

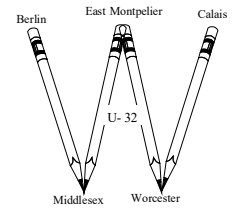
# Washington Central Unified Union School District

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



**Washington Central Unified Union School District  
School Board Meeting  
(Virtual Only)  
Central Office  
1130 Gallison Hill Rd. Montpelier, VT  
11.16.22 6:00-9:30 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: *Student Achievement Monitoring Report – pg. 4* 30 minutes
4. Reports to the Board 15 minutes
  - 4.1. Student Report
  - 4.2. Superintendent/Central Office Leadership Team (COLT) Report- pg. 20
  - 4.3. Principal Report – pg. 24
  - 4.4. VSA/VSBA Conference Debrief
  - 4.5. Central Vermont Career Center Report
5. Board Operations (Discussion/Action) 30 minutes
  - 5.1. Superintendent Evaluation Rubric – pg.30
  - 5.2. Staff Appreciation
  - 5.3. Mailing School Ballots - pg. 43
  - 5.4. Visioning – pg. 44

- |   |            |
|---|------------|
| 6. Presentation: Budget Draft # 1-Level Service Budget - pg. 45   | 40 minutes |
| 6.1. Review and Discuss FY 2023-24 Budget Draft # 1   |            |
| 6.2. Budget Parameters – pg. 55   |            |
| 7. Finance Committee (Discussion/Action)  | 15 minutes |
| 7.1. Discussion/Action  |            |
| 7.1.1. Approve Use of Capital Funds for EMES Doors – pg. 57   |            |
| 7.1.2. Authorize Superintendent to Award Bids for Liquid Heating Fuels – pg. 58                             |            |
| 7.1.3. Calais Wood Chip Boiler – pg. 59   |            |
| 7.1.4. Approval of ERU Prequalified Contractors – pg.60   |            |
| 8. Policy Committee (Discussion/Action)   | 15 minutes |
| 8.1. Policy Memo – pg. 61   |            |
| 8.2. First Reading for Policy to be Adopted on 12.21.22: F2 Non- Discriminatory Mascots & Branding - pg. 62 |            |
| 8.3. First Reading for Policy to be Adopted on 12.21.22: C5 Weapons and Firearms                            |            |
| 8.4. First Reading for Policy to be Adopted on 12.21.22: Building Access                                    |            |
| 8.5. School Choice Policy: Discussion about community input   |            |
| 9. Consent Agenda (Discussion/Action)   | 5 minutes  |
| 9.1. Approve Minutes of 10.19.22, 11.2.22 – pg.64   |            |
| 9.2. Approve Board Orders   |            |
| 10. Personnel   | 10 minutes |
| 10.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE- pg. 75                      |            |
| 10.2. Update on Vacancies   |            |
| 11. Executive Session for Negotiations  | 10 minutes |
| 12. Future Agenda Items   | 5 minutes  |
| 12.1. Board Goals and Calendar  |            |
| 12.2. Central Vermont Career Center Budgeting   |            |
| 13. Board Reflection  | 5 minutes  |
| 14. Public Comments   | 15 minutes |
| 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

# Education Quality Committee Progress Report: Monitoring Student Achievement

November 16, 2022

## STUDENT LEARNING OUTCOMES



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

**Our students will meet or exceed  
rigorous standards for:**

### CORE KNOWLEDGE

of essential academic subjects



Literacy



Math Content  
& Practices



Physical  
Education  
& Health



Global  
Citizenship



Artistic  
Expression



Financial  
Literacy



Scientific Inquiry &  
Content Knowledge

### TRANSFERABLE SKILLS AND BEHAVIORS

that prepare them for life-long  
learning and success



Creative  
& Practical  
Problem  
Solving



Working  
Independently &  
Collaboratively



Informed,  
Integrated  
& Critical  
Thinking



Effective &  
Expressive  
Communication



Engaged  
Citizenship



Self-Awareness  
& Self-Direction

# Education Quality Committee Goal 2022-2023

## School board adopt a system for monitoring student achievement by June 2023.

Specific	<ul style="list-style-type: none"> <li>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></li> <li>What actions will we take? <ul style="list-style-type: none"> <li><i>Education Quality Committee (EQC) will propose system components for board's consideration</i></li> <li><i>Board will provide feedback, practice during this year's monitoring opportunities and formally adopt a system</i></li> </ul> </li> <li>Who needs to be involved to achieve the goal? <i>Board, EQC, Jen and Meagan, plus others</i></li> <li>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></li> </ul>
Measurable	<ul style="list-style-type: none"> <li>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></li> <li>What will success look like? <i>Board members agree on the components and overall system for monitoring student achievement</i></li> </ul>
Achievable	<ul style="list-style-type: none"> <li>Is the goal doable? <i>Yes</i></li> <li>Do we have the necessary skills and resources? <i>For the most part, though we will likely benefit from external resources</i></li> <li>If not, can we attain the skills and resources? <i>Possible resources: VSBA, VSA, other districts</i></li> <li>What is the motivation for this goal? <i>Student achievement is why we exist and we want to support systematic improvement</i></li> </ul>
Relevant	<ul style="list-style-type: none"> <li>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></li> <li>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></li> <li>Why are we setting this goal now? <i>Next step in our journey to understanding and positively impacting student learning</i></li> </ul>
Time-Bound	<ul style="list-style-type: none"> <li>What is the timeframe for accomplishing the goal? <i>EQC propose components for November and March monitoring reports, Board adoption June 2023</i></li> <li>How will we know that we are making progress? <i>As we reach agreements on components</i></li> <li>Is the deadline realistic? <i>yes</i></li> </ul>

# Focus Questions

- Which of these areas of focus seem like priorities for us to monitor?
- Was the presentation of data clear and effective?
- What else?

# Post-Secondary Data



## AOE Definition of 4-year Cohort Graduation Rate

The cohort graduation rate is calculated by tracking the students from the time they enter Grade 9. Students who graduate within four years are considered on-time graduates. Students who graduate one or two years later are included in the 5- and 6-year graduation rates. The total number of graduates is divided by the total number of students in the cohort. Students who transfer into a school are included in the cohort, while students who transfer out are dropped from the cohort.



# 4 Year Graduation Rate

Year	U-32	VT
2014-2015	88%	88%
2015-2016	88%	88%
2016-2017	89%	89%
2017-2018	90%	85%
2018-2019	82%	84.5%
2019-2020	84%	83%
2020-2021	77%	83%
2021-2022	Not yet available	Not yet available

# Senior “Self Reported” Post HS Plans

	2015	2016	2017	2018	2019	2020	2021	2022
# of Graduates	118	125	123	126	106	113	119	119
% Attending College	68.7	66.4	65	68	65	65	68.8	66
%Career Ed	.8	.8	6.3	2.4	7.5	8	.8	1.7
% Employed	19.5	24	24.2	27.8	19.6	17.7	17.6	22.7
% Military	1.7	3.2	.8	2.4	.9	3.5	.8	0
% Year Off	9.3	5.6	3.8	.8	6.5	6.2	11.8	11

**Class of 2022 College Acceptances:** Univ of Alabama, American International College, American University, Appalachian State University, Univ of Arizona, Assumption University, College of the Atlantic, Bard College, Belmont University, Bennington College, Binghamton University, Boston University, Bucknell University, Castleton University, Champlain College, College of Charleston, Clark University, Clarkson University, Clemson University, Coastal Carolina University, Colby College, Colby-Sawyer College, Univ of Colorado Boulder, Colorado Mesa University, Colorado State University, Columbia College, Community College of Vermont, Connecticut College, Univ of Connecticut, Cornell University, Creighton University, Curry College, Dean College, Univ of Delaware, Univ of Denver, DePaul University, Drexel University, East Carolina University, Eckerd College, Elon University, Emmanuel College, Endicott College, Florida Atlantic University, Florida Gulf Coast University, Florida International University, Florida Southern College, Fort Lewis College, Framingham State University, Franklin Pierce University, Georgia State University, Univ of Hartford, Hawaii Pacific University, Ithaca College, Johnson & Wales University-Providence, Keene State College, Kent State University at Kent, Univ of Kentucky, Lesley University, Univ of Louisville, Macalester College, Univ of Maine at Farmington, Maine College of Art & Design, Univ of Maine, Maryland Institute College of Art, Univ of Maryland, Massachusetts College of Pharmacy and Health Sciences, Univ of Massachusetts-Amherst, McGill University, Merrimack College, Univ of Miami, Michigan State University, Middlebury College, Univ of Montana, Montclair State University, Moore College of Art and Design, Mount Holyoke College, NCAA Eligibility Center, Univ of New England, Univ of New Hampshire, Univ of North Carolina, Northern Vermont University, Norwich University, Nova Southeastern University, Oregon State University, Pace University, Plymouth State University, Rhode Island College, Univ of Rhode Island, Rochester Institute of Technology, Roger Williams University, Russell Sage College, Sacred Heart University, Saint Michael's College, Saint Peter's University, Simmons University, Skidmore College, Southern Maine Community College, Univ of Southern Maine, Southern New Hampshire University, Springfield College, St. Lawrence University, Stony Brook University, Suffolk University, SUNY College of Technology, SUNY College, Syracuse University, Univ of Tampa, Univ of Oregon, Vermont Technical College, Univ of Vermont, Virginia Tech, Wentworth Institute of Technology, West Virginia University, Wheaton College, Willamette University, Williams College, The College of Wooster, York College of Pennsylvania

## U-32 Recent Graduate Stories about Post-Secondary Plans





# STUDENT LEARNING OUTCOMES

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## MATH CONTENT & PRACTICES

### #1 NUMBER AND QUANTITY

Reason, describe, and analyze quantitatively, using units and number systems to solve problems.

### #2 ALGEBRA

Create, interpret, use, and analyze expressions, equations, and inequalities.

### #3 FUNCTIONS

Use functions including linear, quadratic, trigonometric, and exponential, to interpret and analyze a variety of contexts.

### #4 GEOMETRY

Understand geometric concepts and constructions, prove theorems, and apply appropriate results to solve problems.

### #5 STATISTICS AND PROBABILITY

Use concepts of statistics and probability to analyze data and make informed decisions.

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# Data Related to Budget Parameter

# STUDENT LEARNING OUTCOMES

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## LITERACY

### #1 READING

Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.

### #2 EXPOSITORY WRITING

Produce clear and coherent writing for a range of informative and analytical tasks, purposes, and audiences.

### #3 EXPRESSIVE WRITING

Develop polished written work in a variety of genres following a process of drafting, feedback, and revision.

### #4 EXPOSITORY RESEARCH WRITING

Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### #5 SPEAKING & LISTENING

Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.

### #6 LANGUAGE

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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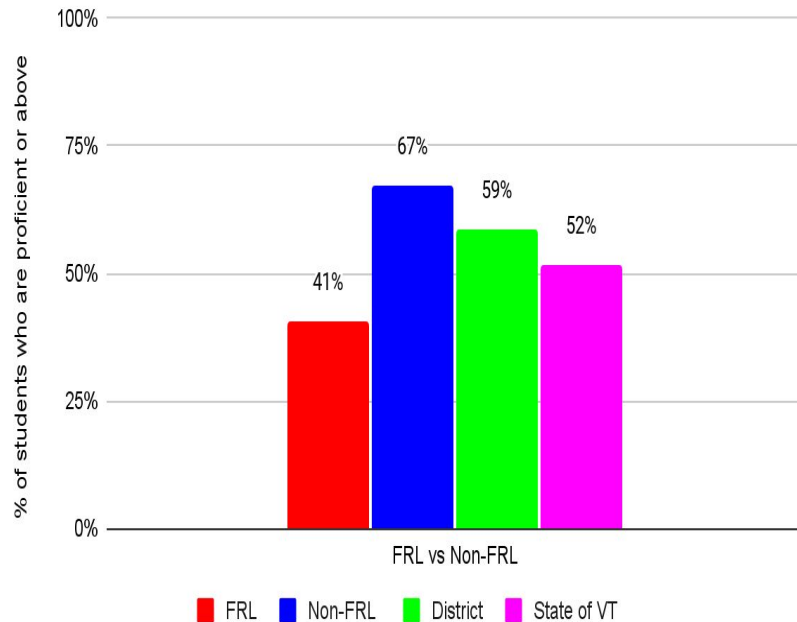
# School Board Budget Parameter

Approved on May 18, 2022

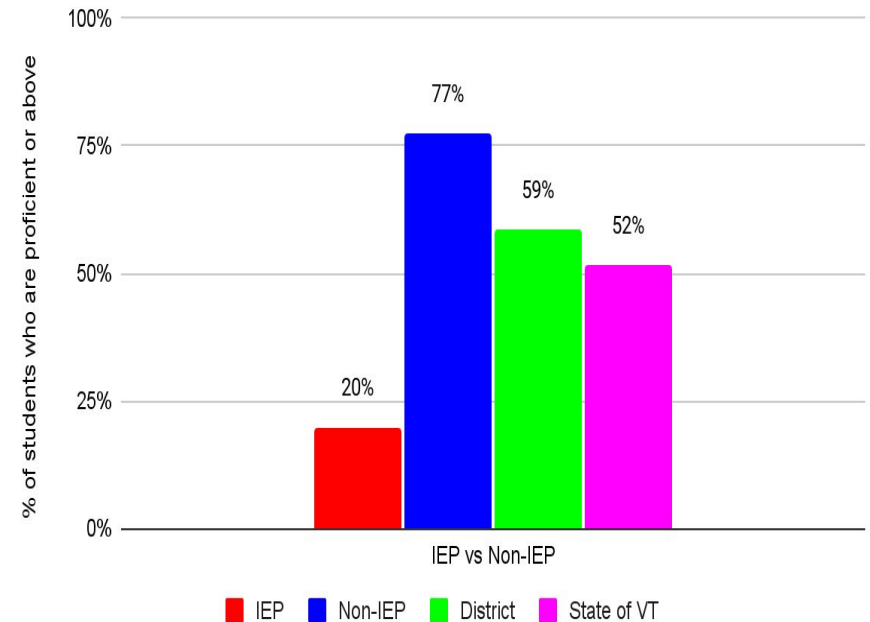
- **Include an initiative to achieve significant improvement in math and/or literacy proficiency for students on an Individualized Education Plan and/or who qualify for Free and Reduced Lunch. The board wants the Leadership Team to identify an appropriate scope for the initiative given current circumstances and consider what resources will be needed for success.**

# Smarter Balanced (SBAC) Literacy Grades 3-9 Spring 2021

## District-wide FRL Comparison

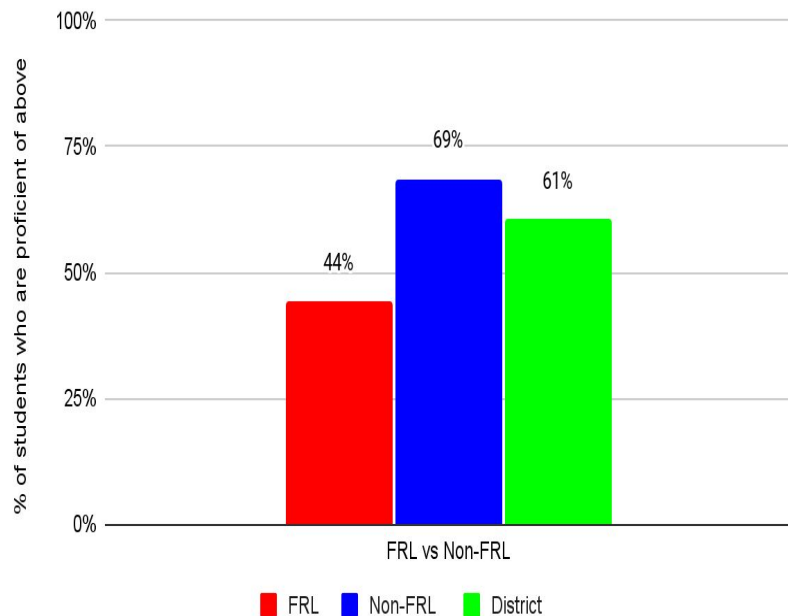


## District-wide IEP Comparison

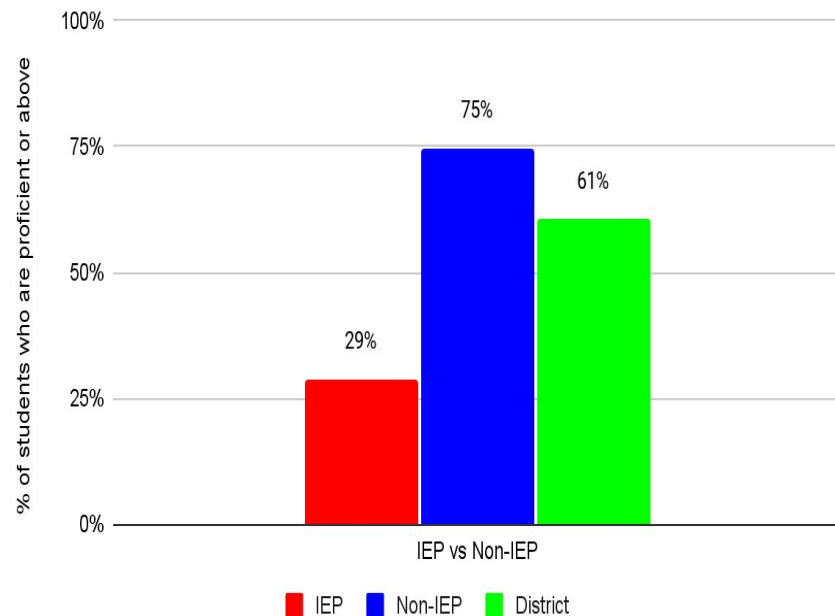


# Benchmark Assessment System (BAS) Literacy Grades K-6 Spring 2022

## District-wide FRL Comparison



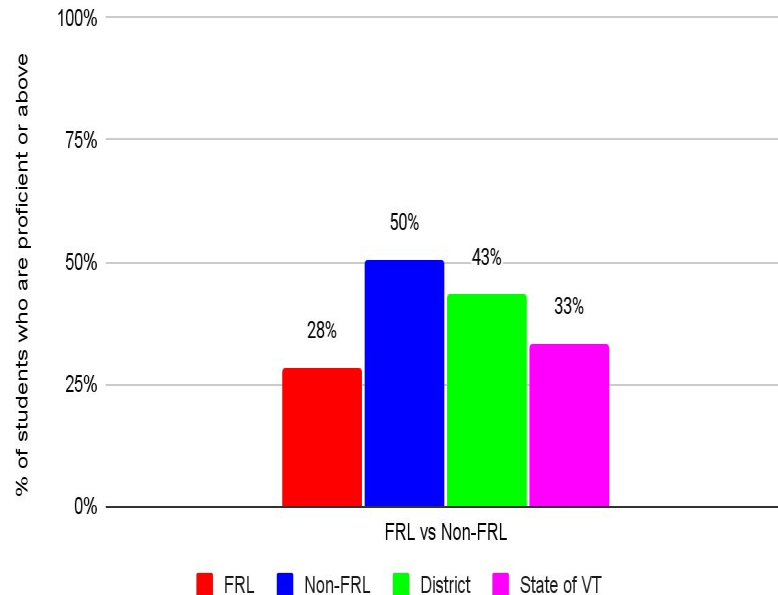
## District-wide IEP Comparison



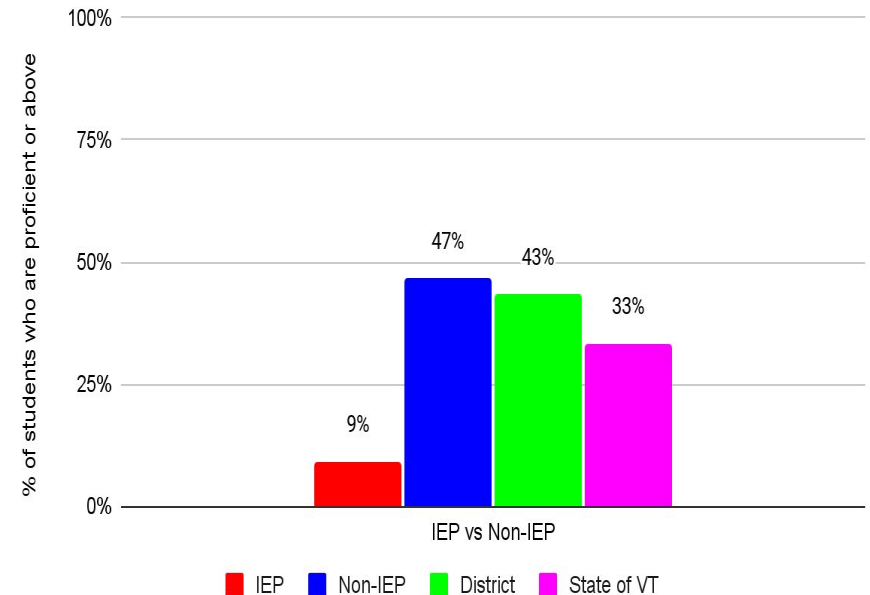


# Smarter Balanced (SBAC) Math Grades 3-9 Spring 2021

## District-wide FRL Comparison

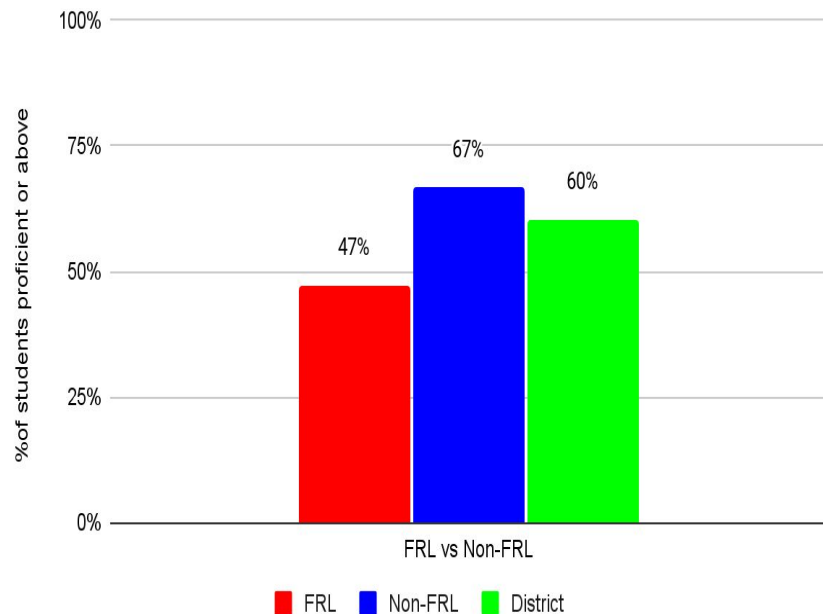


## District-wide IEP Comparison

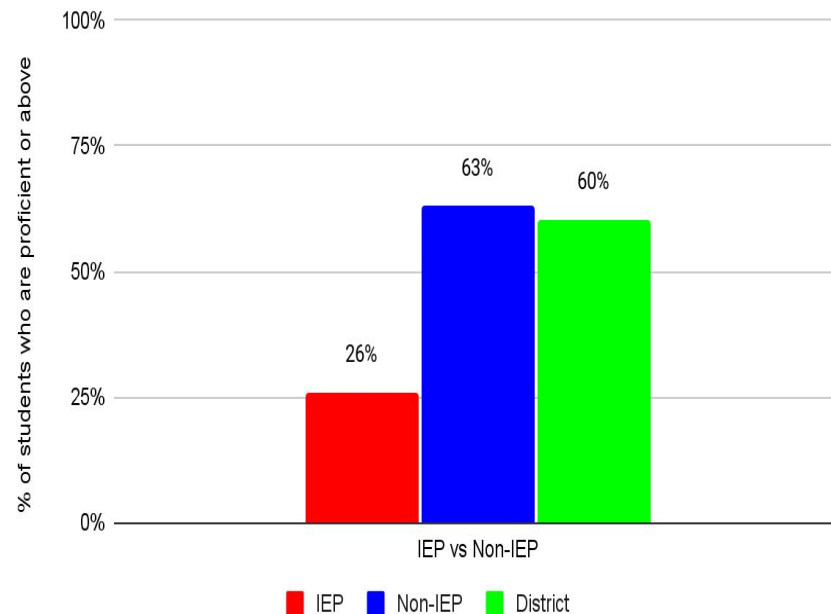


# i-Ready Math Diagnostic Grades K-8 Spring 2022

## District-wide FRL Comparison



## District-wide IEP Comparison



# Focus Questions

- Which of these areas of focus seem like priorities for us to monitor?
- Was the presentation of data clear and effective?
- What else?



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### **Cyber Security Updates**

After last October's cyber incident we took a number of steps to "harden" our systems. Some, such as creating separate administrator and personal accounts for the IT team, blocking malicious domains and IP addresses, and implementing geo-political blocking, didn't create additional cost. Those that did require the expenditure of additional dollars included changing the anti-malware product to SentinelOne, contracting for firewall management, and adding an off-site cloud-based repository of backups.

In this year's budget a number of items that contribute to improving our cybersecurity posture were included. Examples include upgrading our Google Workspace to the Enterprise Plus level and providing training for staff to help them recognize "phishing" emails and other attack vectors. We are currently rolling out Multi-Factor Authentication for staff to help make sure that credentials are valid.

We received a CyberSecurity Grant from the Vermont AOE this year. We will use that to improve our security posture through contracting for vulnerability and penetration testing, compliance with security controls established by the Center for Internet Security, and monitoring of our broadband connections. We will also work to develop our resiliency to denial-of-service attacks. The grant will help us ascertain our continued needs so that we are able to plan for those costs in future budgets.

#### ***Protection Against Phishing***

Most of us have gotten emails, texts, phone calls, or other communications that try to trick us into clicking on bad links or giving up confidential information. WCUUSD has embarked on a program to help our staff become better at recognizing attempts like these that might lead to compromising our systems. We are working with a company called KnowBe4 to provide training about ways that "phishers" try to trick us. Through KnowBe4, we are testing our system and its vulnerabilities by sending out fake phishing emails. We can then analyze our results and provide additional training opportunities for those who get tricked. Our baseline results showed us that we all get "caught" now and then and that our staff's results were about the same as those in other organizations. We have already seen improvement and expect to continue to learn to recognize the nefarious "hooks" that keep coming our way.

### **Federal Grants Updates**

The Consolidated Federal Programs (CFP) Grant was amended and approved this month to allocate the carryover funds from the FY 2021-22 allocation. This grant includes much of our



Title funds. In addition, the ARP ESSER grant was amended to budget for the full \$2,480,120 allocation, as required by the grant. The Public Plan for ARP ESSER Spending, 9-19-22 can be viewed on our [ESSER website](#), which can also be accessed by following the ESSER Funds link on the WCUUSD home page.

### **Capital Projects Updates**

Prequalification statements for the U-32 ERU project are due by November 7, 2022. The Board will be presented with a list of contractors that staff determines meet all of the prequalification criteria. The Board is required to notify all contractors that submitted for consideration if they have been prequalified or not. It is our intention to bring this list to the November 16, 2022 Board meeting for the Board to authorize the Superintendent to notify contractors on the Board's behalf.

### **Human Resources**

Open Enrollment information was distributed to all eligible employees on October 31, 2022. Employees are asked to return required information to Virginia Breer by Monday, **November 21, 2022**. Early notification should help ensure that all employees are able to use their selected benefits beginning January 1, 2023. Thank you to Virginia and Melissa Tuller for all of their work getting this information to employees.

Virginia files several payroll reports quarterly, including the 941s, VT payroll reports, Unemployment Tax wage report to Dept of Labor, Health Care Employer Assessment, VMERS and VSTRS retirement reports due, EPSDT report. A huge thank you to Virginia for her continuous efforts to file these reports timely and keep the District in compliance.

### **Audit Report Draft**

The first draft of the FY 2021-2022 Annual Audit Report was received from the School District accountants, RHR Smith & Company. After our review is complete, and any necessary changes are made, the auditors will provide us with a final draft. We anticipate having the final draft for the December 21, 2022 Board meeting.



## **School Safety Report Summary**

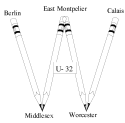
The Board will recall that last year, the district agreed to undergo a comprehensive school safety assessment. We contracted with Margolis-Healy, a professional services firm specializing in safety and security issues for K-12 education. Chris O'Brien, our Facilities Director, worked closely with the firm to plan and coordinate their assessment. They joined our campuses in August of 2022 and met with each principal and facilities team, as well as district staff as part of their assessment.

Early this school year, WCUUSD convened a District Safety Team made up of multiple stakeholders across the district. We recognized the need for coordination of our school safety systems. The first task of the District Safety Team was to digest the full safety report, identify priority areas and determine how to proceed with the implementation of the recommendations. This team will expand over time to include community public safety partners and others in order to ensure multidisciplinary perspectives. It will remain a standing team that plays a coordinating role in district and building-level safety work.

The following is a summary of key themes coming out of the report, as well as an initial summary of the district's response to those themes.

**An important note:** A school safety assessment provides leadership with comprehensive information about areas for improvement relative to keeping our buildings safe. We are committed to providing the Board with information about high-level themes and our actions toward implementation. It is not considered prudent to share detailed recommendations publicly, however, as it would provide detailed information about our security vulnerabilities.

Theme	WCUUSD Actions
<b>Emergency Preparedness</b> It is recommended that WCUUSD have a more unified approach to critical incident response planning, so that there is consistency in our Emergency Operations Plans across buildings. With this more structured and formalized planning will be the opportunity to enhance the level of training and exercising we are able to do with local first responder agencies	Individual schools have updated the current versions of their Emergency Operations Plans The District Safety Team will be developing a uniform and updated Emergency Operations Plan, using the most recent resources from the <a href="#">Vermont School Safety Center</a> . They will develop a district-wide Emergency Operations Plan, determining what responses would be coordinated at the district level and what planning needs to be school-specific Each school has a School-Based Safety Team. These teams will work in conjunction with the District Safety Team to manage school-level planning
<b>Threat Assessment</b>	The district had already identified a group of individuals



<p>One of the most critical elements of ensuring school safety from threats of violence is to have strong systems in place to analyze possible threats and proactively intervene to support individuals. It is recommended that the district convene a Behavior Threat Assessment Team and develop procedures to identify concerning behaviors or actions that may have a negative impact on our community</p>	<p>(including principals and school psychologists) to go through the Behavior Threat Assessment Training this year. This group will become the WCUUSD Behavior Threat Assessment Team and is coordinated by Kerra Holden, Director of Special Services. This team will coordinate the implementation of behavior threat assessment practices locally.</p>
<p><b>Physical Security Systems Management</b>  Margolis-Healy identified a number of opportunities for the district to strengthen how we manage our physical security systems in each of our schools. This includes:</p> <ul style="list-style-type: none"> <li>• Develop minimum physical security system standards &amp; technology for each school in the district (e.g., keycard access, etc)</li> <li>• Identify consistent practices for managing and coordinating those systems, including designating a single entity to oversee and manage the systems</li> </ul>	<p>WCUUSD's capital plan already includes funding for physical security systems. It is unclear at this point whether this funding will be sufficient to implement the universal system recommended. Our facilities team and business office will be collaborating to gather pricing information for updating our physical security systems, including ongoing maintenance and various options for coordination</p>
<p><b>Minimum Physical Security Standards</b>  In addition to developing common physical security systems (the facilities, hardware and technology needed to secure our buildings), it is clear that the district would benefit from consistency in our physical security <i>practices</i> - things like how we allow people to enter buildings; whether we prop doors open, etc. Standardizing our practices will ensure common expectations across systems</p>	<p>The District Safety Team will be identifying and developing common expectations around physical safety and will work with individual principals and school-based safety teams for implementation</p>



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**2022-2023 Priorities:**

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

**Update on District Priorities:**

***Academic Achievement & Student Outcomes***

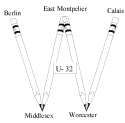
**Berlin:** Here at Berlin this past month we have been focusing on establishing a revised EST and progress monitoring system which mirrors the goals in Act 173. Our team has created new progress monitoring documents and a student tracking system which will help us look at all students and help us ensure we're meeting their needs in a more systematic way, utilizing our interventionists, special educators, and WIN time. We also have begun fully remote SLP services. We were not successful in finding an in person candidate (no applicants) so we decided to look at a remote option. It is working well for sure! Students are receiving quality services in a way that is not traditional, but still effective.

**Calais:** Our teachers have been focused on collaboration. Collaboration is important for any team to grow but it is especially important in a small school like Calais. To achieve optimal class sizes, all of our classrooms are multi-age. This means we need to team so students have opportunities to learn in grade-like groups in alignment with our curriculum. To make this work, our classroom teachers collaborate weekly with interventionists and learning specialists like our special educator, SLP, counselor, and student support specialist. This ensures we see students as something we all share the responsibility for achievement on.

**Doty:** As well as working on literacy skills, our teachers are working together and with coaches to examine their math instructional practices to ensure consistency across the building. Teachers are currently focusing on preparing for conferences. Conferences are an important opportunity for families and teachers to discuss student progress and partner together to ensure that students' needs are being met. Doty teachers have also been participating in district-wide, grade alike meetings to share both resources and ideas for continuing to refine their instructional practices.

**EMES:** Our teachers are gearing up for parent/teacher conferences on November 11th. This is a time for parents to share with teachers how their children feel about school, and for teachers to share with parents how their children are performing in relation to our student learning outcomes. Teachers share evidence of learning through fall assessment data and student work samples. Teachers also share observations around





social/emotional/behavior and engage with parents on how they can support their children at home. In our day-to-day, we continue to roll out our Foundations and Just Words programs in all K-6 classrooms. Teachers spend PD time collaborating and learning from one another as we implement these programs this year.

**Rumney:** Our third grade class will be enhancing literacy skills by utilizing a co-teaching model. Brigitte Kalat, special educator and Linda Emmons, classroom teacher will be co-teaching literacy skills, using the Foundations program. Based on our assessment data as well as discussions with the 3rd and 4th grade team, it was decided that this would be a beneficial approach. This is a great opportunity for students to enhance their literacy skills and is an investment in their lifelong literacy abilities.

**U-32:** Parent/Teacher/Student Conferences are the big event this month. Our Middle School Cores schedule time for our 7th grade students to present what they are doing to their families/caregivers. The 8th graders will do the same in the spring. All other teachers have both virtual and in-person options for families to learn how their children are doing and what strengths they have and areas of growth that need attention.

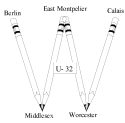
#### **Update on District Priorities:** ***Student Health & Safety***

**Berlin:** Berlin is looking to soon reestablish our school safety team and begin to work on district initiatives when ready. Our support around SEL and meeting students' social and emotional needs ties into our progress monitoring system changes as mentioned above.

**Calais:** We are getting ready to work with our local fire department to support families in need during the Thanksgiving and Holiday season. We also have a local community member who has done some grant writing that is helping us to establish a backpack program. This program allows families to access additional food/snacks on a weekly basis.

**Doty:** As part of our integrated guidance and health curriculum, Nurse Jess and Maureen have been spending time in classrooms talking about both physical and emotional health. Nurse Jess has been reviewing hand washing and infection control with classrooms as various cold travel through. Maureen has been working with our older students about hazing, harassment, and bullying. She is also working with students to help them understand the impact that their words can have on one another. Learning that the impact of our words and actions can be different from our intent is an essential piece of our social emotional well-being here at Doty.

**EMES:** We recently had to take down both our sandbox and our log cabin in the woods because they had reached the end of their useful life and were becoming safety hazards. Our goal is to replace these two items with an ADA accessible sandbox and cabin in the near future. In addition, our Behavior Threat Assessment team recently reviewed and



updated our threat assessment practices, based on a recent training we participated in. We are also gearing up to work with our local fire department to support families in need during the Thanksgiving and Holiday season. At this time, we will be providing meals for 8 families in need over Thanksgiving.

**Rumney:** Our cafeteria received new tables. Beautiful, matching, blue tables! This means we are reintroducing expectations with our 5th and 6th graders, as they were able to eat outside during September and October. One thing that has made cafeteria eating a success is having a consistent person in the cafeteria throughout the week. This was a suggestion made last year by a retiring paraeducator and it has proven to be a huge benefit. When the weather and staffing permits, we will still have some students eat outside.

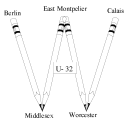
**U-32:** Several staff members attended the recent Governor's School Safety Conference and the information gained there and through our Margolis/Healy report will help us revise our safety plan and protocols. We have also finished a series of grade level assemblies in the High School where we discussed Title IX processes and what consent looks like in healthy relationships. We partnered with Mosaic for these presentation that came about because of the work of a student committee last year that worked on reducing sexual harassment at U-32.

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

**Berlin:** We have established our Equity Committee and will be meeting every other week at Berlin. We are going to be using staff meeting time this month to begin conversation school wide and we will be looking at more formally creating a school action plan in the upcoming months. We also will be having a whole staff HHB training in January.

**Calais:** Inspired by honoring Indigenous Peoples Day in early October, our 5/6 students have been researching world cultures and traditions that have changed over time. They are getting an opportunity to make choices on these topics as part of informational writing prompts. This work has also generated some really rich classroom discussions about the importance of giving voice to cultures that have been "taken over". Their teachers are providing experiences for students to deepen their thinking about topics of history, tradition, and cultural appropriation.

**Doty:** Our 5/6 students are exploring ideas of race, racism, and identity as they have a read-aloud of Stamped, the collaboration between Jason Reynolds and Ibram X. Kendi. They are reminding us all that young brains are ready to grapple with big ideas and hard truths. As a staff, we are continuing to look at our own student data, both current and historical, in order to ask ourselves if trends that we notice are happenstance or indicative of wider systemic issues. Our small "N" makes that work challenging in some ways and very rich in others.



**EMES:** At the start of November, we brought back our weekly all-school PBIS meetings. Students from K-6 participate in mixed-age groups, which focus on PBIS, Mindfulness, and SEL practices. These lessons are led by the PBIS Committee and EMES Student Leaders. The focus of the lessons for November and December are around Gratitude, Kindness, and Joy. One major area of focus during PD this year is ensuring all of our teachers understand the different roles and responsibilities in the 6 layers of our multi-layered system of supports. We are working on teasing out the differences in service delivery at each layer and are beginning to think about how we can ensure unity in our delivery of services to all EMES students.

**Rumney:** Students in grades 3-6 have been furthering their knowledge of being an upstander vs. a bystander. Our classroom guidance curriculum covers many areas around the topics of bullying and harassment in the upper grades. The students really connect with the importance, and sometimes difficulty, of being an upstander and have lots to contribute to discussions. Our student support specialist, Maryellen Munday, school counselor, Sharon Spector, and I recently attended Hazing, Harassment, and Bullying (HHB) training. We are putting an emphasis on pre-teaching students the skills we want to see. We want to prevent bullying and harassment and part of that is knowing how to respond when it occurs. Keeping families informed is another important piece of this work.

**U-32:** Randolph High School educators, students, and more specifically Randolph Union High School's Gender and Sexuality Alliance (GLOW) are facing backlash on a national level. Our GLAMM club made cards of affirmation and solidarity that were sent to the students at Randolph. Our Building Anti-Racist White Educators group continues to explore ways to eliminate racism and bias at U-32. This group of teachers meets regularly with our Equity Scholar in Residence to explore their own biases and biases that may be present in our lessons and curriculum.

### Celebrations & Upcoming Events

**Berlin:**

We had a wonderful Trunk or Treat/Halloween Celebration on October 28th. We also held our Harvest Lunch on November 9th. It's been amazing to have parents and families participating and in the building again!

Saturday, November 12th - 12:15 - 3:15 Berlin Historical Society History of the Bicycle in Vermont Berlin Elementary School Library

Saturday, November 26th - 10:00 - 4:00 Thank-Fall Craft Fair

Monday, November 28th - Basketball practices begin

Thursday, December 1st - 6:30 - 8:00 PTNA meeting

Thursday, December 16th - Holiday Bazaar for students

### **Calais:**

Drama Club is beginning at Calais again! Several of our high school students at U32 are facilitating this return of theater to students in grades 4-6 on Tuesday and Thursday afternoons. Performance will be scheduled for December 16th or 17th so hold the date in your calendars.

### **Doty:**

- November 16. Doty celebrates World Kindness Day
- Saturday, December 3 - Pie Breakfast and Silent Auction to benefit student activities returns!

**EMES:** It has been a pleasure to bring back many of the traditions that make EMES special for our families and community. On October 28th, our PTNO hosted our first Monster Mash since 2019. About 400 people attended this event and we were able to raise just under \$1800 for our PTNO. On December 2nd, we will have our K-6 music concert. On December 7th, we will have our Harvest Feast, and on December 16th, students will participate in Gifts for Giving and a school-wide performance of *The Elves and the Shoemaker*. Our most recent PBIS all-school celebration included a visit from Paquet's Apple Shack. EMES students and staff enjoyed Paquet's famous apple fries as a special treat.

### **Rumney:**



What: **Rumney Winter Concert**  
 Date: November 21, 2022  
 Time: 5:00 PM  
 Location: Rumney Gym  
 Performances by: Kindergarten- 4th Grade

**U-32:** Fall sports has come to an end, our fall play has finished up and we are getting ready for the next round of winter sports (we need snow, now) and our Stage 16 production of *Elf, the Musical*. We want to give a big shout out to our Boys and Girls Cross-Country teams for capturing State Titles again.

### **Supervision & Evaluation Updates**



**Berlin:** Staff have finished professional learning goals. I'm beginning to set up observations for our new teachers!

**Calais:** Calais has a number of new staff members. With the conversations around self assessment and goal setting in October behind us, we are moving into some of the formal observations for teachers who are new or new to us in Washington Central. These formal observations are a unique opportunity to see all of the elements that go into good instruction from planning, to setting up expectations, delivering high quality instruction that is responsive to learners, and reflection or assessment. You hope to see these things with walkthroughs but there is nothing richer than being able to see the whole package.

**Doty:** All of us at Doty have finished up setting our persona learning goals for this year. I have been able to institute and maintain every other week meetings with teachers in addition to the supervision and evaluation work we do. These meetings allow us to connect about student progress and teacher learning outside of the evaluative context.

**EMES:** Throughout the month of October I met one-on-one with our ESP staff for their goal setting meetings.. Our para's have been on a two-year cycle; year one is a formal evaluation year and year two is a time to set goals based on the feedback they received in year one. Our ESP's are a remarkable group of life-long learners who, for the past two years, have been participating in weekly PD with one of our PD Coaches on Thursday mornings before school. This fall, they are reading "A Mindset For Learning: Teaching The Traits of Joyful, Independent Growth" together, as they learn about the five different stances for student learning.

**Rumney:** In October I completed a self-assessment and set goals for this year. I know the goals are appropriate because they get me excited about my work and have brought a stronger focus to specific decisions. The goals help me prioritize my work on a day to day basis as well as assisting with long term planning. I'm working with the superintendent and staff to develop a clear method for obtaining feedback around these goals, as I strongly believe that accountability and feedback is a formula for success.

**U-32:** We started the year with a goal of building trust and we are now looking for new ways to measure our progress with students and staff. Our Student Council is working with staff to develop a quarterly survey that teachers can give students to see how well the instruction and classroom environment is meeting students needs. All our teachers have completed their goal setting and we are now focused on classroom visits/walkthroughs and getting feedback on instructional practices.

## 1). Board and Superintendent Relationship

	Ineffective	Developing	Effective	Highly Effective	<b>DRAFT</b> Possible Indicators
<b>A: Information</b>	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Keeps the board informed with professional, timely communication so it may perform its responsibilities.	Community Letters Superintendent/COLT reports Board meeting materials
<b>B: Materials and background</b>	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda.	Meeting materials are incomplete, and don't include supporting information.	Materials are provided. Some supporting information is included.	Meeting materials are provided in a timely manner with supporting information in order to make informed decisions.	Board materials: <ul style="list-style-type: none"> <li>• Timeliness</li> <li>• Completeness</li> <li>• Quality</li> </ul>
<b>C: Board questions</b>	Board questions are rarely answered.	Board questions are answered, but not all members are apprised of relevant questions/answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.	Direct Observation
<b>D. Input &amp; Feedback</b>	Does not solicit or accept input or feedback from the board.	Accepts input or feedback from the board but does not demonstrate to the board how its input is reflected in decisions.	Accepts input or feedback from the board and clearly indicates how that input has been incorporated into decisions.	Actively and continuously encourages board input and feedback on decisions before they are presented to the board for approval.	Direct Observation

<b>E. Board development</b>	Doesn't promote board development.	When asked, provides members with information about board development.	Provides members with information regarding board development opportunities when they arise.	Actively and continuously encourages board development by seeking and communicating opportunities.	Summary of Consultant work (Phil Gore) Support of Board Goals (Student Achievement, Engagement, Planning)
<b>F. Operating Results</b>	Doesn't review operating results with board(s).	When asked, provides board(s) with information about operating results.	Provides board(s) with operating results and compares them to established objectives.	Provides board with operating results compared to established objectives and informs board of successes and corrective steps taken, if needed.	Monitoring plan (Finance and Student Achievement) Education Quality Committee work
<b>G. Inter-personal Skills</b>	Does not collaborate, build consensus, resolve conflicts and/or manage crises.	Collaborates with some individuals but not a variety of individuals. Limited ability to build consensus, resolve conflicts and/or manage crises.	Collaborates with a variety of individuals on a regular basis. Satisfactory ability to build consensus, resolve conflicts and/or manage crises.	Actively collaborates with a variety of individuals. Is highly skilled in consensus building, conflict resolution and crisis management.	Administrator survey Direct Observation

## 2). Policy

	Ineffective	Developing	Effective	Highly Effective	Possible Indicators
<b>A: Policy Execution</b>	Does not carry out the policies adopted by the board(s).	Carries out the policies adopted by the board(s), but in an inconsistent manner.	Carries out the policies adopted by the board(s) in a consistent manner.	Is proactive in carrying out the policies adopted by the board(s) in a consistent manner and recommending changes when appropriate.	Direct Observation
<b>B: Policy Development &amp; Administration</b>	Is not involved in the development of district policies. Makes decisions without regard to adopted policy.	Is minimally involved in the development of district policies. Makes decisions after consulting district policy, but in an inconsistent manner.	Is actively involved in the development and recommendation of district policies. Policies are administered consistently and with fidelity.	Is proactive in the determination of district needs and policy priorities. Encourages board participation in the development of policies to meet district needs.	Policy Review Cycle
<b>C: Procedure Development &amp; Administration</b>	Has not created administrative procedures to implement board policy.	Has created a minimal number of administrative procedures to implement district policies.	Has developed district procedures to accompany district policies where called for in policy.	Has developed district procedures when called for by policy and takes proactive steps to ensure procedures are updated to reflect changes in practice or policy.	Year 1 Indicator: Compilation of existing procedures & identification of priority development Years 2+ Indicators: Annual procedure review cycle
<b>D: Policy Maintenance</b>	Has no system for the maintenance of board policy.	Provides the board with information when a policy change is needed per change in law or regulation.	Supports the board in developing a schedule for monitoring and updating district policy.	Establishes and maintains a system for the development and codification of board policy.	Policy Review Cycle



<b>E: Disseminati on</b>	Has no system to disseminate policies and procedures to staff and community.	Policies and procedures are available on the district's website.	Policies and procedures are available on the website and staff are trained on new policies as needed.	Has a system in place to assure staff and community awareness of all existing and proposed policies.	Description of system provided
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### 3). Business and Finance

	Ineffective	Developing	Effective	Highly Effective	Possible Indicators
<b>A: Budget development and maintenance</b>	Superintendent's budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Superintendent works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A system exists to ensure the continuous monitoring of budgets so the board has sufficient data for accurate decision-making.	Budget actions are proactive and consider both current and long range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	Budget reflection Budget Process including connection to priorities Quarterly Monitoring Reports
<b>B. Budget reports</b>	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board and ensures annual audit is completed in a timely manner.	Regularly reports to the board concerning the budget and financial status. Annual audit and financial reports indicate the district's finances are being well managed.	Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes.	Audit reports Monthly business office reflections Quarterly Monitoring Reports
<b>C. Budget Education</b>	Doesn't assist the board(s) with presentation and explanation of the budget.	Assists the board(s) with presentation and explanation of the budget when asked.	Assists board(s) with presentation and explanation of the budget.	Proactively and skillfully assists board(s) in presentation and explanation of the budget.	Budget process Budget training Response to questions

<b>D.Facility Management</b>	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place, includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	Facilities plan and Capital Budget Quarterly Monitoring Reports
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#### 4). Community Relations

	Ineffective	Developing	Effective	Highly Effective	Possible Indicators
<b>A: District Advocacy</b>	Is negative about the district.	Doesn't actively promote the district.	Projects a positive image of the district.	Actively promotes public education and a positive image of the district. Represents the district's interests with the board, faculty, staff and public.	Community letters/ newsletters Community Forums
<b>B: Communication with community</b>	Isn't readily available	Provides appropriate information only when asked.	Actively seeks two-way communication with all stakeholders as appropriate.	Actively seeks communication, as appropriate, and works to provide alternative means of contact with all stakeholders.	Community forums & surveys
<b>C: Media relations</b>	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media.	Promotes the district in the media.	Initiates and actively engages the media.	Appearances in print/digital media
<b>D: Approachability</b>	Is neither visible nor approachable by members of the community.	Is visible, at a distance.	Is visible and approachable by members of the community.	Is visible and approachable by members of the community. Attends a variety of events.	Direct observation Climate survey data
<b>E: Collaboration &amp; Engagement</b>	Does not collaborate with other community groups to promote effective engagement	Collaborates with one or two community groups on specific topics of mutual interest.	Collaborates with a range of community groups to promote effective engagement.	Actively seeks opportunities to build new alliances with community groups and maintains existing relationships. Directs a communications program designed to enlist the understanding, support,	Superintendent Reports Climate Surveys

				and participation of the community in solving the major challenges of the school system.	
<b>F: Interpersonal Skills</b>	Does not work cooperatively with community members.	Works cooperatively with specific community members on specific projects.	Works cooperatively with a variety of community members on a range of projects.	Actively seeks opportunities to work with community members on a range of projects in order to enlist the support of the community for the school system.	Superintendent Reports Climate Surveys Direct Observation
<b>G: Local and State Agency Relations</b>	Does not establish a positive working relationship with local and state agencies.	Has a limited working relationship with local and state agencies.	Has a positive working relationship with local and state agencies.	Proactively builds and maintains a positive working relationship with state and local agencies.	Superintendent Reports

### 5). Operational Management and Leadership

	Ineffective	Developing	Effective	Highly Effective	Possible Indicators
<b>A: Internal communications</b>	Doesn't have a specific system to inform staff of important matters.	Is inconsistent in keeping staff informed of important matters.	Keeps staff informed of most important matters.	Establishes a system of keeping staff continually informed of important matters.	Staff & community letters Staff climate survey
<b>B: Personnel matters</b>	There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address personnel matters with consistency, fairness, discretion and impartiality.	Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.	Description of system
<b>C: Supervision &amp; Evaluation</b>	There is no system to handle supervision and evaluation in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address supervision and evaluation with consistency, fairness, discretion and impartiality.	Supervision and evaluation system is aligned with district vision and goals and implemented at all levels of the district.	Superintendent Report Description of System
<b>D: Delegation of duties</b>	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties to staff, but retains final decisionmaking authority.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decisionmaking skills.	COLT & administrator survey
<b>E: Interpersonal Relations</b>	Doesn't collaborate or build relationships with staff and administrators.	Collaborates and builds relationships with staff and administrators in an inconsistent manner.	Collaborates and builds relationships with staff and administrators in a consistent manner.	Collaborates and builds relationships with staff and administrators in a proactive and effective manner.	Staff survey

<b>F: Recruitment</b>	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place, but is not used consistently.	Follows a formal recruitment process for each hiring opportunity.	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	Report of hiring procedures
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#### 5). Operational Management and Leadership *(continued)*

	Ineffective	Developing	Effective	Highly Effective	Possible Indicators
<b>G: Visibility</b>	Seldom visits buildings.	Is present at building programs and special activities.	Visits buildings/classroom as time permits.	Regular visits to buildings and classrooms are a priority item.	Staff survey
<b>H: Operational Objectives</b>	Doesn't review operational objectives with staff.	Is inconsistent in keeping staff informed of operational objectives.	Consistently keeps staff informed of operational objectives and their role in achieving objectives.	Inspires staff to meet or exceed operational objectives.	Staff survey Staff communication
<b>I: Investigations and Negotiations</b>	Does not plan or direct investigations and negotiations.	Directs investigations and negotiations to meet immediate needs.	Plans and directs investigations and negotiations such as master agreements, mergers and the sale of major assets with the approval of the board(s).	Is innovative in establishing plans for investigations and negotiations such as master agreements, mergers and the sale of major assets with the approval of the board(s).	Direct Observation Negotiation Updates

<b>J: Supervisor Objectives</b>	Does not carry out supervisory responsibilities in accordance with district's policies and applicable laws.	Is inconsistent in carrying out supervisory responsibilities in accordance with district's policies and applicable laws.	Consistently carries out supervisory responsibilities in accordance with district's policies and applicable laws.	Is proactive in carrying out supervisory responsibilities in accordance with district's policies and applicable laws.	Superintendent Reports
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## 6). Instructional Leadership

	Ineffective	Developing	Effective	Highly Effective	Possible Indicators
<b>A: Professional knowledge</b>	Is unaware of current instructional programs.	Is somewhat knowledgeable of current instructional programs. Relies on others for info./data.	Demonstrates knowledge of current instructional programs, and is able to discuss them.	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices.	Superintendent reports Education Quality Committee Direct Observation
<b>B: Self-improvement</b>	Does not participate in professional development opportunities.	Passively participates in some professional development opportunities.	Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the district. Participates actively in professional groups and organizations.	Superintendent report



<b>C: Focus on students</b>	Focus is on the management of the district and maintaining dayto-day operations. Student achievement isn't the priority.	Student achievement is a concern, but does not always guide decisions made within the district.	Equity and student achievement are important and guide decisions made within the district.	Places equity and student achievement as the top priorities and consistently communicates this to others. Bases decisions on improving equity & student achievement. These priorities are reflected in budget recommendations.	Education Quality/monitoring Superintendent Report Climate Survey Data
<b>D: Goal development</b>	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district aligned with the board's vision. Provides the necessary financial resources to meet those goals.	Believes in and facilitates the development of short/long term goals for the district aligned with the district's vision. Aligns the district and building-based strategic plans and available resources within the budget to accomplish these goals.	Superintendent Goals
<b>E: Staff development</b>	Staff development isn't provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.	Staff development programs are targeted toward district-specific goals and are sustained to increase student achievement.	Report of professional development Staff Climate Survey Data

<b>F: Curriculum</b>	Curriculum isn't a priority in the district.	Allows teachers to define their own curriculum. There is little or no coordination.	A curriculum is in place that seeks to meet the state standards.	There is an on-going review process to be sure the curriculum is developmentally-appropriate, aligned to the state standards and flexible enough to meet the needs of students throughout the district.	Superintendent Report
<b>G: Implements Continuous Improvement</b>	A continuous improvement plan is not being developed.	A continuous improvement plan is being developed.	A continuous improvement plan is in place.	There is on-going development and implementation of a comprehensive plan for continuous improvement based on individual student and systems data.	CIP Review

# Washington Central Unified Union School District

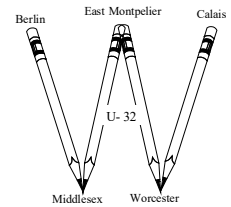
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***WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.***

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

Meagan Roy  
Superintendent



November 16, 2022

Dear Selectboards of Berlin, Calais, East Montpelier, Middlesex and Worcester,

As we approach our respective annual meetings, the Washington Central Unified Union School Board (WCUUSD) wishes to make their annual request relative to handling of school district ballots. As you are aware, all towns are required to distribute school district ballots ***in the same way*** to ensure that the vote is fair and equitable. This is best accomplished when all towns mail school district ballots to their active-registered voters. The WCUUSD Board kindly requests that you add this request as an action item to your next Selectboard Meeting agenda.

*Proposed language for motion:*

*I move that the town of \_\_\_\_\_ direct their Town Clerk to mail WCUUSD Annual Meeting ballots to all active-registered voters on the checklist.*

As in past years, the WCUUSD will pay/reimburse the cost of sending the school ballots, including printing and postage. A reimbursement form will be provided to all Town Clerks in advance of the mailing for this purpose.

Since the School Board cannot vote to take this step until after receiving approval from all member towns, we request that you approve this request in advance of the December 21st School Board Meeting.

For reference, I've provided the statute for your review:

*(1) The legislative body of a town, city, or village may vote to mail a ballot to all active registered voters in the town, city, or village.*

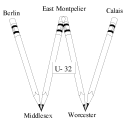
*(2) A school board may, after receiving the approval of the legislative body of each member town in the district, vote to mail its annual meeting ballot to all active registered voters in the district. In such case, the town clerk and election officials in the member towns shall be responsible for the mailing of the ballots but all costs associated with the mailing of ballots shall be borne by the school district.*

*(3) Ballots shall be mailed not less than 20 days before the election, or as soon as they are available.*

The board appreciates your assistance in ensuring that all voters have the same opportunity to vote on the School District's officers and budget. I am happy to respond to any questions you may have regarding this request.

Respectfully,

Flor Diaz Smith, Chair



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***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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**To:** WCUUSD Board  
**From:** Flor Diaz Smith, WCUUSD Board Chair  
Meagan Roy, Superintendent  
**Re:** Request for Proposals - WCUUSD Vision/Strategic Planning

WCUUSD is a strong district with strong schools and communities. Over the course of our transition to being a unified system, we have worked closely together as a Board and school community to develop a strong mission and to focus our instructional energies on ensuring all students find success in our schools and in life after school.

We have been working to bring cohesion to the newly formed Washington Central Unified Union School District with an intentional focus on aligned student outcomes, community engagement and long-term planning. The Board has also spent much time understanding the importance of deep community engagement, with an emphasis on seeking and raising voices from our communities that have been absent in the past. Toward that end, it is our desire to embark on a multi-year visioning/strategic planning process, with an emphasis on equity and engagement.

In order to shepherd us through this important work, the district will need to bring the perspective of external consultants. We will be engaging in the process of developing a Request for Proposal and then reviewing proposals to ensure the consultants are a good match for the goals we are trying to achieve. In order to develop the right core question for the proposal request, we will be convening a small workgroup comprised of the Chair, Vice Chair, Superintendent, Curriculum Director and a representative principal. The workgroup will be tasked with identifying the core question(s) we are seeking to answer throughout the visioning process, as well as identifying core competencies/qualities we seek in a consultant. This group will also have a role in reviewing the proposals we receive to inform the selection process.

The group will hold an initial meeting at the end of November to develop the RFP and develop a timeline for receiving and reviewing proposals. The goal is for this work to begin after the new year - with the work this year being spent on designing the *process*.

## Washington Central Unified Union School District

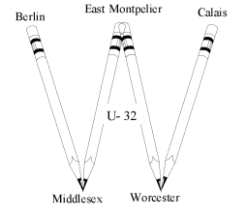
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*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

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1130 Gallison Hill Road  
Montpelier, VT 05602  
Phone (802) 229-0553  
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Meagan Roy Ed.D.  
Superintendent



**TO: WCUUSD Finance Committee & School Board**  
**FROM: Meagan Roy, Superintendent**  
**Susanne Gann, WCUUSD Business Administrator**  
**RE: FY 24 General Fund Budget Draft #1**  
**DATE: November 4, 2022**

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**Review:** Included in this packet is a level-service draft of the FY 2023-24 budget. The goal of this presentation is to help the Board understand what the estimated cost is to support the current programs and services that are happening in our schools, and understand some of the budget realities that exist prior to any changes in programming or services. This is an initial step in the budget building process, which allows the board to see what current programs and services will cost with adjustments for estimated salary and benefit increases as well as current year needs that have arisen since the current year's budget was finalized last January.

The Board held a community forum on November 2nd, based on the theme: Building a Vision before Building a Budget. The focus of this forum was to review the district's current priorities for students, and to gather input about what aspects of our district are most meaningful to the community and hear from the public what they believe the Board should support in this budget. A healthy and effective budget is a reflection of a community's values. The principles that guide our budget decisions are outlined in our Student Learning Outcomes, Moving Forward Plan, and Continuous Improvement Plan (CIP). These values were examined at the November 2nd Community Forum.

In May, the Board adopted the following parameter for the FY 2023-24 budgeting process:

*Include an initiative to achieve significant improvement in math and/or literacy proficiency for students in an Individualized Education Program and/or who receive Free and Reduced Price School Meals. The Board wants the Leadership Team to identify an appropriate scope for the initiative given current circumstances and consider what resources will be needed for success.*

**Level Service Budget includes:**

1. Current staffing salaries plus estimated increases.

2. Health insurance estimated increase of 12.7% based upon premium rates filed by the Vermont Education Health Initiative (VEHI) to the Vermont Department of Financial Regulation (DFR) for approval for FY 24.
3. Dental insurance and HRA contribution level funded based upon prior board action.
4. VMERS employer contribution estimated increase of .25%, based upon notice received from the Vermont State Treasurer's office in May 2022.
5. Benefits for Early Retirement have been removed, as FY 23 was the final year of the plan.
6. Current Special Ed student needs for out of district placements, transportation and other services.
7. Current contracts for auditors and insurance plus estimates for inflation.
8. Transportation based upon last year's award.
9. Level budget non-payroll expenses.
10. Debt service payments updated per the debt service schedule.
11. Capital Fund transfer increased based upon an amount identified when developing the multi-year capital improvement plan.
12. Funding includes request to provide current software programs and continued cybersecurity strengthening efforts.
13. Grant funding is no longer available in FY 24 for the 1.0 RISE position (Title IV) at U-32, .5 Instructional Coach at Doty (School Improvement Grant) and the 1.0 District Psychologist (ARP ESSER IDEA Grant).
14. The ARP ESSER grant is fully allocated. Funds are currently obligated for full-time nursing, school counselor staff in all buildings and interventions in FY 23 and budgeted in FY 24. The balance of the funds has been allocated to the Indoor Air Quality project at U-32 to replace 7 ERUs.

#### **Next Steps:**

1. The School Board reviews and discusses Budget Draft #1.
2. The School Board provides the Leadership Team with additional parameters and guidance to include inform Budget Draft #2.
3. The School Board continues to work to inform and engage the community in the budget process.
4. The Leadership Team will prioritize program and service changes for instructional services and special education services. A proposal will be brought in Draft #2 closely considering:
  - a. Instructional Requirements: Student Learning Outcomes, The Moving Forward Plan, The Continuous Improvement Plan (CIP)
  - b. Focused Work: Academic Achievement, Safe and Healthy Schools, Humanity and Justice
  - c. Demographic Realities: Enrollment; Resource sharing opportunities
  - d. Feedback: Community forum feedback; Staff engagement and feedback survey
  - e. Tax Rate Implications: Community tax burden
5. Special Ed Student needs continue to be reviewed and updated, considering possible opportunities resulting from ACT 173 funding changes.

6. Operation of Plant non-payroll expenses are currently level funded, but administration is reviewing these lines for possible adjustments.
7. A multi-year technology equipment replacement schedule is under review.
8. Updates to revenue and taxes will be made based on information from the AOE and the Tax Commissioner in December, which should include the Special Education Block Grant and equalized pupils. The Common Level of Appraisal information will not be available until January.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT  
COMPARATIVE SUMMARY  
FY 2022 - 2023 BUDGET vs. FY 2023-2024 BUDGET DRAFT #1

	BUDGET 2022-23	\$ INCREASE (DECREASE)	BUDGET % CHANGE	BUDGET 2023-24
<b><u>SALARIES AND BENEFITS</u></b>				
Salaries		\$ 716,904	1.98%	
Benefits		\$ 1,104,775	3.05%	
<b>TOTAL SALARY &amp; BENEFIT CHANGES</b>	<b>\$ 26,011,265</b>	<b>\$ 1,821,679</b>	<b>5.04%</b>	<b>\$ 27,832,944</b>
<b><u>NONSALARY ITEMS</u></b>				
Equity Scholar in Residence anticipated increase		\$ 2,663	0.01%	
Technology - Prof Svcs, Copier Rental, Communications & Software		\$ 115,730	0.32%	
Board - Prof Svcs, Legal Svcs, Insurance, Postage & Books/Periodicals		\$ 39,017	0.11%	
Fiscal Svcs - Interest Expense		\$ 34,013	0.09%	
Operation/Maint of Plant - Repair/Maint, gas, supplies, electricity		\$ 93,629	0.26%	
Transportation		\$ 45,096	0.12%	
Debt Service		\$ (21,234)	-0.06%	
Fund Transfer - Capital		\$ 21,234	0.06%	
Fund Transfer - Food Service		\$ (98,744)	-0.27%	
Fund Transfer - Community Connections		\$ 10,000	0.03%	
Special Education		\$ 369,428	1.02%	
<b>TOTAL NONSALARY ITEM CHANGES</b>	<b>\$ 10,158,002</b>	<b>\$ 610,832</b>	<b>1.69%</b>	<b>\$ 10,768,834</b>
<b>TOTAL EXPENSE INCREASES / (DECREASES)</b>	<b>\$ 36,169,267</b>	<b>\$ 2,432,511</b>	<b>6.73%</b>	<b>\$ 38,601,778</b>
<b><u>REVENUE CHANGES</u></b>				
Investment Earnings Interest		\$ (10,509)	-0.03%	
Miscellaneous Income		\$ 1,836	0.01%	
Misc. State Reimbursements		\$ 32,529	0.09%	
Special Ed Revenues		\$ (63,887)	-0.18%	
Fund Balance Transfer		\$ (325,468)	-0.90%	
<b>TOTAL REVENUE INCREASES / (DECREASES)</b>	<b>\$ 7,192,658</b>	<b>\$ (365,499)</b>	<b>-5.08%</b>	<b>\$ 6,827,159</b>
<b>LOCAL EDUCATION SPENDING INCREASE / (DECREASE)</b>	<b>\$ 28,821,017</b>	<b>\$ 2,798,010</b>	<b>9.71%</b>	<b>\$ 31,619,027</b>



**WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT**  
**FY 2022-2023 BUDGET vs. FY 2023-2024 BUDGET**

<b>DESCRIPTION</b>	<b>ACTUAL 2021</b>	<b>ACTUAL 2022</b>	<b>BUDGET 2023</b>	<b>BUDGET 2024</b>	<b>\$ Increase (Decrease)</b>	<b>% Increase (Decrease)</b>
<b>REVENUES</b>						
TUITION-SCHOOL DISTRICTS & INDIVIDUALS	\$ 999,433	\$ 1,001,446	\$ 976,224	\$ 976,224	\$ -	
INVESTMENT EARNINGS INTEREST	\$ 267,254	\$ 224,206	\$ 229,238	\$ 218,729	\$ (10,509)	
MISCELLANEOUS INCOME-OTHER	\$ 382,134	\$ 366,371	\$ 263,440	\$ 265,276	\$ 1,836	
EDUC. SPENDING REVENUES	\$ 27,301,739	\$ 27,792,291	\$ 28,821,017	\$ 31,619,027	\$ 2,798,010	
MISC STATE REIMBURSEMENTS-INCL. CRF- COVID-19	\$ 3,783,769	\$ 777,748	\$ 843,273	\$ 875,802	\$ 32,529	
SPED EXPENDITURE REIMBURSEMENT	\$ 4,238,853	\$ 4,109,047	\$ 4,710,607	\$ 4,646,720	\$ (63,887)	
<b>SUBTOTAL REVENUES</b>	<b>\$ 36,973,182</b>	<b>\$ 34,271,109</b>	<b>\$ 35,843,799</b>	<b>\$ 38,601,778</b>	<b>\$ 2,757,979</b>	
FUND BALANCE	\$ -	\$ -	\$ 325,468	\$ -	\$ (325,468)	
<b>TOTAL REVENUES</b>	<b>\$ 36,973,182</b>	<b>\$ 34,271,109</b>	<b>\$ 36,169,267</b>	<b>\$ 38,601,778</b>	<b>\$ 2,432,511</b>	<b>6.73%</b>

**EXPENSES**

**INSTRUCTIONAL SERVICES**

SALARIES	\$ 7,255,878	\$ 7,986,320	\$ 8,692,573	\$ 8,992,439	\$ 299,866	
MISCELLANEOUS BENEFITS	\$ 2,103,510	\$ 2,227,080	\$ 2,499,219	\$ 2,814,244	\$ 315,025	
TUITION REIMBURSEMENT	\$ 150,674	\$ 184,272	\$ 193,962	\$ 117,363	\$ (76,599)	
PROFESSIONAL EDUCATION SVC	\$ 12,510	\$ 84,424	\$ 62,795	\$ 62,795	\$ -	
TUITION TO OTHER SCHOOL DISTRICTS	\$ 498,773	\$ 490,159	\$ 544,410	\$ 544,410	\$ -	
TRAVEL	\$ 744	\$ 5,345	\$ 14,100	\$ 14,100	\$ -	
GENERAL SUPPLIES	\$ 214,030	\$ 227,276	\$ 240,913	\$ 246,814	\$ 5,901	
BOOKS AND PERIODICALS	\$ 41,930	\$ 42,637	\$ 64,484	\$ 64,484	\$ -	
EQUIPMENT	\$ 15,229	\$ 9,885	\$ 41,901	\$ 36,000	\$ (5,901)	
DUES AND FEES	\$ 1,308	\$ 567	\$ 1,200	\$ 1,200	\$ -	
<b>TOTAL INSTRUCTIONAL SERVICES</b>	<b>\$ 10,294,586</b>	<b>\$ 11,257,965</b>	<b>\$ 12,355,557</b>	<b>\$ 12,893,849</b>	<b>\$ 538,292</b>	<b>4.36%</b>

**PRESCHOOL PROGRAM**

SALARIES	\$ 359,699	\$ 373,865	\$ 380,825	\$ 380,912	\$ 87	
MISCELLANEOUS BENEFITS	\$ 123,720	\$ 137,477	\$ 158,142	\$ 178,053	\$ 19,911	
TUITION REIMBURSEMENT	\$ 630	\$ 785	\$ -	\$ 15,215	\$ 15,215	
PROFESSIONAL EDUCATION SVC	\$ 46,885	\$ 11,710	\$ 13,000	\$ 13,000	\$ -	
TUITION TO PRIVATE SCHOOLS	\$ 165,688	\$ 139,723	\$ 148,512	\$ 148,512	\$ -	
GENERAL SUPPLIES	\$ 5,052	\$ 2,517	\$ 7,715	\$ 6,315	\$ (1,400)	
BOOKS AND PERIODICALS	\$ -	\$ 1,194	\$ -	\$ 1,400	\$ 1,400	
<b>TOTAL PRESCHOOL PROGRAM</b>	<b>\$ 701,674</b>	<b>\$ 667,271</b>	<b>\$ 708,194</b>	<b>\$ 743,407</b>	<b>\$ 35,213</b>	<b>4.97%</b>

**GUIDANCE SERVICES**

**WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT**  
**FY 2022-2023 BUDGET vs. FY 2023-2024 BUDGET**

<b>DESCRIPTION</b>	<b>ACTUAL 2021</b>	<b>ACTUAL 2022</b>	<b>BUDGET 2023</b>	<b>BUDGET 2024</b>	<b>\$ Increase (Decrease)</b>	<b>% Increase (Decrease)</b>
<b>GUIDANCE SERVICES</b>						
SALARIES	\$ 737,502	\$ 716,463	\$ 727,681	\$ 762,028	\$ 34,347	
MISCELLANEOUS BENEFITS	\$ 254,830	\$ 220,268	\$ 225,996	\$ 265,768	\$ 39,772	
TUITION REIMBURSEMENT	\$ -	\$ -	\$ -	\$ 4,068	\$ 4,068	
PROFESSIONAL EDUCATION SVC	\$ 2,385	\$ 3,635	\$ 7,700	\$ 7,700	\$ -	
TRAVEL	\$ -	\$ 595	\$ 1,125	\$ 1,125	\$ -	
GENERAL SUPPLIES	\$ 29,264	\$ 23,016	\$ 24,850	\$ 24,850	\$ -	
BOOKS AND PERIODICALS	\$ 331	\$ 4,956	\$ 1,010	\$ 1,010	\$ -	
<b>TOTAL GUIDANCE SERVICES</b>	<b>\$ 1,024,312</b>	<b>\$ 968,933</b>	<b>\$ 988,362</b>	<b>\$ 1,066,549</b>	<b>\$ 78,187</b>	<b>7.91%</b>
<b>HEALTH SERVICES</b>						
SALARIES	\$ 331,121	\$ 346,971	\$ 353,271	\$ 354,599	\$ 1,328	
MISCELLANEOUS BENEFITS	\$ 143,631	\$ 147,886	\$ 168,388	\$ 192,902	\$ 24,514	
TUITION REIMBURSEMENT	\$ 2,978	\$ 3,840	\$ -	\$ 4,068	\$ 4,068	
TECHNICAL SERVICES	\$ -	\$ -	\$ 550	\$ 550	\$ -	
GENERAL SUPPLIES	\$ 5,478	\$ 11,115	\$ 7,135	\$ 7,135	\$ -	
BOOKS AND PERIODICALS	\$ 1,567	\$ 948	\$ 845	\$ 845	\$ -	
<b>TOTAL HEALTH SERVICES</b>	<b>\$ 484,775</b>	<b>\$ 510,760</b>	<b>\$ 530,189</b>	<b>\$ 560,099</b>	<b>\$ 29,910</b>	<b>5.64%</b>
<b>LIBRARY SERVICES</b>						
SALARIES	\$ 348,627	\$ 339,097	\$ 344,149	\$ 379,402	\$ 35,253	
MISCELLANEOUS BENEFITS	\$ 118,161	\$ 97,215	\$ 94,334	\$ 123,745	\$ 29,411	
TUITION REIMBURSEMENT	\$ 5,956	\$ 4,170	\$ 1,300	\$ 4,757	\$ 3,457	
GENERAL SUPPLIES	\$ 18,949	\$ 15,691	\$ 15,895	\$ 15,895	\$ -	
BOOKS AND PERIODICALS	\$ 41,551	\$ 45,281	\$ 52,108	\$ 52,108	\$ -	
<b>TOTAL LIBRARY SERVICES</b>	<b>\$ 533,244</b>	<b>\$ 501,454</b>	<b>\$ 507,786</b>	<b>\$ 575,907</b>	<b>\$ 68,121</b>	<b>13.42%</b>
<b>CURRICULUM SERVICES</b>						
SALARIES	\$ 222,831	\$ 187,726	\$ 307,991	\$ 283,374	\$ (24,617)	
MISCELLANEOUS BENEFITS	\$ 19,314	\$ 34,669	\$ 47,291	\$ 45,837	\$ (1,454)	
TUITION REIMBURSEMENT	\$ 7,137	\$ 815	\$ 13,000	\$ 4,882	\$ (8,118)	
PURCHASED PROF & TECHNICAL SERVICES	\$ 38	\$ 150	\$ 88,750	\$ -	\$ (88,750)	
TRAVEL	\$ 379	\$ 355	\$ 2,000	\$ 2,000	\$ -	
GENERAL SUPPLIES	\$ 10,863	\$ 46	\$ 5,000	\$ 5,000	\$ -	
BOOKS AND PERIODICALS	\$ 1,018	\$ 788	\$ 1,200	\$ 1,200	\$ -	
DUES AND FEES	\$ 168	\$ 1,247	\$ 1,000	\$ 1,000	\$ -	
<b>TOTAL CURRICULUM SERVICES</b>	<b>\$ 261,748</b>	<b>\$ 225,795</b>	<b>\$ 466,232</b>	<b>\$ 343,293</b>	<b>\$ (122,939)</b>	<b>-26.37%</b>

**WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT**  
**FY 2022-2023 BUDGET vs. FY 2023-2024 BUDGET**

<b>DESCRIPTION</b>	<b>ACTUAL 2021</b>	<b>ACTUAL 2022</b>	<b>BUDGET 2023</b>	<b>BUDGET 2024</b>	<b>\$ Increase (Decrease)</b>	<b>% Increase (Decrease)</b>
<b>INSTRUCTIONAL STAFF TRAINING</b>						
EMPLOYEE TRAINING/DEVELOPMENT	\$ -	\$ 79,184	\$ -	\$ 91,413	\$ 91,413	
<b>TOTAL INSTR REL-TECHNOLOGY SVCS</b>	<b>\$ -</b>	<b>\$ 79,184</b>	<b>\$ -</b>	<b>\$ 91,413</b>	<b>\$ 91,413</b>	
<b>INSTRUCTIONAL -RELATED TECHNOLOGY SVCS</b>						
SALARIES	\$ 445,098	\$ 528,850	\$ 547,476	\$ 592,046	\$ 44,570	
MISCELLANEOUS BENEFITS	\$ 79,565	\$ 97,491	\$ 101,096	\$ 110,370	\$ 9,274	
TUITION REIMBURSEMENT	\$ -	\$ 1,044	\$ 12,000	\$ 21,035	\$ 9,035	
PROFESSIONAL SERVICES	\$ 95,058	\$ 186,421	\$ 10,000	\$ 66,000	\$ 56,000	
RENTALS AND LEASES-COPIER	\$ 17,599	\$ 50,619	\$ 68,524	\$ 65,184	\$ (3,340)	
COMMUNICATIONS	\$ 128,768	\$ 92,543	\$ 131,500	\$ 140,570	\$ 9,070	
SUPPLIES-TECHN RELATED	\$ 23,200	\$ 20,847	\$ 10,000	\$ 10,000	\$ -	
SUPPLIES-TECHN RELATED-SOFTWARE	\$ 104,975	\$ 411,515	\$ 400,000	\$ 454,000	\$ 54,000	
EQUIPMENT/FINANCIAL SOFTWARE	\$ 486,016	\$ 188,186	\$ 320,000	\$ 320,000	\$ -	
<b>TOTAL INSTR REL-TECHNOLOGY SVCS</b>	<b>\$ 1,380,279</b>	<b>\$ 1,577,515</b>	<b>\$ 1,600,596</b>	<b>\$ 1,779,205</b>	<b>\$ 178,609</b>	<b>11.16%</b>
<b>BOARD OF EDUCATION SVCS.</b>						
SALARIES	\$ 25,185	\$ 22,782	\$ 30,201	\$ 29,180	\$ (1,021)	
MISCELLANEOUS BENEFITS	\$ 4,083	\$ 1,830	\$ 2,795	\$ 2,792	\$ (3)	
PURCHASED PROF & TECHNICAL SERVICES	\$ 7,558	\$ 15,750	\$ -	\$ 18,371	\$ 18,371	
LEGAL SERVICES	\$ 74,683	\$ 50,110	\$ 58,749	\$ 58,449	\$ (300)	
INSURANCE	\$ 100,795	\$ 129,308	\$ 106,933	\$ 124,027	\$ 17,094	
POSTAGE	\$ -	\$ 1,885	\$ -	\$ 2,199	\$ 2,199	
ADVERTISING	\$ 10,550	\$ 2,710	\$ 7,500	\$ 7,500	\$ -	
GENERAL SUPPLIES	\$ 18,956	\$ 17,578	\$ 19,000	\$ 19,000	\$ -	
BOOKS AND PERIODICALS	\$ -	\$ -	\$ -	\$ 1,654	\$ 1,654	
EQUIPMENT	\$ -	\$ 5,700	\$ -	\$ -	\$ -	
DUES AND FEES	\$ 10,452	\$ 7,858	\$ 11,000	\$ 11,000	\$ -	
<b>TOTAL BOARD OF EDUCATION SVCS.</b>	<b>\$ 252,262</b>	<b>\$ 255,511</b>	<b>\$ 236,178</b>	<b>\$ 274,172</b>	<b>\$ 37,993</b>	<b>16.09%</b>
<b>SUPERINTENDENT SERVICES</b>						
SALARIES	\$ 286,918	\$ 468,545	\$ 344,281	\$ 356,798	\$ 12,517	
MISCELLANEOUS BENEFITS	\$ 111,952	\$ 140,119	\$ 128,169	\$ 138,325	\$ 10,156	
TUITION REIMBURSEMENT	\$ 34,100	\$ 8,745	\$ 11,000	\$ 7,322	\$ (3,678)	
PURCHASED PROF & TECHNICAL SERVICES	\$ 55,719	\$ 11,790	\$ 21,200	\$ 21,200	\$ -	
COMMUNICATIONS-POSTAGE	\$ 1,688	\$ 6,141	\$ 5,500	\$ 5,500	\$ -	
PRINTING AND BINDING	\$ 189	\$ -	\$ 1,500	\$ 1,500	\$ -	

**WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT**  
**FY 2022-2023 BUDGET vs. FY 2023-2024 BUDGET**

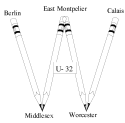
<b>DESCRIPTION</b>	<b>ACTUAL 2021</b>	<b>ACTUAL 2022</b>	<b>BUDGET 2023</b>	<b>BUDGET 2024</b>	<b>\$ Increase (Decrease)</b>	<b>% Increase (Decrease)</b>
TRAVEL	\$ 4,415	\$ 868	\$ 7,000	\$ 7,000	\$ -	
GENERAL SUPPLIES	\$ 10,937	\$ 16,894	\$ 15,000	\$ 15,000	\$ -	
BOOKS AND PERIODICALS	\$ 468	\$ 400	\$ 750	\$ 750	\$ -	
DUES AND FEES	\$ 7,680	\$ 7,180	\$ 7,000	\$ 7,000	\$ -	
<b>TOTAL SUPERINTENDENT SERVICES</b>	<b>\$ 514,066</b>	<b>\$ 660,683</b>	<b>\$ 541,400</b>	<b>\$ 560,395</b>	<b>\$ 18,995</b>	<b>3.51%</b>
<b>OFFICE OF THE PRINCIPAL</b>						
SALARIES	\$ 1,384,657	\$ 1,475,504	\$ 1,502,528	\$ 1,579,508	\$ 76,980	
MISCELLANEOUS BENEFITS	\$ 502,793	\$ 502,551	\$ 549,379	\$ 523,419	\$ (25,960)	
TUITION REIMBURSEMENT	\$ 7,417	\$ 14,669	\$ 22,000	\$ 42,714	\$ 20,714	
PURCHASED PROF & TECHNICAL SERVICES	\$ 6,592	\$ 12,267	\$ 11,800	\$ 11,800	\$ -	
COMMUNICATIONS-POSTAGE	\$ 9,079	\$ 13,675	\$ 17,460	\$ 17,460	\$ -	
TRAVEL	\$ 3,579	\$ 1,924	\$ 4,800	\$ 4,800	\$ -	
GENERAL SUPPLIES	\$ 42,091	\$ 46,246	\$ 43,410	\$ 43,410	\$ -	
DUES AND FEES	\$ 10,055	\$ 10,524	\$ 8,150	\$ 8,150	\$ -	
<b>TOTAL OFFICE OF THE PRINCIPAL</b>	<b>\$ 1,966,263</b>	<b>\$ 2,077,361</b>	<b>\$ 2,159,527</b>	<b>\$ 2,231,261</b>	<b>\$ 71,734</b>	<b>3.32%</b>
<b>FISCAL SERVICES</b>						
SALARIES	\$ 354,107	\$ 407,683	\$ 375,495	\$ 358,973	\$ (16,522)	
MISCELLANEOUS BENEFITS	\$ 133,826	\$ 127,025	\$ 150,193	\$ 156,784	\$ 6,591	
TUITION REIMBURSEMENT	\$ 375	\$ 5,011	\$ 12,000	\$ 15,255	\$ 3,255	
PURCHASED PROF & TECHNICAL SERVICES	\$ 83	\$ (16,409)	\$ 11,500	\$ 11,500	\$ -	
AUDITING SERVICES	\$ 39,685	\$ 30,406	\$ 42,102	\$ 42,102	\$ 0	
TRAVEL	\$ 1,753	\$ 1,535	\$ 2,500	\$ 2,500	\$ -	
GENERAL SUPPLIES	\$ 1,546	\$ 3,561	\$ 3,000	\$ 3,000	\$ -	
DUES AND FEES	\$ 458	\$ 1,012	\$ 500	\$ 500	\$ -	
INTEREST ON SHORT-TERM DEBT	\$ 208,284	\$ 207,837	\$ 208,408	\$ 242,421	\$ 34,013	
<b>TOTAL FISCAL SERVICES</b>	<b>\$ 740,117</b>	<b>\$ 767,661</b>	<b>\$ 805,698</b>	<b>\$ 833,035</b>	<b>\$ 27,337</b>	<b>3.39%</b>
<b>OPERATION AND MAINT.PLANT</b>						
SALARIES	\$ 1,091,168	\$ 1,287,061	\$ 1,415,324	\$ 1,413,951	\$ (1,373)	
MISCELLANEOUS BENEFITS	\$ 380,469	\$ 444,320	\$ 513,003	\$ 604,256	\$ 91,253	
UTILITY SERVICES	\$ 39,300	\$ 24,261	\$ 44,950	\$ 44,950	\$ -	
CLEANING SERVICES	\$ 52,225	\$ 73,677	\$ 77,580	\$ 77,580	\$ -	
REPAIR AND MAINTENANCE SERVICES &PROP	\$ 241,320	\$ 348,413	\$ 289,005	\$ 290,856	\$ 1,851	
TRAVEL/GAS &BOTTLED GAS	\$ 5,922	\$ 8,733	\$ 8,804	\$ 10,924	\$ 2,120	
GENERAL SUPPLIES	\$ 142,717	\$ 157,373	\$ 145,794	\$ 142,794	\$ (3,000)	

**WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT**  
**FY 2022-2023 BUDGET vs. FY 2023-2024 BUDGET**

<b>DESCRIPTION</b>	<b>ACTUAL 2021</b>	<b>ACTUAL 2022</b>	<b>BUDGET 2023</b>	<b>BUDGET 2024</b>	<b>\$ Increase (Decrease)</b>	<b>% Increase (Decrease)</b>
ELECTRICITY	\$ 343,500	\$ 355,203	\$ 292,200	\$ 293,605	\$ 1,405	
OIL	\$ 85,962	\$ 148,038	\$ 125,440	\$ 125,440	\$ -	
OTHER ENERGY-WOOD CHIPS / WOOD PELLETS	\$ 102,147	\$ 85,496	\$ 110,129	\$ 110,129	\$ -	
EQUIPMENT	\$ 8,830	\$ 24,558	\$ 117,600	\$ 117,600	\$ -	
<b>TOTAL OPER. AND MAINT.PLANT</b>	<b>\$ 2,493,560</b>	<b>\$ 2,957,133</b>	<b>\$ 3,139,829</b>	<b>\$ 3,232,085</b>	<b>\$ 92,256</b>	<b>2.94%</b>
<b>STUDENT TRANSPORTATION SV</b>						
STUDENT TRANSPORTATION SV	\$ 1,476,321	\$ 1,645,202	\$ 1,572,025	\$ 1,617,121	\$ 45,096	
<b>TOTAL STUDENT TRANSPORTATION SV</b>	<b>\$ 1,476,321</b>	<b>\$ 1,645,202</b>	<b>\$ 1,572,025</b>	<b>\$ 1,617,121</b>	<b>\$ 45,096</b>	<b>2.87%</b>
<b>STUDENT TRANS-OTHER</b>						
STUDENT TRANS-FIELD TRIPS	\$ 7,321	\$ 20,210	\$ 45,105	\$ 45,105	\$ -	
<b>TOTAL STUDENT TRANS-OTHER</b>	<b>\$ 7,321</b>	<b>\$ 20,210</b>	<b>\$ 45,105</b>	<b>\$ 45,105</b>	<b>\$ -</b>	<b>0.00%</b>
<b>DEBT SERVICE</b>						
REDEMPTION OF PRINCIPAL	\$ 926,910	\$ 927,136	\$ 772,369	\$ 772,608	\$ 239	
INTEREST LONG TERM DEBT	\$ 306,516	\$ 292,705	\$ 270,063	\$ 248,590	\$ (21,473)	
<b>TOTAL DEBT SERVICE</b>	<b>\$ 1,233,426</b>	<b>\$ 1,219,841</b>	<b>\$ 1,042,432</b>	<b>\$ 1,021,198</b>	<b>\$ (21,234)</b>	<b>-2.04%</b>
<b>REFUND PRIOR YEAR</b>						
REFUND PRIOR YEAR TUITION	\$ -	\$ 45,538	\$ -	\$ -	\$ -	
<b>TOTAL REFUND PRIOR YEAR</b>	<b>\$ -</b>	<b>\$ 45,538</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>#DIV/0!</b>
<b>FUND TRANSFER OUT</b>						
FUND TRANSFER-CAPITAL	\$ 3,206,522	\$ 2,225,000	\$ 880,000	\$ 901,234	\$ 21,234	
FUND TRANSFER-FOOD SERVICE	\$ -	\$ 149,115	\$ 149,115	\$ 50,371	\$ (98,744)	
FUND TRANSFER-COMMUNITY CONNECTIONS	\$ 40,000	\$ 40,000	\$ 40,000	\$ 50,000	\$ 10,000	
<b>TOTAL TRANSFER TO OTHER FUNDS</b>	<b>\$ 3,246,522</b>	<b>\$ 2,414,115</b>	<b>\$ 1,069,115</b>	<b>\$ 1,001,605</b>	<b>\$ (67,510)</b>	<b>-6.31%</b>
<b>SUPPORT PROGRAMS-SPECIAL EDUCATION</b>						
SALARIES	\$ 1,042,264	\$ 1,174,993	\$ 1,344,622	\$ 1,669,157	\$ 324,535	
MISCELLANEOUS BENEFITS	\$ 517,901	\$ 540,105	\$ 759,107	\$ 1,135,125	\$ 376,018	
STATE PLACED STUDENT COSTS	\$ 221,360	\$ 96,205	\$ 167,940	\$ 104,053	\$ (63,887)	
STATE PLACED STUDENT COSTS 504	\$ -	\$ -	\$ -	\$ -	\$ -	
SPECIAL EDUCATION PROGRAMS	\$ 2,117,889	\$ 2,029,147	\$ 2,349,429	\$ 2,556,615	\$ 207,186	
EXTRAORDINARY PROGRAM	\$ 1,316,830	\$ 1,429,944	\$ 1,555,152	\$ 1,866,149	\$ 310,997	
SUMMER PROGRAM	\$ 43,435	\$ 108,055	\$ 106,605	\$ 99,115	\$ (7,490)	
ZENITH(WITHOUT CLASSROOM TEACHERS)	\$ 151,977	\$ 159,523	\$ 176,510	\$ 156,603	\$ (19,907)	

**WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT**  
**FY 2022-2023 BUDGET vs. FY 2023-2024 BUDGET**

<b>DESCRIPTION</b>	<b>ACTUAL 2021</b>	<b>ACTUAL 2022</b>	<b>BUDGET 2023</b>	<b>BUDGET 2024</b>	<b>\$ Increase (Decrease)</b>	<b>% Increase (Decrease)</b>
PSYCHOLOGICAL SERVICES(INCL SUMMER PROG)	\$ 164,863	\$ 116,396	\$ 64,915	\$ 159,232	\$ 94,317	
SLP SERVICES	\$ 532,012	\$ 516,042	\$ 540,718	\$ 554,105	\$ 13,387	
OT SERVICES	\$ 22,945	\$ 28,764	\$ 30,032	\$ 32,000	\$ 1,968	
PT SERVICES	\$ -	\$ -	\$ -	\$ -	\$ -	
TRANSPORTATION(NOT SUMMER)	\$ 81,700	\$ 99,885	\$ 54,296	\$ 69,179	\$ 14,883	
EEE	\$ -	\$ 8,919	\$ -	\$ 10,403	\$ 10,403	
<b>TOTAL SUPPORT PROGRAMS-SPECIAL EDUCATION</b>	<b>\$ 6,213,176</b>	<b>\$ 6,307,980</b>	<b>\$ 7,149,326</b>	<b>\$ 8,411,736</b>	<b>\$ 1,262,410</b>	<b>17.66%</b>
<b>SPED ADMINISTRATION</b>						
SALARIES	\$ 296,732	\$ -	\$ 307,735	\$ 320,771	\$ 13,036	
MISCELLANEOUS BENEFITS	\$ 68,225	\$ 300,650	\$ 86,924	\$ 93,571	\$ 6,647	
TUITION REIMBURSEMENT	\$ 1,555	\$ 81,617	\$ 7,000	\$ 7,729	\$ 729	
INSURANCE	\$ 3,500	\$ 5,870	\$ 3,700	\$ 3,700	\$ -	
COMMUNICATIONS	\$ 4,775	\$ 3,500	\$ 4,775	\$ 4,775	\$ -	
ADVERTISING	\$ 889	\$ -	\$ 500	\$ 500	\$ -	
TRAVEL	\$ 18	\$ 398	\$ 2,000	\$ 2,000	\$ -	
SUPPLIES	\$ 4,855	\$ 958	\$ 4,500	\$ 4,500	\$ -	
SUPPLIES-SOFTWARE	\$ 5,940	\$ 134	\$ 6,000	\$ 6,000	\$ -	
DUES AND FEES	\$ 1,575	\$ 5,390	\$ 645	\$ 645	\$ -	
<b>TOTAL SPED ADMINISTRATION</b>	<b>\$ 388,064</b>	<b>\$ 398,516</b>	<b>\$ 423,779</b>	<b>\$ 444,191</b>	<b>\$ 20,412</b>	<b>4.82%</b>
<b>ENGLISH LANGUAGE LEARNER</b>						
SALARIES	\$ 57,550	\$ 58,672	\$ 60,726	\$ 63,174	\$ 2,448	
MISCELLANEOUS BENEFITS	\$ 19,985	\$ 17,368	\$ 18,904	\$ 19,543	\$ 639	
TUITION REIMBURSEMENT	\$ 53	\$ 165	\$ 1,000	\$ 1,627	\$ 627	
TRAVEL	\$ 85	\$ -	\$ 1,000	\$ 1,000	\$ -	
<b>TOTAL ENGLISH LANGUAGE LEARNER</b>	<b>\$ 77,673</b>	<b>\$ 76,205</b>	<b>\$ 81,630</b>	<b>\$ 85,344</b>	<b>\$ 3,714</b>	<b>4.55%</b>
<b>CO-CURRICULAR ACTIVITIES</b>						
MISCELLANEOUS EXPENSES	\$ 564,609	\$ 710,971	\$ 746,309	\$ 790,809	\$ 44,500	
<b>TOTAL COCURRICULAR ACTIVITIES</b>	<b>\$ 564,609</b>	<b>\$ 710,971</b>	<b>\$ 746,309</b>	<b>\$ 790,809</b>	<b>\$ 44,500</b>	<b>5.96%</b>
<b>COVID-19 EXPENSES-REIMBURSED BY CRF FUNDS</b>						
MISCELLANEOUS EXPENSES	\$ 2,963,051	\$ -	\$ -	\$ -	\$ -	
<b>TOTAL COVID-19 EXPENSES</b>	<b>\$ 2,963,051</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>0.00%</b>
<b>TOTAL EXPENSES</b>	<b>\$ 36,817,049</b>	<b>\$ 35,345,803</b>	<b>\$ 36,169,269</b>	<b>\$ 38,601,778</b>	<b>\$ 2,432,509</b>	<b>6.73%</b>



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***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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**To:** WCUUSD Board  
**From:** Flor Diaz Smith, WCUUSD Board Chair  
**Re:** Budget Parameters

WCUUSD School Board members,

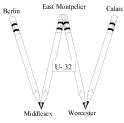
The Finance Committee met and we want to share the following budget parameters we discussed. But before we get started I want to remind us that we have not had a discussion as a Board about the definition of Equity. With that in mind and with the understanding that we are committed to educational equity please review the following parameters with an equity lens in mind. See definition below that we can use for now.

*"Each student receives the resources and educational opportunities they need to learn and thrive."  
"Equity is believing that each and every student is capable of success"*

- *Equity means that a student's success is not predicted nor predetermined by characteristics such as race, ethnicity, religion, family economics, class, geography, ability, language, gender, sexual orientation, gender identity or initial proficiencies.*
- *Equity means that every school provides and every student has access to high quality culturally responsive curriculum, programs, teachers and administrators, extracurricular activities and support services to meet the needs of each and every student.*
- *Equity goes beyond formal equality where all students are treated the same. Achieving equity may require an unequal distribution of resources and services.*
- *Equity involves acknowledging and disrupting inequitable practices, acknowledging biases, employing practices that reflect the reality that all students will learn, and creating inclusive multicultural school environments for adults and children.*

Proposed Parameters:

1. Continue to offer and further develop the Muti-Layer System of Supports to all students across all schools and Professional Development for Teachers
2. Include an initiative to achieve significant improvement in math and/or literacy proficiency for students on an Individualized Education Plan and/or who qualify for Free and Reduced Lunch. Identify an appropriate scope for the initiative given the current circumstances and consider what resources would be needed for success.
3. Under threshold for penalty. (We don't have a threshold at the moment but we will use an average of previous years)
4. Bring net impact of expense budget in under 6%
5. Develop contingency plans for expense reduction options in the event that the Board determines that spending results in unfavorable tax implications.
6. Continue to harden our system for cyber security
7. Be **creative** in order to achieve educational outcomes across our district. Taking into consideration the experience, opportunities and outcomes. (Are we structured in the best way to serve all our students?)



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We will discuss them at our meeting, but this memo will give you a chance to look at them before our meeting and be thinking of your input. After we review them and finalize them, these parameters will be use to guide our administrators as they develop the Next Budget Draft.



## Washington Central Unified Union School District

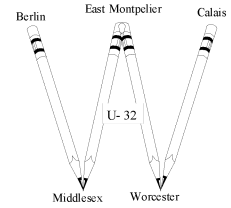
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---

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 Doors**  
**DATE: November 10, 2022**

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**Summary:** The capital improvement fund reserved for East Montpelier Elementary School (EMES) projects has a \$781,035 balance after deducting for the budgeted cost of the boiler upgrades.

EMES has purchased new interior doors for the school. The cost of the doors is \$7,610; allowing for a possible 10% contingency for installation means a total anticipated expenditure of \$8,371. Since the cost of the project exceeds \$5,000, the capital improvement funds can be used to pay for the expense; which would alleviate pressure on the building operations budget.

**Recommended Board Action:** The Board approve the use of the capital improvement fund reserved for EMES to pay for the replacement of interior doors for an amount not to exceed \$8,371.

## Washington Central Unified Union School District

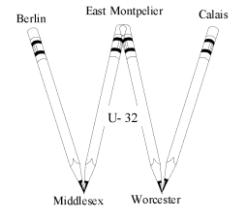
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Meagan Roy Ed.D.  
Superintendent



**TO: WCUUSD Finance Committee & School Board**  
**FROM: Susanne Gann, WCUUSD Business Administrator**  
**RE: Authorize Superintendent to Award Bids for Liquid Heating Fuels**  
**DATE: November 9, 2022**

---

**Summary:** Washington Central Unified Union School District has traditionally solicited and awarded bids for fuel oil and propane in June each year. Concerns about the impact of the current market prices for liquid fuel on our bids and budget prompted staff to research the best time to complete the bidding process to attain the best prices. Several Facilities and Business Manager colleagues indicated that a fall bidding process would allow the District to take advantage of discounts available through the 6-month futures market. This was confirmed through discussions with industry professionals. Completing the bidding now will also provide us with better estimates to include in the FY 2023-24 budget.

The District has started advertising to receive bids for liquid heating fuels including propane and #2 fuel oil. Given the volatility of the energy market, it may be necessary to make a quick decision on awarding bids to suppliers. For this reason, it would be beneficial for the Superintendent to have Board approval to award the bids for liquid heating fuel.

**Recommended Board Action:** The Board authorize the Superintendent to award bids for propane and #2 fuel oil on behalf of Washington Central Unified Union School District (WCUUSD) for Fiscal Year 2023-24.

## Washington Central Unified Union School District

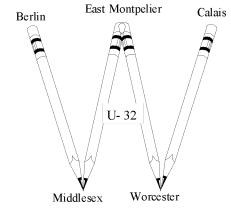
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Meagan Roy Ed.D.  
Superintendent



**TO: WCUUSD Finance Committee & School Board**  
**FROM: Susanne Gann, WCUUSD Business Administrator**  
**Chris O'Brien, Director of Facilities**  
**RE: Calais Wood Chip Boiler Replacement Project Budget**  
**DATE: November 8, 2022**

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**Review:** At the August 17, 2022 meeting, the School Board authorized the development of the scope and budget for the replacement of the wood chip boiler at Calais Elementary School. The initial rough cost included in the multi-year plan for the project was \$250,000.

**Update:** Black River Design enlisted Roy Swain, P.E. of Kohler & Lewis Mechanical Engineering to summarize the specific scope of necessary work and provide us with a rough budget for the replacement of the wood chip boiler at Calais Elementary School. The original cost was based upon one wood chip boiler, but it was determined that a wood chip boiler for that size building is no longer manufactured. Two wood pellet boilers are required to replace the wood chip boiler. The scope of work also determined that mechanical equipment including piping, pumps, expansion tanks, air separators, and other accessories serving the existing oil fired boilers also require upgrades. The budget included necessary electrical work, but is not a detailed cost estimate. The new scope and budget for this work including contingency and soft costs is \$475,000.

Because of the magnitude of this change and the budget impact, we continue to work with our facilities team to determine whether there are other options available to us. That said, it is important not to hold up the movement of the project. Thus, we are asking the Board still to take the following action while we explore other options. The recommended action may be changed based on what we learn.

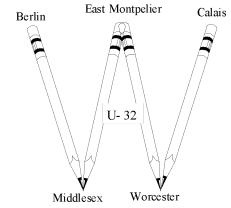
**Recommended Board Action:** The Board authorize a revised total budget from the capital reserve funds, not to exceed \$475,000, for replacing the wood chip boiler at Calais Elementary School with a pellet boiler system.

## Washington Central Unified Union School District

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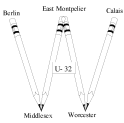


**TO: WCUUSD Finance Committee & School Board**  
**FROM: Susanne Gann, WCUUSD Business Administrator**  
**Chris O'Brien, Director of Facilities**  
**RE: Approve Prequalified Contractors for U-32 ERU Replacement Project**  
**DATE: November 10, 2022**

**Summary:** Eight contractors were invited to submit proposals for prequalification for the U-32 Energy Recovery Unit (ERU) replacement project. The request was also advertised in the Times Argus and Works in Progress to ensure the maximum number of contractors able to bid on the project. Five of the invited contractors responded, two formally declined and none responded to the advertisements. Our Project Manager, Bill Ford, Bekka Soule and John Hemmelgarn of Black River Design and David Hannigan, U-32 Director of Buildings and Grounds met to review the five submissions. The recommendation of the group is that we pre-qualify the five contractors that submitted (listed below).

Jason Patnaude	Alliance Group	PO Box 666, Essex Junction, VT 05453	(802) 857-5004
Bob Avonda	Avonda Air Systems	1 Green Tree Drive, South Burlington, VT 05403	(802) 865-9900
Jerry Charland	Sheet Metal/ Thomas Mechanical	90 Ethan Allen Drive, South Burlington, VT 05403	(802) 863-9577
Jon Cross	VHV	16 Tigan Street, Winooski, VT 05404	(802) 655-8805
Craig Butkus	VT Mechanical	211 Blair Rd, Williston, VT 05495	(802) 363-0169

**Recommended Board Action:** The Board prequalifies Alliance Group, Avonda Air Systems, Sheet Metal/Thomas Mechanical, Vermont Mechanical and VHV as bidders for the U-32 ERU replacement project.



**To:** WCUUSD Board  
**From:** Policy Committee  
**Re:** Policy Review Memo

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

### **8.2. First Reading: F2 Non- Discriminatory Mascots and Branding**

At the close of the 2022 legislative session, a law was passed requiring that schools adopt a policy regarding non-discriminatory mascots and branding. This is a new, required policy. The draft as written is the VSBA's model policy, which was developed using the Agency of Education's template

### **8.3. First Reading: C5 Weapons and Firearms**

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 includes recommended changes to the definitions to accommodate these distinctions.

### **8.4. First Reading: Building Access**

WCUUSD does not currently have a Building Access policy; as a result the practices vary across the district in terms of how outside organizations access our buildings. The policy committee believes consistency of practice would be important. The committee discussed a number of issues related to building access, including any memorandums of understanding that exist from the merger. They reviewed a number of building access policies, as well as procedures documents and building use forms currently in use in our district.

### **8.5. School Choice Policy: Discussion about community input**

The committee has had several discussions about the creation of an intra-school choice policy for WCUUSD. Each discussion resulted in the identification of a number of significant issues (including class size implications for small schools; transportation; decision making, and others). The committee believes this policy would benefit from additional community input, and would like the full Board to discuss effective ways to gather that information.

## Required

WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT

Board of Directors' Policy

Nondiscriminatory Mascots &  
School Branding

POLICY: F2

WARNED: 11.16.22

ADOPTED: \_\_\_\_\_  
EFFECTIVE: \_\_\_\_\_

---

### 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.*

# Washington Central Unified Union School District

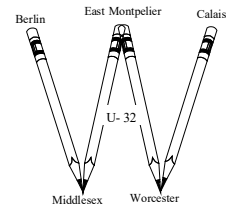
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Meagan Roy Ed.D.  
Superintendent



## Washington Central Unified Union School District School Board Meeting

U-32

(Virtual & IN -PERSON)

930 Gallison Hill Rd. Montpelier, VT

Rm 128/ 131

10.19.22 5:30-9:00 PM

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

**Administrators Present:** Superintendent Meagan Roy, Jen Miller-Arsenault, Kerra Holden, Aaron Boynton, Susanne Gann, Steven Dellinger-Pate, Michelle Ksepka, Mark Kline

**Others Present:** ORCA Media, Michael Sherwin, Joshua Sevits & Jericho Parms (and their son), Marc Mihaly

- 1. Call to Order: Flor Diaz Smith called the meeting to order at 5:32.** Flor Diaz Smith introduced Josh Sevits and his family. Board members introduced themselves.
- 2. Middlesex School Board Representative Interviews:** The Board interviewed Josh Sevits for the position of School Board Representative for Middlesex. **At 5:38, Natasha Eckart Baning moved to go into Executive Session for the purpose of discussing personnel. Seconded by Lindy Johnson, this motion carried unanimously. At 5:48 the board came out of Executive Session. Lindy Johnson moved to appoint Josh Sevits to the position of School Board Representative to WCUUSD for Middlesex. Seconded by Daniel Keeney, this motion carried unanimously.** Board members welcomed Joshua! Flor Diaz Smith reminded him that he will need to go to his Town Clerk to be sworn in so that he can participate fully at the next board meeting.



3. **Welcome:** Flor stated that as she reviewed the board packet for tonight, she was inspired about the work of the board.
  - 3.1. **Adjustments to the Agenda:** no adjustments to the agenda
  - 3.2. **Reception of Guests**
  - 3.3. **Public Comments:** none
4. **Board Learning/Presentation: *Board Budget Training*:** Susanne Gann provided a slide deck presentation to the board. Questions followed: Kari Bradley asked, what is the statewide excess spending penalty threshold? approximately \$19K? Susanne Gann shared that in December: excess spending threshold becomes known; in January: CLA information becomes known. The board discussed with Susanne Gann some of the timelines involved with budget development. Some discussion followed about whether meetings should be called “budget forums” or “informational meetings,” etc. Kari Bradley stated that he believes the November 2nd meeting will be the best opportunity to invite the public to a public forum to inform the budget planning. Kari reviewed the role of the board - the staff does most of the work; we as the board get to guide the process: setting parameters, stating priorities, and providing feedback to the budget drafts. The hope is to adopt it in January, and then it becomes “ours” to explain to the community. Daniel Keeney asked how the budget creation calendar tracks with contract negotiations. Superintendent Roy stated that we go into budget planning with “assumptions” about salary negotiations and then adjust accordingly as needed. Some discussion followed around ways to share the budget information flyer. Natasha Eckart Baning asked whether we have a mechanism for students to provide input into the budget development. Daniel Keeney shared concern around limited opportunities for public input (e.g. having one budget forum in November and then sharing budget draft toward the end of December.) Meagan Roy shared that the questions that will be used at the budget forum small group work will also be shared electronically so that people can engage in the process without attending the forum. Some discussion followed around providing information in FPF and providing a link to the questions/survey as noted above. Kari Bradley suggested creating very short (1 minute) budget informational videos to share electronically. He wondered if there is a general email that people can send questions, comments, input to. Daniel Keeney suggested, for example, after December 21st, is there an opportunity for the community to react to the second draft of the budget. Flor Diaz Smith stated that we are not necessarily asking for input around dollar amounts but looking more for input about priorities. Superintendent Roy explained that the timeline for the budget to be ready for warning for Town Meeting Day creates challenges. Ursula Stanley shared from last year - in December, the leadership team had shared the draft of the budget and reviewed the input that had been received at the November forum. She thought it went really well and that it honored the feedback from the community. Maggie Weiss stated that outdoor learning around agriculture, farm-to-table, school gardens, etc., has been a priority that has been shared by the community with the board in the past.
5. **Reports to the Board:**
  - 5.1. **Student Report:** Maya Elliot shared that we are working with Mosaic Vermont around the topic of Sexual Violence Prevention. Last week was PSAT time. ACT testing and SAT testing are underway, and seniors are beginning to get ready for college applications.

Willow shared some of the sporting events in the past month. She stated that there had been an unexpected half day last week due to staffing shortages. Maya Elliot shared that theater season is beginning - a middle school show as well as a high school show. Maya Elliot stated that student groups here are working with student groups at Randolph to support them during this time with a recent event re: transphobia.

- 5.2. **Superintendent/COLT Report:** Superintendent Roy shared that the Central Office Leadership Team has worked on an updated format for board reports. Equity Book Group: Jen Miller Arsenault shared that the second group met today for 60 minutes via google meet. She noted that the group overall is going well and will meet six times over the course of the year. Daniel Keeney asked for the reading list to be shared with the board.
- 5.3. **Principal Report:** Superintendent Roy invited feedback from the board about the new format for this written report. Board members liked that the format aligns with the three stated priorities and that each principal's voice is heard in the document.
- 5.4. **Central Vermont Career Center Report:** Flor Diaz Smith had shared a memo providing an update from CVCC.

## 6. Board Operations:

- 6.1. **Berlin Quitclaim Deed:** Superintendent Roy had provided information for the board to consider regarding the Berlin Quitclaim Deed. Tom Badowski answered some of the questions of the board around the map and around the language in the quitclaim deed. Jonas Eno-Van Fleet stated that he doesn't like the fact that the general language allows for future exchanges of land. Jonathan Goddard stated that he has never been in favor of the district giving land to the town. He would like the document to indicate that the district is not in jeopardy of losing any more of its acreage. **Kari Bradley moved to approve the request to use the deed with the property adjustment language, to allow the town to exchange a piece of this property to a neighboring land owner, and request that this is reviewed by legal counsel to ensure that we are fully protected. Seconded by Ursula Stanley, this motion carried. Jonathan Goddard abstained from this vote.** Tom Badowski thanked the board.
- 6.2. **VSBA Resolutions:** Flor Diaz Smith shared the proposed VSBA resolutions, as included in the board packet. **Kari Bradley moved to approve Resolution 3. Seconded by Ursula Stanley, this motion carried unanimously.** Kari Bradley expressed concerns with Resolution 4. **Diane Nichols-Fleming moved to approve Resolution 4. Seconded by Natasha Eckart Banning.** Discussion: Ursula Stanley will share Kari Bradley's concerns at the meeting. He had indicated that sometimes in a small state with rural districts, we may want to preserve the right to think creatively around independent schools. Diane Nichols-Fleming and Flor Diaz Smith indicated their support for equal access to public education and for the expectation that everyone plays by the same rules when accessing education funding. Some discussion followed around the purpose of boards considering and taking action to approve resolutions. **This motion carried.** Kari Bradley abstained from this

vote. **Lindy Johnson moved to approve Resolution 5. Seconded by Diane Nichols Fleming.** Maggie Weiss asked for clarification around the verbiage about “input” - how can input be provided when standards have already been adopted? Flor Diaz Smith noted that the purpose of the resolution is to assure that boards have a voice (for example in the weighted student initiative). Daniel Keeney stated that he thinks the language “adopted by rule” is significant to answer her question. **This motion carried unanimously. Kari Bradley moved to approve Resolution 6. Seconded by Jonas Eno-Van Fleet. This motion carried unanimously.** Jonathan Goddard stated that he has been advocating for universal free meals for years and he is glad that the state is now seeing this as a critical need. Flor Diaz Smith provided an overview of the 2022-23 VSBA Bylaws. Kari Bradley stated that on page 1 the goals did not seem specific but that the detailed information about micromanaging budget development confused him. **Kari Bradley moved to support the proposed changes to the Bylaws as presented. Seconded by Ursula Stanley, this motion carried unanimously.**

- 6.3. Staff Appreciation:** Diane Nichols would like to create a google doc that lists staff meetings so that board members can attend as had been discussed. It is our opportunity to express appreciation as well as to ask them to share celebrations and challenges, concerns, etc. She asked board members to let her know if they have other ideas around staff appreciation, and she also wonders how to get feedback from board members after they have attended staff meetings. Lindy Johnson shared some of the recent events around the various schools that have gotten coverage in local papers and on social media. Diane Nichols Fleming stated that she is excited that we are going to begin to rotate our community forums at the various school buildings.

## **7. Personnel:**

- 7.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE:** None
- 7.2. Update on Vacancies:** Superintendent Roy shared that we are getting closer to filling gaps in employment and that there are no new hires tonight. She had shared information with the board about where position vacancies are posted. Lindy Johnson asked whether we receive information about where our new hires heard about position vacancies. Maggie Weiss suggested posting vacancies on: speech pathology.com as well as the monthly ASHA Journal. Superintendent Roy stated that one of the positives of having a shortage of SLPs at the WCUUSD is that we are being more creative with collaboration and sharing resources. Some discussion followed around partnerships with local universities. Natasha Eckart Banning spoke about Grow Your Own in the Northeast Kingdom and the hope that this will spread into other areas.

## **8. Finance Committee:**

### **8.1. Informational Reports**

- 8.1.1. Monthly Business Office Reflections:** Susanne Gann had provided a written document.

## **8.2. Discussion/Action**

- 8.2.1. Approve FY 24 Dental, HRA, Food Service & Community Connections Budget:** Diane Nichols-Fleming moved that the Board direct staff to incorporate the indicated assumptions into the FY 2023-24 Budget Draft #1. Seconded by Lindy Johnson. Discussion: Kari Bradley would be interested in considering the budget draft offering free meals. Maggie Weiss asked a clarifying question about Community Connections. **This motion carried unanimously.**
- 8.2.2. Review and Approve Pre-Qualifications Criteria for 2023 Capital Improvement Projects:** Ursula Stanley moved that the Board establish the recommended prequalification criteria that contractors must meet to be included on a selected list of pre-qualified bidders for the 2023 Mechanical Projects and the 2023 U-32 Parking Lot and Sidewalk Replacement Project. Seconded by Daniel Keeney, this motion carried unanimously.
- 8.2.3. Review and Approve 2023 Dental Premiums:** Lindy Johnson moved that the board set the calendar year 2023 Dental Insurance Premiums as follows: Single Plan \$552; 2-Person Plan \$1,080; Family Plan \$1,512. Seconded by Diane Nichols Fleming, this motion carried. Daniel Keeney abstained.
- 8.2.4. Review and Discuss FY 2023-24 Budget Development Components:**

## **9. Policy Committee:**

- 9.1. Policy Cycle /Work Plan:** Lindy Johnson moved to affirm the proposed draft of the policy review cycle. Seconded by Jonathan Goddard, this motion carried unanimously.

## **10. Education Quality Committee:**

- 10.1. Proposed Ed Quality Goal, Monitoring System Considerations and Meeting**  
**Notes:** Kari Bradley reviewed the document that he had shared encapsulating the work of the Ed Quality Committee. **Kari Bradley moved to adopt the Ed Quality goal as presented. Seconded by Lindy Johnson, this motion carried unanimously.**

## **11. Consent Agenda**

- 11.1. Approve Minutes of 9.21.22, 9.23.22, 10.4.22, 10.5.22:** Lindy Johnson moved to approve the minutes of 9-21-22, 9-23-22, 10-4-22, and 10-5-22. Seconded by Diane Nichols-Fleming. Discussion: Mckalyn Leclerc clarified that she was not present at the September 21st meeting. **This motion carried unanimously with noted edit.**
- 11.2. Approve Board Orders:** Lindy Johnson moved to approve the board orders dated 9-22-22, for a total of \$692,465.45. Seconded by Diane Nichols Fleming, this motion carried unanimously. Board members signed this document.

## **12. Future Agenda Items**

**12.1. Board Goals and Calendar:** Flor Diaz Smith had shared this document for board members to review. Some discussion followed around the start time of Ed Quality meetings. Flor Diaz Smith asked whether the board was in agreement with having the November 16th meeting fully remote. The board also discussed that it would make sense to have the December 21 meeting be remote as well, being so close to the holiday break. Kari Bradley noted that if we go back to masking as per CDC recommendations, we will go back to remote meetings. Board members agreed that the next in person meeting at U-32 (in January) there will be an offering of food. Board members spoke about inclement weather and the possibility of offering remote board meetings under those circumstances.

**13. Board Reflection:** Diane Nichols Fleming shared that she enjoyed meeting in person. Mckalyn Leclerc stated that she liked the space versus the cafeteria. Board members welcomed Joshua!

**14. Public Comments:** none

**15. Adjourn:** Lindy Johnson moved to adjourn at 8:27. Seconded by Mckalyn Leclerc, this motion carried unanimously.

Respectfully submitted,  
Lisa Grace, Board Recording Secretary

# Washington Central Unified Union School District

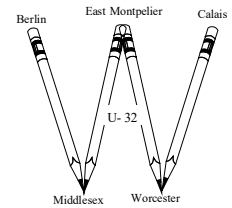
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*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

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Fax (802) 229-2761

Meagan Roy Ed.D.  
Superintendent



**Washington Central Unified Union School District  
Community Forum  
(IN-PERSON w/ VIRTUAL OPTION)  
Berlin Elementary  
Gymnasium  
372 Paine Turnpike N.  
Berlin, VT  
Wednesday, November 2, 2022 6:15-7:15 PM**

**Board Members Present:** Diane Nichols-Fleming, Ursula Stanley, Lindy Johnson, Jonas Eno-Van Fleet, Chris McVeigh, Daniel Keeney, Mckalyn Leclerc, Jonathan Goddard, Kari Bradley, Flor Diaz Smith, Natasha Eckart Banning, Joshua Sevits, Eric Andersen

**Administrators Present:** Superintendent Meagan Roy, Jen Miller-Arsenault, Kerra Holden, Aaron Boynton, Karoline May, Susanne Gann, Cat Fair, Gillian Fuqua, Michelle Ksepka, Mark Kline

**Others Present:** ORCA Media, Becca, Chani Waterhouse, Ruben Bennett

## 1. Community Forum

### 1.1. Building a Vision Before Building a Budget: Superintendent Roy and WCUUSD

Principals presented a slide deck: *Building a Vision Before Building a Budget*. The board and administration invited feedback from the public in response to the presentation. Becca of Middlesex stated that what she values the most are the people: the teachers, the special educators, the interventionists, etc. - much of her focus is around how to ensure that our staff and faculty are getting what they need and that they want to stay in the community. Ruben Bennett, East Montpelier spoke about the importance of the sense of community that springs from the school: this is rooted in the teachers, faculty and the educational experience that happens in the schools. He stated that the values that the school board has prioritized are very clearly telegraphed through all of the schools in WCUUSD. It's easy as a school board

to forget that the community is engaging with the school and with one another. The work of the school is to grow life- long engaged citizens. Chani Waterhouse stated that she appreciates the community connectedness, especially at the elementary level - the kids and the faculty and staff are so connected - at the elementary level, the scale allows for more connectedness from parents; it really strengthens the kids' experience when the parents are in connectedness with each other. The other thing she values is JOY. Educational quality for her own children has been consistently high. Mckalyn Leclerc stated that she also values the sense of community, as well as the focus on social and emotional learning; she appreciates how this continues into the high school; she spoke about the theater and arts programs. Chris McVeigh followed up and asked Chani - as she had mentioned that some parents do not feel the same as she does about the value of their students' experience. She spoke about some of the community members who are not here tonight; she spoke about the challenge of making arrangements to be here tonight, that we are connected and going to the same schools but having totally different experiences in the same schools. Flor Diaz Smith asked for feedback: what do you think the board should consider when developing the budget? Ruben Bennett: wonders how, regarding student enrollment, does the board have a trend, are we projecting student enrollment to continue to decrease and to what degree? Meagan Roy indicated that projections indicate that student enrollment will continue to decrease. Last year was 4.5% decrease; this year is 9%. Classes that are coming in are smaller than the ones that are moving into the high school. Becca stated that, when student enrollment is decreasing, how do we plan long range, as we can't ask our community to pay higher and higher taxes. What are we doing to address staffing shortages? Flor Diaz Smith stated that the board recognizes that we need to continue to ask - are we structured the way we need to be structured in order to offer the best opportunities to all of the kids? Can we be more creative; can we consider topics such as school choice? She would like to engage the community in these discussions. Meagan Roy shared that the board has two goals, one being long term planning and one being community engagement - what do we want for our kids? What is important to us? Then let the conversations about structure follow. To face the realities which are changes in funding and decreasing enrollment. These are long term conversations. Today is about thinking about this coming budget season while at the same time thinking about the longer term trajectory. Flor Diaz Smith spoke about considering budget development through the lens of equity. Meagan Roy indicated appreciation for those who attended - she stated that we get a reasonable response rate from surveys - this presentation and follow up questions will be shared via other media outlets so that the community can engage. She noted that the November budget will be "what will it cost to deliver exactly what we are providing this year?" That will be the first data point and the beginning of the budget development. Flor Diaz Smith thanked the community for attending and she invited them to provide feedback using other means such as online sharing as well. Becca asked for clarification: the November presentation will, is it fair to assume, result in talking about cuts in the budget versus adding new programs or initiatives. She

asked if a community member has a specific idea in mind - e.g. having a communications position - where is the chance to provide input? Meagan Roy suggested that the surveys are not the only way to provide input but the survey responses are carefully considered; she noted that we take notes from our forum discussions but we also closely inspect survey input. Kari Bradley asked her to explain more specifically what she had in mind in a communications position. She suggested that the person posts on social media, on FB, on FPF, on a regular basis to liaise with the community - to take this off the plates of board members and administrative assistants. Ruben Bennett asked whether the achievement gap has been improving or not improving over the last few years. Meagan Roy stated that, overall, the pandemic has if anything exacerbated this trend (not just at WCUUSD.) Chani Waterhouse thanked the board and especially Flor Diaz Smith, Meagan Roy and Jen Miller-Arsenault. She noted that our students are the future adults. She loves the idea of a communication strategy. She reiterated that the children are our future and we are all in it.

**2. Call to Order: Flor Diaz Smith called the meeting to order at 7:15 p.m.**

**3. Board Operations:**

**3.1. Board Learning – Phil Gore:** Phil Gore facilitated discussion around Chapter 4 of the book study text *Improving School Board Effectiveness*:

- School boards really DO matter
- What the superintendent does really does matter.
- What does the board do versus what does the superintendent do?

He stated a guiding question for school boards: is this in the best interest of students? He asked the board to consider: why is it difficult for a lay elected board to make sure we are making decisions that are in the best interest of students? Ursula Stanley stated that we come to the school board with our varied expertise from our lives and jobs but most of it does not include expertise in education. Phil Gore asked the board to consider: what is the expertise that board members DO bring? Diane Nichols-Fleming - we are a system together, a variety of expertise. Ursula Stanley - connections - we all have connections in our own communities; we spoke about this when we discussed “networking.” Kari Bradley - willingness to represent what we believe are the values of our community. Eric Andersen - passion, willingness to work and see a path forward. Phil Gore spoke about the concept of “expert citizenship.” He asked: What are we asking boards to do if we are asking them to act in the best interest of all students? Diane Nichols-Fleming: with committee work, we are working to understand whatever experience is not our own - we need to be open and in dialog. He asked: what does governance look like that truly supports achievement by all students and also addresses closing gaps? Ursula Stanley spoke about the “fire tower” level - e.g., not telling cafeterias what to serve for lunch - also being able to communicate with the community: the balance between being disengaged and micro-managing. Phil Gore spoke about “informed oversight” - what does it mean to be informed and asking thoughtful



questions at the board level - where does the board overlap with the superintendent? Where is the shared space? So that it's not the extreme of micromanaging but it's also not the extreme of "rubber stamping" He noted the need for ongoing conversation about what is the work of the board and what belongs to the superintendent and her staff? The board spoke about its role of evaluating superintendent/ holding superintendent accountable. Chris McVeigh stated, responding to the text of the book: it would be useful to have case studies – he would like more specifics versus larger picture concepts. Phil Gore asked: Is the board evaluating the superintendent based on goals around student achievement? Chris McVeigh asked, how do you hold the superintendent accountable when the school board members do not have educational expertise? How to pursue accountability and growth? Flor Diaz Smith shared her perspective that everything doesn't fall on just one person - the superintendent is one piece of a larger picture. Jonas Eno-Van Fleet stated that he does not necessarily think this board is a good audience for this book - he believes that this board functions much better than some of the boards that are described. Phil Gore asked the board to consider: what mechanisms do you put into place to keep the board at its functional level, and rise to the next level? Meagan Roy spoke about the Education Quality Committee meeting that took place prior to this meeting. She believes that this board is building structures to improve functionality in its work, for example, the work of the Ed Quality Committee. Joshua Sevits expressed the importance of the board itself holding knowledge and having functional systems in place as administrative staff may come and go. Mckalyn Leclerc stated that community engagement continues to be an area of growth that she feels this board should work on. Phil Gore asked, regarding creating conditions for success: exactly what does this mean? How does the board engage with each other and then together with the superintendent? What action can the board take to create conditions for success? Kari Bradley spoke about the concept from the book of the board being active in curricular decisions - he has never known our board to do that. Jonas Eno-Van Fleet stated that our board does a good job of "staying out of the weeds" - the idea of getting involved in curricula, that to him is getting in the weeds. Diane Nichols-Fleming - we all feel collectively that we are the buffer, should outside forces come to us and say "this is how we believe our children should be educated" - she thinks that wave is coming. Phil Gore indicated that he too believes that wave is coming. Jonas Eno-Van Fleet stated that in the past he had asked Steven Dellinger-Pate to tell the board "the bad news" sometimes too - and he does! He asked other administrators to do the same. Aaron Boynton stated that it is appreciated when the board listens to building administrators; things are very challenging right now with shortages in staffing; the reality of the day to day in the trenches is hard; it is important that the board does not lose touch with what happens "in the trenches." Gillian Fuqua stated that we have students coming off 30 months of disrupted education and yet we continue to measure them by the same standards. We need to maintain high standards but still be realistic - we are not going to meet benchmarks from before the pandemic. Cat Fair asked what action can the board take? What are the barriers to accessing education? What are the things getting in the way? COVID-19 did not create these problems; it exacerbated them or put a spotlight on them - kids are not understanding civic engagement – with the focus on engagement, would love the lens to be "how to engage with others?" Phil Gore asked, how does the board model behavior that you want to see in the classrooms? The

idea of the board as steward of public trust but also a steward of public discourse, of inclusivity and reaching out and bringing people in, as opposed to partisan. He spoke about the importance of modeling civic engagement, modeling civil discourse, not violating open meeting law; about having these conversations when things are going well, as opposed to when in crisis or when things are escalated. Phil Gore noted that the next three chapters will focus on board self-assessment. Tie together how the board can model reflective practice.

#### 4. Reports

- 4.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE: Lindy Johnson moved to accept the following: Karen Dyer – LTS East Montpelier Classroom Teacher, Lydia Faesy – U-32 School Nurse LTS (3 days per week), Kathryn “Kate” Biggam – U-32 School Nurse LTS (2 days per week) for the remainder of the 2022-23 school year. Seconded by Chris McVeigh, this motion carried unanimously.**
- 4.2. Substitute Memo & Approval of Building Daily Sub: Chris McVeigh moved to approve the job description and the rate of pay within the memo from Superintendent Roy: *Substitute Teacher Rates & Addition of a Permanent Daily Sub*. Seconded by Jonas Eno-Van Fleet. Lindy Johnson stated that she appreciates the information included in the memo. Superintendent Roy shared that based on her conversations with others in the state, many are increasing their substitute rates, and many of them continue to face staffing shortages. She stated that she does not believe this will be a magic solution but she feels that it is a part of the solution. Chris McVeigh asked whether this has been discussed through the lens of the association. Jonas Eno-Van Fleet stated that the language around duties in the teacher’s agreement indicates that if teachers perform duties above a certain threshold they will be reimbursed according to sub rate; also the ESP agreement refers to sub rate. The contract references the current sub rate. (as opposed to dollar amount.) Superintendent Roy indicated that this is intended to be a temporary solution for now. **This motion carried unanimously.****

#### 5. Adjourn: The board adjourned by consensus at 8:19 p.m.

Respectfully submitted,  
Lisa Grace, Board Recording Secretary

**WCUUSD School Board**  
**Superintendent Personnel Summary and Recommendations**  
**(as of November 10, 2022)**

- 1. New Teacher Nominations (for 22-23 school year)**  
Annalissa Kirby – Special Education Teacher – Berlin
- 2. Retirement**
- 3. Resignations**
- 4. Extended Leave of Absence Request**
- 5. Change in FTE**
- 6. Long Term Substitutes (22-23 School Year)**
- 7. Change in Position (22-23)**

**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]: Amanda Morse

Educational Preparation:

College

Degree

Date Attained

Western Governors University

BA-Special Ed & Elementary ED

Anticipated 11/22

Experience: Barre Town Elementary/Middle School/SpED Permanent/August 22-Present

Spectrum Academy, Pleasant Grove UT/SpEd Teacher Intern 1st & 2nd grade/ Oct 2021-March 2022

Spectrum Academy, K-3rd Grade SpED Data Specialist/Dec 2020 - Oct 2021

ABS Kids, Orem UT/Behavior Technician - June 2021 thru August 2021

Years of Related Experience: \_\_\_\_\_

Salary Schedule Placement:

Start Date:

B00 B14 Step A

11/14/22

Salary or Wage Rate: (46,957 Annual)

Date of Board Appointment:

\$ 31,881.33

FTE: 1.0

Days / Year: 129/190

Hours / Day: 7.5

Interviewed by: Aaron Boynton, Betsy Vanderlip, Sandra Wetzels, Julie Bristol, Amanda Morse

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

cc: (check as appropriate):



PERSONNEL



PAYROLL



SPED



UNION



BUILDING PRINCIPAL