Washington Central Unified Union School District

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

1130 Gallison Hill Road
Montpelier, VT 05602
Phone (802) 229-0553
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Washington Central Unified Union School Board Meeting
9.16.26
6:15-9:15 PM
(In-Person & Virtual)
U-32
1130 Gallison Hill Rd
Montpelier, VT

Virtual Meeting Information
https://tinyurl.com/c48fty3u
Meeting ID: 849 3594 9997
Password: 297072
Dial by Your Location: 1-929-205-6099

1. Call To Order

2. Welcome — 5 minutes
   - 2.1. Adjustments to The Agenda
   - 2.2. Reception of Guests
   - 2.3. Public Comments: Time strictly enforced; see note — 15 minutes

3. Presentation: Board Budget Training — 20 minutes

4. Reports — 30 minutes
   - 4.1. Superintendent/Central Office Leadership Team (COLT) Report – pg. 4
   - 4.2. CESA (Cooperative Educational Service Area) Report
   - 4.3. Act 170 Update
   - 4.4. Student Report
   - 4.5. Central Vermont Career Center Report
   - 4.6. Community School Report
   - 4.7. VSBA Report

5. Ed Quality Committee 20 minutes
   5.1. Review Draft Student Monitoring Report Fall & Winter Data – pg. 8
   5.2. Student Monitoring Report Spring 2026 Part 1 –

6. Policy Committee 10 minutes

7. Finance Committee (Discussion/Action) 15 minutes
   7.1. Discuss FY 28 Budget Timeline – pg. 42

8. Board Operations: (Discussion/Action) 30 minutes
   8.1. Approve Budget Development Timeline
   8.2. Affirm Policy Work Plan
   8.3. Appoint Board Member Proxy for VSBA Annual Meeting
   8.4. VSBA Resolutions – pg. 43
   8.5. Interview Berlin Candidate – pg. 71
      8.5.1. Proposed Executive Session: Candidate Selection

9. Personnel (Discussion/Action) 5 minutes
   9.1. Vacancy Updates
   9.2. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE

10. Consent Agenda (Discussion/Action) 5 minutes
   10.1. Approve Minutes of 8.19.26, 9.2.26 – pg. 73
   10.2. Board Orders

11. Future Agenda Items - pg. 80 5 minutes

12. Board Reflections 10 minutes

13. Public Comments: Time limit strictly enforced, see note 15 minutes

14. Proposed Executive Session: Personnel

15. Adjourn

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

WCUUSD Board Norms - Adopted 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

Central Office Leadership Team Report
September 16, 2026

Reflections on Our First Collaborative Conversation

It was a joy to co-facilitate the Collaborative Conversation earlier this month. We appreciated both the thoughtful engagement and the feedback that we received. Several suggestions focused on soliciting topics from the board and the larger community for future meetings. One way we might do this is by sending out a simple survey to our community members asking which education-related topics they would be interested in discussing, in addition to those suggested at the last meeting.

To reiterate, these Collaborative Conversations are intended to align with our Strategic Plan Goal #3: *Foster and commit to responsible leadership that engages the community and communicates transparently.* In engaging in this way, we hope to build a deeper understanding of our work in educating all of our students, improve the way our district shares pertinent and timely information with the board and community, and work toward building trusting relationships between all WCUUSD constituents in a way that is collaborative, productive, and respectful of all.

In our experience, hybrid meetings are among the hardest to facilitate, especially when trying to design virtual experiences that are qualitatively similar to in-person experiences. We thoughtfully designed the virtual experience so that there was a dedicated facilitator and little to no background noise or distractions. Even so, the feedback that we received from virtual participants was largely negative. While we can make some simple changes in the future to make the virtual experience more seamless from a technical standpoint, the bigger issue was that many virtual participants seemed to miss the context-setting that happened as a whole group before we broke into smaller groups. As a result, the norms were not followed, and very few people were able to actively participate or focus on the evening's topic.

We value maintaining a virtual opportunity for the community to participate in our Collaborative Conversations and will continue to think about how to improve the experience going forward. It is important for the community to understand that we have the capacity to facilitate a virtual option, but we do not have the capacity to facilitate virtual breakout rooms.

The norms that we set for all participants, whether in person or online, include:

- Respect each other: Listen, allow others to be heard, share concerns, assume positive intentions, be present, focus on shared solutions, and celebrate successes (this is a norm set by the school board)

- Maintain a stance of curiosity
- Be kind
- Be mindful of others

Technology Replacement Plan Follow-Up

A question was raised at the last school board meeting regarding the replacement of technology at our schools. All of our devices follow a technology life cycle. We phase the replacement so that we can budget in a planful manner. Below is more information about how we manage our technology life cycle replacement from Dave Rodgers, our Director of Technology:

- **Staff Devices:** Staff devices historically follow a 5-year cycle, with 20% of staff receiving new devices each year across the district (not by building). Moving forward, with the shift to MacBook Neos, we are shortening this cycle to 4 years while reducing overall costs.
- **1:1 Student Chromebooks:** Students receive new Chromebooks in Grades 5 and 10. While we previously aimed for a 6-year lifecycle, we are considering moving to a 4-year lifecycle to improve durability and align with neighboring districts.
- **Student Shared (Cart) Chromebooks (Up to Grade 5):** Because graduating seniors only use their Grade 10 Chromebooks for 3 years, the remaining usable devices are redeployed to elementary classroom carts, where technology needs are lower.
- **iPads:** Historically, iPad purchases were made using non-earmarked funds without a structured lifecycle. This summer, we e-cycled unsupported devices and distributed new iPads to elementary schools based on principal requests for testing needs. Going forward, we plan to establish a structured 5–6 year replacement cycle.
- **Radios:** Radios were previously purchased independently by individual schools. This year, I absorbed radio costs into my budget to standardize equipment and integrate them into our lifecycle program. Based on critical need, we began by replacing Berlin's non-functional fleet, with Rumney and U-32 prioritized next.
- **Current State of WCUUSD Technology Lifecycle Management:** To better steward district resources, WCUUSD is shifting from ad hoc technology management to a fully structured Technology Lifecycle Management (TLM) program. Bringing all hardware under this framework will optimize efficiency and channel savings straight back to providing technology that demonstrably improves classroom instruction. Building this program remains a primary focus of my leadership.

Transportation Follow-Up

A question was raised at our last meeting about the My Ride App, specifically around which components of the App WCUUSD uses, and why the GPS location component is not turned on.

Our district uses the basic software to build and distribute bus routes to families. Families can then access real-time updates in the App. For example, if our transportation coordinator updates or changes a bus route because of construction or other issues, families can see these updates immediately. However, this does not mean that families can see where a bus is located in "live" time. First Student buses have sonar GPS, which would require additional software in order to sync with Transversa (My Ride). This would come at an additional cost to the district. In addition, not all areas of our five towns have adequate cell coverage, and poor reception means inaccurate information shared with families. Because of the gaps in coverage across our geographic area, we have not pursued looking into additional features and associated costs of My Ride at this point.

Another question was raised about Instructional time lost with transportation from Calais/EMES and Doty/Rumney this fall. In looking at the data in all four schools, please see below. As a reminder, the school start and end times for all elementary students are 9:00 am - 3:30 pm.

- U5 Morning Bus from Rumney to Doty: Between 8/31 - 9/11, the range of drop off times ranged from **8:58 am to 9:02 am.**
- U13 Morning and Afternoon Bus from Doty to Rumney: Between 8/31/26 - 9/11/26, the range of times were **8:50 am to 8:54 am** for the morning runs and **3:39 pm to 3:47 pm** for the afternoon runs.
- U14 Morning Bus from Calais to EMES: Between 8/31 - 9/11, the range of times were **9:00 am to 9:06 am.**
- Charter Bus from EMES to Calais: Between 8/31 - 9/11, the range of times were **3:20 - 3:27 pm.**

CESA Report and Act 170 Update

We have included agenda items regarding Cooperative Educational Service Areas (CESA) and Act 170. The board will have a lot of important and time sensitive work to do related to these topics in the months to come, and these agenda items will be recurring ones going forward.

Because this work is just getting underway, we are including a brief update in this report in lieu of addressing each item separately.

The Bylaws Committee of the CESA Board met on Thursday, September 3. At that meeting, they agreed to prepare something for the full CESA board to review, which meets again on October 26.

Recently the Vermont Learning Collaborative announced the regional facilitators for the Act 170 merger study committees. Brad Morgan will serve as the regional facilitator of the Winooski Valley Region, of which we are a part. The official announcement and more information about Brad can be found here.

Acting Superintendent Reflections

As we wrap up our service as Acting Superintendents, we would like to thank the board, staff, and community for the support and grace you have extended to us for the past six weeks. We have appreciated the opportunity to serve our district together in this way.

To: WCUUSD School Board Sept. 2026
From: Education Quality Committee

Purpose/Charge:
According to our Student Achievement Monitoring plan, adopted by the full board in the spring of 2023, the board is to receive four reports each year: two on math and reading achievement, one on a rotation of other Student Learning Outcomes (two to three each year), and one on post-secondary outcomes.

This is fourth report for the FY 26 year and our second on math and reading student achievement.

During our full board meeting on September 16th we would like to engage in a discussion about this report. We offer the following questions for your consideration.

- What stands out to you?
- What questions do you have? About our analysis? About the data?
- What do you see that connects to other reports we have seen (COLT, Principles, Finance committee, Policy committee
- What other implications for the full board do you see?

How are we doing? What are we doing?

Winter 2026 achievement data shows that most students are making expected progress in math and reading. Multi-year trends point to stable math growth and continued acceleration in reading, including notable gains for students who experience economic disadvantage and for students who receive specialized education services. At the same time, persistent performance differences across equity groups remain a central challenge, underscoring the need for sustained focus on robust first instruction, targeted interventions, and coherent instructional systems.

Educators are using assessment data to guide instruction and strengthen multi-level systems of support (MLSS). The district continues to refine assessment practices with additional improvements expected as updated tools and processes roll out next year.

Overall, the data reflects meaningful progress and clear areas of strength, while also highlighting the system-level work still needed to ensure that all students achieve at high levels. The full report provides a deeper look at these trends, the underlying equity considerations, and the instructional implications for the district.

DRAFT

Summary of our analysis.

System Successes:

- Students are achieving stretch growth rates that exceed national averages, indicating stronger-than-typical acceleration compared to peers across the country.
- Typical growth is at or above winter expectations in both math and reading, continuing a multi-year pattern of strong mid-year progress.
- Long-term cohort trends show upward movement in math where performance and growth have shown steady improvement.
- Our staff are using assessment data and data protocols to review class and student data to inform first instruction, intervention decisions,and support levels for individual students.
- Our administrators use assessment data to review and inform curriculum and professional development practices.

System Challenges:

- Performance differences persist for students who experience economic disadvantage from their peers, and for students who receive specialized education services, compared to students who do not.
    - In math, students experiencing economic disadvantage are proficient at 22%, compared with 51% of students who are not economically disadvantaged.
    - In reading, students experiencing economic disadvantage are proficient at 32%, compared with 53% of students who are not economically disadvantaged.
    - In math, students who receive specialized education services are proficient at 14%, compared with 48% of students who do not receive these services.
    - In reading, students who receive specialized education services are proficient at 11%, compared with 55% of students who do not receive these services.
- Equal growth is not sufficient to close gaps; students facing greater challenges require accelerated growth over multiple years.

System Needs:

- Continued investment in robust professional development, especially in literacy, math instructional practices, and data-driven decision-making.
- Ongoing equity-focused data review, including disaggregation by gender, race/ethnicity, economic status, and IEP eligibility.

DRAFT

- Systemwide review of barriers that limit student access to educational opportunities, with a focus on reducing performance differences across equity indicators.

Changes to instructional and evaluation practices:

- For the Winter of 2026, the district adjusted assessment practices in Grades 7–10 due to concerns about the amount of time testing takes. Students who tested in the “on grade level” or above, and in some domains the 1 grade level below, were not reassessed in the winter; only students below those levels completed the diagnostic.
- Beginning in fall 2026, the district will return to universal assessment for all students in Grades 7–10.
- In the fall of 2026, the district will adopt the revised i-Ready diagnostic, renamed *i-Ready Inform*, next fall. Curriculum Associates is making revisions that will shorten the assessment time for the majority of students.

Implications for the School Board:

- What is the board's role in influencing student achievement?
- Are the budget parameters we are setting supportive of Professional Development, robust first instruction, and MLSS needs?

Current Report :

During the Winter 2026 review cycle, the Education Quality Committee examined districtwide math and reading achievement data, along with multi-year trends and equity indicators. The purpose of this review is to understand how students are progressing toward proficiency, how growth compares to expected benchmarks, and what the data suggests about the effectiveness of the district’s instructional systems.

In math, students demonstrated 52% progress toward annual typical growth, slightly above the 50% benchmark expected at the winter assessment window. This continues a multi-year pattern of mid-year growth that is generally aligned with expectations. Over the past four years, math typical growth has ranged from 49% to 58%, indicating a stable system where most students are keeping pace with expected learning trajectories. Placement data shows that 21% of students are mid or above grade level, 24% are early on grade level, and 43% remain one grade level below. This distribution has been consistent across multiple years, suggesting that while core instruction is supporting steady growth, a substantial portion of students continue to require targeted acceleration to reach grade-level proficiency.

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Reading results show even stronger mid-year performance. Students achieved 69% progress toward annual typical growth, well above the 50% winter benchmark. At the same time, typical growth in reading has declined over the past four years, moving from 100% in 2023 to 75% in 2024, 73% in 2025, and 69% in 2026. This pattern indicates that while students continue to meet mid-year expectations, the system is not sustaining the higher levels of growth seen in earlier years. Placement data for Winter 2026 shows 30% of students mid or above grade level, 20% early on grade level, and 31% one grade level below.

Across both subjects, the district continues to see persistent performance differences for students who experience economic disadvantage and for students who receive specialized education services, compared with their peers. In math, students experiencing economic disadvantage are proficient at 22%, compared with 51% of students who are not economically disadvantaged. Students who receive specialized education services are proficient at 14%, compared with 48% of students who do not receive these services. Reading shows similar patterns, with students experiencing economic disadvantage at 32% proficiency and students who are not economically disadvantaged at 53%. While growth rates are often similar across groups, equal growth is not sufficient to close these differences; students facing greater barriers require accelerated growth over multiple years to reach proficiency.

Educators across the district are using assessment data effectively to guide instruction, intervention, and multi-level systems of supports (MLSS). Teachers review class-level and student-level data to adjust instruction, identify students who need additional support, and monitor the impact of interventions. Longitudinal data allows the district to track cohorts over time, providing insight into how instructional practices and supports influence student learning trajectories. Multi-year cohort analysis in both math and reading shows upward movement in proficiency for several grade levels, including strong growth for students who experience economic disadvantage and for students who receive specialized education services. These patterns indicate that sustained instructional efforts and targeted MLSS supports are helping students who face greater barriers make meaningful progress over time.

The district continues to refine its assessment practices. At the middle school level, the winter i-Ready assessment was administered only to students who scored one grade level below or lower in the fall, in response to concerns about assessment time. After reflecting on this change, the district will not continue the practice, recognizing the importance of consistent assessment data for all students. Additionally, upcoming changes to the i-Ready platform are expected to reduce testing time for most students.

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Implementation of Act 139 continues, with family letters sent and professional development integrated into district PD plans. Acadience Reading remains an area of growth, with ongoing technical issues noted; however, plans are in place to address these challenges and strengthen the assessment's role in early literacy monitoring.

Overall, the Winter 2026 data shows a system where most students are progressing at expected rates, with reading growth particularly strong. Multi-year trends indicate stability in math growth and acceleration in reading for several cohorts. At the same time, persistent equity differences underscore the need for continued investment in robust first instruction, targeted interventions, and professional development aligned with evidence-based practices. The data shows meaningful progress across several areas, and also indicates that continued attention to equity, instructional coherence, and MLSS capacity is necessary to support high levels of achievement for all students.

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i-Ready Math Performance and Growth Winter 2026

Students Assessed/Total: **661/744**

Progress to Annual Typical Growth (Median)

The median percent progress towards Typical Growth for this school is 52%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth

Current Placement Distribution

The Mapping Between 5-Level and 3-Level Placements

i-Ready Math Performance and Growth Winter 2026

Mathematics

How Did Students Across the District Grow From Fall to Winter?

Comparison of Median Student Performance and Median Percent of Typical Growth

i-Ready Math District Comparison to Benchmarks Winter 2026

Mathematics

How Do the District's Placements Compare to the Benchmarks?

Winter Placement Distribution for District and Benchmarks

***i-Ready* National Norms** are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The **National YTD** population includes 11,166,414 students who completed a Diagnostic from November 16 to March 1. This data may not be representative of the student population.

i-Ready Math Changes in Placement from Fall to Winter Winter 2026

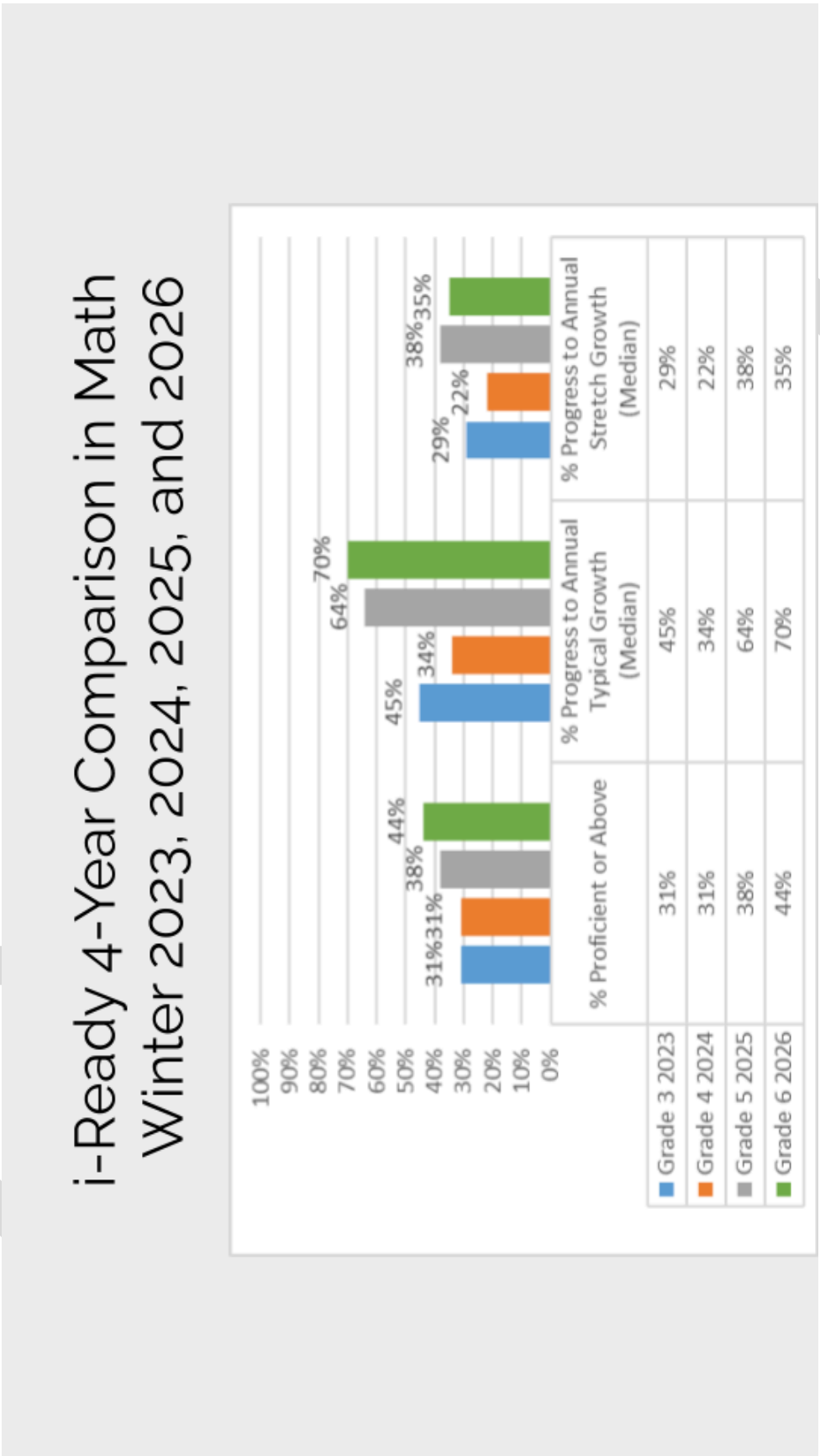
Mathematics

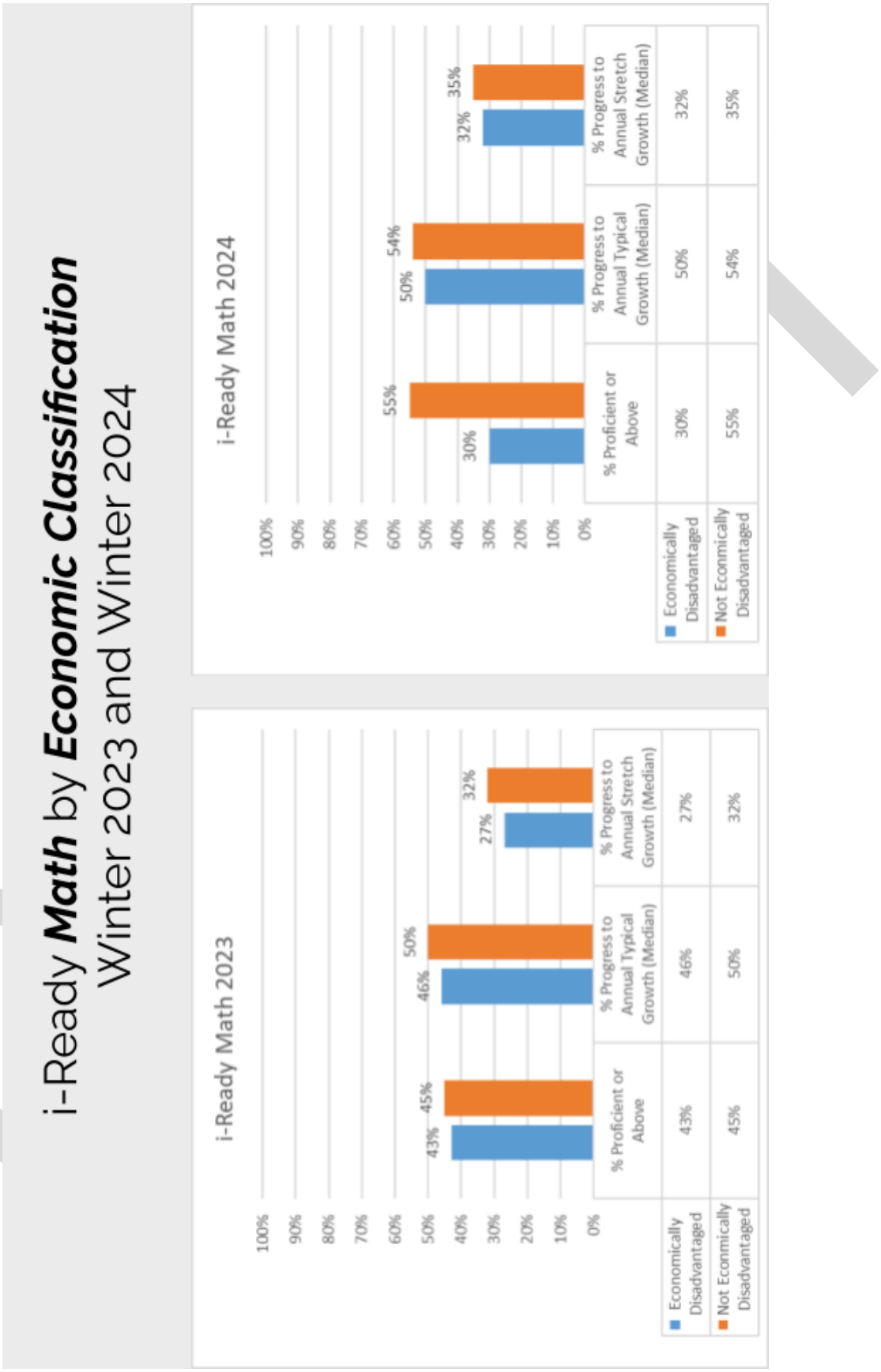
How Have Relative Placements Changed From Fall to Winter?

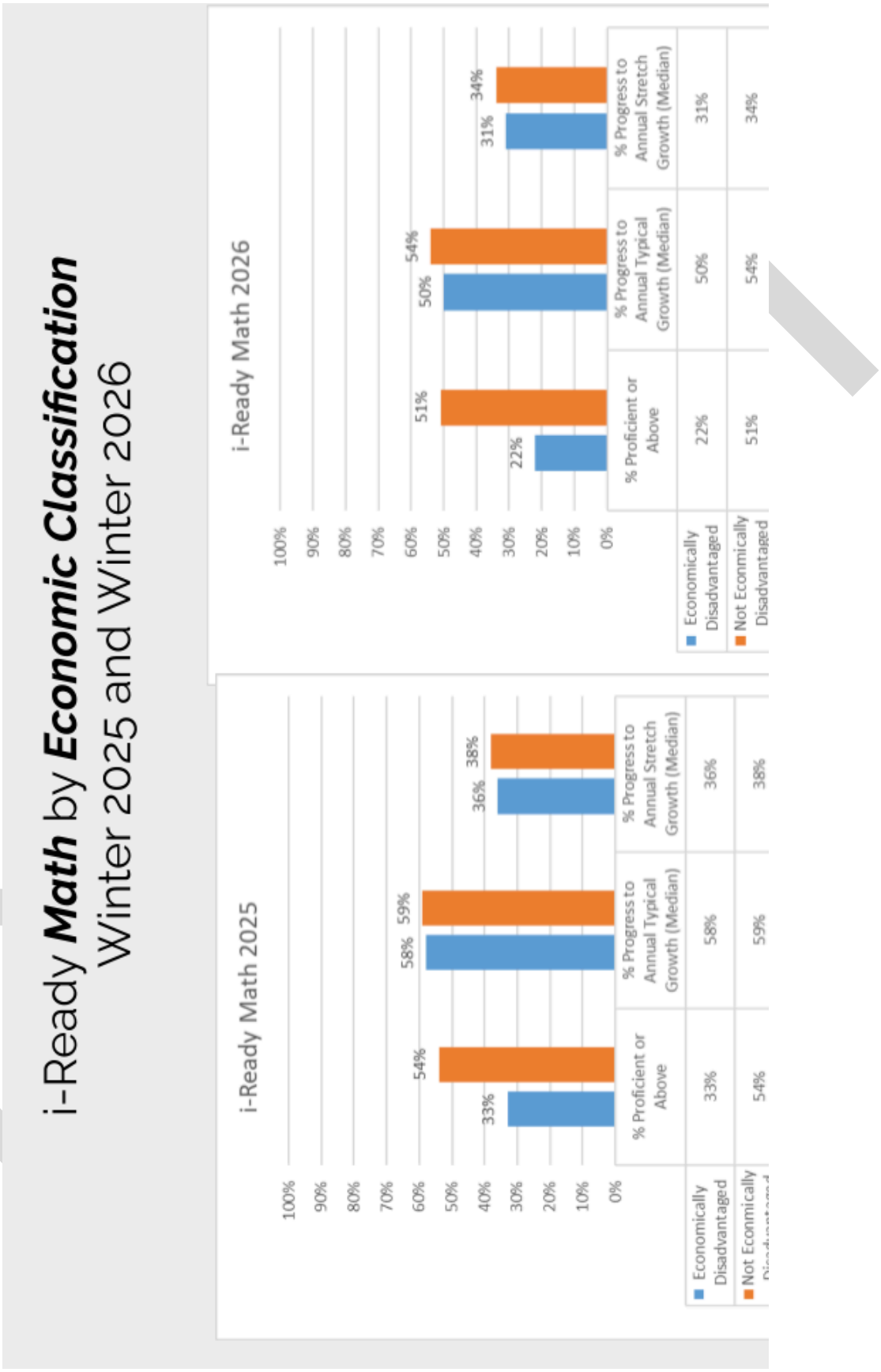
Placement Distribution, Fall 25-26 to Winter 25-26

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

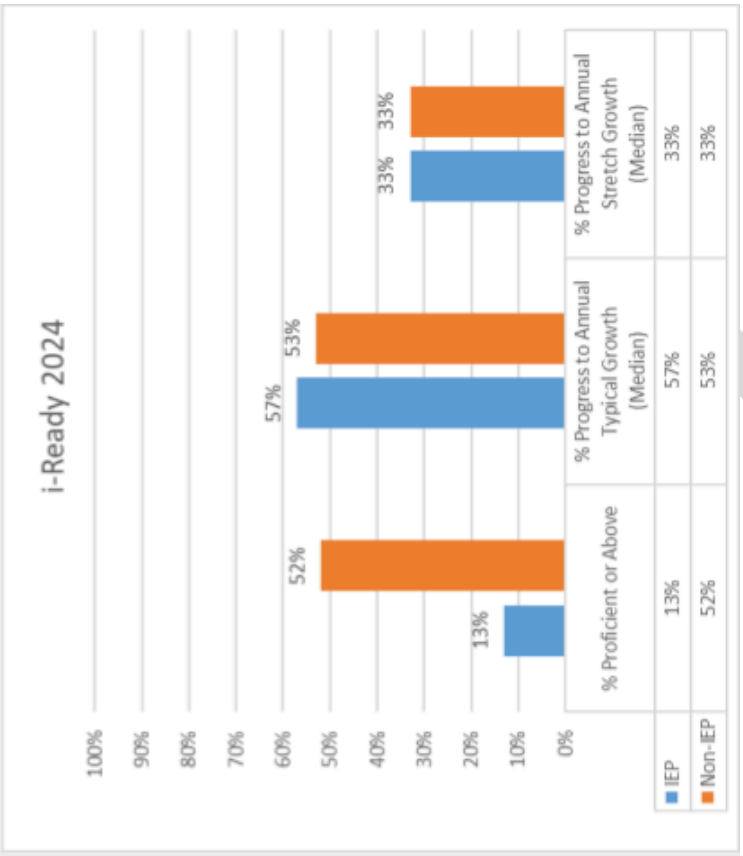
This is a longitudinal analysis

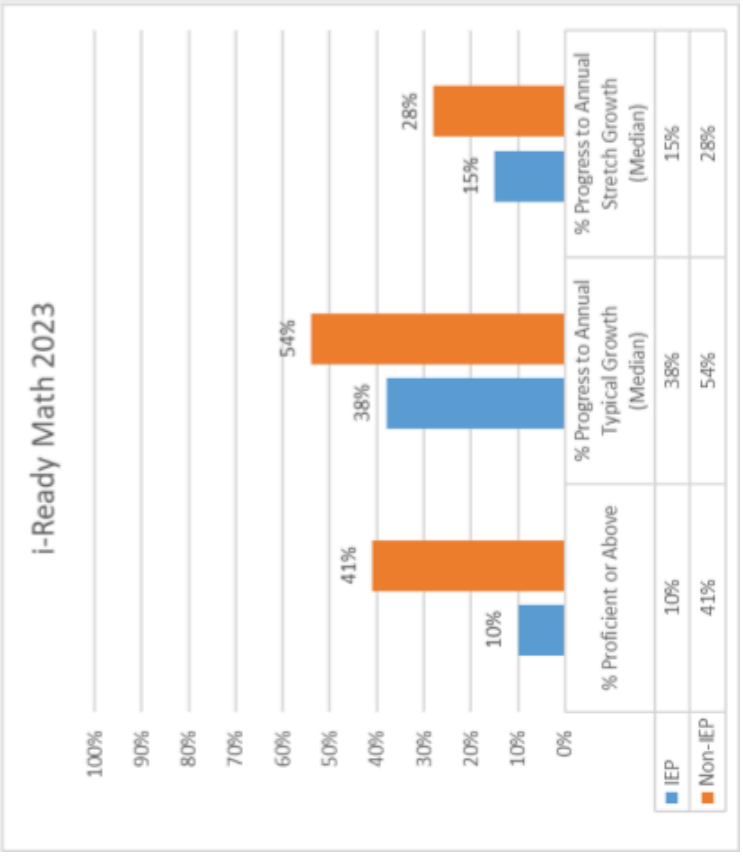

i-Ready 4-Year Comparison in Math
Winter 2023, 2024, 2025, and 2026
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
31%
31%
38%
44%
45%
34%
64%
70%
29%
22%
38%
35%
% Proficient or Above
% Progress to Annual Typical Growth (Median)
% Progress to Annual Stretch Growth (Median)
Grade 3 2023
31%
45%
29%
Grade 4 2024
31%
34%
22%
Grade 5 2025
38%
64%
38%
Grade 6 2026
44%
70%
35%


i-Ready **Math** by **Economic Classification**
Winter 2023 and Winter 2024
i-Ready Math 2023
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
43%
45%
46%
50%
27%
32%
% Proficient or Above
% Progress to Annual Typical Growth (Median)
% Progress to Annual Stretch Growth (Median)
Economically Disadvantaged
43%
46%
27%
Not Economically Disadvantaged
45%
50%
32%
i-Ready Math 2024
30%
55%
50%
54%
32%
35%
% Proficient or Above
% Progress to Annual Typical Growth (Median)
% Progress to Annual Stretch Growth (Median)
Economically Disadvantaged
30%
50%
32%
Not Economically Disadvantaged
55%
54%
35%


i-Ready **Math** by **Economic Classification**
Winter 2025 and Winter 2026
i-Ready Math 2025
i-Ready Math 2026
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
% Proficient or Above
% Progress to Annual Typical Growth (Median)
% Progress to Annual Stretch Growth (Median)
Economically Disadvantaged
Not Econmically Disadvantaged
33%
54%
58%
59%
36%
38%
22%
51%
50%
54%
31%
34%

i-Ready **Math** by **IEP Eligibility**
Winter 2023 and Winter 2024





i-Ready **Math** by **IEP Eligibility**
Winter 2025 and Winter 2026

i-Ready Reading Performance and Growth
Winter 2026

Students Assessed/Total: **509/743**

Progress to Annual Typical Growth (Median)

The median percent progress towards Typical Growth for this school is 69%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth

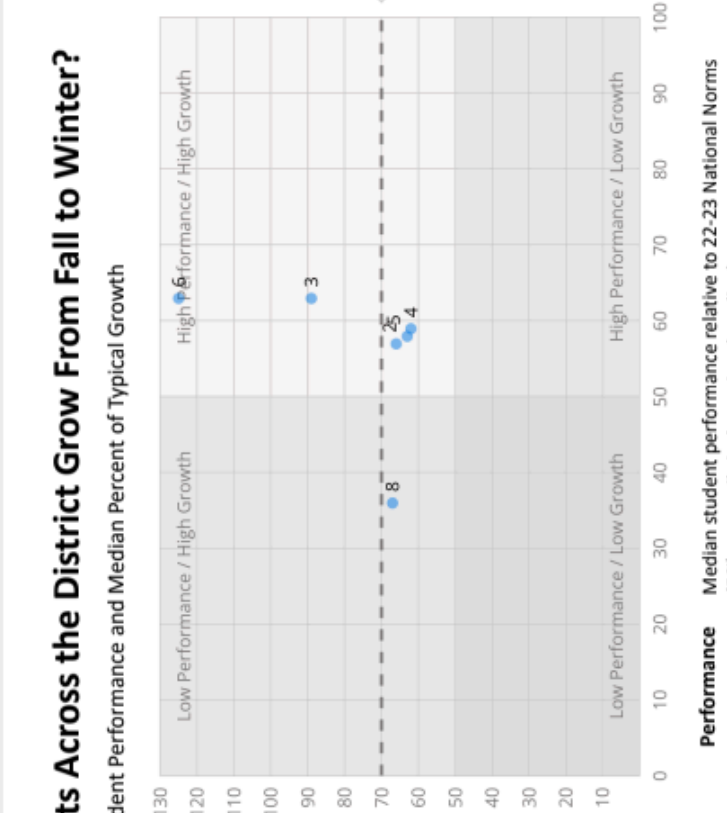
Current Placement Distribution

i-Ready Reading Performance and Growth Winter 2026

Reading

How Did Students Across the District Grow From Fall to Winter?

Comparison of Median Student Performance and Median Percent of Typical Growth



i-Ready Reading District Comparison to Benchmarks Winter 2026

Reading

How Do the District's Placements Compare to the Benchmarks?

Winter Placement Distribution for District and Benchmarks

	National Norm	National YTD	District
Students Assessed	Winter 22-23	Winter 25-26	547

***i-Ready* National Norms** are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The **National YTD** population includes 9,610,215 students who completed a Diagnostic from November 16 to March 1. This data may not be representative of the student population.

i-Ready Math Changes in Placement from Fall to Winter Winter 2026

Reading

How Have Relative Placements Changed From Fall to Winter?

Placement Distribution, Fall 25-26 to Winter 25-26

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a longitudinal analysis

i-Ready Reading Performance and Growth Winter 2023 and 2024

Winter 2023

Students Assessed/Total: **536/807**

Progress to Annual Typical Growth (Median)

The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

Winter 2024

Students Assessed/Total: **657/802**

Progress to Annual Typical Growth (Median)

The median percent progress towards Typical Growth for this school is 75%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

i-Ready Reading Performance and Growth Winter 2025 and 2026

Winter 2025

Students Assessed/Total: **634/754**

Progress to Annual Typical Growth (Median)

The median percent progress towards Typical Growth for this school is 73%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth

Current Placement Distribution

Winter 2026

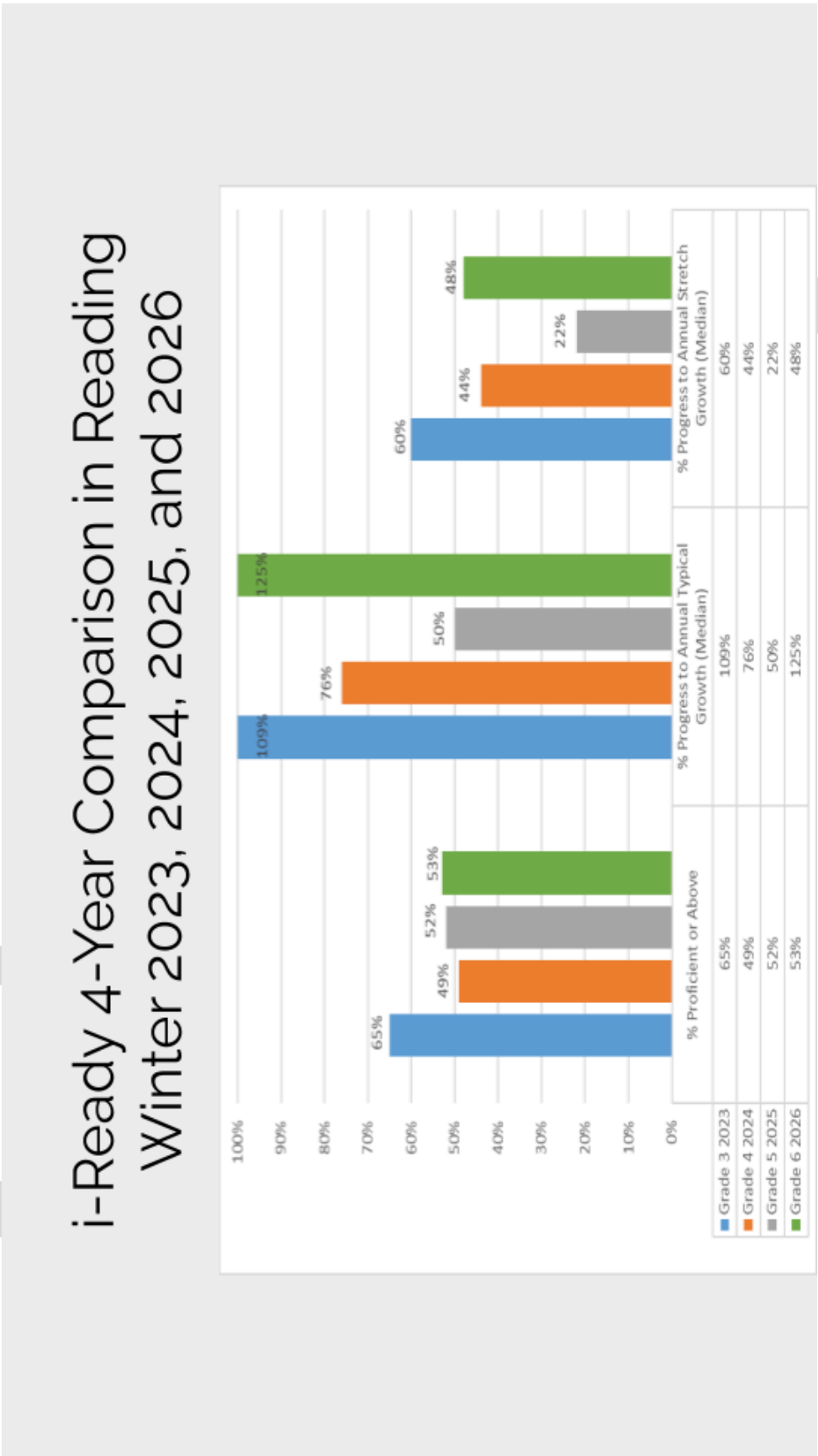
Students Assessed/Total: **509/743**

Progress to Annual Typical Growth (Median)

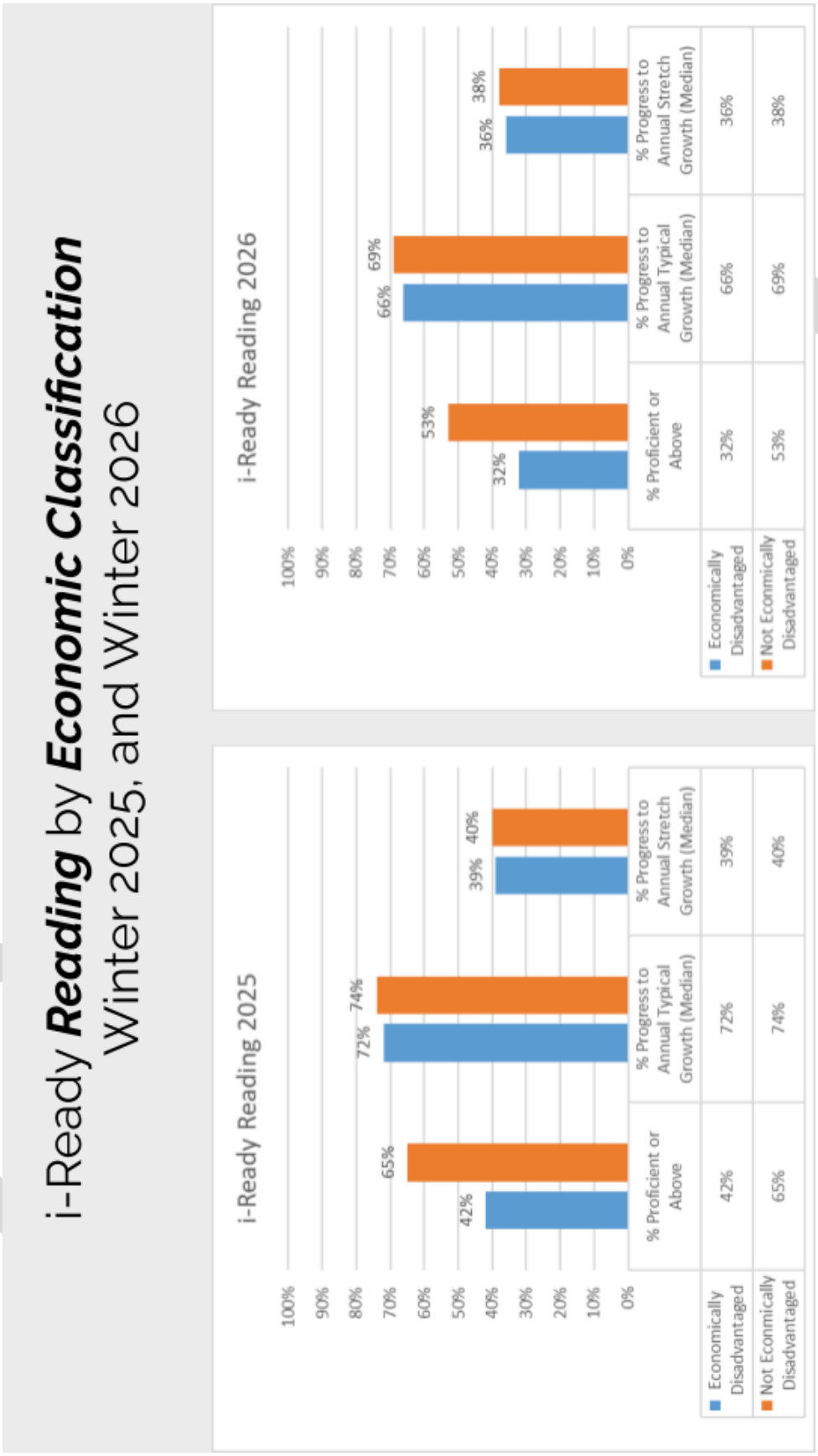
The median percent progress towards Typical Growth for this school is 69%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth

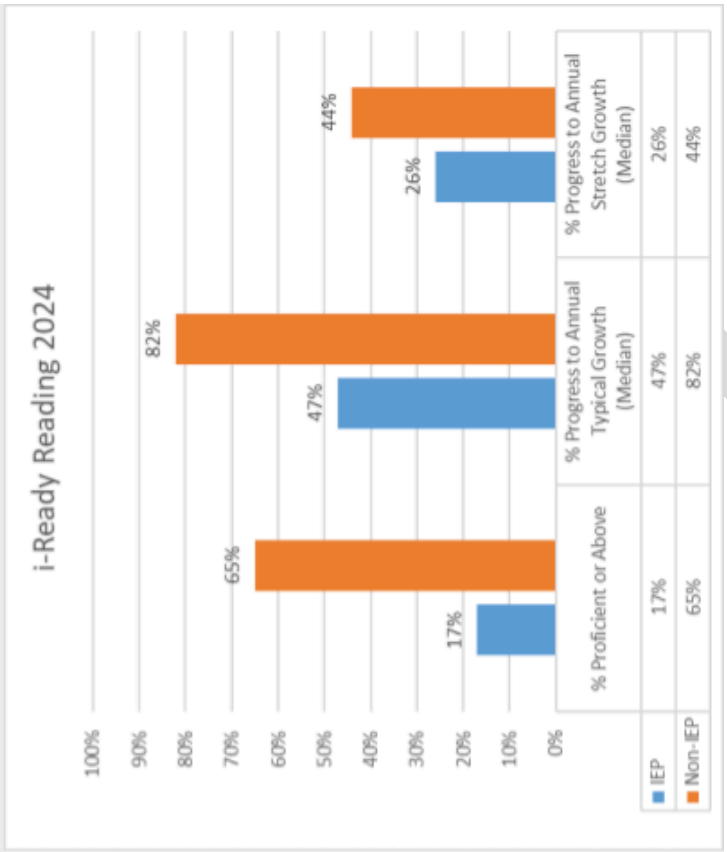
Current Placement Distribution

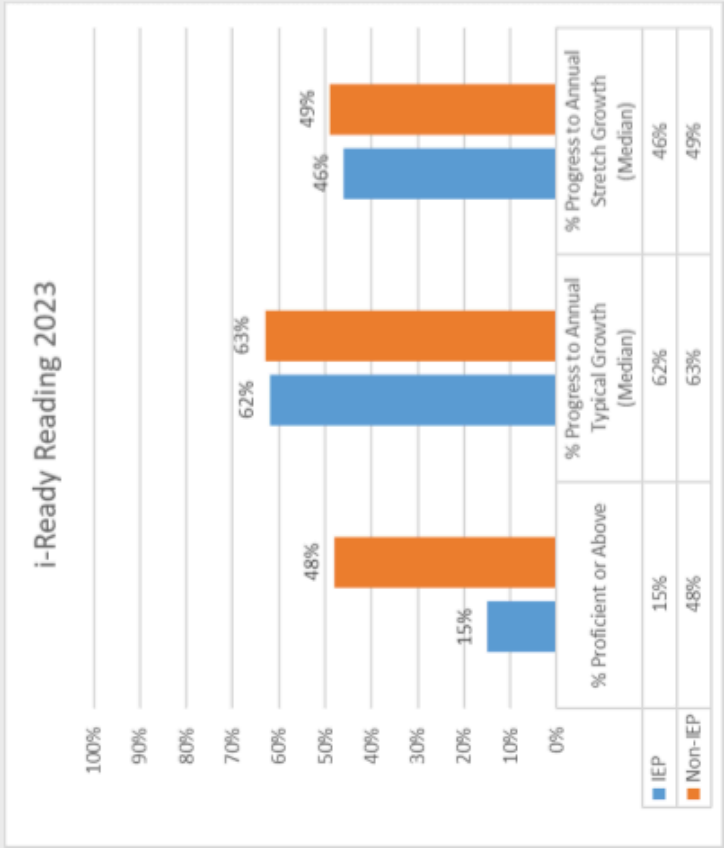

i-Ready 4-Year Comparison in Reading
Winter 2023, 2024, 2025, and 2026
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
% Proficient or Above
% Progress to Annual Typical Growth (Median)
% Progress to Annual Stretch Growth (Median)
Grade 3 2023
65%
109%
60%
Grade 4 2024
49%
76%
44%
Grade 5 2025
52%
50%
22%
Grade 6 2026
53%
125%
48%

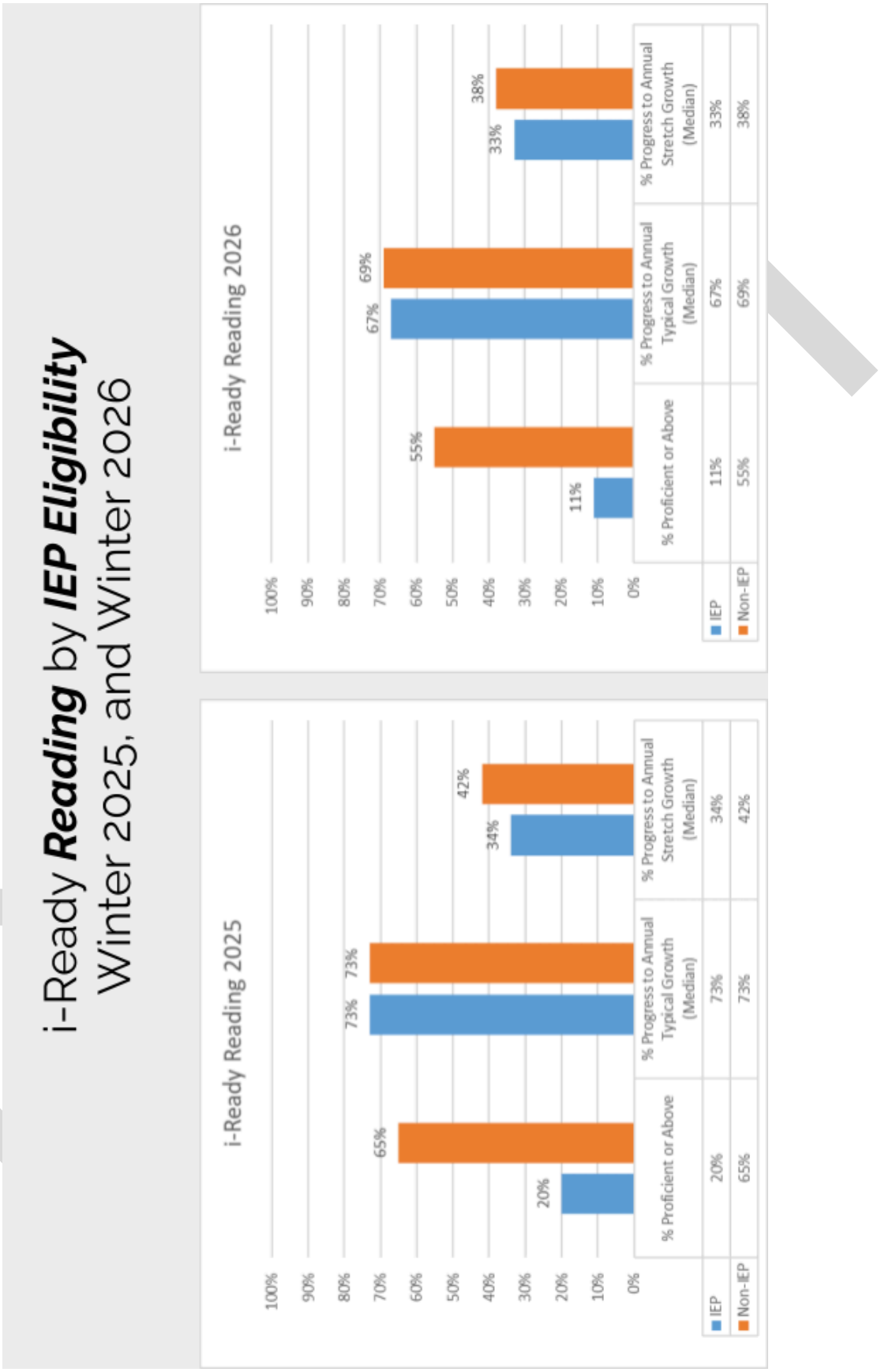

i-Ready **Reading** by **Economic Classification**
Winter 2023, and Winter 2024
i-Ready Reading 2024
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
82%
71%
64%
42%
45%
37%
% Proficient or Above
% Progress to Annual Typical Growth (Median)
% Progress to Annual Stretch Growth (Median)
Economically Disadvantaged
42%
71%
37%
Not Economically Disadvantaged
64%
82%
45%
i-Ready Reading 2023
68%
32%
63%
61%
48%
46%
% Proficient or Above
% Progress to Annual Typical Growth (Median)
% Progress to Annual Stretch Growth (Median)
Economically Disadvantaged
32%
63%
48%
Not Economically Disadvantaged
68%
61%
46%

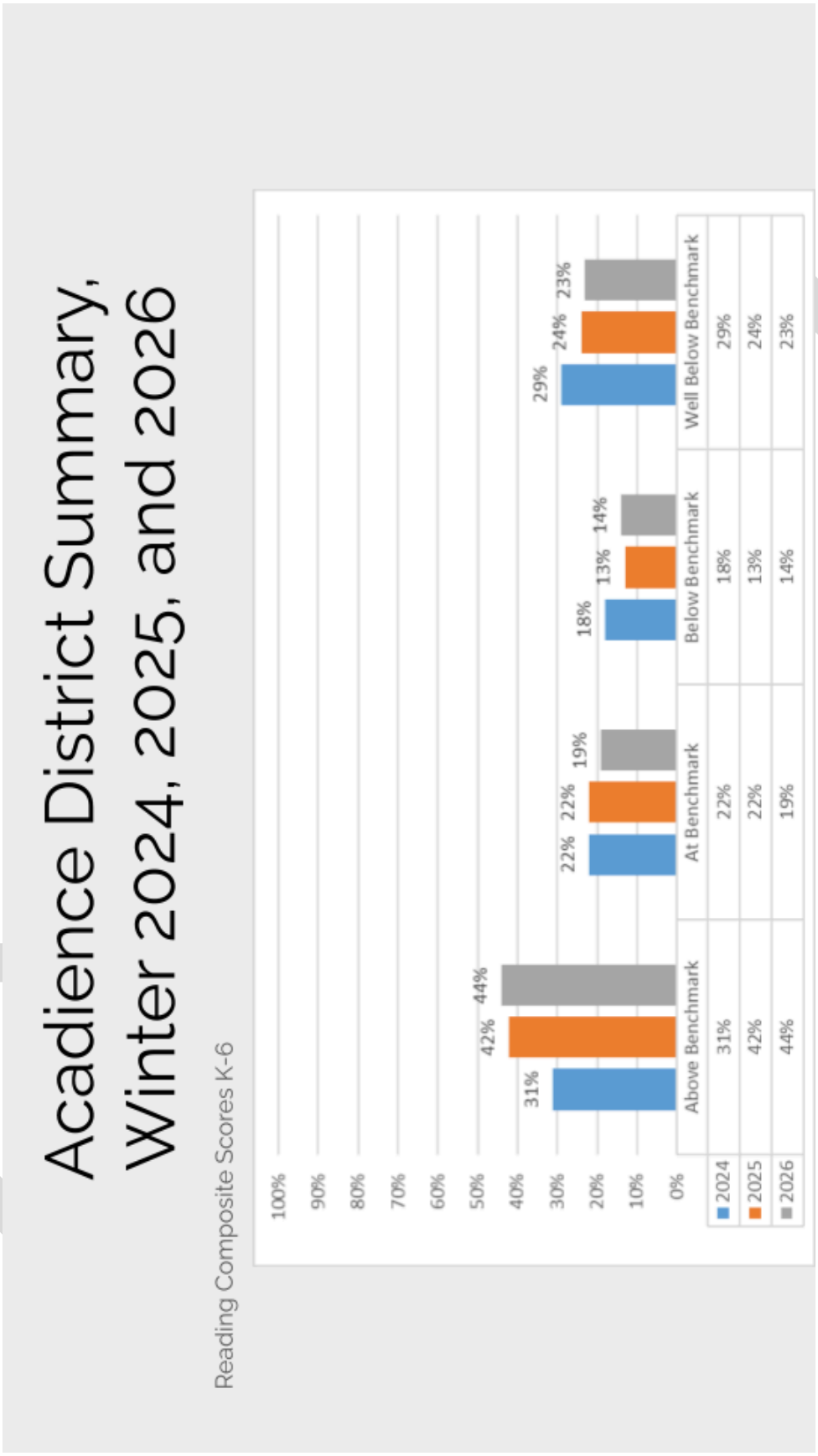

i-Ready **Reading** by **Economic Classification**
Winter 2025, and Winter 2026
i-Ready Reading 2025
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
42%
65%
72%
74%
39%
40%
% Proficient or Above
% Progress to Annual Typical Growth (Median)
% Progress to Annual Stretch Growth (Median)
Economically Disadvantaged
Not Ecommically Disadvantaged
42%
65%
72%
74%
39%
40%
i-Ready Reading 2026
32%
53%
66%
69%
36%
38%
% Proficient or Above
% Progress to Annual Typical Growth (Median)
% Progress to Annual Stretch Growth (Median)
Economically Disadvantaged
Not Ecommically Disadvantaged
32%
53%
66%
69%
36%
38%

i-Ready **Reading** by **IEP Eligibility**
Winter 2023, and Winter 2024






i-Ready **Reading** by **IEP Eligibility**
Winter 2025, and Winter 2026
i-Ready Reading 2025
i-Ready Reading 2026
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
% Proficient or Above
% Progress to Annual Typical Growth (Median)
% Progress to Annual Stretch Growth (Median)
IEP
Non-IEP
20%
65%
73%
73%
34%
42%
11%
55%
67%
69%
33%
38%


Acadience District Summary,
Winter 2024, 2025, and 2026
Reading Composite Scores K-6
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
31%
42%
44%
22%
22%
19%
18%
13%
14%
29%
24%
23%
Above Benchmark
At Benchmark
Below Benchmark
Well Below Benchmark
2024
31%
22%
18%
29%
2025
42%
22%
13%
24%
2026
44%
19%
14%
23%

Acadience Winter Data K-6 2024

Economically Disadvantaged = 164

Not Economically Disadvantaged = 387

Acadience Winter Data K-6 2025

Economically Disadvantaged = 170

Not Economically Disadvantaged = 365

Acadience Winter Data K-6 2026

Economically Disadvantaged = 181

Not Economically Disadvantaged = 377

Acadience Winter Data K-6 2024

IEP = 97

Non-IEP = 454

Acadience Winter Data K-6 2025

IEP = 83

Non-IEP = 452

Acadience Winter Data K-6 2026

IEP = 72

Non-IEP = 486

As a reminder, past reports and presentations can be found on the Board Committee Resource Page.

How assessment data is used in our district:



1. **Assessment Testing** – Students take standardized assessments, such as i-Ready, to measure their achievement levels in core subjects like math and literacy. These assessments provide baseline data on individual progress and overall cohort performance.
2. **Data Review** – Educators analyze the assessment results to identify trends, strengths, and areas of concern. This step involves examining longitudinal data to understand student growth over time, comparing cohorts, and evaluating equity markers (e.g., differences across demographic groups). Regularly, the School board also reviews district-wide assessment data to inform their work on district policy, goals, and budget setting.
3. **Implementation of First Instruction** – Based on the data insights, educators refine their teaching strategies, ensuring that core instruction aligns with student needs. This may involve adjusting curriculum pacing, incorporating differentiated instruction, or emphasizing key skills to improve foundational understanding. **Interventions and Support Plans** – Students who need additional assistance receive targeted interventions. These could include small-group instruction, tutoring, personalized learning plans, or specialized programs for students facing challenges. The goal is to provide equitable access to learning resources.
4. **Reassessment (Testing Again)** – After a set period, students are reassessed using the same or similar standardized tests. This helps educators determine the effectiveness of instructional adjustments and interventions, measure progress, and refine strategies for the next cycle.

Here are some terms that are important to know and understand related to student achievement.

- **Growth Measures** - A method to indicate how much a student has progressed towards proficiency. These measures are individual to each student. Helpful video
- **Typical Growth** - A year long measure of the average progress expected for a student. One way to think of this is "keeping up"
- **Stretch Growth** - A year long measure beyond average progress, that is both ambitious and achievable. "Catching up" may take more than one year of stretch growth for students to get on grade level.
- **Student Learning Outcomes (SLO)** - Essential academic and transferable skill that our students should know and be able to do by the time they graduate. They are aligned with Vermont's Education Quality Standards.
- **Education Quality Standards (EQS)** - A set of rules describing what a high-quality education should look like for students attending Vermont's public schools.
- **Local Comprehensive Assessment System** - An approach that integrates both assessments aligned to student learning outcomes and a system's ability to make and sustain data-based decisions to serve students' needs.
- **Equity Indicators** - allow us to compare outcomes for two groups to measure the disparity.
- **Cross-Sectional Analysis** - A data view comparing different students across years i.e. last year's 3rd grade and this year's 3rd grade.
- **Longitudinal cohort Analysis** - A data view of the same students over time i.e. last year's 3rd grade and this year's 4th grade.
- **MLSS** - Multi-Layered System of Supports

Support References

Video on i-Ready growth model and Typical Growth and Stretch Growth measures - https://i-readycentral.com/view-resource/?id=14935

One page review of Proficiency and Growth Data - https://drive.google.com/drive/folders/1C-URY7H0d2pCvbCuYD1bGxkDoU2fQqyu

DRAFT

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

WCUUSD FY 2027–2028 BUDGET DEVELOPMENT ROADMAP

Key School Board Milestones, Decision Points & Public Participation Dates

KEY PUBLIC PARTICIPATION DATES

Dec 16: Community Presentation & Board Budget Discussion (Draft #2)

Jan 20: Community Presentation & Final Board Budget Approval

Mar 1: Annual District Informational Meeting at U-32 Middle/High School

Mar 2: Town Meeting Day Vote on FY 28 Budget via Australian Ballot

Date	WCUUSD Board Action Item / Milestone
PHASE 1: FOUNDATION & PARAMETER SETTING (AUGUST – OCTOBER)	
08/19/2026	Board reviews and approves Scope & Budget for FY 28 Capital Projects
09/16/2026	Board Budget Training; Board approves official Budget Development Timeline
10/21/2026	Board sets parameters and gives guidance for development of FY 28 Budget Draft #1
PHASE 2: DRAFT REVIEW & PUBLIC FEEDBACK (NOVEMBER – DECEMBER)	
11/18/2026	Board reviews FY 28 budget building assumptions, Annual Title I meeting, reviews Draft #1 & provides guidance
12/16/2026	Community Presentation & Board Budget Discussion of Draft #2 (incorporates Grand List & CLA data)
PHASE 3: FINAL APPROVAL & VOTER OUTREACH (JANUARY – FEBRUARY)	
01/20/2027	Community Presentation & Board Budget Approval; Board reviews vacancies, warning language & annual report format
01/20/2027	Board reviews and approves Board Communication and Outreach Plan
02/17/2027	Board prepares for the March Informational Meeting
PHASE 4: PUBLIC VOTE, REORGANIZATION & REFLECTION (MARCH – JUNE)	
03/01/2027	Informational Meeting at U-32 to present Final FY 28 Budget
03/02/2027	Town Meeting Day Vote – FY 28 Budget Vote via Australian Ballot
03/17/2027	Board Reorganization
04/21/2027	Board reviews FY 27 Financial Report
05/19/2027	Board reflects on FY 28 Budget Development Process
June 2027	School Board Retreat

Washington Central Unified Union School District • Serving Berlin, Calais, East Montpelier, Middlesex, and Worcester

To: WCUUSD School Board Members

From: Ursula Stanley, Vice Chair

Date: September 16, 2026

Subject: VSBA Resolutions Process and Board Action

The Vermont School Boards Association (VSBA) is the statewide organization representing Vermont's school boards. The VSBA provides training, resources, advocacy, and support to school boards and works on public policy issues affecting public education.

A VSBA resolution is a position taken by the Association on an issue important to Vermont school boards. Resolutions guide the VSBA Board and staff in their public policy work and may recommend action by the VSBA, local school boards, the Legislature, the Governor's Administration, or others. Resolutions may be regular, meaning they are in place for one year, or continuing, meaning they remain in place until changed or repealed.

The resolution process begins when member boards develop and vote to submit proposed resolutions. The VSBA Resolutions Committee reviews submitted and existing resolutions and prepares a report. The VSBA Board then reviews the report and makes a recommendation on each proposed resolution: Pass, Do Not Pass, or Take No Position. The final Resolutions Report is shared with member boards in early September. Member boards then review the resolutions, select a voting delegate, and give that delegate direction on how to vote. At the VSBA Annual Meeting on October 15, 2026, voting delegates will discuss and vote on each proposed resolution. All resolutions submitted by member boards are presented to the full membership, regardless of the VSBA Board's recommendation.

We are now at the Board review and direction stage. At our meeting, we need to select our voting delegate, review and discuss the proposed resolutions, and determine how we want our delegate to vote on each one. We will also review recommendations concerning existing resolutions and proposed bylaw changes and identify any items on which the Board wishes to take a position. Our goal is to leave the meeting with clear direction for our voting delegate before the October 15 Annual Meeting.

Note: An abstention is essentially a vote against a proposed resolution. Our delegate should therefore have clear direction to vote either in favor of or against each resolution.

2026-2027 VSBA Resolutions Report

August 25, 2026

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. 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 October 15, 2026 annual meeting.

Respectfully Submitted,

Meghan Metzler, Chair of the Resolutions Committee
Gaston Bathalon
Pati Beaumont
Bart Bezio
Suzanne Buck
Clayton Cargill
Michael Inners
Neil Odell
Jim Salsgiver
Joe Winrich
Melissa Zygmant

VSBA Board Recommendations for the Resolutions
Submitted by Member School Boards

The VSBA Board reviewed all resolutions submitted by member school boards. In addition, the Board also reviewed current resolutions.

Res #	Resolution	Proposing Board	Recommendation
1	Early College and Its Impact on Our Schools	Washington Central Unified Union School District	Take No Position
2	Equitable Treatment of Capital Debt in Calculations of Excess Spending	Mt. Mansfield Unified Union School District	Take No Position
3	Adequate Resources and Technical Assistance for ESSA School Improvement Designations	Mt. Mansfield Unified Union School District	Pass as a continuing resolution
4	Agency of Education Data Accuracy in Federal Accountability Designations	Mt. Mansfield Unified Union School District	Pass as a continuing resolution
5	Pre-K Finance Reform and Funding Alignment	Mt. Mansfield Unified Union School District	Pass as a continuing resolution
6	Teacher Workforce Development	North Country Supervisory Union	Pass as a continuing resolution
7	Resolution Supporting Adequate Funding for High-Need Students	Burlington School District	Pass as a continuing resolution
8	High School Tuition Payments Made to Independent Schools	Barstow Unified School District	Pass as a continuing resolution
9	Support Economic Diversity in Public School Redistricting Advancing Economic Equity and Opportunity	Barre Unified Union School District	Do Not Pass
10	Support More Equitable Funding for Public Schools in Vermont: Advancing Fairness and Opportunity in Vermont's Education System	Barre Unified Union School District	Do Not Pass
11	Ensure an Adequate and Equitable Education Funding System	Essex Westford School District	Pass as a continuing resolution
	Current Resolutions	VSBA	See below

Proposed Resolution 1

Washington Central Unified Union School District
Section III, Subsection J

Early College and Its Impact on Our Schools

Whereas: A vibrant community benefits all students in the school;

And Whereas: The Early college pulls seniors out of the high school, 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 pressure 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 that any Early College expenses should be financed through the General Fund and not the Education Fund.

COMMITTEE RECOMMENDATION: Take No Position

Proposed Resolution 2

Mount Mansfield Unified Union School District
Section II, Subsection V

Resolution Regarding the Equitable Treatment of Capital Debt in Calculations of Excess Spending

Whereas the Vermont General Assembly excludes voter-approved bond principal and interest payments from the education spending calculation used to determine whether a school district exceeds the excess spending threshold;

Whereas this exclusion creates a structural inequity in the excess spending framework by advantaging districts that fund capital needs through bonded debt over districts that have exercised long-term fiscal discipline through regular, pay-as-you-go maintenance and smaller capital appropriations;

Whereas by shielding bond principal and interest payments from the excess spending threshold while including pay-as-you-go capital expenditures, the policy inadvertently incentivizes school districts to pursue larger bonded debt projects, which carry higher long-term taxpayer costs, rather than maintaining facilities through ongoing capital investment;

Whereas the inequity affects districts of every size but disproportionately disadvantages smaller districts that rely on pay-as-you-go capital as their primary mechanism for facilities stewardship;

Whereas whether a district borrows for capital work or pays for it directly, the spending should be treated identically under the excess spending threshold, so that the calculation rewards fiscal responsibility and does not incentivize districts to take on debt to avoid the spending penalty; and

Whereas If the excess spending threshold is to function as a tool for long-term cost discipline, all districts must be considered on comparable and neutral terms, and should not create financial advantages that reward debt accumulation over prudent, ongoing capital management; now, therefore, be it

Resolved that the Vermont School Boards Association (VSBA) urges the General Assembly to provide equal treatment of bonded debt and pay-as-you-go capital in the excess spending calculation by extending the existing exclusion for voter-approved bond principal and interest payments to also exclude capital expenditures funded through voter-approved operating budgets and capital reserve funds.

COMMITTEE RECOMMENDATION: Take No Position

Proposed Resolution 3

Mount Mansfield Unified Union School District
Section V, Subsection K

Resolution Regarding Adequate Resources and Technical Assistance for ESSA School Improvement Designations

Whereas Vermont's accountability system under the Every Student Succeeds Act (ESSA) establishes school improvement designations that impose increased Agency of Education oversight and significant local obligations on affected districts and schools;

Whereas the intent of school improvement designations is to support meaningful, sustained improvement in student outcomes which can only be realized when designated schools and districts receive resources and assistance commensurate with the level of support required;

Whereas school improvement efforts require not only financial resources, but also timely and predictable access to technical assistance so that districts can plan, staff, and implement improvement strategies with confidence;

Whereas designations that increase oversight and local obligation without corresponding state support function as unfunded mandates, placing disproportionate burden on the communities least positioned to absorb additional costs; and

Whereas the credibility and effectiveness of Vermont's accountability system depends on the state's commitment to pairing accountability with genuine, proportional support; now, therefore, be it

Resolved that the Vermont School Boards Association (SBA) advocate that the Agency of Education (AOE) provide sufficient, timely, and predictable resources and technical assistance proportional to the level of support required in relation to any school improvement designations made under Vermont's Every Student Succeeds Act (ESSA) accountability system; and, be it further

Resolved that the VSBA encourage the General Assembly and the Governor to recognize that designations which impose increased AOE oversight and local obligation without corresponding financial and technical support constitute burdensome unfunded mandates that impede the directed improvements.

COMMITTEE RECOMMENDATION: Pass as a Continuing Resolution

Proposed Resolution 4

Mount Mansfield Unified Union School District
Section V, Subsection L

Resolution Regarding Agency of Education Data Accuracy in Federal Accountability Designations

Whereas federal accountability designations such as school improvement identifications impact community trust in Vermont's public schools and carry significant consequences for students, staff, and families;

Whereas data and coding errors by the Agency of Education (AOE) have resulted in school identifications that were later acknowledged by the AOE to be erroneous, exposing affected districts to unwarranted scrutiny, stigma, and mandated interventions;

Whereas the current data review window of five business days is insufficient to allow districts to meaningfully verify the accuracy of complex accountability data before designations are issued and made public;

Whereas there is no established process requiring the AOE to notify affected districts, correct the public record, or rescind a designation when the AOE itself discovers a data or coding error after designations have been released; and

Whereas the burden of detecting AOE errors should not fall to school districts and the processes governing accountability designations should reflect the gravity of those determinations for the communities they affect; now, therefore, be it

Resolved that the Vermont School Boards Association calls on the Agency of Education (AOE) to

1. ensure the accuracy of all data used in federal accountability identifications before designations are issued,
2. extend the data review window to at least thirty (30) days to provide districts a meaningful and sufficient opportunity to verify accountability data, and
3. establish a transparent and user-friendly process for both submitting correct data to the AOE and for the AOE to communicate to affected districts when it discovers a data or coding error after designations have been released.

COMMITTEE RECOMMENDATION: Pass as Continuing Resolution

Proposed Resolution 5

Mount Mansfield Unified Union School District
Section II, Subsection W

Resolution Regarding Pre-K Finance Reform and Funding Alignment

Whereas high-quality publicly operated Pre-K programs are foundational to student success creating long-term educational gains and are an essential component of Vermont's public education system;

Whereas Act 166 (2014) established universal access to publicly funded Pre-K in Vermont but did not establish a stable, predictable funding base sufficient to support district-operated Pre-K programs at the actual cost of delivery;

Whereas Vermont school districts that operate their own Pre-K programs currently rely on a combination of Act 166 weighted-pupil funding and the Child Care Financial Assistance Program (CCFAP) to finance Pre-K operations, with CCFAP functioning as a year-to-year subsidy subject to annual appropriation and policy changes, creating structural instability and uncertainty that impedes long-term program planning and expansion;

Whereas the current Pre-K financing structure does not align with the broader education funding formula, resulting in funding levels for Pre-K students substantially below per-pupil funding for K-12 students, which creates structural disadvantages for districts that operate their own Pre-K programs;

Whereas the lower weights assigned to Pre-K students in the standard education funding formula and the calculations used to determine the excess spending threshold creates financial pressure on districts that choose to directly operate Pre-K rather than rely solely on private or community providers; and

Whereas a stable, predictable funding base for publicly operated Pre-K is necessary to support equitable access to early education across Vermont communities; now, therefore, be it

Resolved that the Vermont School Boards Association supports incorporating publicly operated prekindergarten education into the education funding formula through equitable and sustainable funding mechanisms that recognize the actual costs of providing high-quality programs and promote equitable statewide access. Pre-K funding should align with the broader education funding formula including its application to excess spending threshold calculations with an increase in the relative weighting of Pre-K students, ensuring that Vermont students of all ages have equitable access to high-quality education.

COMMITTEE RECOMMENDATION: Pass as a Continuing Resolution

Proposed Resolution 6

North Country Supervisory Union and Orleans Central Supervisory Union
Section IV, Subsection J

Resolution Regarding Teacher Workforce Development

Whereas 16 V.S.A. § 1 requires Vermont students to be "afforded substantially equal access to a quality basic education";

Whereas teacher quality is a major predictor of student achievement and success, and the effect of teacher quality on the quality of education is unappreciated;

Whereas that research shows "policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work" (see, Teacher Quality and Student Achievement, https://doi.org/10.14507/epaa.v8n1.2000);

Whereas instability in educator workforce affected by the pandemic (i.e., 10% fewer educators after the pandemic) and by AOE-mandated policy changes have led to increased teacher turnover;

Whereas research suggests teacher turnover has "marked, and lasting, negative consequences for the quality of the instructional staff and student achievement" (see, The Hidden Costs of Teacher Turnover, https://doi.org/10.3886/E117224V1);

Whereas Vermont is onboarding more teachers via "non-traditional pathways" and allowing them to begin teaching on emergency or provisional licenses rather than through traditional educator preparation programs (which are graduating far fewer educators today compared to prepandemic levels);

Whereas it is projected that there will be 7,460 open K-12 teaching positions over the next 10 years – nearly a 100% teacher turnover -- and that this represents a critical challenge to the State's goal of supporting effective instruction to improve student academic achievement;

Whereas supervisory unions and supervisory districts need more qualified PreK teachers to provide adequate universal PreK to all 4-year-olds; and

Whereas this projected demand for qualified educators presents a significant challenge to the State's efforts to ensure effective instruction, maintain a high-quality educator workforce, and advance student academic achievement; now, therefore, be it

Resolved that the Vermont School Boards Association calls on the General Assembly and the Agency of Education (AOE) to address educator workforce development as an integral focus of education transformation through (a) the use of grant programs (e.g., the Emerging Pathways Grant Program), loan forgiveness programs (e.g., the Vermont Teacher Forgivable Loan Incentive Program), and apprenticeship programs (e.g., the Registered

Apprenticeship Program and Grow Your Own Para-Pathway Program), and (b) refinement of licensing pathways and requirements.

COMMITTEE RECOMMENDATION: Pass as a Continuing Resolution

Proposed Resolution 7

Burlington School Board
Section II, Subsection X

Resolution Supporting Adequate Funding for High-Need Students

Whereas for decades, Vermont's education funding formula relied on pupil weights that were not adequately tied to the actual cost of educating students with differing needs;

Whereas this inadequacy contributed to inequitable resource distribution for districts serving higher concentrations of students affected by poverty, English learner status, geographic isolation, and other educational needs;

Whereas the 2019 Pupil Weighting Factors Report provided Vermont with a peer-reviewed, empirically derived, and nationally informed analysis of the resources required to equitably educate students with diverse needs, drawing on cost modeling, stakeholder input, and cross-state comparisons;

Whereas subsequent policy efforts to operationalize these findings demonstrated both the importance of aligning funding systems to student need and the challenges of implementation, including concerns about predictability, local tax impacts, and differing effects across communities;

Whereas Vermont is now transitioning to a statewide foundation funding formula, making it essential that equity-based resource allocation remains grounded in transparent, data-driven methodologies that reflect actual educational costs and are regularly reviewed and updated;

Whereas a durable and broadly supported funding system should be informed by ongoing peer review, periodic recalibration, and publicly accessible data to ensure that allocations remain aligned with student need and evolving educational conditions;

Whereas Vermont's rural and densely populated school districts serve significant populations of low-income, geographically isolated, New American, refugee, immigrant, multilingual, and low-income students whose educational needs require sustained and adequate resources;

Whereas including differentiated funding factors in a foundation formula does not by itself guarantee equity if the base amount is inadequate, the factors are under-resourced, or the methodology is not maintained to reflect real-world costs over time; now, therefore, be it

Resolved that the Vermont School Boards Association shall advocate to the General Assembly for the adoption and maintenance of a transparent, peer-reviewed, and data-driven education funding model that:

- Reflects the actual cost of educating students with differing needs;
- Is informed by the findings and methodology of the 2019 Pupil Weighting Factors Report;

- Incorporates regular review, public reporting, and independent validation; and
- Ensures that the transition to a statewide foundation funding formula preserves and strengthens equitable resource *allocation for districts serving high-need student populations.*

COMMITTEE RECOMMENDATION: Pass as a Continuing Resolution

Proposed Resolution 8

Barstow Unified Union
Section II, Subsection Y

Resolution Regarding High School Tuition Payments Made to Independent Schools

Whereas under 16 V.S.A. § 824(a) tuition for high school students shall be paid by the school district in which the student is a resident and under 16 V.S.A. § 828(a)(2)(D) a school district shall not pay the tuition of a student except to an approved independent school that had at least 25 percent of its student enrollment composed of students attending on a district-funded tuition basis … during the 2023–2024 school year;

Whereas school choice provisions were intended to serve students who are established members of their communities, not as a mechanism to attract families to relocate specifically for the purpose of accessing public education funds at particular schools; and

Whereas school choice should remain a meaningful option for families who are genuine members of their sending communities; now, therefore, be it

Resolved that the VSBA calls on the General Assembly to protect the original intent of school choice by implementing guardrails including, but not limited to,

1. directing the Agency of Education to monitor and report to the General Assembly on enrollment patterns that indicate school choice is being used as a vehicle for relocation-driven enrollment rather than to serve the secondary education needs of students already residing in tuition towns; and
2. empowering school boards to flag and report to the Agency of Education instances where enrollment shifts suggest potential misuse of the school choice framework.

COMMITTEE RECOMMENDATION: Pass as a Continuing Resolution

Proposed Resolution 9

Barre Unified Union School District
Section V, Subsection L

Resolution to Support Economic Diversity in Public School Redistricting Advancing Economic Equity and Opportunity

Whereas Vermont schoolchildren in communities with higher-than-average poverty rates have higher school failure rates;

Whereas opportunity and resources to address school failures are limited by a community's capacity to fund public education and support services;

Whereas public education is the foundational training for civic engagement and economic development;

Whereas economic diversity exposes students to a wider range of educational and career options;

Whereas students with economic disadvantages may also have limited travel options and limited exposure to more urban resources; and

Whereas it is advantageous for schools to combine into larger districts to pool resources, share administrative duties, and direct greater resources to students; now, therefore, be it

Resolved that the Vermont School Boards Association (VSBA) encourage drafters of redistricting plans to consider and include economic diversity and population density as prerequisites for any newly formed regions, districts, or CESAs to ensure student access to more varied educational experiences.

COMMITTEE RECOMMENDATION: Do Not Pass

Proposed Resolution 10

Barre Unified Union School District
Section II, Subsection Z

Resolution to Support More Equitable Funding for Public Schools in Vermont: Advancing Fairness and Opportunity in Vermont's Education System

Whereas public education is a cornerstone of democracy and essential to the social and economic well-being of Vermont's communities;

Whereas every child in Vermont deserves access to high-quality educational opportunities, regardless of geographic location, family income, or property wealth; and

Whereas current funding mechanisms for Vermont's public schools have resulted in disparities that affect the quality of education students receive and student outcomes; now, therefore, be it

Resolved, that the Vermont School Boards Association (VSBA) engage with state legislators, local officials, and community stakeholders to:

1. work collaboratively to reform public school funding in Vermont to ensure a more equitable allocation of resources;

2. advance funding reforms that prioritize the needs of historically underfunded schools, address gaps in educational resources, and provide adequate support for all students to succeed; and

3. consider alternative funding models, cost containment efforts, community input, and ongoing evaluation to ensure that educational equity is realized for every student in Vermont.

COMMITTEE RECOMMENDATION: Do Not Pass

Proposed Resolution 11

Essex Westford School District
Section II, Subsection AA

Resolution to Ensure an Adequate and Equitable Education Funding System

Whereas Vermont's Constitution and longstanding education policy commit the State to providing substantially equal educational opportunities to all students, regardless of where they live;

Whereas H.955, enacted in 2026 and building upon Act 73 of 2025, sets Vermont on a path toward a new education funding system for public education, with implementation anticipated as early as July 1, 2029;

Whereas Vermont's education funding system, as designed by H.955 and Act 73, comprises two essential and complementary layers: a foundation formula that provides a base per-pupil amount for general education, and weighted and supplemental funding supports, including demographic weights, special education reimbursements, extraordinary cost provisions, state-placed student funding, and small and sparse school grants, that direct additional resources above the foundation to reflect the actual, varied cost of educating Vermont's students;

Whereas the design of Vermont's education funding system will have profound and lasting consequences for every school district, every student, and every Vermont taxpayer, making it essential that both the foundation formula and the weighted and supplemental supports be carefully developed with transparency, rigor, and an unwavering commitment to equity;

Whereas Vermont school districts vary significantly in size, student demographics, geographic isolation, and the cost of delivering educational services, and an education funding system that fails to account for these differences will perpetuate, and may deepen, existing inequities between communities;

Whereas the foundation formula must reflect the actual, demonstrated cost of providing a high-quality general education in Vermont, including the full cost of staffing, facilities, transportation, and technology; and Vermont's education funding system, taken as a whole, must reflect the full cost of special education and student support services, and must be regularly reviewed and updated to keep pace with the true cost of education;

Whereas employee health care costs represent one of the fastest-growing expenditures in public education, and Vermont school districts have experienced sustained, significant increases in health insurance premiums that outpace general inflation and place mounting pressure on school budgets;

Whereas an education funding system that does not adequately account for the rising cost of employee health benefits will force school districts to make difficult tradeoffs between

maintaining competitive compensation, which is necessary for recruiting and retaining qualified educators, and funding direct student programs and services;

Whereas Vermont students are experiencing a well-documented increase in mental health needs, including anxiety, depression, trauma-related conditions, and other behavioral and emotional challenges that have intensified in the years following the COVID-19 pandemic;

Whereas school districts have responded to this growing student need by investing in school counselors, social workers, psychologists, and other mental health support staff, as well as community partnership programs, crisis response services, and Multi-Tiered Systems of Support (MTSS), all of which carry significant and ongoing costs;

Whereas mental health support is not a supplemental service but a prerequisite for learning; students who lack access to timely and appropriate mental health supports cannot fully benefit from academic instruction, and unmet mental health needs drive higher rates of absenteeism and disciplinary incidents;

Whereas students with disabilities are entitled under both state and federal law, including the Individuals with Disabilities Education Act (IDEA), to a free and appropriate public education, and school districts are required under IDEA to maintain their level of effort in funding special education services (known as Maintenance of Effort, or MOE) as a condition of receiving federal special education funds; H.955 expressly acknowledges this obligation by establishing a separate and supplemental funding structure within Vermont's education funding system in which special education is funded through supplemental reimbursement, weighted student count, or grant models above the foundation, in a manner that preserves compliance with federal MOE requirements; failure to adequately fund special education within this structure could jeopardize districts' compliance with federal MOE requirements, thereby threatening federal IDEA funding upon which Vermont students and families depend; the Board affirms its support for this approach and urges that the studies and implementation work required under H.955 be carried forward with the rigor and stakeholder engagement necessary to ensure these obligations are met in practice;

Whereas the cost of providing special education services is substantial and has grown significantly, and an education funding system that does not adequately account for the full cost of special education risks placing school districts in an impossible position between fiscal constraint and legal obligation;

Whereas the determination of per-pupil funding weights based on student diagnoses is inherently complex and must be approached with careful research and meaningful stakeholder input; students who share a diagnosis may have vastly different needs, and a weighting structure that assigns funding solely on the basis of diagnostic category risks both under-serving students with significant needs and failing to reflect the true cost of individualized, appropriate education;

Whereas the Essex Westford Educational Community Unified Union School District serves a diverse student population with significant special education and mental health needs, and

has a responsibility to advocate on behalf of its students and those across the State for an education funding system that makes meeting those needs financially sustainable; and

Whereas the Vermont General Assembly has committed to further study, fiscal analysis, and legislative action prior to implementing the foundation formula, presenting a critical and time-sensitive opportunity for school boards, educators, families, students, and communities to shape the system's design; now, therefore, be it

Resolved that the Vermont School Board Association advocate to the Vermont General Assembly and the Agency of Education to ensure that Vermont's education funding system, as transformed by Act 73 of 2025 and Act 170 of 2026, is equitable, adequate, and fully responsive to the true cost of educating Vermont's students.

COMMITTEE RECOMMENDATION: Pass as a Continuing Resolution

Recommendations for Current Resolutions

(*Note: resolutions with an asterisk (*) are in place for one year; others continue)*

I. GOVERNANCE, LOCAL AND STATE

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.

COMMITTEE RECOMMENDATION: Affirm as a continuing resolution.

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.

COMMITTEE RECOMMENDATION: Affirm

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.

COMMITTEE RECOMMENDATION: Affirm

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.

COMMITTEE RECOMMENDATION: Repeal

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.

COMMITTEE RECOMMENDATION: Repeal

P. EDUCATION TRANSFORMATION [2025] *

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.

COMMITTEE RECOMMENDATION: Affirm as a continuing resolution

II. FINANCE

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.

COMMITTEE RECOMMENDATION: Affirm

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.

COMMITTEE RECOMMENDATION: Affirm

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.

COMMITTEE RECOMMENDATION: Affirm

S. 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.

COMMITTEE RECOMMENDATION: Affirm as a continuing resolution

U. SCHOOL FUNDING FORMULA [2025] *
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.

COMMITTEE RECOMMENDATION: Affirm

IV. LABOR RELATIONS

I. STATEWIDE TEACHER CONTRACT [2025] *
Any action by the Vermont General Assembly regarding a statewide teacher's contract must 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.

COMMITTEE RECOMMENDATION: Affirm as a continuing resolution

V. MISCELLANEOUS

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.

COMMITTEE RECOMMENDATION: Affirm as a continuing resolution

I. VAPING ON SCHOOL GROUNDS [2025] *
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.

COMMITTEE RECOMMENDATION: Affirm

J. SUPPORTING THE VALUE AND CONTRIBUTIONS OF SMALL COMMUNITY ELEMENTARY SCHOOLS [2025] *

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.

COMMITTEE RECOMMENDATION: Affirm as a continuing resolution

~~2024-2026~~ VSBA Bylaws

ARTICLE I. NAME

The name of this corporation shall be the Vermont School Boards Association, Inc.

ARTICLE II. VISION, MISSION, GOALS

Vision:

The VSBA is the trusted leadership organization advancing the essential work of Vermont school boards so that each and every student is supported in their educational journey.

Mission:

Develop and provide systems and resources that support school boards and their members, informed through inclusive community engagement.

Goals:

The VSBA Board of Directors will annually review and revise established goals, as deemed necessary. Established goals will be made available to the membership.

ARTICLE III. MEMBERSHIP

Any supervisory union or supervisory district board or private school in the State of Vermont may become a member by notifying the executive director of its intentions and by paying the annual dues as provided in Article IV. Any school board within a supervisory union or supervisory district that is a regular member shall be eligible for all the regular benefits of membership, except as provided in Article VI – DELEGATES AND VOTES. Any Cooperative Education Service Area (CESA) may become an affiliate member by notifying the executive director of its intentions and by paying the annual dues as provided in Article IV. Affiliate members may not hold office or vote.

ARTICLE IV. DUES

Membership dues shall be assessed annually according to the following process:

Supervisory unions and supervisory districts shall be the entities upon which the VSBA calculates and assesses dues, unless the member is a private school.

On an annual basis, the VSBA Board of Directors will determine the amount of revenue to be raised by dues. The VSBA believes that it is important to manage the organization's finances in a manner that minimizes the financial burden on its membership. To that end, the VSBA intends to hold dues increases, over time, to a rate not exceeding the rate of increase in education spending in Vermont. Individual years can vary significantly in terms of statewide education spending growth and of the needs of the membership for services from the VSBA. Therefore, to measure success against this goal, the VSBA will annually compare the cumulative growth in dues with the cumulative growth in education spending over the prior three fiscal years, and report such comparison to the membership with each year's proposed budget.

Dues assessed to members shall be calculated as follows:

- 50% of the total amount to be raised by member dues will be assessed equally across all member supervisory unions and/or supervisory districts.
- 50% will be assessed based on the Average Daily Membership (ADM) within the member supervisory union/district.

Dues assessed to affiliate members shall be established by the VSBA Board.

As a part of the annual Budget process, by March 31, the Executive Director shall estimate the projected revenue needed from member dues for the VSBA in the subsequent year. The Executive Director will recommend an amount to be raised by membership dues for the next fiscal year to the Finance Committee. The Finance Committee is charged with developing a full Budget proposal for consideration of the VSBA Board prior to the end of the current fiscal year.

The Executive Director shall thereafter prepare a report regarding such estimate, including an explanation of budgetary needs of the VSBA, and shall distribute the report to the membership of the VSBA at the annual meeting.

Any other changes to dues assessments and calculations shall be approved in advance by the membership at the annual meeting of the VSBA.

Dues are payable by September 1.

ARTICLE V. ASSOCIATION MEETINGS

The annual meeting of the association shall be each year at a time, date, and place to be set at least 8 months in advance by the board of directors. Other meetings of the association may be called by the president with concurrence of the board of directors. Each member board shall be notified of the date, time and place together with the agenda of the business meeting at least 30 days prior to the meeting date. If the meeting has been duly warned, the board representatives present, as designated under article VI**,** shall constitute a quorum.

ARTICLE VI. DELEGATES AND VOTES

Each regular member in good standing shall be entitled to one vote at the annual or special association meetings. Each regular member shall designate a delegate from its members to cast one vote on behalf of the member. Each regular member may be represented by as many school board members as it chooses, and those school board members shall determine the method for casting its one vote. When an individual casts a vote at a meeting, the member shall be presumed to have authority to vote for their regular member entity. All school board members shall have the right of discussion.

The VSBA Board of Directors is authorized to adopt policies and procedures permitting attendance, participation and voting at association meetings through remote electronic communication. In no case shall an individual be permitted to participate or vote unless the individual is able to hear and/or see the proceedings as they happen substantially and concurrently with such proceedings.

ARTICLE VII . BOARD OF DIRECTORS

The board of directors shall consist of the president, immediate past president, and two regional representatives from each of 11 regions. Each regional representative is elected at the regional meeting for a two- year term on a staggered schedule. Any member of the VSBA Board of Directors serving on the Board of Directors for the National School Board Association (NSBA) shall continue to serve as a voting member of the VSBA Board until such time as their term on the VSBA Board expires in accordance with these by-laws. Any member of VSBA serving on the NSBA Board of Directors shall serve as an ex-officio, non-voting member of the VSBA Board of Directors for the duration of their term on the NSBA Board.

The board of directors shall administer the affairs of the association in accordance with bylaws approved by the association at the annual meeting or by vote of the board of directors in accordance with the stated objectives and purposes of the organization. The board of directors shall select the place of meetings and be responsible for the programs of all meetings of the association, and shall direct the payment of claims and accounts against the association, including necessary expenses for members of the board of directors attending board meetings. A quorum shall consist of eight members which shall include at least two officers and at least one representative from six regions. The board shall meet upon the call of the president or upon written request of three members of the board, addressed to the executive director. Such written request shall state the purpose of the meeting and upon receipt the executive director shall issue the call for the meeting. Members of the board of directors shall be notified of all regular meetings at least five days prior to any meeting. Members of the board of directors shall be notified of all special meetings at least 24 hours prior to any meeting.

Members of the VSBA Board of Directors fulfill two distinct roles.

- First, the board is responsible for oversight of the organization. It must assure that the organization has a clear vision and goals, is fulfilling its mission, is fiscally sound, and has a strong connection with the membership.
- Second, the regional representatives will develop a liaison relationship with boards in their area, promoting local board involvement in association activities and services, and hearing their concerns and input on matters of broad public policy.

The board shall meet at least six times annually, including in a planning retreat, or as needed, to fulfill its duties.

The board shall have the power to hire and fire the executive director, shall adopt the annual budget, shall develop the vision and mission of the organization for adoption by membership, as well as official policies. The board shall provide broad guidance for the executive director around public policy, in the absence of clear membership resolutions.

Vacancies
A VSBA officer's position (president, vice-president, treasurer, members at large) on the board of directors shall be treated as vacant if the holder of that position:

1. submits a written resignation, or
2. fails to attend three consecutive board meetings without notification to the president and without concurrence of the board of directors that the absence(s) are reasonable

Such a vacancy may be filled by the board of directors from among the current members of the board.

A regional representative's seat on the VSBA Board shall be treated as vacant if the holder of that position

1. submits a written resignation, or
2. fails to attend three consecutive board meetings without notification to the president and without concurrence of the board of directors that the absence(s) are reasonable

In the event a regional representative position is vacant, such a vacancy may be filled by the board of directors ~~after consultation with the regional representatives~~.

If a region is not represented at three consecutive VSBA Board meetings by either regional representative without notification to the president and without concurrence of the board of directors that the absence(s) are reasonable, the board may declare both seats vacant and appoint regional voting representatives after consultation with member boards in that region.

ARTICLE VIII. OFFICERS AND THEIR DUTIES

There shall be a president, vice president, treasurer, two at-large members elected from the Board of Directors, and an immediate past president. ~~Their duties shall be the usual duties of such officers.~~ With the exception of the immediate past president, only those persons who are members of a school board shall be eligible to serve in the above offices. The president is elected from among active board members at the August meeting of each year, to serve a term from November 1 of one year until October 31 of the following year. If the election of a president creates a vacancy in a regional seat, that seat is filled at the next regional meeting in their region. Should the current president of the association cease to be a local school board member that individual shall step down from the VSBA board leaving a vacancy that will be filled by the board of directors from amongst its membership. The president shall serve as an ex-officio member of all committees. Officers will support their regional representatives in their outreach duties.

The following officers shall lead the organization and comprise the Executive Committee:

- The **president** shall lead the board, oversee meetings and the establishment of committees, serve as a spokesperson for the board, and head the Executive Committee.
- The **vice-president** shall serve in the role of president upon the absence of the president and will perform such duties as are assigned.
- The **treasurer** shall provide board oversight of the finances to assure strong internal controls and to chair the finance committee.
- The **immediate past president** shall serve on the Executive Committee.
- **Two at-large members** elected from the Board of Directors shall serve on the Executive Committee.

Elections and terms of service are as follows:

- The president is elected by the board of directors from among its members at its August meeting, the term to take effect on November 1.
- The vice-president, treasurer, and two at-large members will be elected from among the members of the board of directors at the November meeting.
- The immediate past president will serve for one year after the expiration of their presidency.

ARTICLE IX. STAFF

The board of directors may engage such professional staff as they find necessary to conduct the business of the association and shall set compensation for said staff.

ARTICLE X. COMMITTEES OF THE BOARD OF DIRECTORS

The board may create such committees as it finds necessary to conduct the business of the association. Standing committees of the board may include, but are not limited to, the following:

A. *Resolutions Committee.* Consisting of the vice-president, who shall serve as chair, and one representative from each region. This committee will solicit and recommend positions to the board of directors for action by membership at the association's annual meeting

B. *Finance Committee.* Consisting of the treasurer, who shall serve as chair, and at least two (2) members of the board of directors appointed by the president with the advice of the board of directors. The committee shall present a proposed budget to the board of directors and recommend adjustments to the board's financial monitoring policies as needed.

C. Executive Committee is comprised of the six officers (the president, who shall serve as chair, vice-president, treasurer, two at-large board members and the immediate past president.) The Executive Committee meets most months during the year to assure the timely conduct of the business of the association, including an annual performance review of the executive director and an annual review of the bylaws of the association. This committee will recommend bylaws changes to the board of directors for action by the membership at the association's annual meeting.

The Executive Committee is empowered to take action on behalf of the full board in all areas except those identified specifically in Article VII.

ARTICLE XI. REGIONAL ORGANIZATION

For organization and administrative purposes, the state shall be divided into eleven regions: Addison, Bennington, Kingdom South, Western Chittenden, Eastern Chittenden, Franklin/Grand Isle, Central Vermont, Kingdom North, Rutland, Windham, and Windsor. Regions are not defined solely by county, as no supervisory union shall be split between regions. A full listing of supervisory unions and VSBA regions can be found on the VSBA website.

Regional representatives shall be elected to two-year staggered terms from each of the eleven regions at the regional meeting preceding the annual meeting, with terms of office to begin at the conclusion of the annual meeting. In the event that a position of the regional representative becomes vacant, the vacancy may be filled by the board of directors after consultation with the regional representatives until the next regional meeting.

Only those persons who are members of a school board within a regular member entity in good standing shall be eligible to vote at a regional meeting and serve as a regional representative. The regional representative shall be responsible for promoting the interests of the association within their region as members of the board of directors. They shall have the responsibility for holding at least one regional meeting each year. The regional representatives will select which of them will serve on the Resolutions Committee.

ARTICLE XII. FISCAL YEAR

The fiscal year shall be from July 1 through June 30.

ARTICLE XIII. FINANCIAL REPORTS AND INSURANCE

The financial report of the Association and the auditor's report shall be presented at the annual meeting of the association. The Association shall maintain insurance coverage that is adequate in light of the activities undertaken by the Association.

ARTICLE XIV. ASSETS

All of the assets of this Association shall, during its existence, be deemed to be held in trust by the board of directors of the association for the purposes set forth in the objectives and purposes. In the event of a

winding-up or dissolution of the association, after paying or adequately providing for the debts and obligations of the association, the board of directors shall dispose of any remaining assets by distributing them on a prorated basis, the same as used for dues assessment, to the member school districts to be used for education purposes.

ARTICLE XV. RULES OF ORDER

All meetings of the Association or of any committee shall be governed by the policies and bylaws of the Association and then by Robert's Rules of Order.

ARTICLE XVI. RESOLUTIONS

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 of Vermont government, or other decision-making bodies. The process for submitting and approving resolutions is as follows:

A. The president shall supply ample notice to the membership requesting that proposed resolutions be submitted to the chair of the resolutions committee no later than three (3) months before the annual meeting.

B. The resolutions committee shall meet prior to the annual meeting to consider all proposed resolutions it has received. The committee shall make a recommendation to "Pass" or "Do Not Pass" each resolution submitted by a member school board. In the alternative, the committee may submit a proposed resolution to the annual meeting with the statement that it “Takes No Position” on the proposal. All resolutions from member boards submitted to the resolutions committee as prescribed in paragraph A above, regardless of the position of the committee or the board, shall be placed by the board before the membership at the annual meeting. The committee may develop its own resolutions, which shall be included in its report to the board of directors, and, if approved by the board, shall be presented to the annual meeting as recommendations of the board. The committee shall prepare a report of resolutions and its recommendations which shall be presented to the board of directors. Each member board shall be notified of the recommendations made by the board of directors at least 30 days prior to the annual meeting.

C. Other resolutions may be presented at the annual meeting, provided they are in writing ~~with sufficient copies for voting delegates~~ and 60% of the voting delegates present at the beginning of the meeting are in attendance for consideration of such resolutions. A majority of the voting delegates present must approve a motion to allow the resolution to be introduced for discussion.

D. Amendments to resolutions must also be in writing. ~~and if the amendment is detailed in nature, sufficient copies for voting delegates shall be furnished.~~

E. 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 an annual 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. Annual 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.

F. When a position has not been taken at the annual meeting, the board of directors may take a position on the question as a result of a vote of 60% of the members of the board present and voting at a regular or special meeting of the board. Notice of the discussion of any such position by the board shall be placed on the agenda prior to the meeting.

ARTICLE XVII. AMENDMENTS TO THE BYLAWS

These bylaws may be amended only at an annual meeting of the association or a special meeting duly called by the president and bylaws committee, and then by two-thirds of those members present and voting, providing all member boards shall have been notified of the changes at least 30 days prior to such a meeting.

ARTICLE XVIII. MEMBERSHIP LISTS

Lists of school board members maintained by the association will not be released to individuals or organizations whose stated intentions are to promote commercial or partisan political interests.

Information for Berlin Board Candidate Consideration

Please find Kalita Lindig's communication of interest for consideration of an appointment to the board for Berlin. I have also had another resident express an initial interest. I will follow up for a third time with this person to ensure his ability to be considered if he is still interested. We will have interviews at our Sept. 16 meeting.

Outreach from Kalita Lindig (received by email on Sept. 5, 2026)

Good morning, Diane -

I am writing to express my interest in the temporary school board position. As a mother of two children at Berlin Elementary and a long-time member of the Berlin community, I am interested in becoming more involved in supporting our community and contributing to the decision-making processes that impact our students, families, staff, and community.

As a parent and a professional, I understand the importance of balancing needs and wants while maintaining a focus on long-term goals and objectives. Professionally, I work with cross-functional teams to identify challenges, develop strengths, and manage competing priorities to continuously improve operations and processes in a sustainable, practical way. I am also actively pursuing my MBA with a certificate in project management through Champlain College, with a graduation date of May 2027. Through this program, I have further developed my skills in problem-solving, project management, effective leadership, and operational strategy.

If selected to serve in this temporary school board position, I would approach the role through a lens of care, curiosity, and an eagerness to learn. I believe that effective leadership requires collaboration and open communication, actively seeking out the voices of those impacted by the decisions we make in order to support our students' ongoing educational and developmental needs.

I would welcome the opportunity to serve my community through the temporary school board position and to learn more about the opportunities, challenges, goals, and concerns of our school community. Thank you for considering my interest in this position..

Next steps:

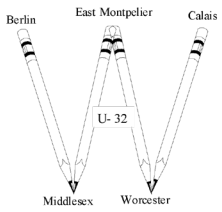
We will interview Kalita (and another candidate if received in time) during the meeting. Questions are provided below. The board is able to also ask questions. We will move into executive session after the interview to reflect on the interview and appointment. The questions listed below will also be shared with Kalita.

1. What motivates you to want to become a school board member?
2. What particular skills or experiences are you hoping to share with us that will help you serve as a school board member?
3. How long have you lived in this school district?
4. Are you willing to attend workshops or training to learn how to become an effective board member/effective school board?
5. How do you ensure that the voices of underrepresented groups are heard in board decisions?
6. What do you see as the most pressing issues facing our school district today?

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 Board Meeting
8.19.26
6:15-9:15 PM
(In-Person & Virtual)

Present: Flor Diaz Smith, Chris McVeigh, Patrick Whelley, Ursula Stanley, Elizabeth Brown, Zach Sullivan, Diane Nichols-Fleming, Heidi Dimick, Marty McMahon, Julia Hewitt, Andrew Boye, Dan Keeney, Michelle Ksepka, Jen Miller-Arsenault, Alicia Lyford, Susanne Gann, Linda Gray, Chris O'Brien, Lila Richardson, Alison Fayle, David Delcore, David Lawrence, Denise Wheeler, Dave Rodgers, Jennifer Chambers, Jessica Maurais, Lisa Hanna, ORCA, Cam Featherstonhaugh

1. **Call to Order: Diane Nichols-Fleming called the meeting to order at 6:16 p.m.**

2. **Welcome:** Diane Nichols-Fleming welcomed those present.
   - **2.1. Adjustments to the Agenda:** Diane Nichols-Fleming noted that we will need to add Executive Session tonight to include discussion of the Superintendent hiring, and to add this after public comment. **Chris McVeigh moved/ Patrick Whelley seconded to add this to the agenda; this motion carried unanimously.**
   - **2.2. Reception of Guests**
   - **2.3. Public Comments: Time limit strictly enforced; see note:** Linda Gray, from Calais, indicated that she was delighted with the recent vote and very much pleased with the turnout from Calais and Worcester voters. Those two towns comprised a third of the votes that day.

     At 6:20 p.m., Flor Diaz Smith moved to go into Executive Session for the purpose of discussing the Superintendent hiring process/ update, and invited Heidi Dimick, as Human Resources Director. Seconded by Patrick Whelley, this motion carried unanimously. 6:57 p.m. Diane Nichols-Fleming thanked the Screening Committee for the superintendent search. For now, their work is complete. She stated that a candidate removed herself from the process. **Dan Keeney moved that the board authorize the steering committee to work with the acting superintendents to explore and hire an interim superintendent. Seconded by Patrick Whelley, this motion carried unanimously.**

3. **Presentation:**
   - **3.1. Superintendent Transition Updates:** (Superintendent hiring process discussed above)
   - **3.2. CESA Update:** Alicia Lyford shared that the CESA Board had met earlier this month and formed a small group to work on forming bylaws. She noted that if you go to the WCUUSD website and go to "School Board," you can link into all of the information regarding the CESA Board. Next meeting will be held in October.
   - **3.3. In-service Day and Start of School Plans**: Jen Miller Arsenault shared some of the in-service happenings. She noted that a report will be shared with the board on September 2nd.

4. **Board Operations**
   - **4.1. Central Vermont Career Center Building Project:** Alicia Lyford had shared an email today to answer some of the questions/ concerns from the previous meeting. She invited questions or comments from board members.

Some discussion followed around the possibility of building further on the U-32 grounds in future days, and how this proposed plan might impact that possibility.
Dan Keeney asked some specifics about wetland specification in the plan. Some discussion followed around parking under this proposal, and the number of potential drivers. Jody Emerson stated that driving for students is a privilege, not a right, and that under this plan, most students will be expected to take bus transportation. Chris McVeigh asked about the noise factor during construction. Dan Keeney stated that he is not sure it is appropriate to the board's scope to go through the lease, line by line. Jody Emerson stated that the warning for the vote does not go into specifics of the lease agreement - it leaves it to the board to approve. She read the verbiage of the warning. Jody Emerson asked whether the board is in approval of the location of the plan which has been shared, and whether the board provides general support to move forward with the vote to further the planning. Chris O'Brien stated that he and Dave had reviewed the plans and that they feel that Option 4 asked for some clarification regarding location and wetlands. He spoke to some of the specifics of the plan to date. **Flor Diaz Smith moved to authorize CVCC U-32 site option 4 location at U-32. Seconded by Michelle Kspeka, this motion carried, with one vote of "nay."** Alicia Lyford stated that she would engage a real estate agent to help establish rent. Regarding parking, the board discussed whether this would be included in the lease or whether this would be covered under a Memorandum of Understanding. Diane Nichols-Fleming noted that an MOU will be created around "shared spaces" and the parking lot on U-32 campus would be considered shared space. Cam Featherstonhaugh joined the meeting virtually and answered some questions about field/ equipment use and wetlands.

4.1.1. CVCC WCUUSD Lease Agreement: Chris McVeigh moved to support moving this project forward and support a vote on Election Day, November 3, 2026. Seconded by Michelle Ksepka. This motion carried, with one vote of "nay." Chris McVeigh moved to authorize the acting/ interim superintendents to work together with Diane Nichols-Fleming to engage with Sean Toohey in the work of drafting this lease agreement. Seconded by Michelle Ksepka. This motion carried, with one abstention.

5. Finance:

5.1. Public Comment Opportunity - Partial Corrective Action Plan: **Proposed Renovation Area at U-32:** Susanne Gann had shared this plan. Stone Environmental had prepared a 50 page document regarding PCBs in June 2026. Diane Nichols-Fleming invited questions or comments from the community regarding this plan. Dan Keeney asked for cost estimates for this corrective action plan, in the broader context of kitchen renovations. Rob Farley noted that a 30 day period for public comment is required before the plan is approved; 18 days still remain. Public comment was invited tonight and none was heard regarding this topic,

5.2. Award Bid for U-32 Replacement One-ton Dump Truck with Plow: Zach Sullivan moved to authorize the acting Superintendent to purchase a 2027 Chevrolet Silverado with Plow from Cody Chevrolet in Montpelier for an amount not to exceed $72,533. Seconded by Michelle Ksepka, this motion carried unanimously.

5.3. FY 28 Capital Improvement Projects: Flor Diaz Smith moved to authorize the completion of the recommended projects as identified above for an amount not to exceed $967,205 and approve the District moving forward with bid document preparation and bidding as necessary and seconded by Patrick Whelley. Chris McVeigh suggested that we put a hold on Capital Improvements until we know what our budget situation is for the coming year. Flor Diaz Smith noted that these are projects that have an impact on students, and we have a commitment as a district to not take money from capital improvements. Dan Keeney asked when the kitchen renovation was determined as a priority. Susanne Gann stated that the kitchen project has been discussed since before she came on board five years ago. The plan has been underway for two years. Some discussion followed around prioritizing capital improvement and balancing budget development for the coming year(s). Dan Keeney made a friendly amendment to remove the language that states the amount. This friendly amendment was not accepted. **Two nays, one abstention; this motion carried.**

6. Personnel

6.1. Vacancy Updates: Jen Miller-Arsenault stated that we are in good shape in hiring; we shared some of the vacancies that exist.

6.2. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE: Zach Sullivan moved to approve new hires: Alaina Smith – 1.00 FTE Literacy Interventionist, U-32; Jasmine Nakhleh- .80 FTE School Counselor, Calais Elementary School; Caitlin Zaino - .90 FTE PE/Health, Berlin Elementary School/Calais Elementary School; Teal Church - .40 FTE School Nurse, U-32. Seconded by Flor Diaz Smith, this motion carried unanimously. Flor Diaz Smith moved to accept the resignations of Ruth

Frisenda, .80 FTE School Counselor, Calais Elementary; Anthony Snow, 1.00 FTE Dean of Students, U-32, with thanks and appreciation. Seconded by Zach Sullivan. Jen Miller Arsenault spoke about the changes in the staffing at U-32 re: behavior support.

7. **Consent Agenda**
   - 7.1. **Approve Minutes of 8.5.26: Elizabeth Brown moved to approve the minutes of August 5, 2026. Seconded by Patrick Whelley; this motion carried unanimously.**

8. **Future Agenda Items**
   - 8.1. **Merger Study Updates**: (include election of representative to Merger Study Committee) Dan Keeney asked whether the board will consider moving ahead with a board retreat even as a Superintendent has not yet been hired.

9. **Reflections: None**

10. **Public Comments: Time limit strictly enforced, see note:** Lila Richardson expressed concern again about the Steering Committee meeting without the formality of a public meeting and without minutes. She asked the board to make Steering Committee meetings public. She also noted that open meeting law indicates that when not all board members are present in person, when it is not a unanimous vote, a roll call vote should be held.
    Denise Wheeler expressed concern for the Tech Center. She stated that we have heard about how much space we have in our schools - why are we not considering one of the school buildings as the CVCC? She also expressed concern about transportation; long bus rides for students.

11. **Potential Executive Session: Negotiation Update: At 8:31, Flor Diaz Smith moved to go into Executive Session for the discussion of negotiations, and to include Susanne Gann and Heidi Dimick. Seconded by Chris McVeigh, this motion carried unanimously. Two board members recused themselves.** At 9:01 the board came out of Executive Session. **Flor Diaz Smith moved to approve ESP collective agreement and salary schedule. Seconded by Michelle Ksepka. A roll call vote was called. This motion carried unanimously.**

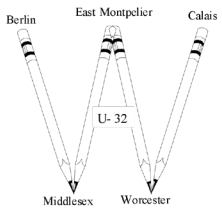
12. **Adjourn: Flor Diaz Smith moved to adjourn at 9:02 p.m. Seconded by Michelle Ksepka. This motion carried and the board adjourned.**

Respectfully submitted,
Lisa Grace, Board Recording Secretary

Washington Central Unified Union School District

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

1130 Gallison Hill Road
Montpelier, VT 05602
Phone (802) 229-0553
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Washington Central Unified Union
School Board Meeting
9.2.26
6:15-9:15 PM
(In-Person & Virtual)

Present: Flor Diaz Smith, Chris McVeigh, Patrick Whelley, Ursula Stanley, Elizabeth Brown, Zach Sullivan, Diane Nichols-Fleming, Heidi Dimick, Marty McMahon, Julia Hewitt, Andrew Boye, Dan Keeney, Michelle Ksepka, Judy Buchanan, Natasha Eckart, Jen Miller-Arsenault, Alicia Lyford, Susanne Gann, Karoline May, Elijah Hawkes, Julia Pritchard, Linda Gray, Lila Richardson, Alison Fayle, David Delcore, David Lawrence, Denise Wheeler, D Rodgers, Jennifer Chambers, Jessica Maurais, Lisa Hanna, ORCA, Caitlin Usticke, Corrinne Cooper, Cubbon, Danielle Barclay, Emi Harlow, Jean, Michael Sherwin, Mark Brown, Veronica Fair, Kate, Maia Stone, Simon Stone, Katie Marshall, Fox Trace, Matisse Bustosi, Anna Matheson, Erica Zimmerman

1. **Call to Order: Diane Nichols Fleming called the meeting to order at 6:27 p.m.**

2. **Welcome and Invitation for Community Engagement:** Diane Nichols-Fleming clarified her conversation with Dave Delcore and the Times Argus article that followed. She spoke about two superintendents that had withdrawn from the process. When she spoke with Dave Delcore they did not "name names" and it turns out they were not talking about the same person/ people; she stated that we are continuing to explore an interim Superintendent for this school year 2026-27. **Change to agenda: Chris McVeigh moved to approve changing the agenda to include "Approve warning" under 3.2. Seconded by Patrick Whelley, this motion carried unanimously.**
   2.1. Collaborative Conversation: Diane Nichols-Fleming introduced this process, the purpose rooted in our core beliefs. Jen Miller-Arsenault and Alicia Lyford facilitated this collaborative exercise.
   Follow up processing: What are the possible opportunities and implications for our district? What worked well with this process?
   Elizabeth Brown liked the format - gave enough flexibility to have some parameters but also go broader or deeper. She appreciated the opportunities to hear from building administrators.
   From the community: Possibility of soliciting topics for future exercises? Also, how do we together complete the feedback loop to the group of people that can't be in the experience? Being able to share the outcomes might entice more to participate in the future but also might make the public feel more included.
   Zach Sullivan: The conversations with building principals was very valuable. Would like to structure so that you don't have to get to every station; otherwise it would take too long.

What might we change or improve?

Dan Keeney: Ambient noise is important to observe and manage. Also being clear about what this is, and what this is not. Do people feel that this is a true dialogue; he stated that this feels more organic; however, is this a sharing of information or is this actually asking for input?

Community member: publicizing this - what it is, what it isn't. The online experience was confusing - some others were trying to access the meeting while the breakout groups were going on. Also suggested an earlier start time for those of us who brought young children.

Diane Nichols-Fleming: regarding the ambient noise issue, might be nice to offer a separate spot for people who are distracted by outside noises and would like a smaller space for their "station." She also noted that having food ready at 6 so that people can have their food and the meeting can start on time would be effective.

What else? Chris McVeigh asked, who chooses the topic and who provides the presentation? Alicia Lyford stated that in the future these opportunities will happen at the various schools on the first board meeting of the month.

Kate (online) asked whether it is possible to send out a widespread email to share to a wider audience. Asked whether there was a review from Rumney/ Doty principal about how the transition to school has gone? Diane Nichols Fleming noted that Karoline May had been at one of the stations and had spoken to people about the beginning of the year happenings.

Question about online transportation information. Patrick Whelley asked when public comment occurs tonight - this is at the end of the agenda. It might be a time to discuss possible next topics.

3. **Board Operations**

3.1. **CVCC Lease Agreement:** Alicia Lyford shared that some updates to the lease agreement have been made based on feedback; it is now in the hands of Shawn Toohey to review. She stated that it has been difficult to get in touch with realtors to establish a rate but she hopes to have that for the next board meeting.

3.2. CVCC Ballot Language: Zach Sullivan asked, when will we be able to answer lease questions so that we can share more with the public - this is all information that we did not have when we had to vote on the ballot warning. Daniel Keeney stated that part of our communication is that the financial aspect is fairly minor and it is a big picture partnership - not to minimize the monetary value of the space we are sharing, but there is a bigger picture. Zach Sullivan indicated that he anticipates questions from our constituents that he can't answer yet. E.g. about area/ space. Chris McVeigh stated that he things all of this information will be available within a couple of weeks. **Approve ballot:** Board members considered the language for the ballot. **Flor Diaz Smith moved to approve the warning as prepared, Article 1, for 30 years. Seconded by Zach Sullivan. Zach Sullivan suggested a friendly amendment to allow for the polling places and times to be corrected. This was accepted.** Discussion: Patrick Whelley asked, what would be the argument for changing the 30-year timeframe? Diane Nichols-Fleming stated that the advice is to have the lease at least as long as the bond. **This motion carried with one abstention, Marty McMahon.** Board members signed this document. Diane Nichols-Fleming shared that because we do not have district clerk at this time, she is the designee.

3.3. Steering Committee Operations: Diane Nichols-Fleming stated that we have shared with both legal counsel and have checked the committee's designated charge, to address the concern that Steering Committee meetings should be warned, open meetings with minutes on record. Legal counsel has confirmed that this committee's meetings do not fall under open meeting rule. She stated: We wanted to respond on the record around the request for steering committee meetings to be public. We checked in with legal counsel and also reviewed the charge of the committee. The committee originated as a way to be sure that all towns were involved in the creation of the agenda. There is not a quorum at the meetings and so no actions can be done at these meetings. Our work centers on confirming the agenda and the manner of the presentation of information. The board has authorized the steering committee to

also establish the superintendent evaluation timeline and process to be brought forward to the board for final review and adoption. Agenda making occurs for all of our committees and are not done in a public meeting. Most recently the board did authorize the steering committee to explore and employ an interim. This is a different task. The meeting of the committee to review and do this work will be a warned meeting and we will move into executive session in order to discuss personnel and hiring. We wanted to be sure that these statements are on the record so that the intention and work of the steering committee is known.

3.4. Student Board Member Appointment Update: Jen Miller-Arsenault stated that we typically have two board members, a junior and a senior. She stated that the superintendents have reached out to Elijah Hawkes, U-32 Principal, to begin the process. Chris McVeigh asked whether this is open to all juniors and seniors. Jen Miller Arsenault stated that she believes it is put out to all students.

3.5. Appointment to Act 170 Merger Study Group: Diane Nichols-Fleming stated that Flor Diaz Smith had expressed interest in serving on this group. She asked if other board members were interested. **Chris McVeigh moved to appoint Flor Diaz Smith as representative to the Act 170 Merger Study Group, 20, Washington Central Unified Union School District. Seconded by Ursula Stanley.** Discussion: Chris McVeigh asked what is the charge that our representative is given? Some discussion followed around this being the beginning of the process, much is uncertain at this time. Chris McVeigh stated that it will be important to be kept informed as a board. He suggested that an update be a regular agenda item. Patrick Whelley stated that his hope is that our board's contribution, through the representative, would be to maintain as much local control as possible, as this merger study moves forward. **This motion carried unanimously.** Alicia Lyford shared that the first meeting of the bylaws committee via CESA occurs tomorrow; this is an open meeting and there is a link to attend virtually.

4. Reports:

4.1. Acting Superintendent Report: Alicia and Jen had provided a written report.

4.1.1. Transportation at WCUUSD: Alicia Lyford had shared, and reviewed, a memo that helps better explain some of the concerns around transportation as the new school year is underway. Marty McMahon asked about whether a smaller sized bus is not an option - or a van? Michelle Ksepka shared that the charge to U-32 is the same whether a large or small bus. And the smaller buses do not hold up well on our back roads. This has been discussed and considered over time.

5. Future Agenda Items: Diane Nichols-Fleming had shared that there is a hyperlink on the agenda to a running list of future agenda items. Additional suggestions tonight:

- Conversation about expectations for individual board members communicating to the public about for example warnings/ ballots - would like to have our legal counsel provide input and would like to revisit norms and discuss as a board what is the recourse when board members do not follow the norms.
- Equity in sports
- Technology - is this shared equitably?
- Budget discussion - sense of what type of budget shortfall we are looking at, to begin the preliminary work

6. Reflections: Daniel Keeney shared that the VSBA Resolutions Committee is having a webinar tomorrow and he is representing our board with regards to our early college resolution. He invites board feedback. Ursula Stanley suggested that all board members sign up for this; even if they can't attend, they will receive an email providing summary information. Marty McMahan asked for clarification about the resolution that this board worked to craft and edit - this is now under review by VSBA? Ursula explained the process and shared that the webinar is very helpful. Flor Diaz Smith expressed gratitude for the conversations we were able to have tonight as part of the Collaborative Conversation. She reminded the

board that the future agendas list is very long and she would like the board to keep a manageable work plan.

7. **Public Comments: Time limit strictly enforced, see note:** Linda Gray shared that the process earlier did not work for people online - that is what she is hearing from others. She also reminded the board that if the vote is not unanimous, a roll call vote should be held.

   Kate raised concerns about transportation; she indicated that the "MyRide" app is not working re: active data. She stated that some students are not arriving at school until after 9 a.m. She had contacted the bus company; she is not getting satisfactory answers, and she noted that this is a problem that needs to be addressed. This is why she had asked for transportation analysis before the school year was underway. She stated that it would be helpful for parents to know what time their children get dropped off, so they can be aware of how much instructional time is being lost.

   Zach Sullivan spoke about "MyRide" active data being difficult in towns that have spotty cell service. Kate reiterated that, regardless, it is important for parents to understand when their children are arriving at school. Alicia Lyford will follow up; she invited emails to be sent to the superintendents; she had not received Kate's email.

8. **Executive Session: Personnel: At 8:33 p.m., Dan Keeney moved that the board enter into Executive Session, to include Heidi Dimick, to discuss the employment and performance of specific public officers or employees. Seconded by Zach Sullivan, this motion carried unanimously.** At 8:45 the board came out of Executive Session. **Dan Keeney moved that the Board authorize the chair to sign an addendum to the letters of agreement with WCUUSD's acting superintendents extending their term of service--retroactive to September 1, 2026 and extending it to September 15, 2026, with great gratitude. Seconded by Zach Sullivan, this motion carried.** Chris McVeigh thanked Jen Miller-Arsenault and Alicia Lyford for their support to WCUUSD during this time of transition.

9. **Adjourn: The board adjourned at 8:46. Motion by Ursula Stanley; seconded by Andrew Whelley.**

Respectfully submitted,
Lisa Grace, Board Recording Secretary

Future Board Agenda Items

Date of Board Meeting	Agenda Items Suggested	Date Item was discussed
8.5.26	☐ Appoint to merger committee, ☐ CESA, ☐ Technology and student achievement, ☐ Lease agreement, ☐ Report on staff vacancies	
5.20.26	☐ Board Vacancies ☐ Definitive process for student movement between buildings and how to engage community throughout	
4.15.26	☐ Funding differences in Pre-K and criteria/parameters on how to move students between schools ☐ Technology in schools ☐ Voluntary Mergers ☐ Washington central Friends of Education ☐ Community Schools ☐ Board orientation ☐ Career Center discussion regarding U-32 ☐	
3.18.26	☐ Revisiting Public Comments parameters ☐ Board Self Evaluation ☐ Superintendent evaluation ☐ Maximize resources across the district and extending to the district as a whole to meet student needs	
3.11.26	☐ Discussion about added capacity for board communication and from Central Office	