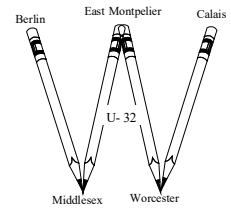


Washington Central Unified Union School District

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

(In -Person with Virtual option)

Rm 128-131

930 Gallison Hill Rd. Montpelier, VT

1.4.23 6:00-9:00 PM

Virtual Meeting Information

<https://tinyurl.com/53vyrf6j>

Meeting ID: 815 1349 1894

Password: 462961

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. Presentation and Discussion: *Board Learning (Phil Gore)* 30 minutes
4. Reports to the Board 15 minutes
 - 4.1. Student Report
 - 4.2. Superintendent/Central Office Leadership Team (COLT) Report – pg.4
 - 4.3. Central Vermont Career Center Report
5. Board Operations (Discussion/Action) 30 minutes
 - 5.1. Review of School Board Vacancies - pg. 6
 - 5.2. Budget Warning Language – pg. 7
 - 5.3. Annual Report Format
 - 5.4. Superintendent Evaluation Timeline – pg. 10
 - 5.5. Approve School Choice Numbers – pg. 11

- | | |
|--|------------|
| 6. Policy Committee (Discussion/Action) | 15 minutes |
| 6.1. Second Reading for Policy to be approved January 4, 2023: C13 Homeless Students; C5 Weapons & Firearms; E20 Building Use - pg. 12 | |
| 7. Consent Agenda (Discussion/Action) | 5 minutes |
| 7.1. Approve Minutes of 12.15.22, 12.21.22 – pg. 23 | |
| 8. Future Agenda Items | 5 minutes |
| 8.1. Board Goals and Calendar | |
| 8.2. Central Vermont Career Center Budgeting | |
| 9. Board Reflection | 5 minutes |
| 10. Public Comments | 15 minutes |
| 11. Adjourn | |

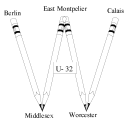
NOTE: To ensure the board has time to conduct its business, the board will adhere to a strict 1.5 minute public comment time limit per person. Microphones will be muted when time is up. If there is not enough time on the agenda for all members of the public wishing to comment at the beginning of the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



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Legislative Updates

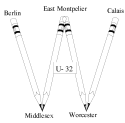
The 2023 legislative session began on January 3rd, with changes across both chambers of government and many pressing issues for the new legislators to address. As is typical, many areas of legislation have the potential to impact Washington Central schools, and it is important for the Board to remain updated on these issues. In February, we will be inviting our local legislators to a conversation with the Board regarding issues of importance for our schools and communities. This will be an important opportunity to connect with our legislators about our local and unique issues, so that we may have a voice in the upcoming session. This is in addition to the myriad of ways the Vermont School Boards Association and the Vermont Superintendents Association represent schools across the state in their advocacy efforts.

Later in January, the VSA will be outlining the major issues that will likely impact us this session - from school safety to education funding to facilities/construction (and PCBs). We will continue to update the Board on relevant issues and will provide a more detailed legislative update prior to our evening with our legislators.

WCUUSD Hiring Procedures

Although in these unusual times it has seemed like we've never finished "hiring season," it is true that late winter and early spring mark the traditional hiring season for licensed staff in schools. The leadership team felt it would be helpful for the Board to have an overview of the main components of WCUUSD search processes in advance of the time when they will be asked to take action on new hires. (This summary includes the procedures for support staff, even though unlicensed positions do not come before the Board. Administrative positions would have individualized processes depending on the nature of the position). Although some variation exists in individual buildings, the primary components listed below are consistent across the district.

<i>Component</i>	<i>Licensed Staff</i> <i>(teachers, counselors, etc)</i>	<i>ESP/Unlicensed Staff</i>
Posting	Positions posted on: SchoolSpring (Indeed.com) , Times Argus/Burlington Free Press, Diversity in Ed , National Association of Black Educators , Association of Latino School Administrators and Superintendents, New England School Development Council, Topschooljobs.org (EdWeek)	Positions posted on: SchoolSpring (Indeed.com) , Times Argus, local newspapers, Front Porch Forum, social media
Interview Committee Makeup	Principal or department head is the process Lead Committees include: Classroom teachers,	Principal or relevant administrator leads the process (e.g., facilities, special education) Committee defined by the nature of the open



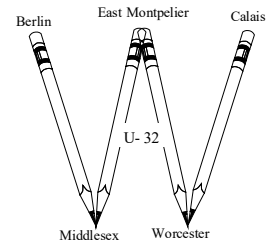
	<p>special area teachers, department heads, ESP, parent/community member, and other members as the position requires</p> <p>Initial meeting is held with the committee to overview:</p> <ul style="list-style-type: none"> • Training (anti-bias; confidentiality; general interview procedures) • Nature of the opening & criteria for position 	<p>position</p> <p>Training provided (anti-bias; confidentiality; general interview procedures)</p>
Selection of Candidates	<p>Candidates are pre-screened for licensure (or eligibility for provisional)</p> <p>Committee selects candidates based on identified criteria</p>	<p>Size of applicant pool determines how many candidates are invited</p>
First Round Interviews	<p>Committee facilitates first round interviews</p> <p>Candidates are rated based on identified criteria; committee determines which candidates are invited back for a second round</p>	<p>Committee facilitates first round interviews and recommends candidates to move forward to reference checks</p>
Reference Checks	<p>Completed by principals</p>	<p>Completed by principal/administrator</p> <p>Principal recommends final candidate to Superintendent for hire</p>
Second Round Selection	<p>Guest lesson (with feedback from students)</p> <p>Small follow up interview with the full committee or a subset</p> <p>Committee informs principal of feedback</p> <p>Principal recommends final candidate for a Superintendent interview</p>	<p>(only as needed)</p>
Final Interview with Superintendent	<p>Focuses on district initiatives</p> <p>Recommendation made to Board</p>	

Washington Central Unified Union School District

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Fax (802) 229-2761

Meagan Roy, Ed.D.
Superintendent



TO: WCUUSD School Board Directors
FROM: Rosie Laquerre, WCUUSD Clerk
Melissa Tuller, Administrative Assistant
DATE: December 27, 2022
SUBJECT: Annual Meeting Planning

Planning for the District's budget and annual meeting are underway. It seemed like a good time to remind you of the terms that are expiring (or seats that are vacant). Those of you that were appointed need to run for the remainder of the term to continue your work after March 1st. Here's a table explaining the terms and seats up for election.

Town	Incumbent	Term Length
Berlin	Diane Nichols-Fleming	3 Years
Calais	Daniel Keeney	3 Years
East Montpelier	Eric Andersen	3 Years
Middlesex	Joshua Sevits	3 Years
Worcester	Mckalyn Leclerc	3 Years

The Moderator, Treasurer, and Clerk continue to be elected each year.

Petitions and Consent of Candidate forms will be available from Rosie Laquerre, School District Clerk or your local Town Clerk's office. Petitions require 30 signatures or 1% of your town's voters whichever is less. If you have any questions please contact Rosie Laquerre at wcuusdclerk@u32.org or by phone 802-223-3313 x 201 (days) or 802-505-1774 (evenings).

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT WARNING

The legal voters of the Washington Central Unified Union School District, a municipal corporation consisting of the Towns of Berlin, Calais, East Montpelier, Middlesex, and Worcester, Vermont are hereby notified and warned to meet in their respective towns at the polling places hereinafter named on Tuesday, March 7, 2023, to vote by Australian ballot on Articles 1 through 9 as outlined below.

ARTICLE 1. To elect a Clerk for a term of one (1) year.

ARTICLE 2. To elect a Treasurer for a term of one (1) year.

ARTICLE 3. To elect a Moderator for a term of one (1) year.

ARTICLE 4. To elect the following School Directors:

Berlin	One (1) School Director	Three (3) Year Term
Calais	One (1) School Director	Three (3) Year Term
East Montpelier	One (1) School Director	Three (3) Year Term
Middlesex	One (1) School Director	Three (3) Year Term
Worcester	One (1) School Director	Three (3) Year Term

ARTICLE 5. To fix the annual compensation of the Union School District officers.

Clerk \$500.00
Treasurer \$6,600.00
Directors \$1,050.00 each
Chair \$2,100.00

ARTICLE 6. Shall the voters of the Washington Central Unified Union School District approve the school board to expend \$_____ which is the amount the school board has determined to be necessary for the ensuing fiscal year? It is estimated that this proposed budget, if approved, will result in education spending of _____ per equalized pupil. This projected spending per equalized pupil is _____% higher than spending for the current year.

ARTICLE 7. Shall the School District authorize the Board of School Directors of Washington Central Unified Union School District to hold any audited fund balance as of June 30, 2023 in a reserve fund to be expended under the control and direction of the Board of School Directors for the purpose of operating the school?

ARTICLE 8. Shall the School District authorize the Board of School Directors to borrow money in anticipation of the receipt of revenues for the 2023-2024 school year?

Berlin is
undecided
until their
meeting on
Jan. 5th

Polling Places and Times:

Berlin Municipal Office in Berlin Corners - 7:00 AM-7:00 PM

Calais Elementary School 321 Lightening Ridge Rd.in Calais 7:00 AM – 7:00 PM

East Montpelier Elementary School 665 Vincent Flats Rd. in East Montpelier
7:00 AM -7:00 PM

Rumney Elementary School 433 Shady Rill in Middlesex– 7:00 AM – 7:00 PM

Doty Elementary School 24 Calais Rd in Worcester - 10:00 AM – 7:00 PM

A public hearing will take place on Monday, March 6, 2023 at 6:30 PM to provide information on the articles to be voted by Australian Ballot at the municipalities' respective Town Meetings on Tuesday, March 7, 2023. The public hearing will be at U-32 Middle & High School 930 Gallison Hill Rd., Montpelier, VT 05602 in Rm 128/131. There will be a virtual option as well.

Upon closing of the polls, the ballots shall be transported and delivered to the East Montpelier Elementary School at 665 Vincent Flats Road in the Town of East Montpelier where they will be commingled and counted by members of the Boards of Civil Authority of district towns under the supervision of the Clerk of the Washington Central Unified Union School District.

The legal voters of Washington Central Unified Union School District are further notified that voter qualification, registration, and absentee voting relative to said annual meeting shall be as provided in Sections 553 and 706 (u) of Title 16, and Chapters 43, 51, and 55 of title 17, Vermont Statutes Annotated

SCHOOL DIRECTORS

Rosalie “Rosie” Laquerre, WCUUSD Clerk

Flor Diaz-Smith, Chair (East Montpelier)

Ursula Stanley (Middlesex)

Kari Bradley, Vice-Chair (Calais)

Chris McVeigh (Middlesex)

Diane Nichols-Fleming (Berlin)

Joshua Sevits (Middlesex)

Vera Frazier (Berlin)

Mckalyn LeClerc (Worcester)

Jonathan Goddard (Berlin)

Jonas Eno-Van Fleet, Clerk (Worcester)

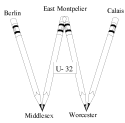
Margrette “Maggie” Weiss (Calais)

Natasha Eckart Baning (Worcester)

Daniel Keeney (Calais)

Malinda (Lindy) Johnson (East Montpelier)

Eric Andersen (East Montpelier)



Washington Central Unified Union School District
Superintendent Evaluation Timeline

The WCUUSD Board utilizes a comprehensive evaluation process grounded in the Vermont School Boards Association tool. The following is an outline of the key elements of the process, including a timeline of key touchpoints across the year. The Board would adjust this timeline annually as needed.

	Evaluation Element	Identified Date
October	Board approves the evaluation process & timeline	9/22/22
	Steering Committee reviews the Evaluation Tool and recommends approval to the Board	10/12/22
	Superintendent presents draft goals to the Steering Committee for initial discussion/feedback	10/12/22
November	Superintendent presents second draft goals to Steering Committee; Committee affirms readiness for full Board	11/9/22
	Board approves the Evaluation Tool	11/16/22
December	Superintendent presents goals to full Board	12/7/22
	Steering Committee reviews draft Board feedback survey & recommends any edits	12/7/22
January	Board feedback survey distributed by Steering Committee	1/11/23
February	Superintendent updates Steering Committee on climate survey Superintendent presents initial goal reflection, including indicator review, to the Board.	2/1/23
	Survey due	2/10/23
	Steering committee compiles Board survey results	2/10/23 - 2/15/23
	Board discusses evaluation in executive session	2/15/23
March	Steering committee meets with Superintendent to review full evaluation results in executive session	3/15/23
	Summary evaluation document finalized	3/22/23

Agreement to Join the Winooski Valley & Statewide
Choice of Public High School Collaborative
for the 2023-2024 School Year
Under Act 129 (Sec. 34. § 822d 2A)

U-32 Middle and High School agrees to join the Winooski Valley & Statewide Choice of Public High School Collaborative for the 2022-2023 school year. We will abide by the conditions outlined in the attached Articles of Agreement.

Our high school will agree to accept no more than 10 students and will send no more than 40 students* for the 2023-2024 school year.

** Please make sure this number agrees with the guidelines provided
by Act 129 Sec. 34. § 822a.(b)**

For the Board of School Directors of Washington Central Unified Union School District

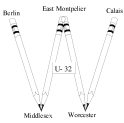
Signature & Title: _____

Dated: _____

Please fill in the name of the school contact who will send out & receive applications (usually the Principal or Guidance Director) for your school.

School Contact Name & Position: Lisa LaPlante, Student Services Director

E-mail for School Contact: llaplante@u32.org



To: WCUUSD Board
From: Policy Committee
Re: Information for December 21 Policy Discussions

The Policy Committee would like to provide some additional information regarding the following policy items:

7.1. Second Reading and action: F2 Non- Discriminatory Mascots and Branding

As discussed during the first reading, this is a new, required policy and must be enacted by January 1, 2023. The draft as written is the VSBA's model policy, which was developed using the Agency of Education's template.

7.2 First Reading: C13 Homeless Students

This is a new required policy; the committee is recommending the current draft that was derived directly from the model policy. To support the first reading, there is a summary of the district homeless procedures in this month's Superintendent Report.

7.3. First Reading C5: Weapons

The C5 Weapons and Firearms policy was selected for a requested review by the policy committee. At issue during the committee's discussions was the requirement that our current policy has to immediately convene an expulsion hearing any time a student brings a dangerous weapon or firearm, without opportunity for situational discretion. The committee was clear that Vermont law requires an expulsion hearing for any student who brings a firearm into school; however, it believes discretion is warranted for certain other weapons. The attached draft was discussed at both the November and December Policy Committee meetings and includes recommended changes to the definitions to accommodate these distinctions.

7.4 First Reading: Building Use Policy

Washington Central does not currently have a building use policy that is applicable for all schools. The Policy Committee reviewed pre-consolidation policies from our individual town districts as well as current procedures already in place to develop the policy draft included in the packet. This is being offered as a first reading for the Board.

7.5 Update A1: Board Conflict of Interest

The Board Conflict of Interest policy was reviewed by the committee as part of a regular review cycle. The committee is not recommending any changes to the policy; it is included here for the Board's information.

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

Students Who Are Homeless

POLICY:	<u>C13</u>
WARNED:	<u>12.15.22</u>
ADOPTED:	<u></u>
EFFECTIVE:	<u></u>

Policy

The Washington Central Unified Union School District (District) is committed to the success of every student. Homeless students in the District will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held.

The District will designate a liaison for students in homeless situations to carry out duties as required by law.

The District will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A homeless student will be admitted to the school district in which the student is actually living or to the student's school of origin as requested by the parent and in accordance with the student's best interest. Transportation will be provided to and from the student's school of origin at the request of the parent, or in the case of an unaccompanied student, the District's liaison for homeless students. Homeless students will have access to all programs and services for which they are eligible, including but not limited to special education services, preschool, school nutrition programs, and language assistance for English learners.

Definitions

1. **Homeless students** means those lacking a fixed, regular and adequate nighttime residence, which could include:
 - A. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
 - B. Living in motels, hotels, trailer parks or camping grounds **due to** the lack of alternative adequate accommodations;
 - C. Living in emergency or transitional shelters;
 - D. Being abandoned in hospitals;

- E. Having a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
- F. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
- G. Migratory children living in conditions described in the previous examples.

- 2. **Enroll and enrollment** mean attending classes and participating fully in school activities.
- 3. **Unaccompanied youth** means a homeless child or youth not in the physical custody of a parent or guardian.
- 4. **School of Origin** means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool. When a child or youth completes the final grade level served by the school of origin, it also includes the designated receiving school at the next grade level for all feeder schools.

Administrative Responsibilities

The superintendent or designee shall develop written procedures to ensure the following rights of eligible students:

- 1. Equal access to the same free, appropriate public education, including public prekindergarten education, as is provided to other children and youth;
- 2. Immediate enrollment, even when records normally required for enrollment are not present;
- 3. Remain in the school of origin, if it is in the student's best interest, in order to maintain educational stability;
- 4. Access to all educational and related services for which they are eligible, including Title I services, educational programs for children with disabilities, educational programs for English learners, career and technical education, programs for gifted and talented students, and free school meals;
- 5. Full participation in school, which may include participation in extracurricular activities;
- 6. Transportation, provided by the local education agency (LEA), to and from the school of origin;
- 7. Privacy, such that information about a homeless student's living situation will be treated as a student education record and not deemed to be directory information.
- 8. Dispute an eligibility, school selection, or enrollment decision, and for a child or youth to be admitted to the school in which enrollment is sought, pending the resolution of the dispute.

<i>VSBA Update:</i>	<i>September 13, 2022</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>McKinney-Vento Homeless Assistance Act (as amended by ESSA) 42 U.S.C. §§ 11431 – 11432</i>
	<i>Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 CFR Part 99</i>
<i>Cross References:</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

Required/Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

Weapons & Firearms

POLICY: C5

WARNED: 12.15.22

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 consequences for 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/destructive device” “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 knife, dagger, switchblade or, a folding knife with a blade in excess of two and one-half inches. 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 other weapon, device, instrument, material or substance, whether animate or inanimate, which in the manner it is used or is intended to be used is known to be capable of producing death or serious bodily injury.
3. Articles 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.

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.

Policy Statement

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.

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, for any student who possesses or uses 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 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 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 firearms involved.

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 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

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

USE OF SCHOOL FACILITIES POLICY

POLICY: E20
WARNED: 12.15.22
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.

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 for 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. 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 2. 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-teach organizations, booster clubs, recreational organizations that benefit students and/or taxpayers, and fundraising activities whose purpose is to benefit the School District.

Category 3. 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 4. 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 5. 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.

Process – 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.

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. 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 U-32 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.

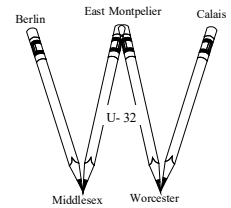
7. Insurance - The principal or designee shall include as an express condition of use, for any user entity not covered under the School District's insurance policy, a requirement that the user entity submit proof of insurance as specified for the particular use, prior to commencement of the use, specifically 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 for 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.
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 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

Washington Central Unified Union School District

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

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Montpelier, VT 05602
Phone (802) 229-0553
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Meagan Roy Ed.D.
Superintendent



**Washington Central Unified Union School District
Special School Board Meeting
Virtual Meeting Only
Central Office
1130 Gallison Hill Rd., Montpelier, VT
Board Room
12.15.22 7:00 PM**

Board Members: Flor Diaz Smith, Ursula Stanley, Eric Andersen, Chris McVeigh, Joshua Sevits, Kari Bradley, Lindy Johnson, Maggie Weiss

Others: Meagan Roy, Steven Dellinger-Pate, Jes Wills, Chris Blackburn, Student Family Members

1. **Call to Order of First Hearing:** Flor Diaz Smith called the meeting to order at 7:13 p.m.
2. **Executive Session - Student Matter:** At 7:15 p.m., Chris McVeigh 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, Jess Wills, Chris Blackburn and Student Family Members. Seconded by Ursula Stanley, this motion carried unanimously.
3. At 7:50p.m., Kari Bradley moved to leave Executive Session. Seconded by Chris McVeigh, this motion carried unanimously. During Executive Session the Board discussed a Student Matter. Lindy Johnson moved to affirm the Administration's decision regarding the related discipline in the confidential Student Matter. Seconded by Ursula Stanley. The Motion carried with 5 Aye's, 1 No and 1 abstention.
4. **Call to Order of Second Hearing:** Flor Diaz Smith called the meeting to order at 8:03 p.m.

5. **Executive Session - Student Matter:** At 8:05 p.m. Ursula 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, Jess Wills, Nate Lovitz, Brittany Perry and Student Family Members. Seconded by Ursula Stanley, this motion carried unanimously.
6. **At 7:35p.m. Lindy Johnson moved to leave Executive Session. Seconded by Ursula Stanley, this motion carried unanimously.** During Executive Session the Board discussed a Student Matter. **Lindy Johnson moved to affirm the Administration's decision regarding the related discipline in the confidential Student Matter. Seconded by Eric Anderson, this motion carried unanimously.**

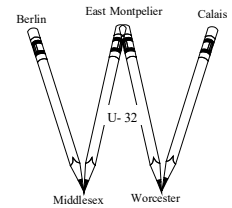
Respectfully submitted,
Flor Diaz Smith, WCUUSD Board Chair

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Meagan Roy Ed.D.
Superintendent



Washington Central Unified Union School District School Board Meeting (Virtual Only) Central Office

**1130 Gallison Hill Rd. Montpelier, VT
12.21.22 6:00-9:00 PM**

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

Administrators Present: Superintendent Meagan Roy, Jen Miller-Arsenault, Kerra Holden, Susanne Gann, Cat Fair, Steven Dellinger-Pate, Alicia Lyford, Gillian Fuqua, Lisa LaPlante, , Amy Molina, Karoline May, Aaron Boynton,

Others Present: Maria Melekos, Michelle Ksepka, ORCA Media, Mark Kline, Elliot Burg, George Cook, Sonya Rhodes, Liz Guilfoyle, Meg Allison, Robin Gannon, Phil Gore, Nancy Reilly, Michael Irwin, Cheryl Ecklund, Michael Close, Rose, M Sutherby, Allison Fayle, Aly, Amber Larrabee, April Davis, Arlyn Bruccoli, Rebekah Mandell, Beth Parker, Bonnie Gadapee, Brian Divelbliss, Carla Messier, David Delcore (Times Argus), David Lawrence, David Hannigan, Drew Junkins, Ellen Dorsey, Erin Mullaney, Hannah Brown, Heidi Schmidt, Jane Coffey, J Campbell, Jen Donovan, Jenn Ingersoll, Jenna Howard, Jes, Jess Barewicz, Jessica Abisla, Josh Dagostino, Justin, Kathryn Biggam, Katy Preston, Katy Chabot, Kristin Freeman, Kyle Landis-Marinello, Lauralee Curavoo, Lydia Faesy, Maggie McGlynn, Maribeth, Mark Brown, Matt Pelkey, Megan McLane, Nichole Schaeffer, Patrick Wood, Priscilla, Rachel Hernandez, Rosemary Leach, Michael Levine, Shannon Miller, Stacy Rupp, Susan Warren, Suzanne Lowden, Tammy Hoermann, Tammy Joslyn, Tony Snow, Tyler Smith, Wendy Freundlich, Alice Angney, John, Karen, Callie Weller, Cathy G, Honi Bean Barrett

1. Call to Order: Flor Diaz Smith called the meeting to order at 6:03 p.m.

2. **Welcome:** Chairperson Flor Diaz Smith took a moment to acknowledge the fourth night of Hanukkah, to wish everyone happy holidays and to thank, on behalf of the board, the staff at WCUUSD as well as the community. She spoke about humanity and justice, and she spoke about the process of budget planning and the intention for discussion tonight. Are we structured the way we need to be structured in order to serve the needs of our students? She read a statement on behalf of the board around visioning into the future and planning for the budget. She invited feedback from the community via email at any time.
 - 2.1. **Adjustments to the Agenda:** Flor Diaz Smith would like to move public comment after the budget presentation. That being said, she invited any public comment at this time from anyone who wanted to comment on another issue apart from the budget. She would like to move Fund Balance Projections to earlier in the meeting, during “Board Operations” so that the board can discuss this as part of the budget discussion.
 - 2.2. **Reception of Guests**
 - 2.3. **Public Comments:** Elliot Burg stated that, within the presentation, it will be useful for the public to hear what the program impact will be based on the budget as presented.
3. **Presentation and Discussion: *Community Budget Forum Draft # 2:*** Superintendent Meagan Roy and Business Administrator Susanne Gann shared a slide show to present the second draft of the budget, to open discussion. Superintendent Meagan Roy provided an overview that the administration has considered:
 - How to achieve the magnitude of reduction the board asks for and consider thinking creatively?
 - Visioning and strategic planning: what do we want for our students and how do we need to structure to get there?
 - Identify effective models for school counseling and school nurse positions.

Tyler Smith spoke about concerns in making positions less than FTE - are we making these decisions because of money or are we doing what is best for our students? Elliot Burg asked for clarification about 0.5 FTE reduction. Jessica Abisla spoke about historically underserved students - these are the students that are often seen in the school nurse's office. She read a statement from Central Vermont Pediatrics in support of keeping current staffing levels of school nurses. Ellen Dorsey spoke about rejecting proactive supports such as coaches and relying on reactive supports such as interventionists. Pulling the rug out from under the coaching program just as it is getting solid. Rebekah Mandell asked where was the directive to cut \$1M, and why? Bucking an economic reality - what was the thinking behind that? Would like to know the “denominators” for the reductions so there is context to understand the impact. Provide the presentation in the board packet - this would have been helpful as a narrative; provide a written narrative so we can digest and understand and prepare for the meeting. She noted, as a Middlesex parent, she does not want to see the reductions as presented. She would like to understand more of what was meant by creativity. Flor Diaz Smith explained that the board used

6% as a framework for the administration to create the next draft - in the past the board has asked for 3%, so we were trying to stay close to that. Kyle Landis-Marinello stated clarity is needed; this budget as presented would result in Reductions in Force at Rumney. To have this happen in a year when two of the biggest towns are seeing no reductions at all would not be popular to Middlesex community. He stated that the principal does not speak for the people in Middlesex. He read a statement from his daughter who went to Rumney and is currently at U-32. Maria Melekos read a letter from the school nurses across WCUUSD. She shared that the recommended school nurse to student ratio has changed, and the ratio that was shared in the presentation was not accurate. Current recommendation is a full time school nurse, every day, at every school. Rosemary Leach, Worcester resident, stated that in the spirit of equity, we can't cut school nurse positions. As a tax payer, she stated that the best thing to do is not cut taxes, it is to support our schools. Josh Dagostino expressed opposition to cutting Spanish. Jen Donovan as Spanish teacher asked the board to reconsider the idea of cutting Spanish at Rumney School. Kristin Freeman, parent of an elementary school student, spoke in favor of preserving the Spanish program. She also spoke against the idea of cutting the food service staff. She asked, are there budgeted vacancy savings? Could we consider using fund balance? Jen Campbell, art teacher at Rumney and East Montpelier, asked the board to reconsider the position cuts that were presented tonight. Suzanne Lowden spoke against the proposal to decrease school nurse positions as well as cutting the Spanish teaching position. Maribeth Domanski stated that she was astonished when she read about this on Front Porch Forum. She recalled this controversy in the 80s; she can't believe we are back to this. She spoke about what our students have been through over the past several years, with COVID-19; they have already had to settle for less; how can we ask them to settle for even less? She spoke about how the allied arts are connected to literacy. Arlyn Bruccoli, teacher at EMES and Calais resident, spoke about the library and tech integration positions. She wondered how the reduction at Calais for the library position will affect library and/ or tech integration? Alice Angney thanked the board, leadership team, and staff for their work. She would like to focus on creativity and flexibility as the administration had proposed. She asked the board to be flexible; she expressed that she understands the need to balance budget development with student needs. She applauds the administration for starting the conversation around creative thinking. She stated never forget that our teachers are "where the rubber meets the road." Brian Divelbliss spoke about the accounting program at U-32. He hopes that the board will see the relevance of the program. Shannon Miller appreciates the idea of creativity; she is interested in it and wants to work more on it. She noted student enrollment. She stated that the board should consider student voice, e.g. about the experience for students when they are part of a very small grade cohort. She hopes that we can think creatively and also find a way to keep our positions. Aly asked the board to listen to the voice of part time staff and the staff that goes between two schools to find out if these are sustainable. She worries about creating more part-time positions - can we fill them with quality people? She stated that the librarians have been a key part of the humanities and justice work in WCUUSD. Priscilla stated that she is concerned about our children but also concerned about the older members of our community who can't afford to pay higher taxes; she has heard from them at town meetings over the years. Willow and Maya had spoken with students about their experiences in music and

art, and about the importance of keeping opportunities for students around world languages and music and art. Michael Levine stated if the concerns are around test scores, then cutting the positions as presented will likely decrease test outcomes. He feels that somewhere in the quality education/ creativity, it feels out of balance. Patrick Wood appreciates the work the board has done and appreciates the advance notice and opportunity to engage early in the process. He asked why the principal budgets have increased when teaching positions are cut. On the subject of property taxes, he believes that good schools bring people to town; good schools lead to higher property tax revenue, ideally. He spoke about reversing the enrollment trend. Hannah Brown appreciates the work that the board and administration have done around engaging the community. When we are thinking about long term, we need more people in Vermont, yes, but the schools really are a foundational aspect of what draws people. Rumney's integrative art and foreign language program is why her family moved to Rumney. She stated that there have always been different offerings or different things that make each school different (e.g. drama at Doty, music at Berlin). In terms of staffing shortages, she stated that the positions that are being considered for elimination fill in many of the holes that occur especially during staffing shortages. Flor Diaz Smith thanked the community for their input. She invited emails to the board.

4. **Board Operations**

- 4.1. Review and Discuss FY 24 Budget Draft # 2:** Flor Diaz Smith asked Superintendent Roy to clarify some of the questions or comments. Superintendent Roy spoke about reduction in force notices - this has to do with seniority and is part of why we have broad conversations about staffing. Clarification about music: the reduction in music is related to enrollment decline - music will not be eliminated at Rumney. She noted that it has not been decided where the reduction in 0.9 FTE School Nurse position will be distributed. She spoke about the desire to think about creativity - if we think about how we are structured, we might agree that in order to keep some priorities in place (e.g. world languages) then we might have to structure differently. In regards to the library and tech integrationist, she stated that Education Quality Standards do not distinguish between tech integrationist and library.
- 4.2. Board Feedback for FY24 Budget Draft #3:** Diane Nichols-Fleming stated that she appreciates Superintendent Roy's reiterating the leadership team's focus. She asked to clarify what is meant by 6%? Currently all of our tax rates are going down if everything stays constant. The 6% refers to tax rate increase, not necessarily referring to budget increase. Superintendent Roy stated that the original parameter was 6% on the expense budget. But where the board wants to go from here is up to the board. Diane Nichols-Fleming stated we need to be clear about where we want the leadership team to look, right now it appears to be direct line people - where do we create the guidance, if cuts are needed, a percentage should be direct line and a percentage should be administration - if student enrollment is decreasing, should we be considering decreasing administrative positions and central office positions? Chris McVeigh asked Superintendent Roy, when referring to Vermont Education Quality Standards, are they objective standards? Does the leadership team use them in a subjective way? Superintendent Roy stated there is a statute that Vermont will have Ed Quality Standards - these are the standards that are stated at this time

that define what all Vermont schools are required to have. She does not believe we are applying them subjectively; what we have done is identify areas in Ed Quality where we are most discrepant - right now one of them is class size but it is hard to change class size without structural change. Other areas where reductions in staff are presented are those where we are particularly far from the Ed Quality Standards. Chris McVeigh reiterated what Diane Nichols-Fleming had indicated around cutting direct line services, e.g. school nurses and educational coaches. Was consideration given to reducing administrative staff? Superintendent Roy indicated that there are Ed Quality Standards around number of principals. She stated that we could provide the board with a comparison of our central office staff compared to neighboring school districts. She believes that our central office is thinly staffed. Mckalyn Leclerc is not sure that making cuts from the smaller schools is going to make any improvements in the quality of education at the schools. She would be interested to know what it would look like to bring foreign languages to all of the elementary schools. She would be interested in some of the creative ideas that were shared, for example, combining preschool programs. Superintendent Roy stated that, across the district, even with reductions, we have more adults in the system than Education Quality would say that we need. One of the factors is that as a district we are small. She noted that, when wondering whether we should offer world languages to all of our students, we should not do that on the backs of the current structure. The question could be how do we bring foreign language to all of the schools versus how do we “shave” foreign language staff? Daniel Keeney thanked everyone for the input they provided tonight. He is very interested in conversations around creative solutions. He asked Susanne Gann about the excess spending threshold. She noted that, were it in place, we would be below it. Daniel Keeney asked about the administration’s recommendation around fund balance - does this offer us some flexibility? He also asked about considering the concept of vacancy savings - would this keep us within the Ed Quality Standards. Maggie Weiss stated the reality - there is no housing - nobody is moving here because there are no houses available in our district. How do we interface with development review so that we are working together to bring families to our towns? We need to be having those bigger conversations. When we are visioning at the educational level, we can’t have it as an isolated conversation. We have to look at larger scale change. She noted that she shares Mckalyn’s thoughts about hearing the vibrancy about the foreign language program at one school - how can we work as a district to attract new teachers? We have to grow our own? (She spoke about Calais school posting for a foreign language teaching position with no candidates to fill the position, and therefore eliminating the program.) Kari Bradley stated that he doesn’t disagree with anything that was stated tonight, and yet, change is inevitable. He supports exploring creative measures; he would like to get started on that. He would support the board giving direction to consider a 7% increase on net taxes, knowing that the CLA information is coming and will tell a big part of the story. Jonas Eno-Van Fleet clarified that the board did not ask for service cuts, did not ask for RIFs, the board asked for a large decrease in order to explicitly see the impact. We realize we are faced with: (1) start cutting services to limit budget increases (2) don’t cut services and continue to increase budgets (3) consider

structural changes - whether that is closure, consolidation, etc. That conversation is going to take a lot of community involvement. He noted that we had a large number of people present tonight. He stated that the Rumney community has a reputation for being very engaged, and this was on display tonight. It will be important to think of our district as a whole; this concept of community identity will be very tricky. We need to address bigger issues, as Maggie had stated, such as housing. He spoke about the inevitable “right sizing” which will be coming soon. Ursula Stanley thanked Superintendent Roy and the leadership team for the time they have spent on this; she also thanked the community for showing up and advocating for the students. She agreed with every point that Jonas Eno-Van Fleet had made; she agrees that we have very hard work ahead of us. Lindy Johnson stated that the declining student enrollment is a huge consideration. It requires that schools get creative in how they configure personnel. She appreciates what the leadership team has brought for us to consider, and she reiterated that this is not final; this is presented to facilitate discussion. Diane Nichols-Fleming suggested going back to the original budget and then we look to the visioning work that is coming in the new year; we hit it hard immediately and not let it go by the wayside. She noted that change is inevitable. She suggested, if we apply Draft #1, what would our taxes look like? with updated information from the state? And then think about, in the New Year, launching into the discussions about creative visioning for the future. Joshua Sevits reiterated Kari Bradley’s idea of considering 7%. He also appreciates the approach in some of the discussion about the possibility of creative visioning; he believes we are going to grow and continue to be amazing, as long as we stay engaged. He thanked everyone for showing up and thanked the administration for the hard work they put into this budget draft. Chris McVeigh stated that each of the small towns have a unique interest because each school is an integral part of the town. If schools close, it has a severe impact on the towns. He would like to know some of the details of the creative thinking. He stated that he fully supports what Diane Nichols-Fleming had suggested, and let our communities tell us (through the vote) what they think. And then go forward after the new year and start the work of engaging the community and creatively considering how to structure education at WCUUSD in the future. Daniel Keeney expressed interest in going back to Draft #1 and considering what the tax impact will be, with what new information we have. First draft reflected 9.7% increase (local education spending). Ursula Stanley supports Kari Bradley’s suggestion to look at 7%. We need to remember that we have a responsibility to our community that they can afford to live here. Diane Nichols-Fleming asked if we increase to 7%, how does that affect the positions that were presented tonight for reduction in force? What would be the difference between 6% and 7%? Kari Bradley stated that we won’t have enough information until we have CLA figures, to know exactly the impact. Susanne Gann explained that much of the tax impact depends on information that comes from the state legislature. Jonas Eno-Van Fleet stated that he would support going back to the first budget draft and asked the leadership team to identify any budget reductions that they would have considered, and he would support bringing that to the towns. He stated that we heard a lot from Middlesex tonight and a lot from Worcester and other towns. He would be interested in allowing the community to vote, and then get to the work of thinking

creatively about future visioning. Daniel Keeney suggested looking at a 7% increase as well as considering Draft #1, with some more updated information around CLA, and look at both options next time. He stated that he feels indignant that the state of Vermont puts so much responsibility on school boards and yet does not provide the information that is needed in a timely manner. Superintendent Roy stated that the first draft would come back at higher than 9.7% so she would still ask for some parameter from the board. Natasha Eckart Banning stated that the number of people who showed up tonight spoke to the reason this community is so special. She would hate to have to change what we are offering our students; they are part of what makes Vermont so special and makes our district so special. Jonathan Goddard stated that, coming out of the pandemic, any cuts related to school counseling and student nursing would be a mistake. He noted that he does not see foreign languages or art as anything “extra” - he sees them as integral. He does not support reductions in direct services to students. If the needs of students are increasing, then we need the staff. The needs of students right now are greater, not lesser. Flor Diaz Smith stated that going back to the first draft would be “delaying the cliff.” She stated that she does wish for foreign language in each school, and she believes that, thinking creatively, we can get there. She suggested using the 7% parameter, and would like to consider the preschool creative solution that Superintendent Roy had suggested as part of the presentation. She does not think putting a budget to the voters, expecting it to be voted down, and going back to the drawing board, is the way that the board works. Some discussion followed around coaching positions. Superintendent Roy stated that the leadership team would appreciate a new parameter so that we can go back to reconsider. Diane Nichols-Fleming stated that the board was assured that this draft was brought to us so we could consider this 6% reduction, knowing it would likely look stark. She worries that we are giving a parameter that requires creative thinking and we haven’t gotten to the place of having discussions around creative structure. Flor Diaz Smith stated that she supports providing a 7% parameter that will allow for further discussion in January. She also reminded the board that they have decided to hire a facilitator to help with visioning and strategic planning. Mckalyn Leclerc suggested staying within the state parameter of 8.5%. Susanne Gann stated that the 8.5% had been the average of school boards across the state, based on the first budget drafts. Ursula Stanley asked, are there other places, realistically, we could be creative in this budget that might help us further? Superintendent Roy spoke about the possibility of combining grade levels other than preschool - for example, moving a small kindergarten class over to another school. Diane Nichols-Fleming asked, would these creative solutions involve staff reduction? Superintendent Roy stated that it would. Fund Balance Projections: Susanne Gann shared information about projected fund balance; she recognized that one of the factors in the fund balance is vacant positions. Daniel Keeney asked whether these vacancies are this year’s or projecting to next year? Susanne Gann stated that this is based on vacancies up to this point; this does not refer to next year. Daniel Keeney asked, how would this affect the capital plan? Susanne Gann stated that the capital fund is a totally separate account and she feels that it is adequate. Kari Bradley cautioned the board for using the fund

balance for normal operations, because unless something changes in the future, we would have to come up with the money, plus any normal operation increases, in future years. If we are to draw down the fund balance over time, then we need to be mindful of setting a precedent for future years. Diane Nichols-Fleming suggested waiting until we have more information about the next draft of the budget. We don't have enough information at this time to determine an amount. Ursula Stanley would be interested to see the numbers from the fund balance to cover the school nurse positions, but she does worry about coming years when we can cover such things using fund balance. Flor Diaz Smith suggested she would like to see what 7% (or 7.5%) looks like, when considering the preschool proposal and possibly dip into fund balance to fund school nurse positions. Diane Nichols-Fleming reiterated that she is not comfortable asking for 7%; it is even lower than the budget we considered tonight. Flor Diaz suggested considering 9.7%, looking back closer to the first budget draft, seeing where this is in relation to the excess spending threshold. Lindy Johnson stated that she was not under the impression that we are prepared to make a change in preschool for Fall 2023; yet we keep bringing it up as a possibility when we consider the budget. Superintendent Roy stated that it was a fairly "doable" creative solution and she would come back with a more fleshed out consideration around preschool for the board's consideration.

- 4.3. Education Quality Priorities:** Kari Bradley suggested tabling the discussion. He had shared a written document with the board; he invited board members to share any reactions or additional thoughts about this document.
- 4.4. Mail in ballots for the WCUUSD Annual Meeting:** **Jonas Eno-Van Fleet moved that in accordance with the votes of the five town Select boards, ballots for the WCUUSD Annual Meeting be mailed to all active-not challenged voters in the School District. Seconded by Daniel Keeney, this motion carried unanimously.**
- 4.5. Staff Appreciation**

5. Reports to the Board

- 5.1. Student Report:** Maya shared that the Student Government Association is interested in working with the board. Both Maya and Willow shared some of the student happenings over the past month. Maya shared that we are beginning the college acceptance season.
- 5.2. Superintendent/Central Office Leadership Team (COLT) Report:** Flor Diaz Smith thanked COLT for this thorough report. She thanked Superintendent Roy for the class size information that was included in this report. Superintendent Roy invited any feedback or comments about class size information, through email if desired. Susanne Gann shared that Virginia Breer has resigned and we are currently searching to fill the vacancy. She thanked Virginia for her work; the board thanked Virginia as well.
- 5.3. Principal Report:** Flor Diaz Smith thanked the school principals for this written report. She invited questions or feedback from board members.
- 5.4. Central Vermont Career Center Report:** tabled

6. Finance Committee

6.1. Discussion/Action

6.1.1. FY 22 Audit Report: Jonas Eno-Van Fleet moved that The Board accept the audited financial statements for the Washington Central Unified Union School District for the year ended June 30, 2022 from RHR Smith & Company with appreciation to the staff. Seconded by Ursula Stanley. Discussion: Flor Diaz Smith shared that the Finance Committee has reviewed this.

6.1.2. Fund Balance Projections: This was discussed earlier in the meeting.

7. Policy Committee

7.1. Second Reading for Policy to be Adopted December 21, 2022: F2 Nondiscriminatory Mascots & School Branding: Jonas Eno-Van Fleet moved to approve the second reading for F2. Seconded by Lindy Johnson, this motion carried unanimously.

The following policies are tabled:

7.2. First Reading for Policy to be Approved January 4, 2023: C13 Homeless Students

7.3. First Reading for Policy to be Adopted January 4, 2023: C5 Weapons & Firearms

7.4. First Reading for Policy to be Adopted January 4, 2023: Building Use

7.5. Update: A1: Board Conflict of Interest

8. Consent Agenda:

8.1. Approve Minutes of 11.16.22, 12.1.22, 12.7.22: Jonas Eno-Van Fleet moved to approve the minutes of November 16, December 1, December 7, 2022, with appreciation to Lisa. Seconded by Ursula Stanley. Discussion: Natasha Eckart Baning's name was missing from the December 7, 2022, minutes. This motion carried unanimously with the noted edit.

8.2. Approve Board Orders: Lindy Johnson moved to approve the board orders dated 12-22-22, for a total amount 1,820,676.41. Seconded by Ursula Stanley, this motion carried unanimously.

9. Personnel

9.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE: Jonas Eno-Van Fleet moved to accept the extended absence request from Daisy Scarzello. Seconded by Ursula Stanley, this motion carried unanimously. Diane Nichols-Fleming moved to approve 0.25 FTE unpaid leave of absence for Kate McCann, January 4 through the end of the legislative session. Seconded by Lindy Johnson. Discussion: Principal Dellinger-Pate shared that the schedule has been configured to allow for her to teach some of her classes, as well as serve on the legislature. He noted that a long term sub has been hired for her other classes. This motion carried unanimously.

9.2. Update on Vacancies: Superintendent Roy shared that vacancies persist in spite of posting these positions and that it continues to be a hardship that administrators and staff continue to grapple with.

10. Executive Session for Negotiations: At 9:46 pm Jonas Eno-Van Fleet moved to enter Executive Session for the purpose of discussing negotiations strategy to include Superintendent Roy. Seconded by Joshua Sevits, the motion carried unanimously. At 9:57 Jonas moved to leave Executive Session. Seconded by Diane Nichols-Fleming, the motion carried unanimously. During Executive Session the Board discussed negotiation strategy.

11. Future Agenda Items

11.1. Board Goals and Calendar

11.2. Central Vermont Career Center Budgeting

12. Board Reflection: Flor Diaz Smith reflected that the meeting was hard but we did a good job and thanked everyone including Superintendent Roy and David Delcore.

13. Public Comments

14. Adjourn: At 9:59 Jonas Eno-Van Fleet moved to adjourn. Seconded by Natasha Eckart Baning, the motion carried unanimously.

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