following areas when requested by member districts and approved by the CESA board:

- Special Education – including tiered systems of support (MTSS) and low-incidence, high-cost services.
- Business, Information Technology, and Administrative Services – shared operational and back-office functions.

- District Formation and Governance Support – consultation and facilitation related to the creation of union school districts.
- Professional Development – training and learning opportunities for educators and staff.
- Curriculum Coordination and Development – regional collaboration on curriculum design, alignment, and instructional improvement.
- Transportation Services – coordination and support for student transportation.
- Facilities Master Planning – long-range planning for school buildings and infrastructure.

Organizational Structure and Authority

CESAs may employ an Executive Director, who reports to the board and oversees operations. The board must evaluate the Executive Director annually.

CESAs are established as independent public entities with the authority to enter contracts, own or lease property, receive grants, and sue or be sued.

CESAs may apply for state, federal, and private grants, although the legislation does not create any entitlement to federal education funds.

Financial Management

CESAs must establish an Education Cooperative Fund to receive member contributions and grant funds.

They must appoint a Treasurer, maintain financial records, use Vermont's uniform chart of accounts, and undergo an annual independent audit.

Boards must adopt an annual budget before the start of each fiscal year and may borrow short-term funds, with member approval, to address cash-flow needs.

Transparency and Accountability

CESAs must prepare an annual report describing services, outcomes, cost-effectiveness, and audited financial results.

CESAs must maintain a public website containing:

- Board membership;
- Approved meeting minutes;
- Governing agreements and amendments; and
- Annual reports.

Employment

CESAs may directly employ staff, including licensed educators.

Educators participate in the Vermont State Teachers' Retirement System, while non-educator employees participate in VMERS.

Both educators and non-educators retain collective bargaining rights and receive health benefits under state law.

CESA Membership Adjustment Process

A supervisory union may seek to move from one CESA to another through a formal process that ultimately requires approval by the General Assembly.

Funding and Implementation

Start-Up Grant Funding

The bill continues the original regional service agency start-up grant program, providing each CESA with a one-time $15,000 implementation grant to support organizational development and launch activities. Grant funds may be used for governance development, articles of agreement, bylaws, administrative setup, planning work, and other costs associated with establishing the CESA. The program is administered by the Agency of Education and is intended to help the seven CESAs transition from concept to operation.

CESA Executive Director Grant

To support the launch of the new CESAs, the Agency of Education will provide a one-time $50,000 grant to each CESA to help fund the hiring of an executive director.

CESA Timeline Provisions

The bill establishes a short timeline for standing up the new CESAs following enactment:

- Within 30 days, each member supervisory union must appoint a representative to serve on its CESA board of directors.
- Within 45 days, the superintendent from the largest supervisory union (by ADM) within each CESA must convene the initial board meeting, where the board will elect a chair and any other necessary officers. Recall that the board must meet at least four times annually.

These are provisions related to the formation and operation of CESAs. CESAs are also utilized in H.955 in the determination of facilitation regions for merger studies.

Union School District Exploration and Formation (Secs. 13-17)

Consultation and Facilitation; Merger Committees

Facilitators

By September 1, 2026, the Vermont Learning Collaborative (VTLC; the Southeast region existing CESA) must hire or contract for seven union school district formation facilitators and one lead facilitator. Each facilitator will be assigned to a CESA region and will support merger committees studying the formation of unified union school districts. Facilitators are required to have experience in Vermont's public education system and will assist committees with strength-based asset mapping, public engagement, and community outreach to support the merger study process. The lead facilitator will coordinate and oversee the work of the regional facilitators.

Merger Committees

By September 15, 2026, each school district must designate at least one current school board member to serve on its assigned merger committee. If for any reason the designated school board member is no longer a member of the school district board, they should be replaced with a new designee. Participation is further subject to requirements in 16 V.S.A.§§ 706 and 707.

By October 15, 2026, regional facilitators must establish merger committees to study the feasibility of creating unified union school districts. In consultation with local boards, facilitators will group districts using the bill's proposed regional maps as guidance while considering factors such as grand list values, homestead-adjusted tax capacity, and current education spending. Each merger committee shall hold its first meeting on or before October 15, 2026.

Merger committees should generally be organized so that:

- The combined districts serve approximately 2,000 students or more, where practical;
- Districts are geographically contiguous; and
- Districts from different supervisory unions may be grouped together on the same merger committee.

School districts are required to participate in their assigned merger committee in good faith, regardless of any other provision of law.

Merger committees must follow Vermont's existing school district merger statutes (16 V.S.A. chapter 11, subchapter 2), unless otherwise specified in the law. Additional provisions include:

- Committees may adjust membership if they determine additional districts are necessary to the study, including districts from outside the committee or CESA region.
- A district may join a different merger committee if a majority of its school board votes to do so.
- Merger committee operations will be funded through a legislative appropriation, although committees may seek additional funding through existing statutory processes (16 V.S.A. § 707) if needed.
- Consult with regional CTE directors and document those consultations and recommendations.
- In addition to studying district governance structures, merger committees must examine the feasibility of a system organized around:
    - Local elementary schools
    - Centralized middle schools
    - Comprehensive regional high schools
    - Universal access to career and technical education (CTE)

If a merger committee recommends forming a new unified union school district, it must prepare a final report and proposed articles of agreement consistent with Vermont's existing school district merger statutes.

Merger Committee Report and Recommendation

Reference to Existing Law: 16 V.S.A. § 708

The report must identify which districts are considered "necessary" and "advisable" participants in the proposed district:

- *Necessary districts* are districts formally participating in the merger study whose voter approval is required for the formation of the new unified union school district.
- *Advisable districts* are districts the committee believes should be included in the new district but whose voter approval is not required for formation unless a vote is petitioned by local voters.

The report must also:

- Analyze the strengths and challenges of the current structures of all necessary and advisable districts.
- Recommend whether forming a unified union school district is advisable or inadvisable.
- Explain how the recommendation would support operational efficiency, transparency, accountability, and educational opportunity under the foundation formula.

If the committee recommends formation of a new unified union school district, it must also prepare proposed articles of agreement addressing governance, board representation, facilities, transportation, staffing, indebtedness, property transfers, grade configurations, implementation timelines, voting procedures, and other operational matters required under Vermont law.

If a merger committee's recommendation is not unanimous, the final report must include a detailed analysis of the minority position. The report must explain how any district not recommended for inclusion in the proposed unified union school district would, under the foundation formula:

- Meet or exceed the State's Education Quality Standards;
- Achieve operational efficiencies sufficient to meet or exceed District Quality Standards;
- Provide meaningful access to career and technical education (CTE); and
- Deliver special education services.

Final Report Deadline

Merger committees must complete and submit their final reports by September 1, 2027.

- If the committee recommends forming a new unified union school district, the report and proposed articles of agreement must be transmitted to the boards of all districts identified as necessary or advisable participants.
- If the committee concludes that forming a unified union school district is inadvisable, the report must be transmitted to the boards of all districts participating in the merger committee.

In all cases, the final report must also be submitted to the Secretary of Education and the State Board of Education.

Merger committees are permitted to complete and submit their reports before September 1, 2027, if their work is finished earlier.

Lead Facilitator Reports

1. To provide legislative oversight of the merger process, the bill requires the lead facilitator, in consultation with the Agency of Education, to submit a status report to the House and Senate education and fiscal committees by February 1, 2027.
2. By December 1, 2028, the lead facilitator must submit a report to the House and Senate Committees on Education evaluating the results of the merger committee process statewide. The report must:
    a. Identify any school districts determined to have participated in the merger process in bad faith.
    b. Summarize the outcomes and recommendations of each merger committee.
    c. Analyze factors that influenced merger committee decisions and voter outcomes, including:
        i. Differences in staffing costs and the challenges of combining multiple collective bargaining agreements into a single agreement;
        ii. Differences in district operating structures;
        iii. Geographic and topographic barriers;
        iv. Enrollment trends and projections; and

v. Any other factors identified by facilitators as influencing the committee's final recommendation.

d. The report must also include recommendations for legislative action to address barriers that may hinder the formation of new unified union school districts in the future.

3. By January 1, 2028, the lead facilitator must submit a report to the House and Senate Committees on Education summarizing the final recommendations of all merger committees formed under the bill.

Other Provisions

The Agency of Education must make themselves available to Facilitators and Committees by providing technical assistance.

Throughout the merger committee process, facilitators and members of merger committees shall work together with their assigned school districts to endeavor to prevent any school district with an average daily membership of fewer than 750 students from becoming isolated by being left out of the formation of a new unified union school district.

Secretary Review

For any merger committee that recommends the formation of a new unified union school district, the Secretary of Education must review the committee's final report and proposed articles of agreement and provide a recommendation to the State Board of Education.

The Secretary must submit that recommendation within 30 days of receiving the report or by December 1, 2027, whichever occurs first.

If the Secretary does not provide a recommendation within that timeframe, the State Board of Education is still required to proceed with its review and decision-making process under existing law. The Secretary's recommendation is advisory and cannot delay consideration of a proposed unified union school district.

State Board of Education Review

The bill establishes a deadline of December 15, 2027 for the State Board of Education to issue its findings on any proposed unified union school district.

Under existing law, the State Board must determine whether the proposed district:

- Is in the best interests of the State, students, and participating school districts; and
- Aligns with Vermont's policy for school district governance, which is intended to:
    - Provide substantially equal educational opportunities for all students;
    - Support students in meeting or exceeding the State's Education Quality Standards;
    - Maximize operational efficiencies;

- Promote transparency and accountability; and
- Deliver educational services at a cost that parents, voters, and taxpayers value.

If the State Board makes these findings, it will approve the merger committee's report and proposed articles of agreement, with any amendments it deems necessary, and advance the proposal to the voter approval process.

By November 1, 2029, the State Board of Education must report to the House and Senate Committees on Education identifying any school district with an average daily membership of fewer than 750 students that has not successfully merged with a neighboring district by July 1, 2028.

The report must include recommendations on whether, and how, those districts should be merged with neighboring districts to improve financial and operational sustainability and expand access to educational opportunities for students.

Vote to Form a Unified Union School District

The bill establishes a uniform statewide voting date of March 7, 2028 for any merger committee that recommends the formation of a new unified union school district.

Consistent with existing law:

- Voting will occur by Australian ballot.
- Early and absentee voting will be available.
- Local school boards will be responsible for warning the vote.

An “eligible school district” means a school district that has not successfully merged with a neighboring school district on or before July 1, 2028. A school district may initiate a merger proposal through a majority vote of the voters present and voting at a properly warned annual or special school district meeting. The proposal would then proceed through a statutory merger process outlined in the bill.

By January 15, 2027, the Secretary of State must report to the Legislature on the funding, staffing, and operational resources needed to administer the March 2028 school district merger votes. The report must also identify anticipated challenges, including the mailing of ballots to active voters where applicable, and recommend any legislative actions needed to support school district clerks in conducting the elections.

Moratorium on Withdrawal from or Dissolution of Union School Districts

The bill places a moratorium through fiscal year 2035 on efforts to withdraw from or dissolve a union school district.

Guidance for Merger Committee Groupings

The bill provides suggested school district groupings to guide facilitators in creating merger committees but does not require facilitators to use those groupings exactly. Facilitators may modify committee membership based on local circumstances, provided they document the rationale for any deviations and submit it to the lead facilitator.

The bill also requires that merger committees include non-voting advisory representation from any affected regional career technical education (CTE) school district to ensure CTE interests and perspectives are considered throughout the merger study process. There are 20 suggested groupings. Our district falls in **Group 20:** Barre Unified Union School District, Harwood Unified Union School District, Montpelier Roxbury School District, Paine Mountain School District, and Washington Central Unified Union School District.

Funding for Merger Committees and Facilitators

Merger Committee Reimbursement Grants

Each merger committee may receive up to $10,000 in reimbursement for legal and other professional services needed to complete its analysis, final report, and recommendations. Committees must submit invoices quarterly to the Agency of Education. Half of eligible expenses will be reimbursed upon receipt of invoices, with the remaining half paid after completion of the committee's final report.

Facilitator Funding

The bill appropriates $442,000 to the Vermont Learning Collaborative (VTLC) to hire or contract for seven regional facilitators and one lead facilitator to oversee the merger study process.

Of this amount, VTLC may use up to $32,000 for administrative costs associated with managing the facilitator program, with the remaining funds supporting facilitator services and operations.

H.955 Union School District Exploration and Formation Timeline

September 1, 2026: VTLC hires or contracts for seven regional facilitators and one lead facilitator.

September 15, 2026: Each school district designates at least one current school board member to serve on its assigned merger committee.

October 15, 2026: Facilitators establish merger committees and each merger committee holds its first meeting.

January 15, 2027: Secretary of State submits a report on funding, staffing, election administration needs, and potential challenges related to the March 2028 merger votes.

February 1, 2027: Lead facilitator submits a status report to legislative committees on merger committee membership and progress.

September 1, 2027: Merger committees complete and submit final reports and proposed articles of agreement, as applicable.

December 1, 2027 (or within 30 days of report submission, whichever occurs first): Secretary of Education completes review of proposed unified union school districts and submits review to the State Board of Education.

December 15, 2027: State Board of Education issues findings on proposed unified union school districts.

January 1, 2028: Lead facilitator submits a statewide summary of merger committee recommendations to the House and Senate Committees on Education.

March 7, 2028 (Town Meeting Day): Voters in all districts identified as necessary or advisable vote on whether to form proposed unified union school districts.

July 1, 2028: Reference date for determining whether districts have successfully merged with neighboring districts and for identifying districts that remain eligible for future merger actions.

December 1, 2028: Lead facilitator submits a comprehensive report evaluating merger committee outcomes, identifying barriers to consolidation, and determining whether any districts participated in bad faith.

November 1, 2029: State Board of Education reports to the Legislature on districts with fewer than 750 students that did not successfully merge and provides recommendations for future consolidation.

Through Fiscal Year 2035: Moratorium remains in effect on withdrawal from or dissolution of union school districts.

H.949 – Yield Bill / Excess Spending Summary

Buydown and Yield:
The House conceded to the Senate position and agreed to the full $101 million property tax buydown. This results in a FY27 yield of **$9,401**. With this yield the following table shows the estimated changes to the taxes within WCUUSD:

Towns	Statewide Adjusted CLA FY 26-27	Post Legislative Tax Rates FY 26-27	Post Legislative Session Tax Rates FY 25-26	$ Increase / Decrease	Increase / Decrease Per $100K Home	% Increase / Decrease
Berlin	91.44%	**$1.9046**	**$1.9079**	**-$0.0033**	**-$3.30**	**-0.17%**
Calais	76.94%	**$2.2636**	**$2.0510**	**+$0.2126**	**+$121.60**	**+9.39%**
East Montpelier	77.22%	**$2.2554**	**$2.0872**	**+$0.1682**	**+$168.20**	**+7.46%**
Middlesex	80.29%	**$2.1691**	**$1.9679**	**+$0.2012**	**+$102.20**	**+9.28%**
Worcester	147.08%*	**$1.1841**	**$1.2483**	**-$0.0642**	**-$64.20**	**-5.42%**

Voter-Approved Bonds:
The House and Senate agreed to move the bond exemption date from **July 1, 2024, to July 1, 2026**. This does not affect our district since our bonds predate this and were already included in the exemption.

Excess Spending Threshold:
The conference committee agreed to the following phased reduction in the excess spending threshold, based on the current definition of excess spending (FY25 average per-pupil spending plus NIPA):

- FY27 – 118%
- FY28 – 115.5%
- FY29 – 114.5%
- FY30 – 113.5%

- FY31 – 113.0%
- FY32 – 112.5%*

Modeling:

- Excess spending threshold modeling – 115.5%
- Excess spending threshold modeling – transition percentages

The projected amount the district would need to reduce to remain under the spending threshold of 115.5% in FY28 based on the FY27 budget would be $557,778. The calculation will also have a hold harmless amount based on our bond payments that is not currently included. This reduction does not include the increases in budget due to inflation, negotiated contract increases, or health insurance increases.

Tuition:

The House and Senate agreed to cap annual tuition increases paid to receiving schools at no more than the year-over-year percentage increase in statewide education spending. This provision will be in effect from FY28 through FY32.*

*Provisions beyond FY30 apply only if the Foundation Formula has not yet taken effect.

Analysis from the Vermont Superintendents Association:

The Legislature has once again relied on the full property tax buydown, creating a **$101 million hole in the Education Fund beginning next year**. While this decision provides short-term tax relief, it continues a pattern of relying on one-time resources to suppress tax rates rather than addressing the underlying structural challenges. School districts do not develop budgets—or ask voters to approve them—based on a buydown yield. Instead, these one-time investments can create a disconnect between the tax rates communities experience and the fiscal realities that emerge in subsequent budget cycles. As a result, the December 1 tax-rate projections will once again reflect a large increase that is likely to be attributed primarily to local spending decisions rather than the structural imbalance created by the state's own choices.

While tax relief is important, Vermont must also consider investments that address long-term needs and cost pressures within the education system. For example, a portion of these recurring state investments could have been directed toward a sustainable school construction aid program, addressing secondary school scale and helping districts with aging facilities and deferred maintenance while providing enduring value to communities.

The bill accelerates an already aggressive timeline for higher-spending districts to move toward the Foundation Formula base amount, while offering no pathway or support for districts that will need to invest more to meet the formula's adequacy amount. At the same time, it continues to ignore some of the most significant cost drivers facing schools. Education spending increased approximately **3.8%** this year, while healthcare costs increased roughly **7%** and have grown by approximately **35% over the past three years**.

Finally, the excess spending provisions are intended both to curb district spending and to facilitate a transition to the Foundation Formula. Yet not all components of Vermont's education delivery system are being asked to make that transition in the same way.

The tuition increase cap may help moderate impacts for some districts, particularly elementary districts that tuition students to middle and high schools, but it does not go far enough. Tuition amounts are out of the control of sending school districts. As a result, these districts have virtually no flexibility in their budgets. Over time, this will place increasing pressure on rural elementary schools that rely on middle and secondary school tuitioning and may threaten their long-term viability.

If the Administration and Legislature are committed to transitioning the entire system to a Foundation Formula, then all facets of the delivery system should be subject to transition mechanisms. The tuition provisions included in this bill fall short of that goal.

Chronic Absenteeism H.930 Summary

Vermont House Bill H.930 updates the state's approach to student attendance by shifting focus from punitive legal actions to preventative, restorative, and assistance-based support. The law aims to identify barriers to school attendance early and reconnect students with their learning environments through individualized support plans and meaningful family engagement.

Key Provisions & Legal Definitions

The legislation updates **16 V.S.A. Chapter 25** to formally establish clear definitions to differentiate between general attendance issues and legal infractions:

- **Absence:** Defined as a student being physically absent from school grounds or not participating in approved educational/extracurricular services for at least **half of the school day**.
- **Chronic Absenteeism:** Formally defined as a student missing **10% or more** of total school days in an academic year for **any reason**, regardless of whether the absences are excused or unexcused.
- **Truancy:** Specifically distinguished from chronic absenteeism. A student is considered truant only after accumulating **20 or more unexcused absences** within a single school year or a rolling period of 175 consecutive school days.
- **Preapproved Absences:** Dictates that preplanned family vacations or absences approved by a superintendent or school head may not exceed **10 cumulative school days** per school year.

Core Mandates & Implementation Timeline

1. Shift to Restorative Interventions

The law mandates that formal legal truancy proceedings are reserved exclusively as a last resort. Schools must prioritize "written attendance support plans," active community outreach, and emotional, academic, and social reintegration support for students struggling to stay in school.

2. Agency of Education (AOE) Model Policy

The Vermont Agency of Education must build a **Model Policy on the Prevention of Chronic Absenteeism and Truancy**.

- The draft guidelines must include templates for documenting parent communication and protocols for handling underlying drivers of absenteeism, such as safety issues, bullying, or harassment.
- **Deadline:** The AOE must report on its development by **March 15, 2027**, and finalize the model policy by **July 1, 2027**.

3. Local School District Adoption

Every public school district and approved independent school in Vermont is required to adopt a local policy that is **at least as stringent** as the state's model policy.

- **Deadline:** Local school boards must implement their unique procedures and policies by **July 1, 2028**.

4. Alternative Education & Suspensions

The bill modifies 16 V.S.A. § 1162, requiring schools to provide robust alternative education options to ensure that students facing suspensions of three or more days (or expelled students) do not completely lose access to educational or developmental opportunities.

5. Home Study Program Evaluation

The AOE is directed to recommend updates to Vermont's home study program framework by **December 1, 2026**. This directive is designed to optimize compliance and ensure families are not misusing the home study designation to bypass state truancy oversight.

Effective Date

Following its final passage by the General Assembly, the act officially takes effect on **July 1, 2026**.

VSBA Superintendent Search Services

Introduction:
Public education is the sole focus of the VSBA. Our many superintendent searches utilize in-house staff personnel and outside consultants, the majority of whom are retired Vermont superintendents. With a unique position of being on the inside of Vermont's education landscape, we know the complexities of Vermont's system and we adapt to the needs of each school board.

Services Provided:
- Consultant support, guidance, and facilitation throughout the process
- Communications (board/committee, central office, and all communications with candidates)
- Survey to determine SD candidate priorities
- Reference checks
- Interview question bank
- Scheduling of all interviews
- Candidate ranking tool & guidance (for Screening Committee)

Benefits:
- Understanding of regional & state context
- Large network of educational leaders with insider knowledge
- Extensive experience with governance structures (i.e. supervisory unions/districts, unified districts)
- Understanding of Vermont open meeting law and the search process

Consultant Background:
The VSBA's search consultants are executives who have held the role of Vermont Superintendent. Generally, we coordinate the consultants with districts geographically, however specific consultants may be available to travel a greater distance upon request. The VSBA staff help to coordinate the search process and support both the board and the consultant, should any challenges arise.

Comments from board members on the VSBA's superintendent searches include:
- *"[The VSBA consultant] did an excellent job throughout the entire process. Well organized, responsive to questions, attentive to details and thorough preparation in getting to understand our district and its needs… highly recommend..."*
- *"[The VSBA consultant] was invaluable in this process… readily available, extremely knowledgeable, and provided the guidance and coaching we needed in this process. This is an important service you are providing our districts. [She] served us well."*
- *"I was very pleasantly surprised by how smoothly our search went and [the VSBA consultant] was responsible for the great majority of this success. She was very good at shepherding us along and bringing pertinent points in applications to our attention. We had an interesting and somewhat dis-unified search committee, but [the VSBA consultant] has seen it all and was able to work with us where we were. She kept all the factions on task. I would recommend utilizing the VSBA's consultant services wholeheartedly to anyone who asks."*
- *"I am not a person who rates everything at exceeds expectations, but I cannot speak highly enough of [the VSBA consultant]...experience, work on the process and advice were invaluable."*

WCUUSD School Board

Superintendent Personnel Summary and Recommendations

1. **New Hire Nominations (for 26-27 school year)**
   Abbey Goodrich- .40 FTE Art Teacher, Berlin Elementary School
   Katie Truesdale – Principal, Calais Elementary School

2. **Retirement**

3. **Re-Hires**

4. **Resignations**
   Marc Chamberlain, PE Teacher, Berlin/Doty

5. **Change in FTE:**

6. **Long-Term Substitutes (26-27 School Year)**

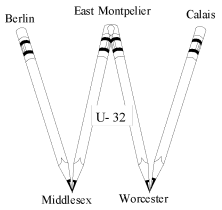
7. **Change in Position**

8. **Extended Leave of Absence**

Washington Central Unified Union School District

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TEACHER NOMINATION

POSITION: Art Teacher	**FTE:** .4 (Tuesday/Thursday)
REASON FOR VACANCY: X Retirement/Resignation __ New Position __ Leave of Absence	
SCHOOL BUILDING: Berlin Elementary School	
SEARCH COMMITTEE COMPOSITION: *(numbers and groups represented)*	_x__ Administrators _x__ Teachers _x__ Support Staff ___ Parents/Community Members ___ Other:
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	See resume in school spring. Johnson State College 2015.
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	Abbey has a deep love of learning and impressed our interview committee with her commitment to encouraging a love of the arts and to create student voice and choice. She had deep enthusiasm for the Community Schools Approach and was offering ideas of support to the school community during her interview. References shared a strong commitment to cultivating a love for the arts and a deeply engaging space for learners. They also commented on her calm energy and dependable nature.
CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: *(resume and cover letter attached)*	**NAME: Abbey Goodrich** B15+, Step I @ .40 = $27,814.80

(If the board has additional questions about the candidate or other applicants, this should be discussed in executive session due to privacy rights and should not include information that would not be asked as a part of an interview process such as marital status, where candidate lives, etc.)

NOMINATED BY____*Celia Guggemos*_____ June 5, 2026_____
Principal/Administrator

RECOMMENDED BY: **Steven Dellinger-Pate** June 11, 2026
Superintendent

BOARD APPROVAL DATE: _____

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LICENSED ADMINISTRATOR NOMINATION

CANDIDATE RECOMMENDED TO SUPERINTENDENT AND BOARD: **Katie Truesdale** **Salary: $114,195.39**	
POSITION: Principal	**FTE:** 1.00
REASON FOR VACANCY: **X** Retirement/Resignation __ New Position __ Leave of Absence	
SCHOOL BUILDING: Calais Elementary School	
SEARCH COMMITTEE COMPOSITION: *(numbers and groups represented)*	_X__ Administrators _X__ Teachers __X_ Support Staff __X_ Parents/Community Members ___ Other: Students
EDUCATIONAL PREPARATION: *(College, degree, date obtained)*	University of Maine – Ed.D (ABD) Candidate in Educational Leadership University of Maine – Superintendent Internship University of Maine – CAS/EdS Educational Leadership University of Vermont – Med. Special Education University of Vermont – B.A. Psychology
PROCESS OVERVIEW AND REASONS FOR RECOMMENDATION: *(objective, not subjective, narrative of skills and experience of the recommended candidate & summary of reference check results)*	After a thoughtful process conducted by the screening committee and after feedback gathered from on-site visits, I am recommending that Katie Truesdale be hired for the Principal position at Calais Elementary. Katie has over ten years of Administrator experience including time as Superintendent/Head of School at Blue Hill Harbor School in Maine. Katie has been a licensed special education teacher and a behavior specialist. Katie comes to us with wonderful experience and strong recommendation from her references.

(If the board has additional questions about the candidate or other applicants, this should be discussed in executive session due to privacy rights and should not include information that would not be asked as a part of an interview process such as marital status, where candidate lives, etc.)

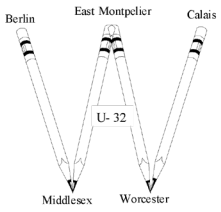
NOMINATED BY: Steven Dellinger-Pate, Superintendent SDP Date: June 17, 2026

BOARD APPROVAL DATE: _____

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Washington Central Unified Union School Board Meeting
6.3.26
6:15-9:15 PM
(Rumney)

Present: Superintendent Dellinger-Pate, Flor Diaz Smith, Daniel Keeney, Chris McVeigh, Patrick Whelley, Ursula Stanley, Elizabeth Brown, Zach Sullivan, Diane Nichols-Fleming, Julia Hewitt, Marty McMahon, Michelle Ksepka, Andrew Boye, Jen Miller-Arsenault, Julia Pritchard, Jody Emerson, Anne Decker, Alison Byrnes, Allison Fayle, Anya Farland, Ashley Hansen, David Delcore, Emi Harlow, ORCA, Linda Gray, Teal Church, Natasha, Kristen Freeman, Sarah Rund, Kate Biggam, Kathleen Bookchin.

1. **<u>Call to Order:</u> Diane Nichols Fleming called the meeting to order at 6:15 p.m.**

2. **<u>Welcome:</u>**
   - **2.1. Adjustments to The Agenda: Andrew Boye moved to adjust the agenda to put CVCC report on the discussion agenda, as Jody Emerson is here tonight to present to the board. Seconded by Flor Diaz Smith, this motion to amend the agenda carried.**
   - **2.2. Reception of Guests**
   - **2.3. Public Comments:** Ann Decker spoke to the board to ask to maintain her regular schedule. She asked the administration to involve department leadership in the conversations about creatively addressing staffing issues (she referred to library duty). A parent asked that families have their questions/concerns answered; she indicated that the FAQ document is not sufficient. She asked the board to reconsider the current timeline and pause the movement of students. Alison (East Montpelier) spoke to support Ann Decker's position. She stated that she fears that WCUUSD is becoming unfriendly toward teachers. Linda Gray spoke about the dissension that the consolidation decision has caused. She asked that the board pause and take more time to make such a large decision. She asked the board to please listen to the voters. Ashley, parent of Doty students, expressed her concern that there is no transportation plan for the children. She stated that it is literally impossible for parents to pick up students from both schools. She asked the board to delay this until these considerations are solved. Middlesex parent asked questions about the reconfiguration of Rumney/Doty. She stated that she has continued to attend the listening sessions and to communicate her questions. She asked for details about services/supports for students with IEPs. She noted this is

not fully fleshed out and she asked for a pause. Kate Biggam, Middlesex parent, expressed concerns with this configuration and asked to consider creative solutions. She stated that this has become an incredibly divisive issue. She indicated that there may be some legal recourse. Natasha: requested (1) pause (2) provide documentation to families about transition plan, (3) accountability. She stated that trust is built through a system of consistent follow through.

3. **Reports:**

3.1. Superintendent Report: Superintendent Dellinger-Pate had provided a written report. He noted that the Rowland Fellowship is directed to two teachers. He spoke about declining student enrollment/class sizes. He stated that we will have to continue to make reductions in force based on declining student enrollment. Elizabeth Brown asked for specifics around why there is a need for library duty. Superintendent Dellinger-Pate shared the duties and roles of the two librarians on staff at U32. Patrick Whelley asked for some follow up about the Arts Academy that had been mentioned earlier during public comment. Superintendent Dellinger-Pate stated that he is not sure whether or not this is a program that is sustainable over time. Superintendent Dellinger-Pate emphasized that they will continue discussions with all teachers, including the art department, regarding the need for staff to take on extra duties. Flor Diaz Smith stated that it is her understanding that the music program is not compromised by this plan.

3.2. Student Report: Natasha Eckart had shared something in writing that Ursula Stanley read aloud, particularly about her positive experience coaching the middle school track team, and her pride and appreciation regarding the students. She had thanked other track coaches for their support.

3.3. Humanity and Justice Coalition Recognition: Steven Dellinger-Pate spoke his appreciation to Shelley Vermilya, for the vision she brought to the district. He stated that he hopes to continue to work together in coming years, in various ways. Flor Diaz Smith also spoke appreciatively about Shelley Vermilya and what she brought to the board and the district. The board presented her with flowers.

3.4. Central Vermont Career Center Report

3.5. VSBA Report: Flor Diaz Smith provided an update from VSBA. She had shared information via email earlier but she suggested that the board take action to appoint a board member to represent at the merger committee as well as a board member to participate in the CESA group. Steven Dellinger-Pate stated that he plans to build in time during the retreat to learn and talk about the latest legislation. Flor Diaz Smith noted that there will be a webinar available and she will inform board members of details to access it. Daniel Keeney asked Flor to share an infographic resource with the board via email. He asked for information about the CESA configuration at this time. Zach Sullivan asked, do we have a role in saying that we have asked other districts, whether there is interest in joining? Superintendent Dellinger-Pate spoke about the role of a facilitator for each work group. Diane Nichols-Fleming stated that this is still a moving target and that we will need to adjust our framework when thinking about CESA and configuration, governance, etc.

4. **Board Operations:**

4.1. Last Day Memo: Steven Dellinger-Pate had shared a memo that the last student day will be June 17, early dismissal. Teacher last day will be June 18. **Zach Sullivan moved to approve the last day of school for students Wednesday June 17. Seconded by Chris McVeigh, this motion carried. Zach Sullivan moved to set the last work day for all staff, Thursday, June 18th. Seconded by Chris McVeigh, this motion carried.** Jody Emerson, Superintendent and Director, CVCC, presented to the board: *Facilities Workgroup Recommendation, CVCCSD Board, May 2026.* Some discussion followed with board members asking questions of Jody Emerson about possible steps forward, especially regarding some shared use of U-32 campus. Diane Nichols-Fleming asked board members if there is any objection to considering this, going forward (e.g. shared space, consolidation of services/ resources etc). No objections were heard, as far as learning more information and considering further. The board will have more information and discuss further at the next board meeting (June 17). Daniel Keeney stated that we need to understand what a regional high school would look like on the U-32 campus and consider that with the conversations going forward about CVCC.

4.2. VSBA Resolutions: Zach Sullivan had shared a draft resolution based on previous board discussion: *Proposed VSBA Resolution Regarding Early College.* Ursula Stanley stated that this does not address any of the other equity indicators. (e.g. gender, disability). She shared some concerns around some language in the document. Flor Diaz Smith suggested taking out the "whereas" statement #3 which references AP classes. Some discussion followed. Edited version:

WHEREAS: A vibrant community benefits all students in the school;
AND WHEREAS: Early college pulls seniors out of the high school community, leaving our upper classes less cohesive;
AND WHEREAS: Removal of early college students from their high schools leaves fewer students on campus, threatening both the financial and educational viability of robust class offerings.
AND WHEREAS: Access to in-person early college varies significantly depending on where a student lives and their access to transportation;
AND WHEREAS: Colleges' ability to charge additional fees to students and their families has undercut the program's economic advantage to the student and further limits in person options to wealthier students
AND WHEREAS: An increasing number of colleges, particularly those out of state, no longer accept college credit for classes also taken for high school credit;
AND WHEREAS: The need to fund early college increases pressures on the education fund and decreases resources available to all students in our public schools;
AND WHEREAS: Expanded dual enrollment can offer advanced course offerings and courses not available locally to students while keeping them as part of the community
BE IT RESOLVED: The General Assembly should end or curtail the early college program, and should expand dual enrollment opportunities as a mechanism to continue offering advanced options to students beyond what their local schools can provide without removing those students from their high school communities. The

General Assembly should also study additional means of providing advanced and college credit bearing options to students in a way that provides benefits across all demographics, including socioeconomic status, and geographic areas, and that keeps students in their school communities for all four years of high school.
BE IT FURTHER RESOLVED: Any early college expenses should be financed through the general fund and not the education fund. **Andrew Boye moved to accept this resolution. Seconded by Patrick Whelley, this motion carried unanimously.**

4.3. Summer Hiring: none tonight

5. Finance Committee: none tonight

6. Policy Committee: Chris McVeigh introduced these policies for second readings. Included in the board packet was an Equity Worksheet that will be considered with policies in the future.

6.1. Second Reading - Renew C48: Foreign Exchange Students:

6.2. Second Reading - Renew B8: Electronic Communications Between Employees and Students: Patrick Whelley moved to approve policies C48 and B8. Seconded by Ursula Stanley, this motion carried unanimously. Chris McVeigh invited any comments from board members about the Equity Worksheet, for the Policy Committee to consider.

7. Ed Quality Committee:

7.1. Committee Update: Ursula Stanley provided a brief update.

8. Personnel:

8.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE: Flor Diaz Smith moved to approve Jackie Batten – U-32 School Counselor. Seconded by Ursula Stanley. Discussion: Marty McMahon asked what the student ratio is for School Counselors at U-32. Superintendent Dellinger-Pate explained. Elizabeth Brown stated that she is excited to see that a student took part on the hiring committee. Superintendent Dellinger-Pate stated that we include students on the hiring committees in middle and high school. **This motion carried unanimously. Flor Diaz Smith moved to approve hiring of Betsy VanDerlip - U-32 Special Education Teacher. Seconded by Elizabeth Brown; this motion carried unanimously.**

9. Consent Agenda:

9.1. Approve Minutes of 5.20.26: Chris McVeigh moved to approve the minutes of May 20, 2026. Seconded by Andrew Boye. Discussion: Marty McMahon clarified: on item 9.1 - a correction was made for clarity. **This motion carried with noted edit.**

10. Future Agenda Items: June 17: 2 executive sessions, CIP approval, Career Center vote, H95 actions related to mergers and CESAs

11. **Board Reflections:** Marty McMahon spoke about phone calls and emails he has received about lack of trust and anger. He read a statement and referenced a John Dewey quote. He stated that he hopes we will make a concerted effort to rebuild trust and be transparent. Daniel Keeney stated that all of the elementary graduations are happening at the same time. He encouraged board members to attend. Elizabeth Brown stated that when school districts go through transformation it needs to be transparent to families. She suggested having a "Transition" person at the helm. When there is so much uncertainty, she worries about students. She looks forward to having more information come to fruition as soon as possible so that families can enjoy their summers. Julia Hewitt reiterated what Elizabeth Brown had stated, and emphasized the need for administrators in our district when responding to families' concerns, to respond thoughtfully and not in a "form letter" format, to be more genuine. Steven Dellinger-Pate stated that we are sharing information about staffing and curriculum; we are close to having specifics about transportation, still updating data. He stated that he has heard a need for a clear timeline and plan, and that this will be forthcoming as soon as possible. Elizabeth Brown asked for follow up, and Julia Pritchard shared that there has been significant and ongoing discussion and review about supporting students with disabilities.

12. **Public Comments:** Natasha stated that she heard the board discuss the need for rolling out change in phases (regarding the career center) and yet that is not the case regarding the Doty/ Rumney reconfiguration. She stated that two weeks before the end of school is not enough time. Sarah spoke to the board again about how she feels the process that has been followed to come to this proposed configuration has not been thoughtful and transparent. Kate Biggam asked, did the board read the most recent email that she sent? She would like to hear some response to that. She would like to hear from the elected officials who represent these communities. Diane Nichols-Fleming responded to her concerns and indicated that the board had discussed the administration's memo regarding configuration at the previous meeting. She stated that the pain from the community and the distrust has been made very clear to the board. Kathleen Bookchin stated that the minutes from last week capture board responses, and there have been more than three years of board discussion related to these issues of declining enrollment and financial sustainability. She stated that she sees benefits from this new development. She acknowledged that there is fracturing between the communities and we will need some work to help heal, going forward. She is looking forward to hearing solutions to the transportation issues.

13. **Proposed Executive Session:** Negotiations (this will be at the next board meeting)

14. **Adjourn: Daniel Keeney moved to adjourn at 9:07 p.m. Seconded by Ursula Stanley, this motion carried unanimously.**

Respectfully submitted,
Lisa Grace, Board Recording Secretary

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Washington Central Unified Union
School Board Special Meeting
6.10.26

Present: Diane Nichols-Fleming, Ursula Stanley, Flor Diaz-Smith, Patrick Whelley, Elizabeth Brown, Superintendent Dellinger-Pate, Julia Hewitt, Linda Gray

Present (Online): Chris McVeigh, Marty McMahon, Zach Sullivan, Natasha Eckart, Scott Cameron, Michelle Ksepka, Honi Bean Barrett, Orca Media, Julia Pritchard, Noah Weinstein

1. **<u>Call To Order:</u> Diane Nichols-Fleming called the meeting to order at 6:00 p.m.**

2. **<u>Executive Session: the employment of public employees:</u> Daniel Keeney moved, Elizabeth Brown seconded; To enter into executive session for the purpose of reviewing issues related to the employment of a public officer or employee under the authority of 1 VSA (3) to include Steven Dellinger-Pate & legal counsel. The motion passed unanimously.**

3. **<u>Public Session to consider any action deemed necessary or appropriate following consideration of the issues in the Executive Session</u>**: At 7:15 the board came out of Executive Session. **Daniel Keeney moved, Flor Diaz Smith seconded: To accept the resignation of Superintendent Steven Dellinger-Pate effective July 30, 2026, and further agrees to Superintendent Dellinger-Pate's proposals that (1) his current bank of four (4) accrued unused vacation days will be honored, and (2) his salary for the month of July 2026 will continue to be paid at the rate he was entitled to receive during the 2025-2026 school year. And (3) that he will not accrue additional vacation or personal leave for his service during the month of July 2026. This motion carried unanimously.** The Chair announced that a joint statement will be forthcoming almost immediately, which will announce this, and which will affirm the continuation of the work of our school district. The Chair additionally announced her intent to send a letter on the Board's behalf to the Secretary of Education requesting permission for the district to initiate a superintendent search. Further discussion of the search process, including contracting with Vermont School Boards Association to facilitate the search. Further

the Chair stated the Board's intent to hire an interim superintendent during the search process.

4. **<u>Adjourn:</u> At 7:20pm, Patrick Whelley moved to adjourn. Seconded by Ursula Stanley, this motion carried unanimously.**

Respectfully submitted,
Lisa Grace, Board Recording Secretary
and Daniel Keeney, Board Clerk