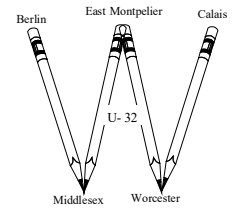


Washington Central Unified Union School District

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

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



**Washington Central Unified Union School District
School Board Meeting
U-32
Rm 128/131
930 Gallison Hill Rd. Montpelier, VT
4.19.23 6:15-9:15 PM**

Virtual Meeting Information

<https://tinyurl.com/33sis7st>

Meeting ID: 880 3821 4979

Password: 255777

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

1. Call to Order
2. Welcome 20 minutes
 - 2.1. Adjustments to the Agenda
 - 2.2. Reception of Guests
 - 2.3. Public Comments-Time limit strictly enforced, see note
3. Student Report on Mascot Review – pg. 4 30 minutes
4. Presentation and Discussion: Winter Assessment Results – pg. 11 30 minutes
5. Reports to the Board 15 minutes
 - 5.1. Student Report
 - 5.2. Superintendent/Central Office Leadership Team (COLT) Report – pg. 15
 - 5.3. Principal Report – pg. 20
 - 5.4. Central Vermont Career Center Report
 - 5.5. VSBA Report
6. Board Operations (Discussion/Action) 30 minutes
 - 6.1. Next Steps for Mascot Review
 - 6.2. Approve 2023-2024 Calendar – pg. 26
 - 6.3. Approve Last Day of School, 2023
 - 6.4. WCUUSD District Clerk - pg. 29
 - 6.5. Policy Committee Appointment

- | | |
|---|------------|
| 7. Finance Committee (Discussion/Action) | 10 minutes |
| 7.1. Discussion/Action | |
| 7.1.1. EMES Playground – pg. 31 | |
| 7.1.2. Quarterly Financial Report – pg. 32 | |
| 8. Policy Committee (Discussion/Action) – pg. 34 | 15 minutes |
| 8.1. Third Reading for Policy to be adopted 4.19.23: C5 Weapons and Firearms – pg. 35 | |
| 8.2. Second Reading for Policy to be adopted 4.19.23: E20 Building Use - pg. 39 | |
| 9. Consent Agenda (Discussion/Action) | 5 minutes |
| 9.1. Approve Minutes of 3.15.23, 3.29.23, 4.5.23 – pg. 44 | |
| 9.2. Approve Board Orders | |
| 10. Personnel | 10 minutes |
| 10.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE - pg. 54 | |
| 11. Future Agenda Items | 5 minutes |
| 12. Board Reflection | 5 minutes |
| 13. Public Comments | 15 minutes |
| 14. Executive Session: Negotiations | |
| 15. Adjourn | |

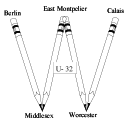
NOTE: To ensure the board has time to conduct its business, the board will adhere to a strict 1.5 minute public comment time limit per person. Microphones will be muted when time is up. If there is not enough time on the agenda for all members of the public wishing to comment at the beginning of the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

WCUUSD Board Norms - Adopted November 18, 2020

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

AGENDA KEY

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



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

To: WCUUSD Board
From: Meagan Roy, Superintendent
Cal Boyd, Amelia Garland, Mya Gould, Kai LaRosa
Re: Policy [F2](#) Review (Non-Discriminatory Mascots and Branding)

Background & Purpose of the Review

In response to Vermont [Act 152 of 2022](#), the Washington Central Unified Union School District passed [Policy F2](#) in December 2022. The Non-Discriminatory Mascot and Branding policy outlines our district's commitment to creating a "welcoming, positive, and inclusive learning environment." The policy also outlines the administrative responsibilities, which includes a requirement that the Superintendent "assist the school board in its review of the district's school branding to ensure compliance with the policy following any school branding changes or updates to the policy." This report is offered to the Board to inform its Initial Review of the U-32 Raider mascot and branding.

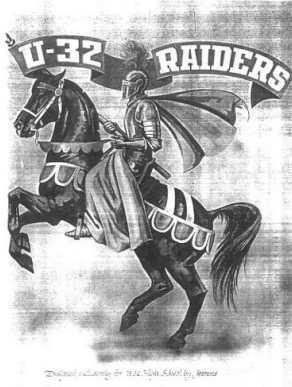
In order to provide the Board a review that centers student voice, this review has been developed and implemented by a group of current U-32 students (listed above). This review addresses two questions:

1. What are the **historical roots** of the Raiders mascot and what imagery has been associated with it since its selection?
2. What are the **current perceptions and understandings** of the Raiders mascot, and how is it supporting a "welcoming, positive and inclusive learning environment"?

Historical Review

The current Raider mascot is the image of a knight (see image to the right); however, it is an important component of this review to examine the origins of the Raider, including older images, to determine whether there is a record of any discriminatory imagery associated with it in the past.





The group examined the following in order to gather information about the origins of the Raider mascot: Yearbooks (1972 to present), newspaper articles and direct conversations with former students. The Raider mascot was selected by a vote of U-32 students shortly after the creation of the school. At the time the name was selected, there was not an associated image or “mascot.” The knight image associated with the Raider was designed by Jostens (the yearbook company) after the student body selected the Raider name, and was first seen in yearbooks beginning in the late 1970’s.

The image to the left is the earliest known representation. Over the ensuing years, the image of the knight was updated in form and appearance but has always been a knight (sometimes on a horse).

This review did not reveal any past associations with Indigenous imagery, either in official representations or informally in yearbook photos. It is also noted that many athletic uniforms and other imagery associated with U-32 is the U-32 image - without the knight. While the knight is certainly represented, the majority appears to be a version of the logo represented here.

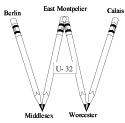


Current Perceptions & Understandings

Again, it was important for this review to examine how our student body currently feels about the Raider mascot, including the actual and perceived imagery associated with it. What does the name Raider mean as a mascot? Does it represent U-32 in the manner we would like it to? Is it what we want to yell when we support our teams?

In reviewing the mascot and the perspective of our students, we acknowledged several things that we think are important for the Board to understand:

- Although there are no “official” dictionary definitions, most center around the idea that a raider is “someone who raids, a marauder, someone who steals or pillages”
- Without knowing that the word is associated with a knight here at U-32, there has become a connotation or association with the word Raider with discriminatory imaging associated with it (indigenous imagery, etc). Even though our mascot does



not have that imagery present, we think it is important for the Board to consider this reality

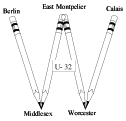
A survey was distributed to the U-32 student body, with time given in TA for students to complete the survey. As of the finalizing of this report, there were 172 responses, which represents about 24% of our student body. The following questions were asked as part of the survey:

- What does our current Raider mascot mean to you?
- What do you think of when you think of a Raider?
- I am worried about how the Raider mascot represents U-32 (a scale from Definitely Not to Definitely Yes)
- I think we should explore a change in mascot (a scale from Definitely Not to Definitely Yes)

Although not every respondent left a comment, many did. Below is a summary of the themes that were most commonly represented, along with a sampling of comments.

What does our current Raider mascot mean to you?

Theme	Notes/Sample Comments
Nothing - mascot is neutral or meaningless (32)	<p>“To me it means that the school must not have had unique and well-liked ideas for a mascot.”</p> <p>“it doesn't mean anything in my opinion it's not a cool mascot”</p> <p>“It literally means nothing to me”</p>
Tradition/positive image of school (29)	<p>“It means the heritage of the school”</p> <p>“It provides a sense of belonging and unity amongst the student body not only in sports but in representing the school in general. As a large part of the many student sections throughout my high school years, the Raider has been the back bone behind the supporting student body behind our student athletes. To me the Raider is less about a single mascot, and more about how every student can be a Raider.”</p> <p>“It just means U-32. And it always has.”</p>
Strength (21)	<p>“It means strength and being able to stay strong and fight through hard situations.”</p> <p>“the power of a knight protecting its kingdom”</p>
War/brutality/colonialism (7)	<p>“I don't really like it, it makes me think of war and raiding”</p> <p>“Historically europeans would raid native american camps and villages, so I can see how this mascot could be offensive.”</p>
Other Comments	<p>“It doesn't mean the world to me but I don't see why it would be necessary to change it. I don't believe it represents anything wrong.”</p> <p>“It doesn't affect me personally, however I am worried about the possible connotations and hateful meaning for others.”</p>



What do you think of when you think of the Raider?

Theme	Notes/Sample Comments
Knight (37)	<p>"I mean a knight because that's what our mascot is."</p> <p>"I think of U-32 athletics and the knight"</p>
Raiding/pillaging/violence (28)	<p>"Someone who raids someplace and takes over and steals stuff (so not a very nice thing)."</p> <p>"people pillaging villages and stealing stuff"</p>
U-32 (23)	<p>"I think of school because we're the Raiders. Since I know the mascot is a knight, I don't think of an alternative to that."</p> <p>"Our sports teams"</p>
Other Comments	<p>"I'm confused as to what it means"</p> <p>"Personally I think that a Raider as a mascot is fine, but I also think it is unoriginal and it could be better. "</p> <p>"We should think of something that better represents us, and not keep it just because old people will get mad or are scared of change."</p>

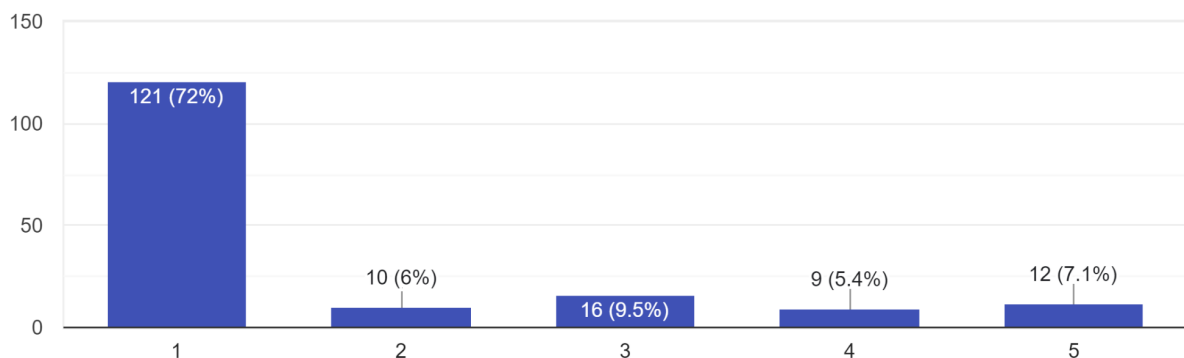
I am worried about how the Raider mascot represents U-32

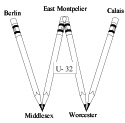
1: Definitely Not

5: Definitely Yes

I am worried about how the Raider mascot represents U-32

168 responses





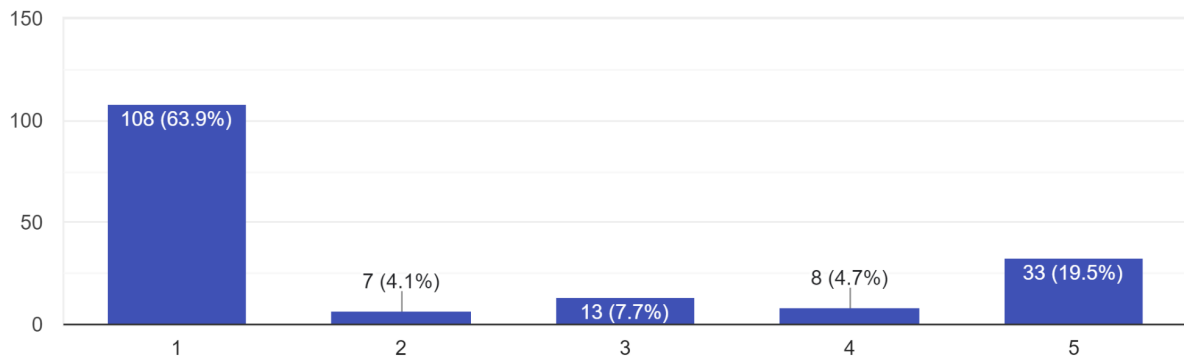
I think we should explore a change in mascot

1: Definitely Not

5: Definitely Yes

I think we should explore a change in mascot.

169 responses



Conclusions

We offer this information to the Board as it considers what, if any, action it may decide to take regarding our mascot. We have learned a number of things from this review:

- We did not find historical imagery of the Raider with indigenous representations
- The majority of those surveyed are not concerned with the mascot and a slightly smaller majority do not believe it should be changed
- Within the comments, more variation in opinion is demonstrated. There are many of those surveyed who are more lukewarm about the mascot, and who do wonder whether there is a better representation for U-32

It is important to note that in our comments, there were a few that acknowledged possible **outside connotations** of the word, but there were no comments that indicated an individual **in U-32** felt harmed. The data does indicate that our students don't necessarily feel compelled to make an immediate change; however, many students thoughtfully acknowledged that while they have not personally felt harm, the question of whether outsiders feel harm is still relevant. And many members of our community acknowledge that even if there is no **history** of discriminatory imagery, the question of **how we want to be represented as a school** is still a worthwhile conversation for us to have - thoughtfully and with deep input from our communities. We acknowledge that this topic can be highly sensitive to our communities, and that this is a difficult decision for our Board to consider.

Required

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Board of Directors' Policy

Nondiscriminatory Mascots & School Branding

POLICY:

F2

WARNED:

11.16.22

ADOPTED:

12.21.22

EFFECTIVE:

12.21.22

Statement of Policy

It is the policy of the Washington Central Unified Union School District to provide welcoming, positive, and inclusive learning environments for all students by prohibiting the use of discriminatory school branding, which undermines the educational experiences of members of all communities and perpetuates negative stereotypes.

Definitions

1. “**School**” means a public school or an independent school approved under section 166 of Title 16.
2. “**School board**” or “**Board**” means the board of directors or other governing body of an educational institution when referring to an independent school.
3. “**School branding**” means any name, symbol, or image used by a school as a mascot, nickname, logo, letterhead, team name, slogan, motto, or other identifier.

Administrative Responsibilities

The superintendent or designee shall:

1. periodically review per our policy review cycle and provide recommendations for necessary updates to the nondiscriminatory school branding policy as necessary;
2. assist the school board in its review of the district’s school branding to ensure compliance with the policy following any school branding changes or updates to the policy;
3. assist the school board in ensuring the prohibition of school branding that directly or indirectly references or stereotypes the likeness, features, symbols, traditions, or other characteristics that are specific to either:
 - a. the race, creed, color, national origin, sexual orientation, or gender identity of any person or group of persons; or
 - b. any person, group of persons, or organization associated with the repression of others;
4. Develop a procedure for an individual to file a complaint that an element of school branding is in violation of the policy.

Complaints

An individual may request an opportunity to appear before the Board for purposes of presenting the complaint, relevant facts, and further explanations. The board shall hear the complaint in a fair and just manner. The Board shall render a decision within 45 days of the hearing, which must include a summary of facts and basis for the decision.

If the individual is unsatisfied with the Board's decision, the individual may appeal the decision to the Secretary of Education. Appeals shall be filed within 30 days of the school board's decision by sending a written notice of appeal to the Agency of Education.

<i>VSBA Review Date</i>	<i>August 15, 2022</i>
<i>Date Warned</i>	<i>November 16, 2022</i>
<i>Date Adopted</i>	
<i>Legal References</i>	<i>16 V.S.A. § 568</i>
<i>Cross References</i>	<i>District Equity Policy</i>

DISCLAIMER: This model policy has been prepared by the Vermont School Boards Association for the sole and exclusive use of VSBA members, as a resource to assist member school boards with their policy development. School Districts should consult with legal counsel and revise model policies to address local facts and circumstances prior to adoption, unless the model policy states otherwise. VSBA continually makes revisions based on school districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

To: WCUUSD Board

From: Ursula and Kari, on behalf of Education Quality Committee

April 2023

Hi all,

This month we will delve into our winter monitoring report focused on student growth. For context, this topic will touch on several of the priorities we have identified for monitoring: literacy and math, local assessment data, growth data and achievement gaps. The current list of monitoring priorities along with this year's education quality goal and draft monitoring system components are provided below.

Student growth data is new to the board so we are providing a couple introductory resources for your review. Please read the attached one-pager and view this [video](#) (4:30) before our meeting. When we meet, Jen will take us through the presentation and there will be time to discuss the information and how this report informs the monitoring system we are developing.

The committee is on track to help the board achieve its education quality goal. Our plan is to bring a draft of a system monitoring for student achievement to you in May for final approval in June.

Thank you for helping us move forward with our efforts to monitor and improve student learning!

Summary of Monitoring Priorities and Considerations

Priorities

- Math and reading proficiency
- Achievement gaps
 - disaggregated data to pinpoint source of gaps
 - any “upstream indicators” of future gaps
- Graduation rates
 - upstream indicators: e.g. suspension and expulsion
 - post graduation intentions
- Exit rate with proficiency, what are other ways students succeed if not a 4 year graduate
- Staffing levels, creative solutions in our delivery of instruction

Data and Presentation

- Local assessment data
- Student/teacher/family voice
- Staff analysis/explanation,
- Context and comparatives: neighboring districts, other state

2022-23 Education Quality Goal

SMART Goal	<i>School Board develop and adopt a system for monitoring student achievement by June 2023</i>
Specific	<ul style="list-style-type: none">● What will be accomplished? <i>Board will have a system monitoring student achievement that reflects our values and is understandable, replicable, effective and sustainable</i>● What actions will we take?<ul style="list-style-type: none">○ <i>Education Quality Committee (EQC) will propose system components for board's consideration</i>○ <i>Board will provide feedback, practice during this year's monitoring opportunities and formally adopt a system</i>● Who needs to be involved to achieve the goal? <i>Board, EQC, Jen and Meagan, plus others</i>● Why is this a goal? <i>Student achievement is central to our mission, monitoring is an essential board function that a good system will help us fulfill</i>
Measurable	<ul style="list-style-type: none">● What data will measure the goal? <i>Development of system components including a reporting process, guidance for assessing evidence, shared priorities and a timetable</i>● What will success look like? <i>Board members agree on the components and overall system for monitoring student achievement</i>
Achievable	<ul style="list-style-type: none">● Is the goal doable? <i>Yes</i>● Do we have the necessary skills and resources? <i>For the most part, though we will likely benefit from external resources</i>● If not, can we attain the skills and resources? <i>Possible resources: VSBA, VSA, other districts</i>● What is the motivation for this goal? <i>Student achievement is why we exist and we want to support systematic improvement</i>
Relevant	<ul style="list-style-type: none">● How does the goal align with the broader goals of the school district? <i>Supports progress with our Mission, Continuous Improvement Plan, Proficiency Based Graduation policy and board's budget parameter for supporting student achievement.</i>● Why is the result important? <i>Will help the Board understand and clarify expectations for student learning which is central to our Mission, plus a good system will help us use our time efficiently</i>

	<ul style="list-style-type: none"> Why are we setting this goal now? <i>Next step in our journey to understanding and positively impacting student learning</i>
Time-Bound	<ul style="list-style-type: none"> What is the timeframe for accomplishing the goal? <i>EQC suggest components through the year including for November and March monitoring reports, Board adoption of system June 2023</i> How will we know that we are making progress? <i>As we reach agreements on components</i> Is the deadline realistic? <i>yes</i>

Monitoring System Components (from Fall 2022)

1. Data Presentation
 - a. Three sources quantitative data: standardized, local assessment, report card
 - b. Qualitative data
 - c. Growth data
 - d. Determine desired scope/grain size
 - e. Include student and teacher voice
 - f. Direct observation by board
 - g. Multi-year comparative data
2. Assessment
 - a. Staff Analysis
 - b. Committee Assessment
 - c. Board Assessment
 - d. Document Key Findings (for future policy, planning and goal-setting)
3. Identify Priority Focus Areas
 - a. Board identify 3-5 areas of specific interest by year end
 - b. e.g. proficiency rates, achievement gaps, annual growth, specific SLOs
 - c. Align with CIP, other plans, budget parameters, etc
4. Timetable
 - a. Establish annual/multi-year monitoring calendar for board and committee
 - i. Considering a two-year cycle for committee to review each SLO
 - b. Connected to budgeting and other work plan areas
 - c. Build in time for reflection
5. Connections to Other Board Functions
 - a. Budgeting
 - b. Planning and goal setting
 - c. Policy setting
 - d. Board learning and development
 - i. Identify topics for study and discussion
 - ii. New board member orientation
 - e. Accountability features
 - i. Board to community (tie to annual report, engagement)
 - ii. Superintendent to board (tie to superintendent evaluation process)



Using Growth and Proficiency Data

When using Diagnostic data, look at growth and proficiency together. Use placement and growth data for your class and individual students side by side to make informed instructional decisions to help all students move toward proficiency. Ultimately, grade-level proficiency or higher is the goal for every student.

What is a student growth measure?

A student growth measure tells you how much a student has progressed and helps you determine if a student is on track to meet growth goals.

How can I use *i-Ready* as a student growth measure?

After students complete their baseline Diagnostic, *i-Ready* generates two growth measures for every student:

- Typical Growth:** the average growth of students at each grade and placement level. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and baseline placement level.
- Stretch Growth®:** the growth recommended to put students who placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels. Students who are further behind have larger growth benchmarks to help them catch up, and it will take many students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advance to or maintain above-grade level proficiency.

How should I use Typical Growth and Stretch Growth to set goals?

While the specific goals you set for student growth should be based on your school's and district's objectives and informed by your deep understanding of your students, the following guidance can help guide goal setting. We recommend that:

Individual students:

- Aim to exceed 100% of their Typical Growth measure** by the end of the academic year
- Aim to meet their Stretch Growth measure** by the end of the academic year. Nationally, between 20%–30% of students achieve these aspirational targets.

Growth Model Example

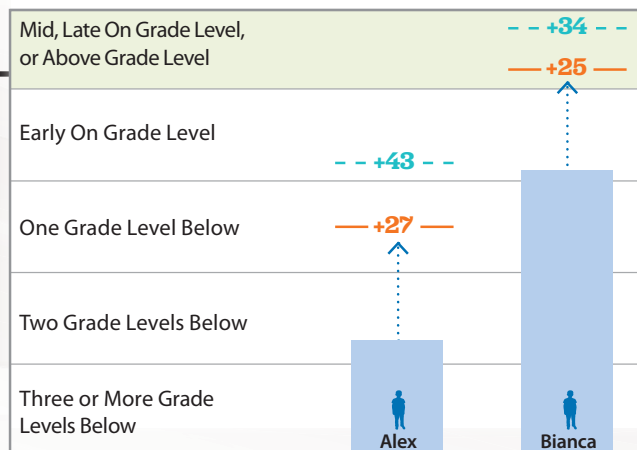
Two Grade 3 Students

Alex placed Two Grade Levels Below on his baseline Diagnostic. Bianca placed Early On Grade Level on her baseline Diagnostic.

— Typical Growth — Stretch Growth

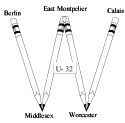
Groups of students:

- Aim to exceed 100% median progress toward Typical Growth** by the end of the academic year
- Aim for as many students as possible reaching Stretch Growth.** *Note: Because Stretch Growth measures differ significantly from student to student, we do not recommend setting uniform Stretch Growth goals for aggregate groups of students.*



To learn more about *i-Ready*'s growth model and how to use it, click [here](#) or visit i-ReadyCentral.com/GrowthGoals.





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Upcoming District Training Changes - Restrictive Behavior Intervention

In Vermont, Rule 4500 is the regulation that oversees the use of "restrictive behavior interventions" in schools. This includes the use of physical interventions and seclusions for students who are dysregulated and at risk of harming themselves or others. Although rare, restrictive behavioral interventions can be used under certain conditions and with significant oversight and training. All school districts are required to be in compliance with Rule 4500, including by training their staff on a program approved by the Agency of Education.

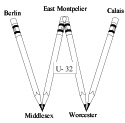
In WCUUSD, the approved training program used by our behavior interventionists and other identified staff is known as Handle with Care. We have been evaluating our programming and procedures in this area as part of our implementation of best practices in our Multi-Layered Systems of Supports (MLSS) work. This has caused us to examine our use of the Handle with Care training methodology and whether it is aligned with current evidence-based practices, including an emphasis on de-escalation and restorative and trauma-informed practices.

You may be aware of recent media and legislative conversations surrounding the use of restrictive behavior interventions. These statewide conversations have accelerated the evaluation of WCUUSD practices and training regarding restraint and seclusion and have prompted our decision to transition to a program that is more aligned with our overall behavior system practices as well as current and proposed legal requirements.

To this end, a WCUUSD workgroup is looking at other Agency of Education approved training programs that can support students in emotional crisis but are better aligned with our social, emotional and behavioral supports in our multi-tiered system of support. This work will conclude in the coming months, culminating in the selection of a new training program and then the development of a plan to transition to this new program for the 2023-2024 school year.

Climate Surveys

The Leadership Team has appreciated the additional time this year to more thoughtfully study and design a cohesive set of climate surveys that will inform our work locally and as a district. At its midyear retreat, the WCLT identified the climate survey work as something a smaller Design Team would undertake. Alicia Lyford, Karoline May, Meagan Roy and Jes Wils have been working to identify the core purpose and goals of the district climate surveys, the appropriate audiences for each tool, and how the information from the surveys will be used



at multiple levels within the system. The work of this team is still ongoing, and the information here is offered as an update.

Purpose & Goal of Climate Surveys

Primarily, it is important to the administration that climate surveys be a form of **formative data that is actionable** - in other words, that they provide real-time feedback about the health of our systems that administrators can react and respond to. They also feel that district-level summaries of this data are important for the purposes of **Board monitoring**, likely as part of the eventual monitoring cycle. Finally, they acknowledge that climate data by itself does not function as a "360 feedback survey" for administrators; however, how administrators use the data can have real and actual impact on our system.

Target Audiences

In order to have a full picture of climate across our system, the design team feels it is important for there to be three surveys, for three audiences: Students, Families/Caregivers and Staff. The surveys would address similar content, but would be adjusted for each group completing the survey.

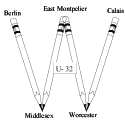
Review of Existing & Evidence-based Surveys

The team reviewed a number of surveys as part of its analysis. Washington Central schools have implemented climate surveys in the past, and these were included in the analysis/review. In addition, the team looked at externally-developed surveys by PBIS and Katie Novak (a Universal Design for Learning consultant who focuses on MTSS implementation). These were analyzed across all three audiences for commonality of questions, so that the current version of the surveys incorporated content from each of these.

Next Steps

The full leadership team has had an initial discussion and input session on the content of the draft surveys. The Design Team will then take that information into its next discussion and make edits as appropriate, and will discuss what the annual distribution timeline will be (What time of year will the surveys be completed? How often will they be distributed?). They will then work with Michelle Ksepka, Operations Manager, on creating survey versions of the documents so that data can be integrated into our learning management system.

In addition, once the surveys are in a more cohesive draft form with proposed cycles for implementation, the Labor Management Committee will have an opportunity to provide input.



Policies & Procedures Report

As discussed earlier this school year, we are in the process of conducting a thorough analysis of Washington Central's existing procedures and policy reporting structures. Given the leadership transition over the past several years as well as the significant number of process documents that were lost in the cyber attack, it was necessary to first understand the current status of district procedures so that a more thoughtful proposal could be provided to the Board. This analysis included a look at what procedures currently exist, what procedures do not exist at all (either because they were not developed upon consolidation or were lost in the cyber attack), and what procedures exist but require revisions/updating. This analysis included both policy-driven procedures (e.g., procedures that are required under our policies and include regular reporting to the Board) as well as administrative procedures that are important for the cohesive and coherent functioning of the district.

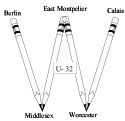
It is important to note that WCUUSD's shift to a consolidated district prompted the integration of (sometimes) six separate sets of procedures into one, a process that inherently includes decisions about what elements will remain "local" decisions and what would benefit from district-wide cohesion and consistency of implementation. This work represents a normal part of the consolidation process - albeit one that in our system has been impacted by several years of leadership turnover and the pandemic. I offer this comment to reassure the Board that in some ways, the district is exactly where I would expect it to be relative to the development and refinement of procedures.

And finally, I have indicated to the Board previously that this unique situation means there is a significant amount of one-time work involved in creating and revising procedures, and this has been difficult to undertake with our current capacity in the Central Office. We have been working since January with Cindy Koenemann-Warren, a Human Resources consultant with our auditing firm [RHR Smith & Company](#) to help support this work. This is critically important not only for our ability to quickly bring our procedures manual to where it should be, but is also helping us better understand what our needs might be in these areas moving forward. I will be able to share more information about this work in future updates; this report focuses on the present status.

WCUUSD Policy Monitoring & Reporting

A number of our district policies require regular reporting or monitoring, either on the procedures underneath that policy or on other metrics indicated in the policy itself. Below is a summary of monitoring to date, and, where applicable, recommendations for monitoring in subsequent years.

- Policy [D6](#) requires annual class size recommendations: The Board received the annual Superintendent recommendations regarding class size in December, 2022 ([Class Size Recommendations](#))



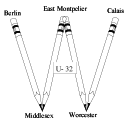
- Policy [B20](#) requires a report to the Board on the district's training for implicit bias in hiring. It is unclear when the Board last received a report in this area; therefore, a report will be included in the Superintendent/COLT report prior to the close of this school year.
- Policy [B31](#) requires an annual report on the district's supervision & evaluation process. This will be provided either at a regular Board meeting in May or as part of the reflection portion of the June 7th retreat
- Policy [C9](#) requires that the Superintendent or designee provide a report on implementation of our wellness policy. It is unclear when the Board last received this report. C9 was also on our [policy review cycle](#) as needing a regular review to ensure that it is in alignment with the state's recommended policies. The policy committee has needed to review its work plan for the remainder of the year in order to adjust for canceled meetings, and may make adjustments to which policies it will prioritize before the end of the school year. My recommendation is that the district allow the Policy Committee to review C9 first and then discuss an appropriate timing for a comprehensive report as determined by the resulting policy review.
- Policy [F2](#) (Non-Discriminatory Mascots & Branding) requires an initial report to the Board, as well as subsequent reports anytime changes are proposed. The Board is receiving a separate report and presentation this month for this policy.

WCUUSD Procedures

Our district's policy [A2](#) requires that the Superintendent maintain and implement procedures consistent with policy and that establish guidelines for policy implementation. The policy review summarized here was meant to identify both policy-required procedures as well as administrative procedures that guide the normal operation of a school district.

This analysis revealed that the district does not currently have district-wide procedures to accompany the following policies: Education Records ([C1](#)), English Learners ([C4](#)), Home Study ([C6](#)), and Pupil Privacy Rights ([C8](#)). It is important for the Board to note that this does not mean that procedures do not exist in these areas; rather, it is indicative that we are largely operating off of building-based procedures developed prior to consolidation. Our work is to unify these procedures for the district. Finally, and as noted above, a number of administrative procedures are in the process of being analyzed and developed as part of our RHR consultant contract. This includes a number of procedures related to human resources and employee management.

The Board will receive an updated report on the status of our procedure review as part of their regular work plan for the 2023-2024 school year. This will include policy-required reporting.



Financial Operations Updates

The district will be transitioning to an electronic timesheet management program associated with the program we already use for absence management. The transition to the Frontline Time and Attendance software is well under way. Michelle Ksepka, Holly Poulin and Susanne Gann make up the project team, and are meeting weekly with the vendor's project manager to ensure that we are meeting milestones, asking questions and receiving training. Special thanks to Michelle for taking the lead on this project and all the time invested in getting us set up right from the beginning. We plan to begin testing the system with Central Office staff at the end of this month.

District Clerk Position

Board members may be aware that the District's elected clerk, Rosie Laquerre, has tendered her resignation. We appreciate all of her work on past elections and want to thank her for her service. The Board will discuss a process for the recruitment and appointment for this important position.

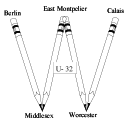
Uniform Chart of Accounts Updates

The legislature recently reversed a prior regulation that required school districts to move their financial software to a single statewide program, known as E-finance. Instead, an advisory group has been formed to discuss the potential for this in the future. In the meantime, the current legislative requirement is for districts to transition their chart of accounts to the uniform chart of accounts (UCOA) as identified by the Agency of Education (AOE). Tom Hamlin, Accounts Payable Accountant, and Susanne have been working to align the new accounts with the current accounts in NEMRC, our software program. Tom has taken the lead on this project, including the development of an official crosswalk of our accounts, which will be uploaded to the software when complete. We have been working with NEMRC, other school district users of NEMRC and key personnel from the AOE to ensure that we move forward in a way that is compliant, but as painless as we possibly can.

Capital Projects Update

Chris O'Brien and Bill Ford continue the work preparing for completion of the capital projects approved for this summer including the Air Handling Unit replacement at U-32, the boiler circulator pump replacement at U-32, the parking lot and sidewalk project at U-32 as well as Doty's Air Handling Unit damper replacement and security card and camera systems across the district (this project is directly related to one of the physical security component of our district's safety assessment recommendations).

We have also been preparing the updates to the Five-year Capital Improvement Budget to bring to the Board for review in May. This has involved identifying priorities based on the Capital Improvement Project Plan, developing rough cost estimates, planning the timing of projects and reviewing the plan with the Leadership Team.



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

2022-2023 Priorities:

- ➔ Academic Achievement & Student Outcomes
- ➔ Student Health & Safety
- ➔ Humanity, Justice & Equity Work

Update on District Priorities:

Academic Achievement & Student Outcomes

Berlin: I feel a highlight for this year has been our EST/173 work which will prepare us for future district alignment. We have built in time this year to look at data to sort students into tier 1 and tier 2 groups to work on identified areas. We've seen some good student progress and success.

Calais:

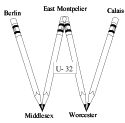
In the last semester, we focused on enrichment and project based learning in K-2. In grades 3-6 we have gone deeper into the learning in global citizenship, specifically a focus on Vermont state history. For the month of April this learning has culminated into field trip experiences on the sugaring industry for K-2 and a trip to the Vermont State History Tour in Montpelier for 3-6. Making strong connections between the learning in the classroom to the world outside of the classroom has been so exciting. We have also had some really important reminders about expectations. Our students have NOT gone on a field trip in three years and for our K-2, they have no idea what going out into the field even means. Can you imagine? Things are moving along smoothly so far but please keep your collective fingers crossed for us! We have one more trip to go.

Doty:

A highlight for us over the past month or so has been our absolute explosion of buddy reading and cross-classroom collaborations. It is not uncommon to go to a classroom and find it empty because the kids are in another room, reading with each other or to walk into a room and find it filled to the brim with kids reading to each other. Sometimes the bigs are reading to the littles, sometimes it's the other way around.

Our preK and K just partnered on a small sugaring operation and learned all about sap, maple, syrup and how good that syrup is on pancakes. The littles are continuing to trailblaze in experiential learning, hatching chickens and planning a garden.

EMES: A big highlight for us this spring has been around assessing student writing. Teachers created grade-level single-point-rubrics that focus on our writing conventions, which are aligned to our Foundations and Just Words units. Every four weeks, I share an all-school writing prompt and students are given time to compose their responses to the prompt.



Teachers then score their writing using the rubric and after 3 scoring opportunities, we place a culminated score on our data wall. An added benefit for me has been to read over student responses to my questions, which has helped me make some decisions for our school (most recently about a favorite dessert for our next all-school celebration and what kinds of playground equipment they would like to see added to our playground).

Rumney: This month's EST meetings have shown the amazing growth of our students. We set goals based on students' needs and it's exciting when they surpass them. Families were able to hear about their child(ren)'s accomplishments at our conferences, which took place at the end of March. Our special educators and interventionists joined classroom teachers for some students and enjoyed sharing the celebrations with families.

U-32: Students have put in their class requests for next year with the help of their TAs and School Counselors and we are beginning to build our schedule for next year. This is also the time of year when we are reviewing student progress towards meeting their graduation proficiencies and making sure that they have the opportunities to meet our standards. We are also moving towards the time of the year when students are demonstrating their learning in our PILOT, Branching Out and CBL programs. They have to present their work to a small group of students, teachers, mentors, and caregivers, so we can see their progress and what they have accomplished.

Update on District Priorities: ***Student Health & Safety***

Berlin: Our School based safety team has met to review the new school manual. Our next step is to complete the Vermont School Crisis Guides to ensure procedures and roles in the event of an emergency or crisis.

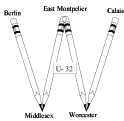
Berlin held its Winter Wellness day in March. Students were able to participate in sledding, nordic skiing, snowshoeing, boot hockey, obstacle course, fort building, and more. It was a wonderful day!

Calais:

While the district safety team has been working on moving our work forward, the Calais School Safety team has been identifying the work we need to focus on that is unique to our school climate and physical building. With several new staff members in supportive roles, it has also been important for us to clarify roles and responsibilities.

Doty:

Our emergency response was recently put to the test when a student fell and sustained a broken arm. Chris Pollard and Jess Abisla's quick work together and care for the student earned kudos from the CVMC Emergency Department.



EMES: EMES has a growing number of students with critical health needs. Because of this, a regular focus this year has been around practicing carrying out a variety of individual health plans for students, and ongoing CPR/AED practice and trouble-shooting. Nurse Dave has led these trainings and we continue to hone in on our skills and emergency response procedures as they relate to health and safety. Spring sports are well underway and we have several AAU basketball teams, our local youth lacrosse program, and Strong Girls all practicing in our gym each evening.

Rumney: Joelle van Lent, Psy.D visited Rumney earlier this month. She worked with our staff around the impact of Spring 2020 and how we support students to learn skills that they may have missed due to their disrupted school experience. She shared resources that staff have enjoyed implementing in student plans and classroom routines. We will be including articles for families in our upcoming newsletter.

U-32: The School Safety Team has met to update our Crisis Guide and to start planning for training and drills. Spring sports are fully underway and we are hoping that the fields are dry enough to play on soon.

Update on District Priorities: ***Humanity, Justice & Equity***

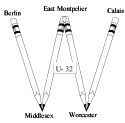
Berlin: Our Equity Committee continues to meet twice a month. This last month we had U32's Seeking Social Justice group visit Berlin and talked with grades 5/6th. They then met with staff during our staff meeting. It was a nice discussion.

Calais:

U32's Seeking Social Justice group will be coming to Calais right after April break and then meeting with staff. We have also had a chance to meet with Jeanie Phillips who is facilitating our work on Strategic Planning by conducting an Equity Pulse Check with faculty and staff this month.

Doty: Doty is looking forward to a visit from the Seeking Social Justice student group in May and is working on preparing for our Equity Pulse Check. In light of national developments, the Doty staff also took time to recognize the tireless work of Alyson Mahoney who has transformed the Doty library collection, making it significantly more diverse and representative of the world around Worcester.

EMES: In a recent Conversations with Shelley, EMES began making plans for this spring and fall. Starting on April 17th, Shelley will begin spending Monday afternoons at EMES - in classrooms and with teachers and staff during "office hours." On May 24th, U-32's Seeking Social Justice group will spend time with our 5th and 6th grade students and will meet with our staff during that afternoon's staff meeting. Next fall, we plan on integrating our weekly



PBIS team meetings and the equity work through a series of book lessons through the “Global Read Aloud” project.

Rumney: Staff are curious about the upcoming Equity Pulse Check. We had a brief discussion prior to this month’s community forum about the strategic planning and the equity pulse check. The board meeting helped staff understand where it fits in with the overall work of the committee. Shelley Vermilya visits Rumney each month with open office hours. We weren’t able to meet with Shelley in April, due to a staff training. In May we will have students from the social justice group join us in addition to our time with Shelley.

U-32: Our students continue to be involved in issues that they care deeply about. Our Conversation group led a Day of Action on the first Tuesday of April for Sexual Assault Awareness Month and we have group of students who will be taking part in the Youth Rally for the planet on April 14th at the State House. Our first meetings of our MOST groups has occurred in the High School and Middle School and we had a great start to these clubs.

Celebrations & Upcoming Events

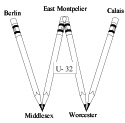
Berlin: Berlin’s PTNA held a Bingo Night. Over 100 families and community members came and fun was had by all. We thank local businesses and services for the prize donations. We thank all the volunteers and PTNA members who helped make this event happen. Recent PBIS celebrations for Berlin students have included Tag Tournament, Comfy Day, and upcoming Butler Boynton day.

5/6th graders had their science fair this past month. Thank you to Mrs. Wagner for leading this learning! Students did an amazing job.

Wednesday, April 26th is Administrative Professionals Day. Our office Administrative Assistants go above and beyond daily and are the ‘glue’ that hold our organization together. I would like to take this opportunity to celebrate all of those who support our schools in an administrative assistant role.

Calais:

We have had a few celebrations this month. Our K/1 class worked with school counselor Pam Mallett to present a performance of the Bad Seed, linking their work in guidance class. They have been learning about the brain and how the amygdala, hippocampus, and pre-frontal cortex work to help us protect ourselves and make good decisions. I’m so proud of their work and the strength it took to present in front of the whole school! A special shout out goes to three of our 6th graders who used the themes from the presentation and wrote and performed a rap. I’ll share a recording once it’s available. We also invited K-2 families in for a celebration of learning on writing. All students in K-2 wrote and illustrated books on outdoor science and ECO. Each student read to a family member, friend, or member of the school community.



Doty:

We are finally all mostly well enough to have our oft delayed Pie Breakfast with accompanying small silent auction. Please join us on **May 6, from 9:30-11:00**. We are going to share a portion (up to $\frac{1}{3}$) of our proceeds with the Worcester Fire Department in appreciation of their ever cheerful response to our false alarms over the years and their willingness to provide fire safety education to our students.

EMES: EMES is beginning to schedule a variety of field trips to end the year and culminate our learning. A few of these involve visiting the Montshire Museum, the State House, and various landmarks in East Montpelier as part of our Grades 3/4 East Montpelier unit. In addition, we are planning a Spring Wellness Day in early June. Similar to Winter Wellness, students across the grades will participate in a variety of spring wellness activities such as fishing, swimming, golfing, hiking, etc.. We are also looking forward to hosting our annual BBQ, Arts and Music Night and Celebration of Learning in May.

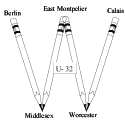
Rumney: We had a Teen Jazz performance on April 12. Students loved seeing the various dances and staff enjoyed seeing former students present their talents. One of the questions they asked was “have any of you been to the Barre Opera House?” They were shocked when every student raised their hand! I explained it was because we had just gone on a field trip there last week. Special thanks to Jen Campbell and Shannon Knowles for organizing the schoolwide field trip. This school year has exposed our students to experiences that were missed for the past few years.

U-32: The [Tandem Calendar](#) continues to be the best place to see what all is happening at U-32. Take a look and if you have a free evening or Saturday, come see the variety of co-curricular activities that our students are engaged in. In our newsletter, you can read about spotlight employees, teen center opportunities, yearbooks, testing, and much more! [Please check it out here!](#)

Supervision & Evaluation Updates

Berlin: We’re beginning end of year evaluation and goals meetings with staff. Para educators and staff meet to reflect on their year, based on their fall rubric self-reflection. Teachers meet with me to review their goals and progress and complete a self-reflection as well.

Calais: We are beginning end of year conversations with staff and hearing from staff who may be moving on to new ventures. That means we are also in the midst of pulling together interview committees. This time of year is an exciting mix of reflection for the year coming to a close paired with planning for the year to come.

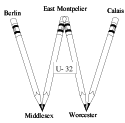


Doty: In addition to end of year reflections, we are in the process of looking forward to next year. The Doty staff is thinking creatively and flexibly about how to best meet student needs for next year and we are thinking through how to pilot more cross grade collaboration that plays on all of our strengths in a way that best meets the needs of students.

EMES: I recently wrapped up ESP end-of-year evaluations with staff. It's always a pleasure to look back upon the year and celebrate the great work this group of individuals have been doing. Over the month of May, I will meet with each teacher for their end-of-year evaluation as well. There's always so much to celebrate as we reflect back on our year together.

Rumney: Chris O'Brien and I are collaborating on supervision for our custodial staff this month. Our crew will do a self-assessment that identifies their areas of strength and growth. Then Chris and I will provide specific examples for the various components of their work. Providing consistent feedback to ESP staff is an on-going goal.

U-32: Many of our paraeducators have had their end-of-year review and teachers are beginning to schedule their end-of-year meetings as well. This gives us a time to reflect on their work and growth over the year and to talk about goals for the coming year.



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To: WCUUSD Board
From: Meagan Roy, Superintendent
Re: Calendar

The following memo provides the Board background information for two action items related to the School Calendar:

- Last day of school for students and staff, 2022-2023 school year
- The proposed 2023-2024 school calendar

Last Day of School

Background information

The WCUUSD school calendar for School Year 22-23 reflects 180 student days and includes five contingency days. The contingency days are identified as June 14-20th, 2023. The Vermont Agency of Education requires students to attend school a minimum of 175 days each school year. Per the WCUUSD Bargaining Agreements, the length of the teacher work year is up to 190 days, Educational Support Personnel is 183 days, and cooks/food service agents are 180 days.

All WCUUSD schools were closed for inclement weather on three dates this school year: December 15, 2022; January 13, 2023; and February 23, 2023.

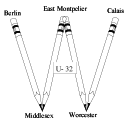
Recommendation for last day of school for students:

I recommend that the last day of school for all students be Friday, June 16th with dismissal at 12:30 for elementary students and 11:30 for U-32 students. All students will have attended school for 180 days in 2022-2023.

Recommendation for last day of school for employees:

I recommend that the last day of school for all teachers be Tuesday, June 20th, 2023. This recommendation includes the observance of the Juneteenth holiday on Monday, June 19th, 2023. Teachers will have worked 190 days; ESP would work a half day on this date to fulfill their 183 days.

Moving forward, the district will recognize Juneteenth as a Holiday and designate it as such in the school calendar.



Proposed 2023-2024 School Calendar

The calendar in the packet is provided to the Board for approval. It may be helpful for the Board to have a reminder of how the calendar is developed, what elements of the calendar are within the Board's discretion and which must be aligned with the regional calendar.

By statute ([16 V.S.A. §1071 \(e\)](#)), the Superintendents of the districts that comprise each region's technical education center develop a regional calendar. The uniform calendar is determined by majority vote and must include the minimum required 175 student attendance days, vacations, holidays and teacher inservice days. The Regional Calendar is then submitted to the Secretary of Education no later than April 1st.

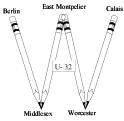
Once the Regional Calendar is approved (in our case, by the Winooski Valley Superintendents who send students to CVCC), local school districts add any additional student or staff days as defined in negotiated agreements and/or policy. In our case, the administration proposes a calendar, seeks input from the Labor Management Committee, and then presents the calendar for approval to the Board.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

2023-2024 SCHOOL CALENDAR

Berlin, Calais, East Montpelier, Rumney (Middlesex), Doty (Worcester) and U-32

AUGUST					SEPTEMBER					OCTOBER					NOVEMBER				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4					1	2	3	4	5	6			1	2	3
7	8	9	10	11	*	5	6	7	8	*	10	11	12	13	6	7	8	9	(10)
14	15	16	17	18	11	12	13	14	15	16	17	18	19	20	13	14	15	16	17
21	22	23	24	(25)	18	19	20	21	22	23	24	25	26	27	20	21	*	*	*
(28)	(29)	30	31		25	26	27	28	29	30	31				27	28	29	30	
2 Student Days 5 Teacher Days					20 Student Days 20 Teacher Days					21 Student Days 21 Teacher Days					18 Student Days 19 Teacher Days				
8/25 Teacher Flex Day 8/28, 8/29 Inservice 8/30 First Day All Elementary Students and U-32 gr. 10-11-12 8/31 First Day U-32 gr. 7-8-9					9/1 U-32 All Students 9/4 Holiday (Labor Day)					10/9 Holiday (Indigenous Peoples Day)					11/10 Family Conferences 11/22 - 24 Vacation				
DECEMBER					JANUARY					FEBRUARY					MARCH				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	*	2	3	4	5				1	2					*
4	5	6	7	8	8	9	10	11	12	5	6	7	8	9	*	*	6	7	8
11	12	13	14	15	*	(16)	17	18	19	12	13	14	15	16	11	12	13	14	15
18	19	20	21	22	22	23	24	25	26	19	20	21	22	23	18	19	20	21	(22)
*	*	*	*	*	29	30	31			*	*	*	*		25	26	27	28	29
16 Student Days 16 Teacher Days					20 Student Days 21 Teacher Days					17 Student Days 17 Teacher Days					17 Student Days 18 Teacher Days				
12/23-1/1 Vacation					1/15 Holiday (MLK) 1/16 Inservice Day					2/24-3/5 Winter Break					2/24-3/5 Winter Break 3/22 Family Conferences				
APRIL					MAY					JUNE					Notes () = Inservice Days: No School Students / required for teachers * = Holidays/Vacations Dismiss at 2:05 for U-32 and 3:00 for Elementary Schools Total Student Days = 178 Total Teacher Days = 185				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
1	2	3	4	5			1	2	3	3	4	5	6	7					
8	9	10	11	12	6	7	8	9	10	10	11	12	(13)	14					
15	16	17	18	19	13	14	15	16	17	17	18	*	20	21					
*	*	*	*	*	20	21	22	23	24	24	25	26	27	28					
29	30				*	28	29	30	31										
17 Student Days 17 Teacher Days					22 School Days 22 Teacher Days					8 Student Days 9 Teacher Days									
4/24-28 Spring Break					5/29 Holiday (Memorial Day)					6/12 Last day ½ day students (pending snow days); 1/2 day grading 6/13 Inservice 6/14 U-32 Graduation 6/19 Holiday (Juneteenth) 6/13,14, 17, 18, 20 Contingency days									
Semester Schedule										Teacher Inservice Days									
1 st Marking Period Ends 10/30/23										8/25 Teacher Flexible Prep Day									
2 nd Marking Period Ends 1/12/24										8/28, 8/29 Pre Inservice									
3 rd Marking Period Ends 3/28/24										11/10 Family Conferences									
4 th Marking Period Ends 6/12/24										1/16 Teacher Inservice/ ½ Professional Work Day									
										3/22 Family Conferences									
										6/13 Teacher Inservice/ ½ Professional Work Day (pending contingency days)									



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

To: WCUUSD Board
From: Flor Diaz Smith, WCUUSD Board Chair
Meagan Roy, Superintendent
Re: WCUUSD Clerk Resignation and Appreciation

Please see attached letter from Rosie Laquerre, she has resigned as our District clerk.

We would like to thank Rosie for her guidance and for all the work that she has done for us, we are so grateful. Rosie has been a great collaborator, she has helped us put systems in place to make sure we meet election deadlines and follow a good process, to ensure we are conforming with the law. She will be missed.

Please join us in thanking Rosie! You can send her an email or a note.

We are in the process of outlining the next steps to fill the vacancy.

1076 Junction Rd Apt. 1
Berlin VT 05602

March 16, 2023

Flor Diaz-Smith, Chair
WCUUSD School Board
1130 Gallison Hill Rd
Montpelier VT 05602

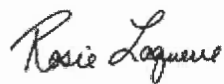
Flor and Members of the WCUUSD Board:

This letter is to inform you of my decision to resign as WCUUSD School Clerk effective immediately. The job has grown since I started, making the time commitment more than I can effectively balance. I will, of course, assist WCUUSD office staff with any remaining loose ends related to the Annual Meeting.

The time spent as your Clerk has been rewarding in many ways. I've appreciated the opportunity to work with Central Office staff members as we've developed timelines and processes. Everyone I have been in contact with has been incredibly helpful and worked with a true sense of collaboration towards making the Annual Meeting election process more conforming with state election laws.

Please let me know if I can be of assistance during this period of transition.

Sincerely,

A handwritten signature in cursive script that reads "Rosie Laquerre".

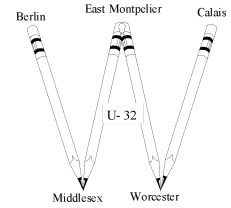
Rosie Laquerre

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

Jennifer Miller-Arsenault
Interim Superintendent



TO: WCUUSD Finance Committee & School Board
FROM: Susanne Gann, WCUUSD Business Administrator
RE: Approve Use of Capital Funds for EMES Playground Improvements
DATE: April 12, 2023

Summary: The capital improvement fund reserved for East Montpelier Elementary School (EMES) projects has a \$773,426 balance after deducting for the budgeted cost of the boiler upgrades and new interior doors for the school this year.

EMES requires improvements to the playground to address accessibility and safety issues. The project scope includes an ADA accessible cabin, lengthening the ADA accessible path, replacement of failing playground equipment, addition of an ADA swing and sandbox, and replacement of the existing storage shed with a larger one. EMES would like to complete this work this spring. The estimated budget to complete the necessary work is \$39,257. Adding a 10% contingency for unexpected costs brings the funding needed to \$43,183.

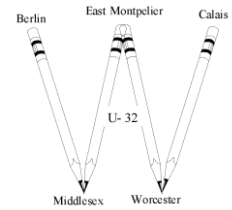
Recommended Board Action: The Board approve the use of the capital improvement fund reserved for EMES to pay for improvements to the playground, cabin and path for an amount not to exceed \$43,183.

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Fax (802) 229-2761

Meagan Roy Ed.D.
Superintendent



TO: WCUUSD Finance Committee & School Board
FROM: Susanne D. Gann, WCUUSD Business Administrator
RE: Quarterly Financial Report
DATE: April 7, 2023

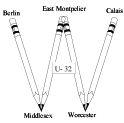
General Fund Balance Summary: When the FY 2022-23 budget was prepared, the District had planned to utilize \$325,468 of fund balance, anticipating a decrease in the fund balance.

The beginning fund balance available for operation of the school district was \$1,591,965. The projected net change in the fund balance from operations this fiscal year is an increase of \$57,438. This reflects a combined estimated increase in revenue of \$26,613 plus reduced spending of \$30,825. This potential increase in the fund balance is more than was planned by \$382,906. The total unassigned / unallocated fund balance is anticipated to be \$1,649,403, which is \$926,017 beyond the targeted 2% of current year budget.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
GENERAL FUND PROJECTIONS MARCH 31, 2023
FOR THE YEAR ENDED JUNE 30, 2023

	Amount Increase / (Decrease)
CHANGES IN REVENUES	
Tuition	\$ 122,028
Interest Income	\$ (95,415)
TOTAL REVENUE CHANGES	\$ 26,613
CHANGES IN EXPENDITURES	
Salaries & Benefits	\$ 212,968
Debt Service	\$ (27,734)
Operation & Maint - Supplies	\$ (18,776)
Operation & Maint - Oil	\$ (46,955)
Transportation	\$ (88,679)
TOTAL EXPENDITURE CHANGES	\$ 30,825
PROJECTED NET CHANGE IN FUND BALANCE IN FY 2022-23	\$ 57,438

BEGINNING FUND BALANCE AS OF JULY 1, 2022	\$ 2,258,893
Previously reserved for Technology Equipment	\$ (357,928)
Previously reserved for Fiscal Software & Related Costs	\$ (309,000)
TOTAL BEGINNING FUND BALANCE - AVAILABLE FOR OPERATIONS	\$ 1,591,965
PROJECTED NET CHANGE IN FUND BALANCE IN FY 2022-23	\$ 57,438
PROJECTED ENDING FUND BALANCE - JUNE 30, 2023	\$ 1,649,403
RESERVE ITEMS FOR FY 2023 - 24 BUDGET	
	\$ -
TOTAL RESERVE ITEMS FOR FY 2023 - 24 BUDGET	\$ -
TOTAL UNASSIGNED / UNALLOCATED FUND BALANCE	\$ 1,649,403
FUND BALANCE TARGET (2% OF CURRENT YEAR BUDGET)	\$ (723,385)
AMOUNT AVAILABLE BEYOND THE 2% TARGET	\$ 926,017



To: WCUUSD Board
From: Meagan Roy
Re: Information for April 19 Policy Discussions

C5: Weapons & Firearms: *Third Reading & Adoption*

The revised draft Weapons & Firearms policy is offered for a third reading and adoption. The policy was revised based on Board feedback centered around how the Board would be made aware of weapons policy violations that would not, under the proposed language, require a Board hearing. There is an annual reporting requirement that was added to the draft, under Policy Implementation. That draft is included in the packet.

In addition, we became aware that the VSBA revised its Student Conduct and Discipline model policy (formerly C20; now named [C15](#)). Because our C20 policy is referenced in the Weapons & Firearms policy, the policy committee will review our policy in light of the VSBA revisions at a future meeting

E20: Building Use Policy: *Second Reading & Adoption*

The tracked changes draft in the packet includes language from Board recommendations in two areas. The first is a recommendation to update the non-discrimination language to align with Vermont's law (which includes some identity categories not included in Federal language); this is reflected in the Conditions of Use section. In addition, there was feedback from the first reading discussion (and from Town Clerks) that the policy should not indicate that building principals can cancel a municipal vote or town meeting in the instance of inclement weather; draft language to that effect is also included under Priorities of Use.

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

WEAPONS / FIREARMS

POLICY: C5

WARNED: 4-19-23 5-15-20

ADOPTED: _____

EFFECTIVE: _____

It is the intent of the board to comply with the federal Gun Free Schools Act of 1994, and the Vermont state laws (16 V.S.A. §1166 & §1162) requiring school districts to provide for the possible expulsion of students who bring or possess dangerous weapons or firearms at school. It is further the intent of the board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

Definitions:

This policy shall define the terms “*dangerous weapons*”, “*firearm*”, “*at school*” and “*expelled*”. However, the school board may augment the definitions, provided they remain consistent with definitions required by state and federal law.

a. The term “*dangerous weapon*” means

1. Any folding knife with a blade less than two and one half inches, including a pocket knife and pen knife, shall be considered a dangerous or deadly weapon if it is used, threatened to be used, or possessed in a threatening manner or with the intent to cause harm to any person.
2. Any knife, dagger, switchblade or, a folding knife with a blade in excess of two and one-half inches.
3. Any other weapon, device, instrument, material, or substance, animate or inanimate, that is used for, designed for, or is readily capable of, causing death or serious bodily injury.
4. Items designed for other purposes but which could easily be used to inflict serious bodily harm and used by a pupil in a threatening manner. Examples are files, compasses, scissors, etc. A student who uses any article capable of inflicting serious bodily harm in an aggressive, belligerent or threatening manner, shall be deemed to be in possession of a weapon.

b. “*Firearm/Destructive Device*” means

1. any weapon, whether loaded or unloaded, which will expel a projectile by the action of an explosive and includes any weapon commonly referred to as a pistol, revolver, rifle, gun, machine gun or shotgun.
2. any destructive device, including explosives, incendiaries, or poison gas, including but not limited to: (i) bomb (ii) grenade (iii) rocket having a propellant charge of more than four ounces (iv) missile having an explosive or incendiary charge of more than one-quarter ounce; (v) mine; or (vi) similar device, unless such destructive device is under the supervision of a teacher and used as part of the curriculum.

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- c. "At school" means any setting that is under the control and supervision of the school district. It includes school grounds, facilities and vehicles used to transport students to and from school or school activities.
- d. "Expelled" means the termination of educational services to a student for greater than 10 days, and is determined by the board.

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Policy Statement

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PART A: WITH REGARDS TO STUDENTS

Dangerous Weapons - Sanctions

No student shall knowingly possess or use a dangerous weapon at school. However, with the prior written consent of the superintendent or their designee, a student may possess a device that might be considered a dangerous weapon for a predetermined educational purpose.

The principal or his/her designee shall be responsible for carrying out discipline procedures, conforming with the guidelines established in WCUUSD Policy C20; Student Conduct and Discipline, for any student who knowingly possesses or uses a dangerous weapon at school.

Firearm/Destructive Device - Sanctions

No student shall possess or use a firearm or destructive device at school.

Any student who brings a firearm or destructive device to school, or who possesses a firearm or destructive device at school shall be immediately suspended and brought by the superintendent to the school board for an expulsion hearing. The principal or designee shall be responsible for carrying out discipline procedures, conforming with the guidelines established in WCUUSD Policy C20; Student Conduct and Discipline.

The superintendent shall refer to the appropriate law enforcement agency any student who brings a firearm or destructive device to a school under the control and supervision of the school district. The superintendent may also report any incident subject to this policy to the Department for Children and Families (DCF). A student found by the school board after a hearing to have brought a firearm or destructive device to school shall be expelled for at least one calendar year. However, the school board may modify the expulsion on a case-by-case basis when it finds circumstances such as, but not limited to:

1. The student was unaware that he or she had brought a firearm or destructive device to school.
2. The student did not intend to use the firearm or destructive device to threaten or endanger others.
3. The student is disabled and the misconduct is related to the disability.
4. The student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interests of the pupil.

At the discretion of the school board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.

Policy Implementation

An expulsion hearing conducted under this policy shall afford due process as required by law, and as developed by the superintendent or their designee.

The superintendent shall annually provide the Secretary of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled, and the type of dangerous weapons involved.

The Superintendent shall provide an annual report to the Board of violations of this policy, including (but not limited to) the following information: Total number of C5 violations; total number of C5 violations that did not warrant an expulsion hearing and the nature of the reasons for those violations not being recommended for expulsion.

PART B: WITH REGARD TO PERSONS OTHER THAN STUDENTS

No person shall enter onto school grounds while in possession of a dangerous weapon or firearm as described above unless:

- a The person has prior written approval from the superintendent or their designee to bring the weapon to school for authorized activities;
- b The person is a law enforcement officer.

Legal Reference(s): 16 V.S.A. §1162 (Suspension or expulsion of pupils)
16 V.S.A. §1166 (State law pursuant to Federal law)
13 V.S.A. §§4004, 4016 (Criminal offenses)
20 U.S.C. §7151 (Gun Free Schools Act)
18 U.S.C. §921 (Gun Free Schools Act of 1990)
20 U.S.C. §§ 1400 et seq. (IDEA)
29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)
Vt. State Board of Education Manual of Rules & Practices, §§4311, 4312

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Required

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

USE OF SCHOOL FACILITIES POLICY

POLICY: E20

WARNED: 1.11.23

ADOPTED: _____

EFFECTIVE: _____

Purpose:

The Washington Central Unified Union School District is responsible for maintaining the school property and facilities in good condition of the public education of the students of the entire School District. The Board is also responsible for ensuring that budgeted funds approved by the taxpayers for public education are used as intended. The school property is public property, and the Board recognizes that some groups or individual may want to utilize the property for a variety of uses. This policy permits the use of District school property and facilities for other purposes, on an occasional basis, as long as the use is primarily for the benefit of the students and taxpayers of the School District and does not conflict with, detract from, or otherwise limit regular school programs or sponsored activities. This policy also establishes that use by other groups or entities, whose mission is more general than just serving the School district, whether for profit or not for profit, may be permitted under certain circumstances. This policy sets forth the priorities of uses and the conditions under which such uses are permitted.

Scope:

The facilities covered by this policy include all real estate, buildings, and property contents owned by the Washington Central Unified Union School District in each of its member Towns, and U-32.

The principal, or designee, shall manage and determine availability of, the facilities on an ongoing basis. The principal, or designee, shall establish a use permit process that may include variations by each category. This process shall be reviewed and approved by the board on an annual basis. It is required that groups or individuals in categories 2 through 6 follow the process in obtaining permission for use.

Some areas may be restricted from general public use for extended periods of time due to the necessity of maintaining or conserving those areas for current student activities, recovery efforts (i.e. grass on playing fields), for security reasons, or to maintain confidentiality.

Equipment use may be permitted under certain conditions but is not automatically included in permission for use of any space. Some equipment may be excluded from non-school program use at the discretion of the principal or designee due to reasons that include but are not limited to safety, liability, conservation for school programs and resources, or situations where depreciation of equipment may be difficult to assess.

Priorities of Use:

When the School District grounds or facility are subject to an easement, the principal's decision must comply with grounds or facility use outlined in the easement. In situations where easement rights apply, a user may appeal the principal's decision to the superintendent for decision.

Facilities shall be made available so as to preserve the following priority of uses:

Category 1. Town Government Bodies

First priority is given to town taxpayer-funded, municipal activities that are open to the public (e.g., town meetings, voting).

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Category ~~21~~. School-Related and School-Supporting School Activities and School Sponsored Activities

First priority is that all facilities be available for public school purposes, including, but not limited to, instruction, extra-curricular and co-curricular activities, and other school-sponsored activities and events. No school facility or portion thereof shall be contracted for, or dedicated to any other purpose, except on an occasional basis as further set forth below, so as to maintain this availability.

Category ~~32~~. School-Related and School-Supporting Activities

Second priority shall be use by the individual school's recreation or co-curricular department and school established organizations or groups, the express purpose of which is to provide benefit and support to the School District. Such uses may include, but are not limited to, use by parent-teacher organizations, booster clubs, recreational organizations that benefit students and/or taxpayers, and fundraising activities whose purpose is to benefit the School District.

Category ~~43~~. Other Groups or Individuals Providing Educational Benefits or Services on a Non Profit Basis to the School Community

Third priority shall be given to non-profit use by groups or individuals to provide curricular, extra- curricular or post-secondary educational opportunities of a kind or at a level not otherwise generally available to the School District population. Examples include, but are not limited to, classes, or non-- profit athletic, artistic or similar group endeavors offering activities that provide opportunities for enrichment to the School District community.

Category ~~54~~. Use by Other Public Entities

Fourth priority will be given to other public entities for events or programs that are open to the public. Such uses include use as a site for a public civil function, such as a public meeting on a legislative or municipal issue. Public entities include local, state, and federal governmental entities, including subdivisions, agencies, organizations, or programs operated by such entities.

Category ~~65~~. Other Occasional Uses

Use by an entity not described in the previous categories may be permitted by the principal, or designee, for an educational or community purpose, where such use does not conflict with the goals of this policy. The use is subject to specific terms and conditions consistent with the policy.

Implementation:

Conditions of Use –The following conditions shall be applied by the principal, or designee, in deciding what uses will be allowed and what terms and conditions will be applied to each specific use in granting permission. In the event of a conflict between potential users or uses, or if an issue arises concerning terms and conditions of use, the principal shall have the authority to decide the conflict.

1. **Nondiscrimination** – All users of school facilities must agree in writing to not unlawfully discriminate on the basis of disability, race, color, national origin, sex, age, religion, ancestry, sexual orientation, ~~or~~ place of birth, or membership in any other protected class. Failure to adhere to this agreement shall result in the cancellation or termination of the use.
2. **Lawful Use Only** - Compliance with School Policies -All users of the school facilities must agree in writing that their use will not violate any federal, state or local laws, including but not limited to: the use of tobacco, alcohol or other controlled substances; illegal gambling; possession of weapons. Users must also agree in writing to take responsibility for notifying attendees of this condition. Failure to comply with this agreement shall result in the cancellation or termination of the contracted use as well as denial of future use.
3. **Maintenance of the Facility** - All users shall agree in writing to use school facilities appropriately, to oversee treatment of the facilities by those involved in the use and to leave the facility in at least as good condition as it was in at the time they commenced their use. Additional fees will be assessed to any group for litter, and/or damage to the property.
4. **Non-Endorsement Clause** – Use of School District property or facilities by any group or entity other than those described in categories 1 or 2 above shall not constitute and shall not be considered an endorsement of said group or entity, or of its use or activity, policies, opinions, agendas, actions or beliefs. Any person or entity using the facility for a purpose other than categories 1 and 2 above shall clearly state the identity of the presenting entity or individual in all promotional materials, advertising, signs, ad descriptions of the activity or event, and shall not state or imply that the activity is sponsored or endorsed by the Washington Central Unified Union School District, unless such support or endorsement has been explicitly given in writing.
5. **Special Purpose vs. General Purpose Facilities** - Before committing any special purpose facility for use for a non-school purpose, particular care shall be taken to avoid creating a general unavailability of such facilities for high priority uses in category 1. This may mean taking measures to assure a strict limitation on the availability of a given special use facility to all outside users. Special use facilities include auditoriums, libraries, playing fields, gymnasiums, cafeterias, and other special purpose rooms and facilities.
6. **Schedule of Fees** - Consistent with the Board's responsibility to maintain the facilities for

use in educating the students of the School District, and that the tax monies appropriated by the school district are intended to be used for the education of those students, the principal with board approval shall develop and charge appropriate fees for use of school facilities and related equipment for uses in categories 2 through 6. The fees charged shall not be less than the actual cost of the use, taking into account costs such as utilities, custodial services, security, and maintenance. The principal may only waive fees subject to rules established by the Board. The board shall review the rules and fee structure annually.

7. **Insurance** - The principal or designee shall include as an express condition of use, for any user entity not covered under the School District's insurance policy, a requirement that the user entity submit proof of insurance as specified for the particular use, prior to commencement of the use, specifically listing the School District as additionally insured. The Board shall establish the standard limits of liability to be required each year.
8. **Written Use Agreements** - The principal shall prepare and maintain, with Board approval, a form of written use agreement that states all conditions of use. If a fee is charged, or proof of insurance required, with respect to a particular use, a written agreement shall be signed by the principal or designee and a duly authorized representative of the user, prior to commencement of the use, reciting all conditions of use and agreement to any fee imposed for the use. Each written agreement shall have attached to it a copy of this policy. It shall also include, in its specific terms, the conditions listed in this policy to the extent they are applicable to the particular use.
9. **Duration of Use** - Uses in categories 2 through 6 shall be limited to occasional use, meaning use of limited duration and frequency. When an occasional use by users in categories 2 through 6 involves a series of weekly activities or events on more than one date, such use shall not be more than a two-month period. Upon a showing of special circumstances, the principal or designee may extend the period by up to an additional two months.
10. **Cancellation or Postponement of a Scheduled Event** - The School District reserves the right to cancel a scheduled event (reoccurring or otherwise) if it conflicts with the rescheduling of a student event(s) made necessary by weather or other circumstances beyond the control of the School District. The School District reserves the right to cancel or postpone any scheduled event due to serious concerns for public safety, employee safety or security of the property. The principal or designee is authorized to order the cancellation or postponement of a scheduled event under these circumstances and shall make every effort to give reasonable notice to the party intending to use the property. The principal or designee shall also make every reasonable effort to reschedule postponed events. It is also understood that some municipal building uses (town meeting, voting, etc), cannot be cancelled and the principal would defer to the Town in such instances. The principal or designee shall also make every reasonable effort to reschedule postponed events.
11. **Equipment** - Users in categories 2 through 6 may only use equipment related to the facility if prior permission is obtained from the principal or designee. Equipment used

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shall be limited to that which is negotiated in the agreement with the principal or designee. The principal or designee shall factor in the cost of use of the equipment in the fees charged. Examples of equipment related to the facility are computers, sports equipment, scoreboards, theater lights, and sound equipment.

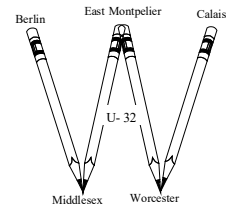
- 12. Outside Contractors** - All outside contractors, and specific contract agreements for services to be provided to an entity using School facilities, must be approved by the principal or designee in writing, prior to commencement of use of the facility. The user assumes all responsibility for any damages or additional costs related to the use of contractors.

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

Meagan Roy Ed.D.
Superintendent



Washington Central Unified Union School District School Board Meeting

U-32

(In Person & Virtual Option)

930 Gallison Hill Rd. Montpelier, VT

3.15.23 6:15-9:15 PM

Board Members Present: Diane Nichols-Fleming, Ursula Stanley, Lindy Johnson, Daniel Keeney, Mckalyn Leclerc, Kari Bradley, Flor Diaz Smith, Maggie Weiss, Ursula Stanley, Jonas Eno-Van Fleet, Natasha Eckart, Eric Andersen, Joshua Sevits, Jonathan Goddard, Chris McVeigh, **Student Representatives:** Willow Mashkuri and Maya Elliot.

Administrators Present: Superintendent Meagan Roy, Director of Curriculum Instruction & Assessment Jen Miller-Arsenault, Principal Steven Dellinger-Pate, Technology Director Mark Kline, Director of Student Services Kerra Holden, Business Manager Susanne Gann, District Operations Manager Michelle Ksepka

Others: ORCA Media, David Delcore, Michael Duane, David Lawrence

1. Call to Order: Superintendent Roy called the meeting to order at 6:22 p.m.

2. Board Reorganization:

2.1. Election of Officers: Jonas Eno-Van Fleet nominated Flor Diaz Smith for Board Chair. Seconded by Chris McVeigh. Jonas Eno- Van Fleet noted that Flor has led the board very well and he looks forward to voting for her. **This motion carried unanimously.** At this point Flor Diaz Smith chaired the meeting. Flor Diaz Smith thanked the board and stated that she is looking forward to the work ahead. **Jonas Eno-Van Fleet nominated Kari Bradley for Board Vice Chair. Seconded by Daniel Keeney.** Lindy Johnson stated that Kari has done a great job in his role and that he and Flor work well together. **This motion carried unanimously. Lindy Johnson nominated Jonas Eno-Van Fleet for Board Clerk. Seconded by Ursula Stanley.** The board thanked Jonas for his work as clerk. **This motion carried unanimously.**

2.2. Committee Appointments:

Steering Committee: The board officers serve on the Steering Committee; they represent the towns of East Montpelier, Calais and Worcester. **For Middlesex, Chris McVeigh nominated Ursula Stanley. Seconded by Jonas Eno-Van Fleet. For Berlin, Ursula Stanley nominated Diane Nichols-Fleming. Seconded by Jonas Eno-Van Fleet. These motions carried unanimously.**

Policy Committee: Currently the committee is comprised of the following board members: Chris McVeigh, Jonathan Goddard, Natasha Eckart. **Jonas Eno-Van Fleet nominated the current slate. Seconded by Ursula Stanley, this motion carried unanimously.**

Negotiations: Currently the committee is comprised of the following board members: Jonas Eno-Van Fleet, Josh Sevits, Diane Nichols-Fleming, Chris McVeigh. **Jonas Eno-Van Fleet nominated: Josh Sevits, Diane Nichols-Fleming, Chris McVeigh. Seconded by Lindy Johnson. Diane Nichols-Fleming nominated Jonas Eno-Van Fleet. Seconded by Lindy Johnson.** Discussion: Chris stated that Jonas has been doing a masterful job facilitating the meetings and creating working relationships with both, the teachers and the ESP staff. Jonas also noted that he leans heavily on Diane for setting the tone and supporting the work. **Both motions carried unanimously.**

Education Quality: Jonas Eno-Van Fleet nominated: Ursula Stanley, Mckalyn Leclerc, Diane Nichols-Fleming, Natasha Eckart, Lindy Johnson, Kari Bradley, Daniel Keeney, Flor Diaz Smith. **Seconded by Chris McVeigh. This motion carried unanimously.**

Finance Committee: Natasha Eckart nominated: Josh Sevits, Ursula Stanley, Daniel Keeney, Kari Bradley, Flor Diaz Smith, Eric Andersen. **Seconded by Mckalyn Leclerc; this motion carried unanimously.**

2.3. **Appoint Career Center Representative:** Ursula Stanley nominated Flor Diaz Smith as Career Center Director (board member). **Seconded by Jonas Eno-Van Fleet.** Flor noted that she would love for someone else to take over this role next year; she invited board members to attend a meeting this year and consider whether it is something they would like to take on next year. **This motion carried unanimously.**

2.3.1. **Truant Officers:** Lindy Johnson nominated: Aaron Boynton, Cat Fair, Alicia Lyford, Gillian Fuqua, Karoline May (Elementary School Principals), and JB Hilferty for U-32. **Seconded by Mckalyn Leclerc, this motion carried unanimously.**

2.3.2. Board members agreed to board meetings on first and third Wednesday of each month, the first Wednesday being flexible and allowing topics such as community engagement and strategic planning. **Ursula Stanley moved to approve regular board meetings scheduled on first and third Wednesday of each month. Chris McVeigh seconded; this motion carried unanimously.** Board members agreed to continue to operate under

Roberts Rules. Flor Diaz Smith reminded board members that we will continue to follow the board norms that were previously created. **Ursula Stanley moved to adopt the board norms that were created in 2020/21. Seconded by Chris McVeigh, this motion carried unanimously. Jonas Eno-Van Fleet moved that we designate posting places for agendas: district website and each town office. Seconded by Ursula Stanley, this motion carried unanimously. Lindy Johnson moved that we post the minutes on the WCUUSD website. Seconded by Chris McVeigh, this motion carried unanimously. Ursula Stanley moved to designate *Times Argus* as our newspaper of record. Seconded by Mckalyn Leclerc, this motion carried unanimously. Lindy Johnson nominated Ursula Stanley as voting delegate for statewide health insurance. Seconded by Diane Nichols-Fleming, this motion carried unanimously.** Flor Diaz Smith offered the Code of Ethics to board members and asked if they are comfortable, to sign designating their agreement and returning to her at the end of the meeting.

3. Welcome

- 3.1. Adjustments to the Agenda:** Superintendent Roy noted that we do not have any action related to personnel tonight.
- 3.2. Reception of Guests:** Flor Diaz Smith welcomed guests.
- 3.3. Public Comments:** Chris McVeigh shared that the Middlesex community had their traditional pie breakfast this past weekend; he stated that it was great to see kids again and to see the community gather together.

4. Reports to the Board

- 4.1. Student Report:** Student representatives Willow Mashkuri and Maya Elliot shared winter Sporting events, including the winter sports banquet. College acceptances are being received at this time; it is an exciting time for students. Spring fling: U-32, Hardwood and Montpelier are joining together for this. Maya Elliot shared that students will be visiting the elementary schools to discuss equity, and will be presenting at the education justice coalition. The Musical Pippin is beginning shortly! Discussion about YES: (Year End Study). Lindy Johnson shared that she had heard that the sportsmanship on display at the hockey game was excellent.
- 4.2. Superintendent/Central Office Leadership Team (COLT) Report:** Superintendent Roy stated that the two highlights from the report are items that are on the agenda tonight: Mascot review and Strategic planning. She invited questions or comments from the board.
- 4.3. Central Vermont Career Center Report:** Flor Diaz Smith shared that the budget passed; the CVCC Board will reorganize on March 21st.
- 4.4. VSBA Update:** Flor Diaz Smith had provided a brief written update about VSBA.

5. Board Operations:

5.1. Board Orientation

5.1.1. Board Development: (this was discussed with Phil Gore)

5.1.2. Stipend: Susanne Gann asked board members whether they preferred stipend payment once a year or twice a year. Board members agreed on one payment in February.

5.2. Schedule Board Retreat: Superintendent Roy shared options for board retreat: (1) one longer retreat where the administrators join part of the meeting and the board continues with the rest, or (2) two separate retreats, with the leadership team joining one of them (e.g. in June) and then the board meeting on its own for a retreat in August. Mckalyn Leclerc noted that the June date that was proposed falls on summer solstice. The board tentatively agreed on the date of June 7th for the first board retreat (to invite administrators) and to plan tentatively on the August meeting using doodle poll (for a half day). Melissa Tuller will send around a poll for the August retreat date.

5.3. In-person/Remote meetings: To date the board has held one meeting per month in person and one meeting remote. Some discussion followed, that meetings may become in person as a norm, with a remote option always. In May the board meeting dates will change from May 17 to May 24.

5.4. Reflect on Budget Process-Phil Gore: Phil Gore facilitated discussion with the board around the topic of “Board Process.” He reviewed the board development process as experienced by this board this past year. Discussion followed around community input this past year into the budget development process, and board’s desire to proactively engage the community (early) in the process. Ideas for next year: Diane Nichols-Fleming reminded the board that we received feedback that we need to begin the hard conversations now. We need to be able to flesh out proposed changes early; what we heard was that we should begin these conversations this spring/ summer - we can’t wait until the fall. Kari Bradley stated that we need to have multi-year planning. Phil Gore stated that there is a fiscal cliff coming for every school in Vermont; things are going to be much more difficult in the next two years. Mckalyn Leclerc stated that we need to keep communicating this, and we need to be as specific as we possibly can. Daniel Keeney suggested that we frame parameters around multi-year planning; he feels like we created parameters but they were a little “soft.” Natasha Eckart stated that the budget process can be overwhelming; information overload. We had an opportunity, one of the “benefits” of the pandemic was that we had an opportunity to envision education in a whole new way. She is excited about the work ahead that we have an opportunity and an impetus to re-envision how we want our educational system to look.

5.5. Visioning/Strategic Planning: Superintendent Roy had provided a written overview and the ask for tonight is for the board to appoint two members to the Steering Committee. Currently the thought around composition of the steering committee: 2 student reps, teacher, admin, ESP, 2 board, (making sure all five communities are represented); the

rest should equal community. Diane Nichols-Fleming noted that this strategic planning is high stakes, as the board faces the hard decisions related to budget development, as discussed in recent board meetings. Daniel Keeney stated that he feels that all of the board members should have a finger on the pulse of the Strategic Planning group. Kari Bradley agreed that the board is a key stakeholder group. Superintendent Roy stated that our consultant is very well aware of our current status. Jonas Eno-Van Fleet asked, what is the timeline for coming to a conclusion of what is the structure of our district? How do we make this decision? Superintendent Roy stated that this topic is big enough that it is likely to take two budget cycles. Jonas Eno-Van Fleet stated that he has been under the impression that we will be making decisions about structure as it relates to the budget in this next budget cycle. He thinks that this work needs to happen immediately and needs to happen concurrently with strategic planning. Eric Andersen stated that he feels we began the work of talking about possibilities in the future (re-structure) toward the end of this current budget process. Chris McVeigh stated that local schools mean a lot to our communities, and it will be important to involve the communities in the discussion, and that he agrees we will need to work concurrently on the strategic planning process as well as explicit budget and “restructuring” planning. Superintendent Roy stated that, based on the experience that we have had to date, she does not see how we can do the work to think about change, to consider restructuring, etc., without having this “grounding” process in the work of the strategic planning steering committee, with professional facilitation. Kari Bradley stated that we will need to coalesce the community about the path forward. We as a board will have to be open minded and curious so that people don’t perceive that we have decided the outcome ahead of time. The most important thing is to honor the process and do it right. Mckalyn Leclerc asked for a clear timeline. She is all for taking the time if we have it. Flor Diaz Smith stated that she believes we can do this work concurrently. Jonas Eno-Van Fleet stated that he worries that we will be approaching the community obliquely. Superintendent Roy stated that it is possible, once the board is coalescing around a model, to get to that model over time. There can be steps in between. She stated that it will be important to honor the process and not have a predetermined outcome. Jonas Eno-Van Fleet stated that, at the end of the day, he trusts Superintendent Roy; this is what we hired her to do - to have a vision and to lead us. Josh Sevits suggested that we trust the process; listen to the community; it is not appropriate for us to create the conversation ahead of time. **Chris McVeigh moved to appoint Flor Diaz Smith and Kari Bradley to the steering committee. Jonas Eno-Van Fleet moved to appoint Eric Andersen, as he had expressed interest. Discussion followed. Jonas Eno-Van Fleet moved that there be three board members on the Steering Committee. Seconded by Chris McVeigh. This motion carried. Jonas Eno-Van Fleet nominated Kari Bradley, Eric Andersen and Flor Diaz Smith. Seconded by Chris McVeigh; this motion carried.**

- 5.6. Act 152 Non-Discriminatory School Branding:** Superintendent Roy had provided a written update related to the U-32 mascot and a review process that is currently underway.

6. Consent Agenda

- 6.1. Approve Minutes of 2.1.23, 2.15.23, 2.24.23:** Jonas Eno-Van Fleet moved to approve the minutes of Feb 1, Feb 15, Feb 24, 2023, as presented. Seconded by Ursula Stanley; this motion carried unanimously.
- 6.2. Approve Board Orders:** Lindy Johnson moved to approve the board order in the total amount \$441,720.08. Seconded by Jonas Eno-Van Fleet, this motion carried unanimously.

7. Personnel

- 7.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE:** None
- 7.2. Update on Vacancies:** No change since the previous report.

8. Executive Session: Superintendent Evaluation

- 9. Executive Session: Negotiations:** At 9:12 p.m., Jonas Eno-Van Fleet moved to enter Executive Session for the purpose of discussing Negotiations strategy, to include Meagan Roy and Susanne Gann. Seconded by Chris McVeigh, this motion carried unanimously. At 10:14, Jonas Eno-Van Fleet moved to leave Executive Session. Seconded by Chris McVeigh, this motion carried unanimously. During Executive Session the Board discussed Negotiations Strategy.

10. Future Agenda Items

11. Board Reflection

12. Public Comments

- 13. Adjourn:** At 10:14, Jonas Eno-Van Fleet moved to adjourn. Seconded by Eric Andersen, that motion carried unanimously.

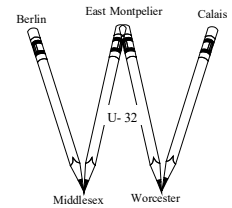
Respectfully submitted,
Lisa Grace, Board Recording Secretary
and Jonas Eno-Van Fleet, Board Clerk

Washington Central Unified Union School District

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

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

Meagan Roy Ed.D.
Superintendent



**Washington Central Unified Union School District
School Board Meeting
U-32
(Virtual Meeting Only)
930 Gallison Hill Rd. Montpelier, VT
3.15.23 6:15-9:15 PM**

Board Members: Flor Diaz Smith, Jonas Eno-Van Fleet, Lindy Johnson, Chris McVeigh, Daniel Keeney, Diane Nichols-Fleming, Maggie Weiss, Mckalyn Leclerc, Ursula Stanley, Joshua Sevits, Jonathan Goddard

Others: Meagan Roy, Steven Dellinger-Pate, Jessica Wills, Alicia Lyford, Michael Sherwin, Christine Fitch, Sarah Volinsky, Student Family Members

1. **Call to Order:** Flor Diaz Smith called the meeting to order at 7:01 p.m.
2. **Executive Session - Student Matter:** At 7:01 p.m., Jonas Eno-Van Fleet moved that the Board enter into Executive Session for the purpose of considering matters related to the discipline of students as authorized by 21 V.S.A. Section 313(a)(7) to include Meagan Roy, Alicia Lyford, Michael Sherwin, and student family members. Seconded by Chris McVeigh, this motion carried unanimously.

At 7:39 p.m., Jonas Eno-Van Fleet moved to leave Executive Session. Seconded by Chris McVeigh, this motion carried unanimously. During Executive Session the Board discussed a Student Matter. Jonas Eno-Van Fleet moved to accept the Administration's recommendation regarding the related discipline in the confidential Student Matter. Seconded by Daniel Keeney, this motion carried unanimously.

3. **Executive Session - Student Matter:** At 7:42 p.m., Jonas Eno-Van Fleet moved that the Board enter into Executive Session for the purpose of considering matters related to the discipline of students as authorized by 21 V.S.A. Section 313(a)(7) to include Meagan Roy, Steven Dellinger-Pate, Jessica Wills, Christine Fitch, and student family members. Seconded by Chris McVeigh, this motion carried unanimously. At 8:08 p.m., Jonas

Eno-Van Fleet moved to leave Executive Session. Seconded by Chris McVeigh, this motion carried unanimously. During Executive Session the Board discussed a Student Matter. Jonas Eno-Van Fleet moved to accept the Administration's recommendation regarding the related discipline in the confidential Student Matter. Seconded by Ursula Stanley, this motion carried unanimously with two abstentions, Chris McVeigh and Jonathan Goddard.

- 4. Executive Session - Student Matter: At 8:17 p.m., Jonas Eno-Van Fleet moved that the Board enter into Executive Session for the purpose of considering matters related to the discipline of students as authorized by 21 V.S.A. Section 313(a)(7) to include Meagan Roy, Steven Dellinger-Pate, Jessica Wills, and student family members. Seconded by Daniel Keeney, this motion carried unanimously. At 8:36 p.m., Jonas Eno-Van Fleet moved to leave Executive Session. Seconded by Chris McVeigh, this motion carried unanimously. During Executive Session the Board discussed a Student Matter. Jonas Eno-Van Fleet moved to accept the Administration's recommendation regarding the related discipline in the confidential student matter. Seconded by Daniel Keeney, this motion carried unanimously, with one abstention, Chris McVeigh.**
- 5. Adjourn: At 8:39 p.m., Jonas Eno-Van Fleet moved to adjourn. Seconded by Chris McVeigh, this motion carried unanimously.**

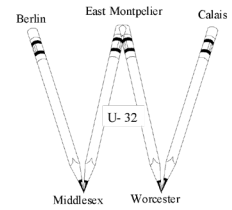
Respectfully submitted,
Jonas Eno-Van Fleet, WCUUSD Board Clerk

Washington Central Unified Union School District

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

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

Meagan Roy Ed.D.
Superintendent



**Washington Central Unified Union SD
Community Forum Meeting
U-32
(In-person & Virtual)
930 Gallison Hill Rd. Montpelier, VT
4.5.23 6:15-8:15 PM**

Board Members: Flor Diaz Smith, Kari Bradley, Mckalyn Leclerc, Daniel Keeney, Joshua Sevits, Jonas Eno-Van Fleet, Diane Nichols-Fleming, Natasha Eckart, Lindy Johnson, Eric Andersen, Maggie Weiss, Chris McVeigh,

Others: Gillian Fuqua, Cat Fair, Anna Matheson, Zach Sullivan, Anne Carter, Judy Buele, Julie Moore, Maya Elliott, Mark Kline, Michelle Ksepka, Jeanie Phillips (Great Schools Partnership), Adrienne Magida, Chani Waterhouse, Steven Dellinger-Pate, Arlyn Bruccoli, Jennifer Miller-Arsenault, Orca Media, Karoline May, Alicia Lyford, Betsy Parah, Kerra Holden, Aaron Boynton, Arlyn Bruccoli, Matthew Pelkey, Susanne Gann, Lisa Hanna, Michael Duane, Ellen Knoedler, Meagan Roy, Scott Cameron,

1. Community Forum

1.1. **Community Engagement/Strategic Planning:** Meagan Roy presented a slide deck: *WCUUSD Strategic Planning Informational Session*. Flor Diaz Smith welcomed everyone and acknowledged that it is Passover. She stated she is excited to have the conversations around Strategic Planning. Meagan introduced Jeanie Phillips of Great Schools partnership who is our coach through the Strategic Planning process. Meagan overviewed the Request for Proposals. Jeanie Phillips provided information about her organization. Strategic Planning committee members who were present introduced themselves. Jeanie shared the role of the steering committee, and the timeline. There was some discussion surrounding the process. Chris McVeigh asked about how community input would be gathered and how we would assess the success of our efforts. Jeanie advised that roles were delineated in the steering committee to make sure that we are

reaching all voices. She advised the work would not only be done at schools it would be in the community as well. She spoke about equitable community engagement.

- 2. Call to Order: Flor Diaz Smith called the meeting to order at 6:18 p.m.**
- 3. Executive Session: Negotiations:**
At 7:45 p.m. Kari Bradley motioned to move to Executive Session for the purpose of Negotiations to include Susanne Gann, and Scott Cameron. Chris McVeigh seconded The motion passed. At 8:47 p.m. Eric Andersen moved to leave Executive Session. Daniel Keeney seconded and the motion passed. During Executive Session the Board discussed Negotiation Strategy.
- 4. Personnel**
 - 4.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE:**
Chris McVeigh motioned to extend the leave request for Noelle Drown to include additional time from May 22, 2023 to June 30, 2023 with a return date of August 2023. Eric seconded. The motion passed.
- 5. Adjourn: The meeting adjourned by consensus at 8:50 p.m.**

Respectfully Submitted,
Melissa Tuller
Admin Asst.

WCUUSD School Board
Superintendent Personnel Summary and Recommendations
(as of)

1. New Teacher Nominations (for 22-23 school year)

Sarah Cousins - Speech Language Pathologist – Berlin

2. Retirement

3. Re-Hires

Olga Benoit – U-32 Math Interventionist

Lindsay Wright – U-32 Social Studies Teacher

Karen Chesser – Berlin School Counselor

Nancy Robinson - Berlin Health Teacher

Annalissa Kirby – Berlin Special Education Teacher

Uriah Proctor-Mattingly – Calais School Wide Student Support Services

4. Resignations

5. Extended Leave of Absence Request:

6. Change in FTE:

7. Long Term Substitutes (22-23 School Year)

Richard Terrien – LTS Music – U-32

Clarissa Gold – LTS Science – U-32

Aiden Maher - LTS Physical Education/Health – U-32

8. Change in Position (22-23)

Fy 24.

Washington Central Unified Union School District Employee Nomination Form

Name: Sarah Cousins

School: Berlin Elementary

Department/Area: SPED

Position: SLP

Contract: ☒ Faculty ☐ Educational Support Personnel ☐ Non-Bargaining Unit

Type: ☒ Permanent ☐ Pro-Rated Non-Renewable/ Leave Replacement
☐ Temporary ☐ Long-Term Substitute
☐ Other:

Reason for vacancy: ☐ Resignation/Retirement ☐ Leave of Absence ☐ New Position

[Name of employee replacing for leave of absence or resignation]: _____

Educational Preparation:

College	Degree	Date Attained
UVM	MA-Science	05/2009

RMIT University, Melbourne Australia	BA-Socio Environmental	05/1992
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Experience: BUUSD - Barre, VT/SLP 8/2006-Present***** Montpelier Public Schools-Montpelier, VT

SLP CCC/8/2010 thru 06/2013*****Berlin Health & Rehab/SLP-CCC/06/2009 thru 7/2010

Montpelier HS - Graduate SLP/09/2008 thru 06/2008

Years of Related Experience: 14 yrs

Salary Schedule Placement:

M30+ Step 0

Start Date:

August 2023

Salary or Wage Rate:

\$77,388 (FY23 gnd)

Date of Board Appointment:

FTE: 1.0 Days / Year: _____ Hours / Day: _____

Interviewed by: Aaron Boynton, Julie Bristol, Sandra Wetzel, Annalisa Kirby & Betsy VanDerlip

This candidate is recommended for employment by: Meagan Roy, Superintendent

cc: (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

**Washington Central Unified Union School District
Employee Nomination Form**

Name: Olga V Benoit

School: U-32

Employer: WCUUSD

Position: Math Interventionist

Type: ☒ Permanent ☐ One-Year Non-Renewable ☐ Pro-Rated Non-Renewable ☐ Temporary

Contract: ☒ Faculty ☐ Educational Support Personnel ☐ Non-Bargaining Unit

Reason for vacancy: ☐ Resignation/Retirement ☐ Leave of Absence ☐ New Position

[If leave of absence or resignation, name of terminated employee: Contract renewal

Educational Preparation:

College/Technical	Degree/Certificate	Date Attained
<u>Southern New Hampshire University</u>	<u>Coursework</u>	<u>2020-2021</u>
<u>Union Institute & University</u>	<u>Coursework</u>	<u>2013</u>
<u>University of Phoenix</u>	<u>Coursework</u>	<u>2008-2014</u>
<u>Community College of Vermont, Montpelier</u>	<u>Coursework</u>	<u>2007-2014</u>
<u>Tomsk State Pedagogical University, Russia</u>	<u>M.A. Teaching [English/German]</u>	<u>Jun 2002</u>

Experience: Aug 2022-Jun 2023 - Math Interventionist, U-32 Middle & High School, East Montpelier, VT;
Aug 2015-Jun 2020 - ELL Teacher/EST & Academic Intervention Facilitator, Spaulding High School, Barre
VT; Jun-Jul 2019 - Summer School Math Teacher, Harwood Union High School, Duxbury VT; Aug 2006-
Jun 2015 - ELL Teacher, Spaulding High School, Barre VT; Aug 2009-2010 - ESL Coordinator, Barre
Supervisory Union, Barre VT; Jun-Aug 2009 - Instructor in Intensive English and HS Academic Skills
programs, St Michael's College, Colchester VT; Jun-Aug 2007 - IEP Instructor, St Michael's College,
Colchester VT; Nov 2003-Nov 2005 - Interpreter, Vermont Refugee Resettlement Program; Jan-May
2004 - Volunteer ESL Teacher, Central Vermont Adult Basic Education Learning Center, Barre VT.

Years of Related Experience: 14+ Years

Salary Schedule Placement:

M30+ Step O

Start Date:

August 2023

Salary or Wage Rate:

\$77,388.00 (FY23)

Date of Board Appointment:

April 19, 2023

FTE: 1.0 Days / Year: 190 Hours / Day: n/a

Contract Comments: _____

Interviewed by: Steven Dellinger-Pate, Julia Pritchard

This candidate is recommended for employment by: Meagan Roy



Cc (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☒ SPED ☒ UNION ☒ BUILDING PRINCIPAL

Prob

**Washington Central Unified Union School District
Employee Nomination Form**

Name: Lindsay E Wright

School: U-32 Employer: WCUUSD

Position: Social Studies Teacher

Type: ☒ Permanent ☐ One-Year Non-Renewable ☐ Pro-Rated Non-Renewable ☐ Temporary

Contract: ☒ Faculty ☐ Educational Support Personnel ☐ Non-Bargaining Unit

Reason for vacancy: ☐ Resignation/Retirement ☒ Leave of Absence ☐ New Position

[If leave of absence or resignation, name of terminated employee: Contract renewal (JB)

Educational Preparation:

College/Technical	Degree/Certificate	Date Attained
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<u>The University of Edinburgh, Edinburgh Scotland</u>	<u>MSc American History</u>	<u>Nov 2022</u>
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<u>Salve Regina University, Newport RI</u>	<u>B.A.S. History/Secondary Education</u>	<u>May 2021</u>
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Experience: Aug 2022-Jun 2023 - MS Social Studies Teacher, U-32 Middle & High School, East Montpelier VT; Jan-May 2021 - Student Teacher, Tiverton Middle School, Tiverton RI; Mar-Sep 2021 - Barista, The Nitro Bar, Newport RI; May 2019-Nov 2020 - Barista, Empire Tea & Coffee, Newport RI.

Years of Related Experience: 1 Years

Salary Schedule Placement: Start Date:

M00-M14 Step B (FY23) August 2023

Salary or Wage Rate: Date of Board Appointment:

\$51,107.00 (FY23) April 19, 2023

FTE: 1.0 Days / Year: 190 Hours / Day: n/a

Contract Comments: _____

Interviewed by: Steven Dellinger-Pate, Amy Molina

This candidate is recommended for employment by: Meagan Roy (Me)

Cc (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☒ UNION ☒ BUILDING PRINCIPAL

Phob

**Washington Central Unified Union School District
Employee Nomination Form**

Name: Karen Chesser

School: Berlin Elementary

Department/Area: _____

Position: School Counselor

Contract:



Faculty



Educational Support Personnel



Non-Bargaining Unit

Type:



Permanent



Pro-Rated Non-Renewable/ Leave Replacement



Temporary



Long-Term Substitute



Other:

lyn / ESSER

Reason for vacancy:



Resignation/Retirement



Leave of Absence



New Position

[Name of employee replacing for leave of absence or resignation]: _____

Educational Preparation:

College

Castleton State College

Degree

N/A

Date Attained

Coursework Tarleton State University/Stephenville TX/Educational Counseling

Experience: Berlin Elementary 09/2021- Present

Patriot Enterprises/Career Readiness Counselor/Colchester, VT 06/2019-7/2020

Maplerun Unified School District/Work Based Learning Coordinator/St. Albans, vt 2/2014-06/2019

Years of Related Experience: _____

Salary Schedule Placement:

Start Date:

Step

07/01/2023

Salary or Wage Rate:

Date of Board Appointment:

\$

FTE: 1.0

Days / Year: _____

Hours / Day: 7.5

Interviewed by: Aaron Boynton, Jessica Heinz

This candidate is recommended for employment by: Meagan Roy, Superintendent



cc: (check as appropriate):

☒ PERSONNEL

☒ PAYROLL

☐ SPED

☐ UNION

☐ BUILDING PRINCIPAL

**Washington Central Unified Union School District
Employee Nomination Form**

Name: Nancy Robinson

School: Berlin Elementary Department/Area: _____

Position: Health Education

Contract: ☒ Faculty ☐ Educational Support Personnel ☐ Non-Bargaining Unit

Type: ☒ Permanent ☐ Pro-Rated Non-Renewable/ Leave Replacement
☐ Temporary ☐ Long-Term Substitute
☐ Other:

Reason for vacancy: ☐ Resignation/Retirement ☐ Leave of Absence ☐ New Position

[Name of employee replacing for leave of absence or resignation]: _____

Educational Preparation:

College	Degree	Date Attained
SNHU, Manchester NH	MA-Education	05/18

Castleton State College, Castleton, VT	BS	05/94
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Experience: _____

Berlin Elementary School 8/22-Present***Thatcher Brook Primary/Health-PE 2009-2022

Warren School/Health Teacher/ 7/2019 - 6/2020***** Crossett Brook Middle/Health & Adaptive PE- 7/2015-6/2016

Years of Related Experience: _____

Salary Schedule Placement:	Start Date:
<u>Step</u>	<u>07/01/2023</u>

Salary or Wage Rate:	Date of Board Appointment:
<u>\$</u>	_____

FTE: .2 Days / Year: _____ Hours / Day: 7.5

Interviewed by: Aaron Boynton

This candidate is recommended for employment by: Meagan Roy, Superintendent

cc: (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

**Washington Central Unified Union School District
Employee Nomination Form**

Name: Annalissa Kirby

School: Berlin Elementary

Department/Area: Special Education

Position: Special Education Teacher

Contract: ☒ Faculty ☐ Educational Support Personnel ☐ Non-Bargaining Unit

Type: ☒ Permanent ☐ Pro-Rated Non-Renewable/ Leave Replacement
☐ Temporary ☐ Long-Term Substitute
☐ Other:

Reason for vacancy: ☐ Resignation/Retirement ☐ Leave of Absence ☐ New Position

[Name of employee replacing for leave of absence or resignation]: _____

Educational Preparation:

College

Degree

Date Attained

Western Governors University

BA- Special & Elementary Education

11/22

Experience: Berlin Elementary School/Special Educator/11/22-Present Barre Town Elementary/Middle School/Sped August 22- Nov 22

Spectrum Academy/Pleasant Grove, UT/Special Ed Teacher Intern 1st & 2nd Grade/10/2021-03/2022*****Spectrum Academy, K-3rd/Sped Data Specialist/12/2020 - 10/2021

Years of Related Experience: _____

Salary Schedule Placement:

Start Date:

Step

07/01/2023

Salary or Wage Rate:

Date of Board Appointment:

\$

FTE: 1.0

Days / Year: _____

Hours / Day: 7.5

Interviewed by: Aaron Boynton, Betsy VanDerlip, Sandra Wetzels, Julie Bristol

This candidate is recommended for employment by: Meagan Roy, Superintendent

cc: (check as appropriate):

☒ PERSONNEL

☒ PAYROLL

☐ SPED

☐ UNION

☐ BUILDING PRINCIPAL

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**Washington Central Unified Union School District
Employee Nomination Form**

Name: Uriah Proctor-Mattingly

School: Calais

Department/Area: _____

Position: School Wide Student Support Services

Contract: ☒ Faculty ☐ Educational Support Personnel ☐ Non-Bargaining Unit

Type: ☐ Permanent ☐ Pro-Rated Non-Renewable/ Leave Replacement

☐ Temporary ☐ Long-Term Substitute

☒ Other: 1 yr, ESSER

Reason for vacancy: ☐ Resignation/Retirement ☐ Leave of Absence ☐ New Position

[Name of employee replacing for leave of absence or resignation]: _____

Educational Preparation:

College

Degree

Date Attained

Current employee, see file

Experience: _____

Current employee, see file

Years of Related Experience: _____

Salary Schedule Placement:

Start Date:

Step

Salary or Wage Rate:

Date of Board Appointment:

\$

FTE: _____ Days / Year: _____ Hours / Day: _____

Interviewed by: Cat Fair

This candidate is recommended for employment by: Jennifer Miller-Arsenault, Interim Superintendent

cc: (check as appropriate):

☐ PERSONNEL

☐ PAYROLL

☐ SPED

☐ UNION

☐ BUILDING PRINCIPAL

**Washington Central Unified Union School District
Employee Nomination Form**

Name: Richard Terrien

School: U-32

Employer: WCUUSD

Position: Music Long-Term Substitute

Type: ☐ Permanent ☐ One-Year Non-Renewable ☐ Pro-Rated Non-Renewable ☒ Temporary

Contract: ☒ Faculty ☐ Educational Support Personnel ☐ Non-Bargaining Unit

Reason for vacancy: ☐ Resignation/Retirement ☒ Leave of Absence ☐ New Position

[If leave of absence or resignation, name of terminated employee: Christiana Athena-Blackwell

Educational Preparation:

College/Technical

Degree/Certificate

Date Attained

Bates College, Lewiston ME

B.A. Music

1996

University of East Anglia School of Music, England Semester Abroad

1995

Experience: 2001-Present - Founder, Music Director, Entrepreneur, Business Consultant, Best Management, Los Angeles CA; 1996-present - Bassist/Violist/Arranger/Music Director/ Musician Contractor/ Teacher/Masterclass Clinician, New York/Chicago/Los Angeles; see resume details.

Years of Related Experience: 0 Years

Salary Schedule Placement:

Start Date:

B00-B14 Step A

TBD

Salary or Wage Rate:

Date of Board Appointment:

\$247.14 Per Diem (\$46,957.00)

FTE: 1.0

Days / Year: Per Diem

Hours / Day: _____

Contract Comments: _____

Interviewed by: Amy Molina, Anne Decker, Matt Davide, Christiana Athena-Blackwell

This candidate is recommended for employment by: Meagan Roy

Cc (check as appropriate):

☒ PERSONNEL

☒ PAYROLL

☐ SPED

☐ UNION

☒ BUILDING PRINCIPAL

Washington Central Unified Union School District
Employee Nomination Form

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7/19/21

Name: Clarissa Gold

School: U-32

Employer: WCUUSD

Position: Science Long-Term Substitute

Type: ☐ Permanent ☐ One-Year Non-Renewable ☐ Pro-Rated Non-Renewable ☒ Temporary

Contract: ☒ Faculty ☐ Educational Support Personnel ☐ Non-Bargaining Unit

Reason for vacancy: ☐ Resignation/Retirement ☒ Leave of Absence ☐ New Position

[If leave of absence or resignation, name of terminated employee: Erin Wysolmerski

Educational Preparation:

College/Technical

Degree/Certificate

Date Attained

University of Vermont, Burlington VT

M.A.T.

May 2023

University of Vermont, Burlington VT

B.S. Chemistry/Biology

May 2019

Experience: Aug 2022-present - Student Intern, U-32 Middle & High School, East Montpelier VT; Sep 2019-present - Laboratory Research Technician, University of Vermont, Burlington VT; Fall 2017-Summer 2019 - Teaching Assistant & Laboratory Instructor, University of Vermont, Burlington VT; April 2016-May 2019 - Undergraduate Researcher, University of Vermont, Burlington VT. 2020 - 5/6 Girls Soccer Coach, Georgia Elementary & Middle School, Georgia VT.

0 Years

Start Date:

April 4, 2023

Date of Board Appointment:

Pay: Per Diem

Hours / Day: _____

Scarzello, Aanika DeVries

Employment by: Meagan Roy

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☐ UNION

☒ BUILDING PRINCIPAL

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**Washington Central Unified Union School District
Employee Nomination Form**

Name: Aiden Maher

School: U-32 Employer: WCUUSD

Position: PE / Health Long-Term Substitute

Type: ☐ Permanent ☐ One-Year Non-Renewable ☐ Pro-Rated Non-Renewable ☒ Temporary

Contract: ☒ Faculty ☐ Educational Support Personnel ☐ Non-Bargaining Unit

Reason for vacancy: ☐ Resignation/Retirement ☒ Leave of Absence ☐ New Position

[If leave of absence or resignation, name of terminated employee: Jeremy Avoli

Educational Preparation:

College/Technical	Degree/Certificate	Date Attained
<u>Norwich University, Northfield VT</u>	<u>B.S. Physical Education; Coaching/Health</u>	<u>May 2023</u>

Experience: Mar-Apr 2023 - Student Teacher, Northfield Middle & High School, Northfield VT; Jan-Apr 2023 - Student Teacher, Northfield Elementary School, Northfield VT; May 2021-Mar 2023 - Student Representative, SHAPE Vermont, VT;

Years of Related Experience: 0 Years

Salary Schedule Placement:	Start Date:
<u>B00 Step A</u>	<u>May 1, 2023</u> <u>4/17/23</u>

Salary or Wage Rate:	Date of Board Appointment:
<u>\$160.00 per Day</u>	<u>April 19, 2023</u>

FTE: 1.0 Days / Year: Per Diem Hours / Day: _____

Contract Comments: 3-Week long-term substitute.

Interviewed by: Jes Wills, Steve Towne, Kerri Zurowski

This candidate is recommended for employment by: Meagan Roy

Cc (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☒ BUILDING PRINCIPAL