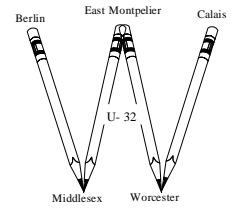


Washington Central Unified Union School District

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

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



**Washington Central Unified Union School District
School Board Meeting
U-32
(Virtual & IN -PERSON)
930 Gallison Hill Rd. Montpelier, VT
Room 128/131
10.19.22 5:30-9:00 PM**

Virtual Meeting Information

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

Meeting ID: 815 1349 1894

Password: 462961

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

1. Call to Order
2. Middlesex School Board Representative Interviews – pg. 4 30 minutes
3. Welcome 20 minutes
 - 3.1. Adjustments to the Agenda
 - 3.2. Reception of Guests
 - 3.3. Public Comments-Time limit strictly enforced, see note
4. Board Learning/Presentation: *Board Budget Training* 40 minutes
5. Reports to the Board 15 minutes
 - 5.1. Student Report
 - 5.2. Superintendent/COLT Report – pg. 6
 - 5.3. Principal Report – pg. 9
 - 5.4. Central Vermont Career Center Report – pg. 15
6. Board Operations (Discussion/Action) 30 minutes
 - 6.1. Berlin Quitclaim Deed – pg. 16
 - 6.2. VSBA Resolutions – pg. 22
 - 6.3. Staff Appreciation

- | | |
|--|------------|
| 7. Personnel | 10 minutes |
| 7.1. Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE | |
| 7.2. Update on Vacancies - pg.40 | |
| 8. Finance Committee (Discussion/Action) | 15 minutes |
| 8.1. Informational Reports | |
| 8.1.1. Monthly Business Office Reflections – pg. 41 | |
| 8.2. Discussion/Action | |
| 8.2.1. Approve FY 24 Dental, HRA, Food Service & Community Connections Budget – pg. 43 | |
| 8.2.2. Review and Approve Pre-Qualifications Criteria for 2023 Capital improvement Projects – pg. 45 | |
| 8.2.3. Review and Approve 2023 Dental Premiums – pg. 47 | |
| 8.2.4. Review and Discuss FY 2023-24 Budget Development Components – pg. 49 | |
| 9. Policy Committee (Discussion/Action) | 15 minutes |
| 9.1. Policy Cycle /Work Plan – pg. 51 | |
| 10. Education Quality Committee (Discussion/Action) | 5 minutes |
| 10.1. Proposed Ed Quality Goal, Monitoring System Considerations and Meeting Notes – pg. 54 | |
| 11. Consent Agenda (Discussion/Action) | 5 minutes |
| 11.1. Approve Minutes of 9.21.22, 9.23.22, 10.4.22, 10.5.22 – pg. 56 | |
| 11.2. Approve Board Orders | |
| 12. Future Agenda Items | 5 minutes |
| 12.1. Board Goals and Calendar | |
| 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 |

MARLEE BRUNTON, LICSW

174 East Hill Rd Middlesex, VT 05602 | 802.839.9881 | Marlee.Brunton@gmail.com

10.10.22

Re: Board Vacancy

Dear Flor Diaz Smith:

I would like to apply for the Middlesex Resident Board Vacancy with WCUUSD. I am an active community member with a background in human services and would love the chance to give back by lending my advisory skills to the school board for the remainder of the term.

I am a Licensed Clinical Social Worker by profession and specialize in helping children and young adults between the ages of 5 and 22. I have clinical expertise in counseling adolescent females; many of whom are experiencing anxieties and stressors related to the fractures of our modern world – and have gleaned meaningful and sometimes painful insight into all the factors that affect children's daily functionality; school and home being the two primary factors.

In addition, I have a 4-year-old daughter who will be attending Rumney School in the fall. While this immediate connection to the classroom is a new exciting adventure, I do understand the challenges our teachers pose and the ones they face. Before becoming a LICSW I was a Clinical Coordinator for a private school and I have created SEL Curricular proposals that had to receive the approval of numerous committees all the way to the AOE. I understand curriculum, goals, outcomes, and grading.

I realize that I am seeking to represent our community's needs at a crucial crossroads. Because I will have family members enrolled, because I have clients and former clients in the district, and because in the community I see both the strengths and weaknesses of our current system, I am willing to invest my time and energy. Thank you for your consideration.

Sincerely,



Marlee Brunton, LICSW

Greetings WCUUSD Board Members,

This past summer, during the lead up to the midterm elections, a local candidate was making house calls in my neck of the woods, introducing herself and getting to know us. Her primary question was: *What is your highest priority issue?* I found myself answering reflexively and without missing a beat: “Education.” I have a young child, who will be entering kindergarten in 2023. These past few years, navigating early childcare and pre-school and all of the in and outs of the system have been a regular topic of conversation in our family. I’ve worked and taught for the Community College of VT, where we organized and won a union; my wife works in higher ed and has also taught and mentored throughout central VT. For me and my family school is everything.

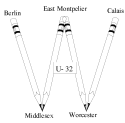
Public education is the bedrock of our communities. As if teaching and socializing our children was not enough, the downstream effects of public school are enormous: our schools employ our neighbors; our schools allow parents and caregivers to work; our schools host public and civic events. The responsibilities of our school system have evolved and its breadth is ever widening. Public schools are one of a dwindling group of places that connect our community with a shared experience.

Though students and many of us may not feel it everyday, our schools are fundamental to our day to day lives and the future success of our community and the wider world. Students deserve to thrive, to feel welcomed and safe, and to see themselves reflected back to them through relevant and meaningful curriculum.

My goal for joining the school board is simple: to listen, help out, and join a group of people who care about the future of our kids. As a child, I was educated in the public school system. Since then, I have benefited from community college and a state school as I pursued my education in fine art. I am currently a woodworker by trade, a father, and a husband. As a school board member I welcome the chance to work with the community to improve student achievement in the Washington Central Unified Union School District.

Thank you for your consideration and for all the work you do on behalf of education in Vermont.

Sincerely, Joshua Sevits



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Superintendent & COLT Report Overview

I want to share some small adjustments to our format for the Superintendent reports this year. In order to ensure the Board is informed more broadly about the work happening in Washington Central, we are merging the Superintendent Report with a COLT report. Each month the report will include a number of updates across departments at the district level. When possible, we will organize the report around the priority work areas of the leadership team:

- A. Academic Achievement & Student Outcomes
- B. Student Health & Safety
- C. Humanity & Justice Work

In addition, we've reinstated the Principals report for each Board meeting as well. Our hope is that these two reports will provide the Board with information about both the work of our local schools and the connected/unified work as a district.

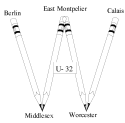
At times, if a report is substantive and regarding a specific topic, that will continue to be provided as a standalone report. As always, I welcome feedback and suggestions about our communication.

Academic Achievement & Student Outcomes

Act 173 Updates

WCUUSD continues to make steady progress in implementing the tenets of Act 173 and high quality Multi-Layered Systems of Support (MLSS) throughout our schools. Last week Jen and Kerra presented to the Education Quality Committee as well as to the WCUUSD faculty and staff at the opening of our October 7th in-service day. The presentations reviewed last year's progress including the work of four subcommittees, each focusing on an integral component of an effective MLSS System: Coordinated Curriculum, Local Comprehensive Assessment System, Needs-Based Professional Development and Educational Support Teams. The subcommittees concluded their work together last school year with a needs assessment and recommendations for our continued work in these areas.

This year we will focus on bolstering our systems of support for students. We're fortunate to build from a strong base as we continue to explore and implement best practices including universal design for learning, educational support teams and consistent, effective classroom instruction. Increasing our data literacy and effective intervention practices enables our faculty to provide targeted, effective intervention for students when and where these supports are needed.



At the foundation of this work is our commitment to equity, humanity and justice for all students. Examining our implicit biases allows us to recognize and disrupt systems of oppression. A high-quality, effective MLSS system relies on equitable service delivery and the removal of barriers for all students. We are elated to have the work of our Humanity and Justice Coalition moving us forward as we, in tandem, strengthen our effective practices, targeted interventions and classroom instruction to meet the learning, social and emotional needs of all WCUUSD students.

Professional Development Updates

We held our first district grade/subject alike meetings earlier this month. Grade and subject alike groups focused on aspects of curriculum, instruction, and assessment work related to Coordinated Curriculum, one of the levers of Act 173 that directly relates to our focus on Academic Achievement. We met virtually in order to maximize our time together. It has been a while since some of our groups have met in this way. We asked for feedback about what worked and changes we can make in the future to ensure that these meetings are even more productive.

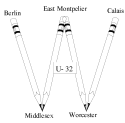
We also engaged in training related to the analysis of our i-Ready diagnostic assessment data and met in grade/subject alike groups to continue work related to curriculum, instruction, and assessment.

Safe & Healthy Schools

HHB, Title IX Professional Development for Leadership

As part of the Leadership Team's ongoing work to solidify our practices related to implementation of our Hazing, Harassment & Bullying (HHB) and Title IX procedures, we have engaged in a number of leadership-level training and professional learning opportunities. A number of our designated employees (those who are tasked with coordinating the investigation of possible HHB or Title IX violations) have registered for a series of trainings given by the Vermont School Boards Insurance Trust. In addition, we've contracted with Heather Lynn to join our leadership team on a monthly basis during our meeting times. This allows us to have more targeted consultation specific to real-time issues that arise. This has proven to be an important addition to our learning.

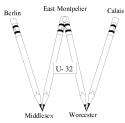
In addition to this professional development, we have also taken steps to firm up our investigation procedures (using a number of supporting documents from Heather Lynn, connected to the consultation). We've also updated our handbooks and website to ensure that our policies, procedures and designated staff names are accurate and clear for families and students.



Humanity & Justice

Equity Book Group Launch

In August, the Board will recall that we launched our district-wide equity book study project that will occur over the course of the year. Faculty and staff learned a little more about the book groups and had a chance to select which book they would read over the course of the year. During our inservice day on October 7, we were thrilled to hold our first district-wide session. The feedback was overwhelmingly positive. Twenty eight people have volunteered to facilitate the book groups which means that we are able to have groups of 10 or 11—an ideal size for this work! We look forward to continuing our learning together across the year.



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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: At Berlin this fall we are focusing on implementation of the Foundations program at the PK-3 level. We were fortunate to have teachers take the introduction of the Orton-Gillingham training which has made our transition to Foundations easier. Teachers have been looking carefully at fall assessments to inform instruction and group students for intervention. As a school we are beginning to implement structures that support our district 173 initiatives and EST updates. We still have unfilled positions in special education which has been challenging to provide all the support needed at Berlin.

Calais: Our teaching teams have been working on several aspects of implementation of Act 173 and MLSS (multi-layered systems of support) since last spring. Since August inservice, teachers have been focusing on robust first instruction and balancing instructional time with assessments. Fall assessments are an important time for us to get a picture of where students are starting the year and this data gives us great information. Classroom teachers use fall assessment data to inform future instruction, and to make decisions about interventions and supports that some of our students need in addition to first instruction. In literacy, each one of our classroom teachers, K-6 have taken Orton-Gillingham (OG) for the classroom or have committed to this professional development for the spring. Understanding the framework of OG makes the transition to Foundations in K-3 and Just Words in 4-6 much easier and our students are benefitting already from a systematic and structured approach to reading and writing.

Doty: At Doty we are working through the challenges of implementing the Foundations program in multi-age classrooms. Teachers are gradually implementing pieces of the program and then assessing what shifts and changes need to be made due to our staffing configuration. We have picked up our work on MLSS from last year and our embedded intervention services are up and running. I am proud to say that we are continuing to be able to have our intervention services be targeted, flexible, and delivered in such a manner that no student misses universal instruction. We also conducted speech, occupational therapy, and teacher screenings for all kindergarteners and are setting up preventative services/opportunities for students with fine motor and other needs.

EMES: Over the course of last spring, EMES identified areas to improve on our school data wall. We added areas of focus to include SEL and U-Arts, as well as triangulation in writing, reading, and math. Last week we began adding our fall data, which included our new High Leverage Assessment in math, our new iReady Reading Diagnostic, and an all-school writing prompt. Teachers regularly refer to our data wall to identify next steps in assessment, instruction, and interventions, as well as when we engage in kid-talk meetings.

Rumney: We are dedicating one staff meeting a month for “effective alignment.” We are committed to developing a deeper understanding of where children are when they first come to us in pre-kindergarten or kindergarten, and what we want them to be able to know and do when they leave for U-32. We are having rich conversations about our values and working to develop a vision that is shared by all as well as inspirational to us all. We also have implemented Foundations as our K-3 literacy program and iReady Reading Diagnostic for grades 3-6. Teachers have implemented common practices in math that are consistent across the district.

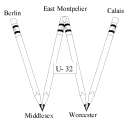
U-32: We have completed our Fall assessments in iReady and will be using the data to review intervention placements and additional needs for students. We have developed rubrics for the Habits of Work that we want students to learn and demonstrate regularly in our classes. The Habits that we have chosen to highlight are Preparation and Organization, and Engagement and Effort. By building stronger habits in these areas, our teachers believe that students will be more successful meeting our Student Learning Outcomes.

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

Berlin: Berlin was able to remedy three entryways where the sidewalk was not wheelchair accessible. This was fixed before the start of school. We have started the year with expectations around exterior doors and ensuring they are not propped open. Finally, we had a successful garden harvest where students picked and prepared food for our open house in September. This month we’ll be introducing a new “side and salad bar” in our lunch program.



Calais: Last year, Calais experienced a high (relatively speaking) turnover of classroom teaching staff. This year, our changes in support staff was the area of most significant change. We have four new paraeducators, a new school wide student support specialist, a new school counselor, as well as a return to Calais for our school nurse, Maria Melekos. These changes have been wonderful and we are SO lucky to have these educators! And, so many new staff members in supportive roles has highlighted the need to ground ourselves in our values around creating a safe, healthy, and inclusive school. This



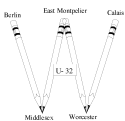
requires us to examine our response to challenges that get in the way of being ready for learning. The work ahead will be to integrate the tenets of Responsive Classroom, PBiS, Restorative Practices, and trauma informed approaches into a multi-tiered system that leads to positive outcomes for students.

Doty: Over the summer, all the interior door knobs at Doty were changed over to lever handles that have push button locks on the inside. Our doors are now ADA compliant and teachers do not have to stand in the hall and lock their doors with a key in the event of an emergency. Doty now has a satellite phone so we are no longer cut off from communications during an emergency. The town selectboard approved our request to use the town hall as an emergency evacuation site so we will no longer have to cross Rt 12 in the event of an evacuation. October is fire safety month. We are working with the local fire department to set up a time for them to visit us so that students can see fire fighters in their full gear. This helps them know what to expect to see in an actual fire. We are also practicing fire drills with more realistic scenarios, placing kids in other areas of the building (letting them know first what is happening) and next week we will have a drill where we block an exit.

EMES: During the month of September, we slowly re-introduced students to eating in our cafeteria. While the weather is nice, students continue to eat lunch outside. However, as the weather begins to change, we have started eating in our cafeteria for the first time since March, 2020. We have added a 'quiet' room in the gym for those students who prefer to eat in a quieter environment and students have successfully navigated these changes. Our behavior coach, Michael Sherwin, school counselor, Mary Beth Langevin, and I recently joined others from around the state to become trained in Behavioral Threat Assessments. This is a body of work we will continue to engage in throughout the course of the year in hopes to be better prepared in the event of a threat against our school/community.

Rumney: We discovered a need to update our keys and locks. Some of our classrooms still lock with a key, rather than a push lock. Being able to quickly lock a classroom door by pushing the lock is an essential safety function.

U-32: A major part of beginning this school year was reestablishing our expectations of students. We have emphasized building trust between individuals in our advisory groups, in our classes, and among the faculty and staff. We believe that by strengthening trust in our school, students and staff will have a stronger sense of belonging, be able to achieve academically and they will have room for personal growth. This focus on school culture is so that U-32 has an environment where all students feel they can learn without distractions.



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

Berlin: Berlin has formed a school based committee, working with Shelley Vermilya, to bring learning and positive opportunity for staff and students. We will have our first meeting in October and identify our needs and goals.

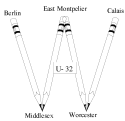
Calais: In our examination of behavior data this fall, we have noticed some underlying themes when we get to the heart of a problem. Our students are coming from so many different backgrounds and experiences and, not surprisingly, are having a hard time understanding how to work with others' differences. Our students are able to articulate they want others to understand them but struggle when someone expects the same from them. Our team has reached out to equity scholar in residence, Shelley Vermilya to come together monthly to discuss meaningful strategies to engage students in creating healthy relationships and problem solving skills.

Doty: Doty is continuing its work from last year and we are working to figure out how to best utilize the supports that Shelley Vermilya has to offer. Instead of making equity something separate that we do, we are working to continually ask ourselves what barriers we might be creating/perpetuating in all levels of our work with students. With our small staff, longevity of service, there is a climate of trust among the staff that allows us to feel safe as we explore and question our own biases.

EMES: EMES continues to meet with Shelley Vermilya on the first Friday of the month in what we call, "Conversations with Shelley." Last year, we focused on what it looks like to engage in conversations around equity, diversity, and inclusion with our students across the grades. This year, we continue that work and are focusing on sharing read-alouds with one another that apply to these areas of focus.

Rumney: The school's traditional "All School Hike" was modified to become "Fall Fun Day." Students and families were given 4 options of Fall activities with 3 hikes of various intensity, and 1 option at the school. Each had opportunities for connection and family involvement. This was a great way to merge tradition with an inclusive mindset and expectation.

U-32: In our work to build stronger bonds of trust, U-32 is working on creating a more inclusive environment. Our Seeking Social Justice, BLAMM, and GLAMM clubs are working with Administration to do training with staff around issues of gender, race, and sexual orientation. Our designation of two additional restrooms as non-gendered has also provided spaces for students to feel welcomed and supported. We are also excited to participate in the Book Groups with a focus on humanity, justice and equity.



Celebrations & Upcoming Events

Berlin: Our PBIS approach allows students and staff to earn celebrations through the year. We recently had the Principal's Challenge and Extra Recess. We're looking forward to Hat Day and Sports Day soon! PTNA is planning a Halloween event at Berlin that will include trunk or treat and pumpkin carving. Our annual Harvest Luncheon takes place in November. Families can come and enjoy a nice, hearty meal with their child. Finally, Berlin will be hosting a series of craft fairs to support the 5/6th grade field trip.

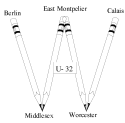
Calais: Calais Cougars have already earned their first all school celebration, reflecting 2500 acts of being safe, being kind, and working hard. For the first celebration they chose outside games and I'm excited to they are a third of the way towards another celebration. Giving feedback to students and tracking those successes reinforces the expectations for Calais students and working towards a school wide celebration reinforces we are a community that can do great things together.

Doty: We are thrilled to be able to interact more as an all school community this year. We have brought back monthly all-school morning meetings where we celebrate birthdays and accomplishments. We continue to have monthly special days. October 20th is Sloth Day - we will all be in our cozies, hanging out and reading! We are also working to open our building more as a community resource. We are hosting our second blood drive on November 1, the pie breakfast returns December 3, and we have a large pile of winter wear to send to Ukraine (complete with hearts from the kids in the pockets!)

EMES: EMES continues its focus on PBIS with our three school-wide expectations of Safe, Respectful, and Responsible = Be Awesome! We recently had a special all-school celebration as we filled the tree with big woodchips. Each EMES student was given a school t-shirt with our new mascot, Scout the Fox, on it. Students wore their new shirts on our all-school-hike last Thursday, as did the staff. Over ___ parent and family volunteers joined us on our all-school hike and we are looking forward to a PTNO sponsored Monster Mash later this month. We will be hosting a Harvest Feast later this fall with a day-time celebration of learning as students bring their guests to the classrooms to see the learning that has taken place this fall.

Rumney: This year's Open House was a huge success. We had over 90% of our families attend and everyone thanked us for inviting them into the school. We are looking forward to meeting with families at our parent-teacher conferences. We will be doing a hybrid model that allows families to participate in person or remote.

U-32: There are so many activities happening at U-32 so the best place to see what is going on is to take a look at our [Tandem Calendar](#). This past weeks our 9th graders went on a field trip to Groton State Park, and our 7th graders completed their elevation studies



by hiking Spruce and Elmore. Sports is in full swing, fall musical concerts are happening, and the Fall Stage 32 production is getting ready for their performances.

Supervision & Evaluation Updates

Berlin: Goal setting meetings have taken place and I have met with about 40 staff to review their goals. I have observed overall focus in phonics instruction, math, and SEL initiatives.

Calais: As mentioned above, we have a number of new staff from the last two years so despite being a small school, the number of goal conversations and observations is high right now. I'm excited to see the goals and areas for growth that staff are setting themselves align with my goals on implementation of MLSS at Calais in math, literacy, and a safe and inclusive school. It's a good thing when we are all working towards common goals.

EMES: We recently wrapped up our annual goal-setting meetings as I met with over 40 EMES staff. I always look forward to these meetings with anticipation as teachers and ESP identify areas to focus on for the year. A common theme this year was around learning our new spelling and phonics programs, and digging deeper into our math practices. EMES currently has 13 staff who are enrolled in advanced degree and certificate programs this year - we have a building full of lifelong learners! I have been focusing our twice-a-month staff meetings on my own professional goals this year, which include preparing ourselves for full implementation of Act 173 and deepening our understanding of what MLSS looks like at EMES.

Rumney: We have two new teachers this year (kindergarten and school wide behavior support specialist), so they both have had two walk-throughs. All other teachers submitted a self-assessment and goals for their year. The discussions are a great opportunity to connect with professionals on a deeper level and to determine how best I can support them.

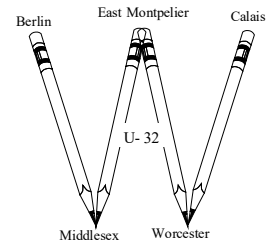
U-32: We are completing our goal setting meetings with all our teachers and support staff. The Admin Team divides up the 124 staff members to conduct evaluations and provide supervision. This year we have 10 new or new to position teachers and additional new paraprofessionals that we conduct formal observations with. Our goals this year range from building new curriculum and assessments in courses to strengthening communication with students and families. Many goals are to improve student engagement in classroom activities and tasks. We want to build those Habits of Work so our students can be successful.

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1130 Gallison Hill Road
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Meagan Roy Ed.D.
Superintendent



TO: WCUUSD School Board

FROM: Flor Diaz Smith, WCUUSD Board Chair and CVCC Board Representative

DATE: October 13, 2022

RE: Central Vermont Career Center Update

Here are few highlights of our work at the Central Vermont Career Center Board and the links to our Superintendent report and the last newsletter.

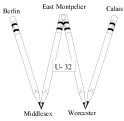
- We are exploring to service all of our students in a full year model. Students will have all their proficiencies met at Central Vermont Career Center. This would not change the funding formula. Additional staff would be funded by grants and an increase in student body. There is a committee looking at a schedule for next year's full day program. Jody is still working in documents that will need to be submitted ahead in order to move to a full day.
- The Agency of Education has asked us to hire an Equity and Diversity Literacy Coordinator. This person would be visiting programs and making suggestions in order to ensure equity. Lucinda from the Institute for Liberatory Innovation presented on equity education. This is the model that you are familiar with at Washington Central. We are excited about the future opportunities and the funding will come from the Perkins grant.
- We will have three student representatives in the Board.

The last Superintendent report from our October 3rd meeting:

https://docs.google.com/document/d/1Nt3fSaBTaK0FG2nXrjeLdIQIHNMISW_KkAA0PqGyj8/edit

Here is the link to the latest News Letter for the Central Vermont Career Center:

<https://www.smores.com/dtfga-central-vermont-career-center?ref=email-content#w-2062727043>



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

To: WCUUSD Board
From: Meagan Roy, Superintendent
Re: Berlin Quitclaim Deed

The following is being offered as background information for the Board's discussion of the revised language in the Berlin Quitclaim Deed. The Board is being advised in this matter by Nicholas Low, and the following is his summary of the situation and his recommendation. Also attached in the Board packet is a copy of the revised Quitclaim Deed with boundary adjustment language.

The Town of Berlin submitted a Quitclaim Deed for signature by the Board Chair that included boundary adjustment language that was not included in the original discussions. Our attorney recommends that the deed with the additional language not be signed unless and until it is approved by the full board.

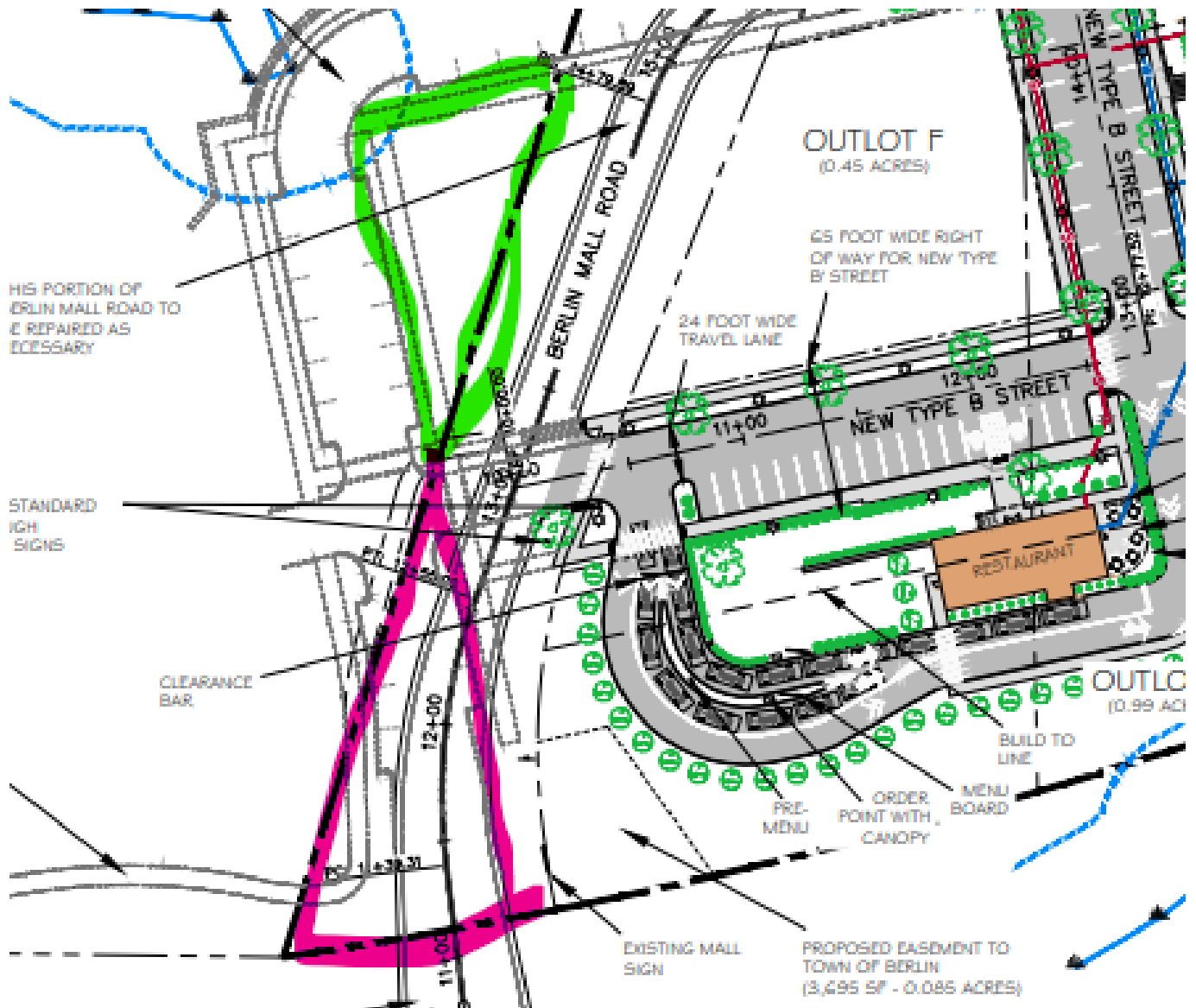
We have two draft deeds. One without boundary adjustment language, and one with boundary adjustment language.

The deed without the boundary adjustment language says that if the Town gives away or sells any of the property, WCUUSD has a right to reclaim possession of the property. This version is effectively the same as the one the Board previously looked at, and is consistent with prior Board discussions and decisions. The board or its authorized agent would be able to sign this deed any time based on the prior Board vote.

The deed with the boundary adjustment language would allow the Town to give a piece of this property to a neighboring landowner, only as part of the New Town Center, in exchange for a piece of property of equal or greater size. Although this deed follows the underlying theme that the Board previously considered—that the property would be used for the New Town Center—it is also different because it anticipates that a part of the property will be conveyed to a third party. **Because it is different, this deed should not be signed unless and until the Board as a whole approves it by vote.**

The prior vote by the electorate is sufficient to allow the board to sign either deed. There is no need for the electorate to vote on this again.

Below is an image of the boundary line adjustment being requested by the town:



QUITCLAIM DEED

KNOW ALL PERSONS BY THESE PRESENTS that the WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT of the County of Washington, State of Vermont, as successor in interest to the Berlin Town School District, Grantor, in consideration of ten dollars and other good and valuable consideration paid to its full satisfaction by THE TOWN OF BERLIN, of the County of Washington, State of Vermont, Grantee, has REMISED, RELEASED AND FOREVER QUIT CLAIMED unto the said Grantee Town of Berlin all right, interest and title which said Grantor has in, and to a certain parcel of land in the Town of Berlin, County of Washington, and State of Vermont, described as follows, viz:

Being a 3.8-acre parcel, more or less, and depicted as Lot 2 on a plat entitled "Boundary Subdivision for Berlin Town School District" prepared by Latitudes Land Surveying dated June 15, 2022 and of record at Slide ____ of the Berlin land records.

Said lands and premises are a portion of the lands and premises conveyed to the Berlin Town School District by Warranty Deed of Clarence A. Pike dated June 7, 1966, and recorded in Book 36, at page 575 of the Town of Berlin Land Records

Reference is made to the Vermont State Board of Education's "Final Report of Decisions and Order on Statewide School District Merger Decisions Pursuant to Act 46, Sections 8(b) and 10" dated November 28, 2018, in which the State Board of Education, pursuant to the authority and mandates in 2015 Acts and Resolves No. 46, Sec. 8 and Sec. 10, as amended, and the provisions of 16 V.S.A. ch. 11, ordered that the Washington Central Unified Union School District shall supplant the Berlin Town School District pursuant to the Washington Central Unified Union School District Articles of Agreement. Further reference is made to said Articles of Agreement, dated June 25, 2019 and approved by voters November 5, 2019; and in particular Article 13, which states that the Washington Central Unified Union School District supplants all forming districts, including the Berlin Town School District, as of December 31, 2019. Further reference is made to a vote by the electorate of the Washington Central Unified Union School District in March 2022 authorizing the present conveyance.

Grantor conveys this property subject to the following restrictions:

1. The property shall be used by Grantee for municipal purposes, and only as part of the New Town Center as approved by the State of Vermont. Such purposes include but are not limited to transportation, utility and pedestrian infrastructure, creation of housing, municipal offices, public recreation, parks or any such purpose that promotes a neighborhood and/or downtown environment. If Grantee ceases to use the property for this purpose, or if Grantee ever enters into an agreement to convey the property to a third party or takes affirmative steps to convey the property to a third party, Grantee shall notify Grantor or its successor of this development by certified mail, and the Grantor or its successor shall have a right of reentry, through which title to the property will revert to Grantor or its successor. The Grantor or its successor shall have 90 days from the day it receives the notice to exercise or decline its right of reentry and reversion by certified

mail delivered to the Town of Berlin Administrator and Selectboard. Should the Grantor or its successor decline to exercise the right of re-entry the right shall be extinguished.

2. The property shall be subject to a restrictive covenant requiring Grantee, and its successors and assigns, to maintain a 25-foot landscape buffer easterly from the westerly property line of the 3.8-acre parcel to serve as a visual screen between the existing Berlin Elementary School and the New Town Center. Grantee, and its successors and assigns, shall not build structures or clear trees or vegetation, except for maintenance, in the 25-foot buffer. These covenants shall run with the land and shall be binding on Grantee's successors and assigns, and shall be enforceable by Grantor and its successors.
3. Grantor retains an easement allowing it, and its successors, to maintain existing hiking trails on the 3.8-acre parcel and allow Grantor, its successors, and the general public to continue to use those trails. This easement shall run with the land and shall be binding on Grantee's successors and assigns.

TO HAVE AND TO HOLD all of Grantor's right, title, and interest in and to the quitclaimed premises, with the appurtenances thereof, to the said Grantee, Town of Berlin, AND FURTHERMORE, Grantor covenants with said Grantee that Grantors will have and claim no right in, or to the said quit claimed premises apart from the right of reentry, easement, and right to enforce covenants as set forth herein.

IN WITNESS WHEREOF, Grantor executes this deed on the ____ day of _____.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

BY: _____
Its Duly Authorized Agent

STATE OF VERMONT
COUNTY OF WASHINGTON, ss.

At _____ in said County, this ____ day of _____, 2022, personally appeared _____ for themselves and as duly authorized agent for Washington Central Unified Union School District and acknowledged the foregoing instrument by them signed and sealed to be their free act and deed and the free act and deed of Washington Central Unified Union School District.

Before me, _____
Notary Public

Name: _____

Commission # _____

My Commission Expires 1/31/2023

QUITCLAIM DEED

KNOW ALL PERSONS BY THESE PRESENTS that the WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT of the County of Washington, State of Vermont, as successor in interest to the Berlin Town School District, Grantor, in consideration of ten dollars and other good and valuable consideration paid to its full satisfaction by THE TOWN OF BERLIN, of the County of Washington, State of Vermont, Grantee, has REMISED, RELEASED AND FOREVER QUIT CLAIMED unto the said Grantee Town of Berlin all right, interest and title which said Grantor has in, and to a certain parcel of land in the Town of Berlin, County of Washington, and State of Vermont, described as follows, viz:

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Grantor conveys this property subject to the following restrictions:

1. The property shall be used by Grantee for municipal purposes, and only as part of the New Town Center as approved by the State of Vermont. Such purposes include but are not limited to transportation, utility and pedestrian infrastructure, creation of housing, municipal offices, public recreation, parks or any such purpose that promotes a neighborhood and/or downtown environment. Boundary adjustments and exchanges with adjacent lots which are necessary to create the New Town Center are permissible, provided that such adjustments and exchanges do not result in a net loss of acreage to the Town. If Grantee ceases to use the property for this purpose, or if Grantee ever enters into an agreement to convey the property to a third party or takes affirmative steps to convey the property to a third party, Grantee shall notify Grantor or its successor of this development by certified mail, and the Grantor or its successor shall have a right of reentry, through which title to the property will revert to Grantor or its successor. The

Grantor or its successor shall have 90 days from the day it receives the notice to exercise or decline its right of reentry and reversion by certified mail delivered to the Town of Berlin Administrator and Selectboard. Should the Grantor or its successor decline to exercise the right of re-entry the right shall be extinguished.

2. The property shall be subject to a restrictive covenant requiring Grantee, and its successors and assigns, to maintain a 25-foot landscape buffer easterly from the westerly property line of the 3.8-acre parcel to serve as a visual screen between the existing Berlin Elementary School and the New Town Center. Grantee, and its successors and assigns, shall not build structures or clear trees or vegetation, except for maintenance, in the 25-foot buffer. These covenants shall run with the land and shall be binding on Grantee's successors and assigns, and shall be enforceable by Grantor and its successors.
3. Grantor retains an easement allowing it, and its successors, to maintain existing hiking trails on the 3.8-acre parcel and allow Grantor, its successors, and the general public to continue to use those trails. This easement shall run with the land and shall be binding on Grantee's successors and assigns.

TO HAVE AND TO HOLD all of Grantor's right, title, and interest in and to the quitclaimed premises, with the appurtenances thereof, to the said Grantee, Town of Berlin, AND FURTHERMORE, Grantor covenants with said Grantee that Grantors will have and claim no right in, or to the said quit claimed premises apart from the right of reentry, easement, and right to enforce covenants as set forth herein.

IN WITNESS WHEREOF, Grantor executes this deed on the ____ day of _____.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

BY: _____
Its Duly Authorized Agent

STATE OF VERMONT
COUNTY OF WASHINGTON , ss.

At _____ in said County, this ____ day of _____, 2022, personally appeared _____ for themselves and as duly authorized agent for Washington Central Unified Union School District and acknowledged the foregoing instrument by them signed and sealed to be their free act and deed and the free act and deed of Washington Central Unified Union School District.

Before me, _____
Notary Public

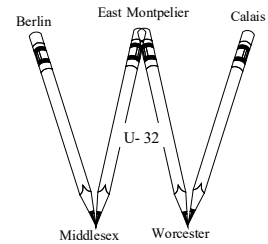
Name: _____
Commission # _____
My Commission Expires 1/31/2023

Washington Central Unified Union School District

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

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

Meagan Roy Ed.D.
Superintendent



TO: WCUUSD School Board

FROM: Flor Diaz Smith, WCUUSD Board Chair

DATE: October 13, 2022

RE: VSBA Resolutions and By-Laws

VSBA Resolutions provide guidance to VSBA staff and the VSBA board when we are working in the legislature or developing programs and services for members. Resolutions are generated by member school district boards, the VSBA Board of Directors, and its Resolution Committee. The committee makes a recommendation to the full board of "pass", "do not pass", or "take no position" on each proposed resolution. Then, one delegate from each VSBA-member SU/SD votes on all resolutions at the Annual Meeting.

Our delegate will be voting on the Resolutions and the changes to the bylaws.

Here are a few different ways that you can access the information. You can watch the webinar here is the link or you can access the pdf of the documents.

We will be reviewing each resolution and changes to the by-laws at our Board meeting on October 19th.

Webinar: <https://www.youtube.com/watch?v=AF2afR8Zc8U&t=5s>

Here is the link to the proposed resolutions and a pdf of the document.

https://www.vtvsba.org/_files/ugd/b44bfd_7001545a84804a1e8526b174298dc0ec.pdf

Here is the link to the Bylaws changes: The added language is in yellow and the deleted language is crossed out and highlighted aqua blue

https://www.vtvsba.org/_files/ugd/b44bfd_55b3a19e44e14781b8579876d3187af7.pdf

Please let me know if you have any questions.

2022-23 VSBA Resolutions - Board Report

August 10, 2022

According to the VSBA Bylaws, resolutions are "positions taken by the Association on issues of importance to Vermont school boards. They may include recommendations for action by the VSBA, local school boards, the Legislature, the Executive Branch...or other decision-making bodies." Resolutions provide guidance for staff and the VSBA board when they are working in the public policy arena or developing programs and services for VSBA members. Resolutions are not legislation.

All resolutions submitted by member boards will be submitted to the membership at our Annual Meeting, regardless of the recommendation of the Committee or the VSBA board. The VSBA Resolutions Committee and the VSBA Board make a recommendation to "Pass", "Do Not Pass" or "Take No Position" on any resolution submitted by a member school district board. After careful consideration of resolutions submitted by member boards, the VSBA Resolutions Committee developed the following Resolutions Report and presented it to the VSBA board at the August board meeting.

Respectfully Submitted,

Flor Diaz Smith, Central Vermont Region, Committee Chair

Martine Larocque Gulick, Western Chittenden Region

Mark Clough, Kingdom South Region

Colleen MacKinnon, Eastern Chittenden Region

Dave Sharpe, Addison Region

Gaston Bathalon, Kingdom North Region

Marc Schaubert, Windham Region

Don Collins, Franklin Region

Jim Salsgiver, Bennington Region

Adrienne Raymond, Rutland Region

Amy McMullen, Windsor Region

**2022-23 Resolutions Submitted to
The Vermont School Boards Association**

New Resolutions Submissions:

pages 3-9

| | Submitted by: | Subject | Page # |
|---|-----------------------------------|--|---------------|
| 1 | Missisquoi Valley School District | Technical Education <i>*Withdrawn - see amendment to Resolution I.O. on page 10</i> | 3 |
| 2 | Missisquoi Valley School District | Surety Bonds <i>*Withdrawn by MVSD</i> | 4 |
| 3 | Burlington School District | Remediation Funds for PCB & Radon Contamination in Schools <i>*Amendment to current resolution Sec. II, Subsection B (Capital Spending)</i> | 5 |
| 4 | Burlington School District | Public Funds Accountability | 6 |
| 5 | Resolutions Committee | Governance Standards | 8 |
| 6 | Resolutions Committee | Universal Meals | 9 |

Review of 2021-2022 Regular Resolutions:

page 10

**Resolution Proposal #1:
Missisquoi Valley School District
Technical Education**

WHEREAS: 16 V.S.A. § 1571 defines a “Regional career technical center school district” and “regional CTE center school district” as a district that maintains a regional career technical center under a governance structure approved by vote of the electorate pursuant to this subchapter.

AND WHEREAS: Vermont based contractors and Vermont homeowners frequently reference a severe shortage of persons seeking employment in skill areas such as plumbing, electrical and energy systems, as well as food service, healthcare and childcare;

AND WHEREAS: Many of the current licensed employees in these fields are nearing retirement age adding to the potential employment crisis in those trades.

AND WHEREAS: The current funding and governance models of regional technical education are often a “roadblock” for interested students and at odds with the goal of increasing opportunities and access for Career and Technical Education.

AND WHEREAS: The quality and access to technical education in Vermont is key to the individual success of many Vermont students as well as being of prime importance to a robust Vermont economy.

BE IT RESOLVED: That the general assembly should require the Agency of Education to identify and propose new models of funding and governance structures to improve the quality, duration and access to career technical education in Vermont.

UPDATE: The MVSD withdrew this proposal and instead submitted a proposal to amend VSBA Resolution I.O. (see page 10).

Resolution Proposal #2:
Missisquoi Valley School District
Section V, Subsection E
Surety Bonds

WHEREAS: 16 V.S.A. §492 states that, “The powers, duties, and liabilities of the collector, treasurer, prudential committee, and clerk shall be like those of a town collector, treasurer, board of school directors, and the school board clerk, respectively. Before entering upon their duties, the collector and treasurer shall give a bond to the district conditioned for the faithful performance of their duties, in such sum as may be required.

WHEREAS: 16 V.S.A. § 706q states that, “Before entering upon the duties of their office, the board of school directors shall give a blanket bond and the treasurer shall give a personal bond to the district, conditioned upon the faithful performance of their duties. The treasurer's bond shall be in such sum as the board of school directors shall require. The board of school directors' bond shall be in such sum as shall be required by the Secretary of Education.”

AND WHEREAS: 24 V.S.A. § 832 states that, “Before the school directors, constable, road commissioner, collector of taxes, treasurer, assistant treasurer when appointed by the selectboard, clerk, and any other officer or employee of the town who has authority to receive or disburse town funds enter upon the duties of their offices, the selectboard shall require each to give a bond conditioned for the faithful performance of his or her duties:”

AND WHEREAS: It is the near universal practice in Vermont school districts and municipalities to utilize criminal liability insurance rather than a surety bond.

BE IT RESOLVED: The General Assembly should provide an additional mechanism in both 16 V.S.A. § 492, 706q and 24 V.S.A. § 832 that the school district or other municipality may choose to provide suitable crime insurance coverage in lieu of a blanket bond.

UPDATE: The MVSD withdrew this proposal due to the enactment of Acts 166, 176, 179 of 2022.

Resolution Proposal #3:

Burlington SD

Section II, Subsection B(5) *(amendment to current resolution)*

Remediation Funds for PCB & Radon Contamination in Schools

WHEREAS: Polychlorinated Biphenyls (PCBs) are human-made chemicals that were used in building materials and electrical equipment before 1980;

AND WHEREAS: School buildings renovated or built before 1980 are likely to have PCBs in their building materials;

AND WHEREAS: In 2021, the Vermont legislature passed Act 74 requiring all schools built or renovated before 1980 to test their indoor air for PCBs by July 2024;

AND WHEREAS: The Vermont Department of Environmental Conservation (DEC) has the authority to require schools to make fixes that will lower exposure to PCBs, if levels are found at or above the school action level;

AND WHEREAS: Students in Burlington had to vacate their high school and technical center buildings and were left with no school for months;

AND WHEREAS: An emergency evacuation of a school building due to PCB contamination causes a crisis within a community;

AND WHEREAS: There are currently no state funds allocated for schools to identify sources of PCBs or to pay to make fixes to reduce exposure to PCBs;

AND WHEREAS: Radon is a radioactive gas that can cause lung cancer;

AND WHEREAS: The US EPA has protocols for Conducting Measurements of Radon and Radon Decay Products In Schools and Large Buildings (ANSI/AARST MALB 2014 WITH 1/2021 Revisions);

AND WHEREAS: The US EPA has Radon Mitigation Standards for Schools and Large Buildings (ANSI/AARST RMS-LB 2018);

AND WHEREAS: Section 12 of Act 72 (2021) requires that on or before June 30, 2023 all schools shall perform a radon measurement;

BE IT RESOLVED: The VSBA advocates that the Vermont legislature allocate funds to assist school districts with PCB and radon remediation, including districts whose contamination was discovered prior to the legislation and irrespective of costs covered by capital bonding.

BOARD RECOMMENDATION: PASS as a REGULAR RESOLUTION

Resolution Proposal #4: Burlington SD
Section II (Finance), Subsection W
Public Funds Accountability

WHEREAS: Vermont Supreme Court's 1997 decision in *Chittenden Town School District v. VT Dept. of Education*, establishes that under the Vermont Constitution, "...that a school district violates Chapter I, Article 3 when it reimburses tuition for a sectarian school [...] in the absence of adequate safeguards against the use of such funds for religious worship."

AND WHEREAS: All Vermont public schools are subject to the Vermont Public Accommodations act, 9 V.S.A. § 4502 (a), "An owner or operator of a place of public accommodation or an agent or employee of such owner or operator shall not, because of the race, creed, color, national origin, marital status, sex, sexual orientation, or gender identity of any person, refuse, withhold from, or deny to that person any of the accommodations, advantages, facilities, and privileges of the place of public accommodation."

AND WHEREAS: VSBA Resolution (2021-2022) II D, USE OF PUBLIC FUNDS [2000], states: "The VSBA does not support funding private independent educational institutions with public funds in districts that operate public schools for the education of local students, except at the discretion of local school boards. The VSBA opposes indirect public support to private independent educational institutions through the granting of tax credits or tax subsidies for tuition or expenses. Public education funds in Vermont districts that operate schools should be directed to the improvement of those public schools."

AND WHEREAS: School choice is engrained in and a beloved aspect of Vermont education;

AND WHEREAS: Tuition paid to private and independent schools by Public School Districts comes from the statewide education fund to which all taxpayers contribute;

AND WHEREAS: In non-operating districts or those that tuition certain grades, Parents and Guardians may choose to send their children to any public school in Vermont or to any school approved by the Board of Education to receive public funds;

AND WHEREAS: Diverting public school tax dollars to private and independent schools creates a circular problem where fewer funds are being invested in public schools; which in turn causes a reduction in the quality of education in our public schools; which then causes more students to choose to attend private and independent schools, draining ever more money from our public schools. Over time more and more Vermont children are denied the high quality education through taxpayer funded public schools to which they are entitled;

AND WHEREAS: The continued draining of public funds from the public education system for private institutions continues to increase the divide between the education one can get in public schools as compared to private and independent schools;

BE IT RESOLVED: The VSBA advocates that all rules, regulations, policies, quality standards, reporting requirements and laws regarding public schools in Vermont must apply to any school that receives funds from the statewide education fund, for any reason or for any purpose.

BOARD RECOMMENDATION: PASS as a CONTINUING RESOLUTION

Resolution Proposal #5:
VSBA Resolutions Committee
Section I (Governance, Local and State), Subsection Q
Governance Standards

BE IT RESOLVED: The VSBA advocates for significant input on the school district quality standards adopted by rule of the AOE regarding the business, facilities management, and governance practices of school districts.

BOARD RECOMMENDATION: PASS as a REGULAR RESOLUTION

Resolution Proposal #6:
VSBA Resolutions Committee
Section V (Miscellaneous), Subsection E
Universal Meals

BE IT RESOLVED: The VSBA supports Universal School Meals in Vermont schools. The funding should come from a source other than the education fund.

BOARD RECOMMENDATION: PASS as a REGULAR RESOLUTION

Review of Regular Resolutions

| CODE | SUBJECT | Board Recommendation |
|--------|--|---|
| I.L | TIMELY AND RELIABLE INFORMATION & IMPLEMENTATION (Chart of Accounts & Acting system) | Continue |
| I.M | MONITOR OUTCOMES FROM ACT 46 GOALS | Continue |
| I.O. | GOVERNANCE OF CAREER & TECHNICAL EDUCATION (CTE) SCHOOLS | Continue with the following amendment (proposal from MVSD) : A study should be conducted to better understand the variety of CTE governing models, operations and budgeting structures that exist across the State. The study would examine any inconsistencies that impact student learning and outcomes, in addition to the ways that host districts and sending districts have a voice in the governance and operations of the CTE. <u>and identify and propose new models of funding and governance structures to improve the quality, duration and access to career technical education in Vermont.</u> |
| I.P. | AUSTRALIAN BALLOT FOR DISTRICT VOTES | Delete |
| II.E | COMMON LEVEL OF APPRAISAL | Continue |
| II.F. | REFORM THE EDUCATION TAX SYSTEM | Continue |
| II.O. | FAIRLY DISTRIBUTED PRE-EXISTING DEBT | Delete |
| II.P. | BROADBAND ACCESS FOR EDUCATION | Continue |
| II.T. | SHARED SCHOOL DISTRICT FINANCIAL SOFTWARE SYSTEM | Continue |
| II.U. | EDUCATION FINANCE | Continue |
| III.J. | SCHOOL STABILIZATION: STUDENT MOBILITY AND RESILIENCE | Continue (*correct typo in resolutions document) |

~~2021-2022~~ 2022-2023 VSBA Bylaws

ARTICLE I. NAME

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

ARTICLE II.

VISION, MISSION, GOALS

Vision:

~~The Vermont School Boards Association envisions a state where every student has access to and is engaged in a world-class public education, where local boards provide student-focused oversight of education systems, and where educators, families, and communities are engaged partners, ensuring that the futures of all Vermont children are driven by their aspirations, not bound by their circumstances.~~ The VSBA is the trusted leadership organization advancing the essential work of Vermont school boards so that each and every student is supported in their educational journey.

Mission:

~~The VSBA exists to achieve our vision for public education by supporting all school boards to serve as effective trustees for education on behalf of their communities and by providing a strong collective voice toward enhancing the cause of public education in Vermont.~~ Develop and provide systems and resources that support school boards and their members, informed through inclusive community engagement.

Goals:

VSBA will support local school boards by:

- ~~1. advocating for high quality public education at the state and national levels;~~
- ~~2. providing education and training to prepare and assist board members to carry out their roles effectively;~~
- ~~3. researching issues, collecting and disseminating information~~
- ~~4. providing legal and policy services~~
- ~~5. providing a number of customized services to support boards in carrying out their roles.~~

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

ARTICLE III. MEMBERSHIP

Any supervisory union or supervisory district board or private school in the State of Vermont may become a member by notifying the executive director of its intentions and by paying the annual dues as provided in Article IV. Any school board within a supervisory union that is a regular member shall be eligible for all the regular benefits of membership, except as provided in Article VI – DELEGATES AND VOTES.

ARTICLE IV. DUES

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

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

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

annually compare the cumulative growth in dues with the cumulative growth in education spending over the prior three fiscal years, and report such comparison to the membership with each year's proposed budget.

Dues assessed to members shall be calculated as follows:

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

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

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

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

Dues are payable by September 1.

ARTICLE V. ASSOCIATION MEETINGS

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

ARTICLE VI. DELEGATES AND VOTES

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

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

ARTICLE VII. BOARD OF DIRECTORS

The board of directors shall consist of the president, vice president, treasurer, immediate past president, and two regional representatives from each of 11 regions. Each regional representative is elected at the regional meeting for a two- year term on a staggered schedule.

The board of directors shall administer the affairs of the association in accordance with bylaws approved by the association at the annual meeting or by vote of the board of directors in accordance with the stated objectives and purposes of the organization. The board of directors shall select the place of meetings and

be responsible for the programs of all meetings of the association, and shall direct the payment of claims and accounts against the association, including necessary expenses for members of the board of directors attending board meetings. A quorum shall consist of eight members which shall include at least two officers and at least one representative from six regions. The board shall meet upon the call of the president or upon written request of three members of the board, addressed to the executive director. Such written request shall state the purpose of the meeting and upon receipt the executive director shall issue the call for the meeting. Members of the board of directors shall be notified of all regular meetings at least 5 five days prior to any meeting. Members of the board of directors shall be notified of all special meetings at least 24 hours prior to any meeting.

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

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

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

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

Vacancies

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

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

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

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

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

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

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

ARTICLE VIII. OFFICERS AND THEIR DUTIES

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

the board of directors from amongst its membership. The president shall serve as an ex-officio member of all committees. Officers will support their regional representatives in their outreach duties.

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

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

Elections and terms of service are as follows:

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

ARTICLE IX. STAFF

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

ARTICLE X. COMMITTEES OF THE BOARD OF DIRECTORS

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

- Resolutions Committee.*** Consisting of the vice-president, who shall serve as chair, and one representative from each region. This committee will solicit and recommend positions to the board of directors for action by membership at the association's annual meeting
- Finance Committee.*** Consisting of the treasurer, who shall serve as chair, and at least two (2) members of the board of directors appointed by the president with the advice of the board of directors. The committee shall present a proposed budget to the board of directors and recommend adjustments to the board's financial monitoring policies as needed.
- Executive Committee*** is comprised of the six officers (the president, who shall serve as chair, vice-president, treasurer, two at-large board members and the immediate past president.) The Executive Committee meets most months during the year to assure the timely conduct of the business of the association, including an annual performance review of the executive director and an annual review of the bylaws of the association. This committee will recommend bylaws changes to the board of directors for action by the membership at the association's annual meeting.

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

ARTICLE XI. REGIONAL ORGANIZATION

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

Regional representatives shall be elected to two-year **staggered** terms from each of the eleven regions at the regional meeting preceding the annual meeting, with terms of office to begin at the conclusion of the annual meeting. In the event that a position of the regional representative becomes vacant, the vacancy

may be filled by the board of directors after consultation with the regional representatives. ~~If other vacancies occur, they will be filled by the board of directors~~ until the next regional meeting.

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

ARTICLE XII. FISCAL YEAR

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

ARTICLE XIII. FINANCIAL REPORTS AND BONDS INSURANCE

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

ARTICLE XIV. ASSETS

All of the assets of this Association shall, during its existence, be deemed to be held in trust by the board of directors of the association for the purposes set forth in the objectives and purposes. In the event of a winding-up or dissolution of the association, after paying or adequately providing for the debts and obligations of the association, the board of directors shall dispose of any remaining assets by distributing them on a prorated basis, the same as used for dues assessment, to the member school districts to be used for education purposes.

ARTICLE XV. RULES OF ORDER

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

ARTICLE XVI. RESOLUTIONS

Resolutions are positions taken by the association on issues of importance to Vermont school boards. They may include recommendations for action by the VSBA, local school boards, the Legislature, the Executive Branch of Vermont government, or other decision-making bodies. The process for submitting and approving resolutions is as follows:

- A. The president shall supply ample notice to the membership requesting that proposed resolutions be submitted to the chair of the resolutions committee no later than three (3) months before the annual meeting.
- B. The resolutions committee shall meet prior to the annual meeting to consider all proposed resolutions it has received. The committee shall make a recommendation to "Pass" or "Do Not Pass" each resolution submitted by a member school board. In the alternative, the committee may submit a proposed resolution to the annual meeting with the statement that it "Takes No Position" on the proposal. All resolutions from member boards submitted to the resolutions committee as prescribed in paragraph A above, regardless of the position of the committee or the board, shall be placed by the board before the membership at the annual meeting. The committee may develop its own resolutions, which shall be included in its report to the board of directors, and, if approved by the board, shall be presented to the annual meeting as recommendations of the board. The committee shall prepare a report of resolutions and its recommendations which shall be presented to the board of directors. Each member board shall be notified of the recommendations made by the board of directors at least 30 days prior to the annual meeting.
- C. Other resolutions may be presented at the annual meeting, provided they are in writing with sufficient copies for voting delegates and 60% of the voting delegates present at the beginning of the meeting are in attendance for consideration of such resolutions. A majority of the voting delegates present must approve a motion to allow the resolution to be introduced for discussion.
- D. Amendments to resolutions must also be in writing and if the amendment is detailed in nature, sufficient copies for voting delegates shall be furnished.
- E. When passed by sixty percent (60%) of the voting delegates, a resolution shall become a position or statement of the association. Each position shall be voted as a resolution or continuing resolution. Continuing resolutions shall be statements of association policy which are of an ongoing or permanent

nature and shall be in effect until amended at a subsequent annual meeting of the association. Resolutions shall be statements of specific positions on behalf of the association and shall be in effect until the next annual meeting when they may be deleted, continued or amended by vote of the membership.

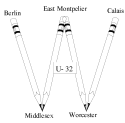
- F. When a position has not been taken at the annual meeting, the board of directors may take a position on the question as a result of a vote of 60% of the members of the board present and voting at a regular or special meeting of the board. Notice of the discussion of any such position by the board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

ARTICLE XVII. AMENDMENTS TO THE BYLAWS

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

ARTICLE XVIII. MEMBERSHIP LISTS

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



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

To: WCUUSD Board
From: Meagan Roy, Superintendent
Re: Recruiting Procedures Update

Over the past several years, districts in Vermont have begun to look closely at our advertising/posting and recruiting processes. These efforts, which largely began as part of our efforts to diversify our workforce and expand the range of candidates we reach, have intensified in the past few years as we attempt to address the overall workforce shortage that exists across employment categories. It's important to note that we understand this part of the process (posting, advertising and recruiting) as only one part of a comprehensive strategy to increase our qualified candidate pool. We continue to collaborate as a leadership team and with our regional colleagues to improve our overall hiring and recruitment practices.

The following is our standard list of posting locations for teacher/licensed positions and paraprofessional positions:

- [SchoolSpring](#) (who also list their jobs on Indeed.com)
- [Diversity in Ed](#)
- [National Association of Black Educators](#)
- Association of Latino School Administrators and Superintendents
- New England School Development Council
- [Topschooljobs.org](#) (EdWeek)

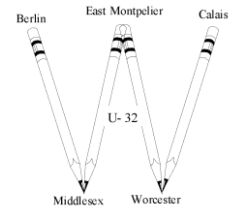
In addition, depending on the nature of the position, we occasionally post on Burlington Free Press ((Administrator/Licensed), Seven Days and the Times Argus (although these postings are not standard because of the cost of advertising; they are accessed on a case-by-case basis). Other resources for posting our positions (especially our custodial and food service positions) include the local newspapers such as The World. We also post on Front Porch Forum, our district webpage and our Facebook page. The district continues to explore creative posting opportunities to increase our reach.

Washington Central Unified Union School District

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Meagan Roy Ed.D.
Superintendent



TO: WCUUSD Finance Committee & School Board
FROM: Susanne D. Gann, WCUUSD Business Administrator
RE: Monthly Reflections
DATE: October 6, 2022

We have officially appointed Penny Sanville as the new Financial Accountant for Washington Central Unified Union School District. Penny has served WCUUSD as the Accounts Payable Accountant since 2018. She is excited about the opportunity to learn and grow and expand her ability to support the school district. We will temporarily outsource her Accounts Payable role through a talent resource agency, while we advertise to fill the Accounts Payable position with a permanent hire. This will allow us to take the time necessary to train Penny in her new role and will give us the ability to pre-screen possible candidates.

Congratulations Penny on this new endeavor and thank you for accepting the challenge!

Virginia recently sent all employees some news related to payroll and benefits. The notice provided employees with information about accessing their pay stubs; making name and address changes; open enrollment; HRA, Medical FSA, DCAP year-end and roll-over; VSTRS and VMERS online access. A new link has been added to the WCUUSD website for employees to access payroll and benefits news updates here: <https://www.wcsu32.org/Page/1378>. Virginia's continued efforts to support everyone in accessing payroll and benefits information is appreciated.

The district's EPIC RPS representative, John Consul, Jr., has scheduled four days of online meetings to counsel new and current employees regarding the district's 403(b) plan. Employees are signing up to meet with him for 20 minute sessions over the phone or on a Teams' meeting during October 17th - 20th between 8:40 am - 3:20 pm. John will review existing accounts, individual plans and answer questions employees may have about the plan. He will also use the time to set up new accounts as desired. Employees are able to schedule time outside of these meeting times to meet with John, as well. Thank you to Melissa and Virginia for coordinating these meetings.

Monthly Reflections

The FY 2023-24 Act 173 Special Education Plan is due to the AOE October 15, 2022. We must report the number of students on IEPs, staffing and service requirements, and budgets for students anticipated to reach the Extraordinary Cost level. The Student Services Director has been meeting with administrators from each school to review the needs of current students on IEPs, specifically identifying any changes in the current year and anticipated changes for next school year.

Thank you to Renee Bates, Administrative Assistant for Special Services for her work to verify staff, students and tracking vendor expenses.

Grant reimbursement requests were sent to the AOE for the first quarter on September 30, 2022. These requests were for district expenditures from July through September on the approved budgets of the IDEA Grants, Consolidated Federal Grants, School Improvement grant and ARP ESSER grants.

Exciting news to report. The district was just approved for a \$30,000 Cybersecurity ESSER grant to establish a cybersecurity framework and data breach response plan to maintain access to education platforms, tools and pathways that will support academic and mental health recovery efforts and the fidelity of student educational work. The district will use the funds on vulnerability and penetration testing, network bandwidth monitoring, DDOS mitigation and vulnerability rectification services.

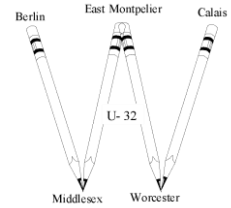
Thank you to Mark Kline, Director of Technology who worked very hard to develop a program narrative that addressed the pandemic impact, planning process, communication process, identified consultants and technology, described sustainability and success and the scope and sequence for the grant application. The application for this grant opened July 15, 2022 and was due to the AOE August 19, 2022. Without Mark's efforts, the district would not have been able to submit the completed application in such a short window of time.

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Meagan Roy Ed.D.
Superintendent



TO: WCUUSD Finance Committee & School Board
FROM: Susanne Gann, WCUUSD Business Administrator
RE: FY 2023-24 Budget Development Assumptions
DATE: October 13, 2022

Introduction: The goal of this discussion is to agree upon some assumptions that will be used to calculate the FY 2023-24 Budget Draft #1, which will be presented to the Board in November. The first draft of the budget is intended to be a level-service presentation, which will help the Board and community understand what the estimated cost will be to support the current programs and services across the District. After reviewing Budget Draft #1, the Board will provide the Leadership Team with additional parameters and priorities to include in the Budget Draft #2.

Dental Fund: WCUUSD has operated a successful self-funded Dental program since 1995, only increasing rates nine times in 27 years. Self-funding the plan allows the district to keep premiums low and provides the District with rate information for budget development earlier than other districts. The District assumes relatively low risk in self-funding this, as the maximum plan payout per employee is only \$1,000 and a 6-month reserve is planned. The recommended Dental premium for budgeting purposes is \$552 per enrolled person, which meets the current negotiated benefit. This also maintains a fund balance equal to at least six months of estimated claims.

It is recommended that the District continue to use \$552 for the budgeted contribution to the employee Dental plan.

HRA, FSA, DCA Fund: WCUUSD has operated a Flexible Spending Account (FSA) and Dependent Care Reimbursement Account (DCA) since 1995 and the Health Reimbursement Account (HRA) since 2018. MyMoney/Further is the 3rd party administrator for processing HRA, FSA and DCA claims. This relationship began in 2022, and was an overall positive transition from the previous administrator. Employees are responsible for the last dollar of their health insurance deductibles. Max plan payment is \$2,100 single/\$4,200 families for professionals, administrators and related and \$2,200 single/\$4,400 families for Education Support Personnel (ESP) and related support staff.

It is recommended that the District continue to use \$1,500 single/\$3,000 families for the budgeted contribution to the employee HRA fund.

Community Connections: WCUUSD runs the Community Connections program at the Elementary Schools which provides various levels of before school and after school child care programming. The District has previously supported this program with a \$40,000 transfer from the general fund.

It is recommended that the District increase program support to Community Connections by \$10,000 from \$40,000 to \$50,000 in FY 2023-24 to support initiatives that recruit and retain quality employees.

Food Service Fund: All families in the State of Vermont have had breakfasts and lunches paid in full since the beginning of the pandemic. It is uncertain whether this benefit will be continued by the state or the federal government next year, so the food service budget has been developed assuming students that do not currently qualify for free or reduced breakfast and lunch will pay full price for their meals. The budget estimates \$529,757 revenue from full price meals, at \$3.75 for breakfast and \$4.75 for lunch. If the Board wants to consider subsidizing reduced price and/or full-price student meals in whole or in part, calculations can be run to advise the impact on the budget. Those calculations would be brought to the Board in December to consider alongside any other expanded-service proposals.

It is recommended that the District decrease program support to the Food Service Fund by \$98,744 from \$149,115 to \$50,371 in FY 2023-24 to stay under the required fund balance cap.

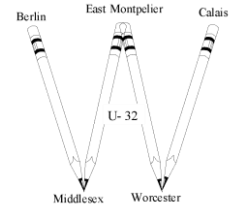
Recommended Board Action: The Board direct staff to incorporate the indicated assumptions into the FY 2023-24 Budget Draft #1.

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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: Prequalification Criteria for 2023 Capital Improvement Projects
DATE: October 6, 2022

Review: At the September 21, 2022 meeting, the School Board authorized the Superintendent to engage Black River Design to develop the necessary bid documents and vendor prequalification for the Doty AHU damper replacement, U-32 Boiler Circulator Pump Replacement and the U-32 HVAC Energy Recovery Units (ERUs).

Update: We met with Bill Ford of WF Project Inspections and John Hemmelgarn of Black River Design to establish the schedule for vendor prequalification and bidding on the 2023 U-32 ERU replacement project. As we dove into the requirements of the Vermont Bid Law and pre-qualification, we identified the need for the School Board to establish pre-qualification criteria that contractors must meet to be included on a selected list of pre-qualified bidders for the 2023 U-32 ERU replacement project and the 2023 U-32 Parking Lot and Sidewalk Replacement Project. We recommend the Board establish the following pre-qualification criteria:

1. maintains a clear and stable organizational structure;
2. holds licenses and/or registrations appropriate to the work to be performed;
3. has sufficient experience or expertise with related projects;
4. has sufficient financial capacity;
5. does not maintain a current construction load that would interfere with its ability to perform the work;
6. has positive references from credible and knowledgeable sources; and
7. has experience in successfully completing competitively bid school projects of similar size and type;
8. has a proven ability to keep past projects within budget;
9. has a proven ability to keep past projects on schedule;
10. has a track record of successful construction projects in the area within the last five years;
11. has knowledge of and experience with the location and local subcontractors;
12. has an established commitment to this area;

13. has an ability to obtain performance and bid bonds;
14. has demonstrated quality of workmanship and ability to control/encourage quality in subcontracted work;
15. has a track record of fairness on change orders after the bid and during the construction phases;
16. has a track record of sound project management, coordination with subcontractors, timely submittal of required documentation, and attention to responding to the concerns of the owner during construction;
17. has a proven ability to maintain safe working conditions;
18. has a proven ability to safely and efficiently work around school children and activities;
19. has a proven ability to close out project after reaching project substantial completion;
20. has proven follow-up on completed projects;
21. has a willingness to return to correct warranted items.

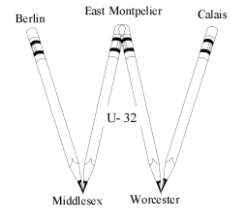
Recommended Board Action: The Board establish the recommended prequalification criteria that contractors must meet to be included on a selected list of pre-qualified bidders for the 2023 Mechanical Projects and the 2023 U-32 Parking Lot and Sidewalk Replacement Project.

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Meagan Roy Ed.D.
Superintendent



TO: WCUUSD Finance Committee & School Board
FROM: Susanne Gann, WCUUSD Business Administrator
RE: Approve Dental Premiums for Calendar Year 2023
DATE: October 6, 2022

Review: WCUUSD has operated a successful self-funded Dental program since 1995, only increasing rates nine times in 27 years. Self-funding the plan allows the district to keep premiums low and provides the District with rate information for budget development earlier than other districts. The District assumes relatively low risk in self-funding this, as the maximum plan payout per employee is only \$1,000 and a 6-month reserve is planned.

Program Components:

- WCUUSD staff provide benefit coordination for employees.
- The District contracts with EBPA/CBA Blue, a 3rd party administrator to process dental claims.
- The District develops the budget for the Dental plan and sets the annual premiums.
- The plan maintains a reserve fund, equal to at least six months of estimated claims to ensure cash is available for plan payments and for maintaining premium levels.
- The FY 2022-23 beginning fund balance is \$123,677. Budgeted claims for FY 2023-24 are \$230,243, assuming the average of the prior two years' actual claims plus an 8% annual inflation increase. See accompanying budget spreadsheet for other revenue and expenditure estimates.

Program Timeline (The plan year goes from January 1 – December 31):

- January 1 – new premium rates take effect.
- April – prior calendar year claims can be considered final. Review of plan projections completed and surplus and deficits are identified.
- October – plan projections are completed and budgets for the following year are developed. The WCUUSD School Board sets the Dental Insurance premiums for the next calendar year.
- November – open enrollment begins. Staff notifies benefit-eligible employees that they may elect to change their benefit elections for the coming calendar year.
- December 1 – benefit changes sent to EBPA/CBA Blue.

Board Action Needed: Staff recommends 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.

**WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
SELF-FUNDED DENTAL INSURANCE BUDGET
FY 2023-24**

| | | | | | |
|-------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| BEGINNING FUND BALANCE | \$ 231,393 | \$ 107,213 | \$ 123,677 | \$ 123,677 | \$ 124,854 |
|-------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|

| REVENUES | ACTUAL 2021 | ACTUAL 2022 | BUDGET 2023 | PROJECTED 2023 | BUDGET 2024 |
|------------------------|--------------------|--------------------|--------------------|-----------------------|--------------------|
| Interest Income | \$ 3,300 | \$ 3,300 | \$ 2,200 | \$ 2,200 | \$ 3,300 |
| Employee Participation | \$ 123,451 | \$ 114,021 | \$ 128,058 | \$ 102,312 | \$ 125,808 |
| District Share | \$ 154,787 | \$ 150,284 | \$ 151,278 | \$ 158,976 | \$ 161,184 |
| Total Revenues | \$ 281,538 | \$ 267,605 | \$ 281,536 | \$ 263,488 | \$ 290,292 |

| EXPENDITURES | ACTUAL 2021 | ACTUAL 2022 | BUDGET 2023 | PROJECTED 2023 | BUDGET 2024 |
|---------------------------------------|--------------------|--------------------|--------------------|-----------------------|--------------------|
| Employee Claims | \$ 201,533 | \$ 193,260 | \$ 210,903 | \$ 213,188 | \$ 230,243 |
| Benefit Coordination | \$ 39,599 | \$ 42,371 | \$ 42,371 | \$ 33,732 | \$ 40,478 |
| Monthly Administrative Fees | \$ 12,780 | \$ 12,413 | \$ 13,600 | \$ 12,375 | \$ 13,140 |
| Tax Reporting & Compliance | \$ 1,836 | \$ 1,997 | \$ 2,000 | \$ 1,916 | \$ 2,198 |
| Processing Materials & Communications | \$ 1,100 | \$ 1,100 | \$ 1,100 | \$ 1,100 | \$ 1,100 |
| Refund to Employees-Per BOD Action | \$ 23,870 | \$ - | \$ - | \$ - | \$ - |
| Refund to District-Per BOD Action | \$ 125,000 | \$ - | \$ - | \$ - | \$ - |
| Total Expenditures | \$ 405,718 | \$ 251,140 | \$ 269,974 | \$ 262,312 | \$ 287,160 |

| | | | | | |
|---|---------------------|------------------|------------------|-----------------|-----------------|
| CURRENT YEAR INCREASE / (DECREASE) | \$ (124,180) | \$ 16,465 | \$ 11,562 | \$ 1,176 | \$ 3,132 |
|---|---------------------|------------------|------------------|-----------------|-----------------|

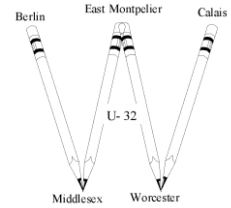
| | | | | | |
|-----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| ENDING BALANCE | \$ 107,213 | \$ 123,677 | \$ 135,239 | \$ 124,854 | \$ 127,986 |
|-----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|

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TO: WCUUSD Finance Committee & School Board
FROM: Susanne Gann, WCUUSD Business Administrator
RE: FY 2023-24 Budget Development Components
DATE: October 6, 2022

Dental Fund: WCUUSD has operated a successful self-funded Dental program since 1995, only increasing rates nine times in 27 years. Self-funding the plan allows the district to keep premiums low and provides the District with rate information for budget development earlier than other districts. The District assumes relatively low risk in self-funding this, as the maximum plan payout per employee is only \$1,000 and a 6-month reserve is planned. The recommended Dental premium for budgeting purposes is \$552 per enrolled person, which meets the current negotiated benefit. This also maintains a fund balance equal to at least six months of estimated claims.

HRA, FSA, DCA Fund: WCUUSD has operated a Flexible Spending Account (FSA) and Dependent Care Reimbursement Account (DCA) since 1995 and the Health Reimbursement Account (HRA) since 2018. MyMoney/Further is the 3rd party administrator for processing HRA, FSA and DCA claims. This relationship began in 2022, and was an overall positive transition from the previous administrator. Employees are responsible for the last dollar of their health insurance deductibles. Max plan payment is \$2,100 single/\$4,200 families for professionals, administrators and related and \$2,200 single/\$4,400 families for Education Support Personnel (ESP) and related support staff. Previous budgets have been developed using \$1,500 single/\$3,000 families.

Community Connections: WCUUSD runs the Community Connections program at the Elementary Schools which provides various levels of before school and after school child care programming. The District has previously supported this program with a \$40,000 transfer from the general fund. It is recommended that the District increase program support to \$50,000 in FY 2023-24 to support initiatives to recruit and retain quality employees.

Food Service Fund: All families in the State of Vermont have had breakfasts and lunches paid in full since the beginning of the pandemic. It is uncertain whether this benefit will be continued by the state of the federal government next year, so the food service budget has

been developed assuming students that do not qualify for free or reduced breakfast and lunch will pay full price for their meals. The budget estimates full price meals at \$3.75 for breakfast and \$4.75 for lunch. If the Board wants to consider subsidizing reduced price and/or full-price student meals in whole or in part, calculations can be run to advise the impact on the budget as we move forward in the development process.

FY 2023-24 Budget Recommendations

| Enterprise Funds | Beginning Fund Balance | FY 2023-24 Projected Fund Balance Increase (Decrease) | FY 2023-24 General Fund Budget | Budget Increase (Decrease) |
|-------------------------|-------------------------------|--|---------------------------------------|-----------------------------------|
| Dental Fund | \$123,677 | \$ 3,132 | \$552 per person | No change. |
| HRA, FSA, DCA Fund | \$668,527 | (\$118,028) | \$1,500/\$3,000 per person | No change. |
| Community Connections | \$131,716 | (\$ 50,000) | \$ 50,000 | \$ 10,000 |
| Food Service | \$188,272 | \$ 0 | \$ 50,371 | (\$98,743.86) |

November Community Forum Preparation: The Community Forum November 2, 2022 is currently scheduled for, “Building a Vision Before Building a Budget.”

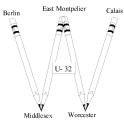
Last year’s format:

- Slideshow presented by the Leadership Team
 - Theory of Action
 - Strategic Objectives
 - Plan for Moving Forward
 - Enrollment trends
 - Prior Year budget review
 - Budget Timeline Snapshot
- Breakout room discussion: Focus Questions
 - Which aspects of our district are most meaningful to you?
 - What are we spending too many resources on (time/money)?
 - What are we spending too little resources on (time/money)?
 - List 3 programs/services that reflect what you value most about WCUUSD and that you feel should be prioritized in the FY 2022-2023 budget.

What do we want to keep the same and what do we want to change?

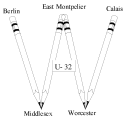
What can we do to spread the word about the meeting ahead of time?

What else?



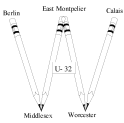
DRAFT

| Month | Goal #1: Educational and Academic Outcomes Goal #2: Broadening Communication with the Community Goal #3: Long Term Planning | | |
|------------------|---|--|---|
| | Mandatory Policies <i>(new or revised)</i> | Selected Reviews | Policy Review Cycle <i>(sequential order on adoption date)</i> |
| August | | | |
| September | | | |
| October | F2: Non-Discriminatory Mascots & Branding (New required policy as of 8/15/22) C5: Weapons and Firearms | Building Access policy (second discussion) School Choice: Soliciting Community Input | A1: Board Conflict of Interest (Adopted 2019) |
| November | C13: Students Who Are Homeless (New required policy as of 9/13/22) C34: Use of Restraint & Seclusion (Recommended policy; VSBA updated to C70 in 2022) | A22: Notice of Non Discrimination (Recommended policy updated after WCUUSD adoption) Anti-Racism/ Equity Policy (Recommended policy) | C9: Nutrition & Wellness (Required policy updated after WCUUSD adoption) |
| December | E1: Title I, Part A - Parent & Family Engagement (Required policy updated after WCUUSD adoption) A30: Role and Adoption of School Board Policies (Policy to consider; VSBA updated 2021) | A22: Notice of Non Discrimination (Recommended policy updated after WCUUSD adoption) Anti-Racism/ Equity Policy (Recommended policy; second discussion if needed) | C2: Student Drugs & Alcohol (Adopted 2020) |
| January | | Intra-school Choice (Second discussion - identify issues) | D1: Proficiency Based Graduation Requirement |
| February | | Intra-school Choice (Third discussion if needed) | D2: Grade Advancement (VSBA removed) |
| March | | | |
| April | | | |



| | | | |
|-------------|--|--|--|
| May | | | |
| June | | | |

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BOARD POLICY DEVELOPMENT & MAINTENANCE

The development and maintenance of school district policies is the central job of school boards. The Vermont statute entitled “Powers of School Boards” lists over twenty-five specific duties delegated to local boards by the General Assembly. The very first responsibility on the list is the duty to “Determine the educational policies of the school district...” ([VT School Boards Association Resource Directory, 2022](#))

One of the standing committees of the Boards of WCUUSD is the Policy Committee. The board selects representatives to the Committee. In addition, three administrators (two local building administrators and one central office administrator) are on the committee. The committee meets once per month to review policies and each year a work plan is established outlining which policies will be reviewed or developed during the school year. Policies are identified for review or development three ways:

1. Mandatory policies (State and federal law may require the adoption of new policies or revision of existing board policies and often have a deadline for doing so.)
2. Selected reviews (Board or Policy Committee requests a review ahead of the regular review cycle for a variety of reasons. The Policy Committee establishes a process for considering requests for policy review that come from the public.)
3. As part of the policy review cycle (Our goal is that all policies are reviewed no less than every five years and policies are reviewed in sequential order.)

As stated in the VSBA reference above, policy is different than procedures. Whenever possible, the Policy Committee generally does not include procedures in policy. Policy implementation and procedure development is the role of the administration. Sometimes guidelines are added to policy to provide guidance to the administration as it develops procedures and implements policy.

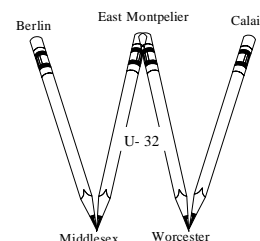
All board policies, by state law, must be warned before the board can adopt a new policy, revise and/or repeal an existing policy. This process helps all of the boards to efficiently address their policy governance role. We are continually making improvements to the system.

Washington Central Unified Union School District

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

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

Meagan Roy, Ed.D.
Superintendent



TO: WCUUSD Board

FROM: Kari on behalf of Education Quality Committee

DATE: October 2022

RE: Proposed Education Quality Goal, Monitoring System Considerations and Meeting Notes

1. The committee is proposing the board adopt the following goal:

2022-23 Education Quality Goal

| | |
|---------------------|---|
| Proposed SMART Goal | <i>School Board develop and adopt a system for monitoring student achievement by June 2023</i> |
| Specific | <ul style="list-style-type: none">• What will be accomplished? <i>Board will have a system monitoring student achievement that reflects our values and is understandable, replicable, effective and sustainable</i>• What actions will we take?<ul style="list-style-type: none">○ <i>Education Quality Committee (EQC) will propose system components for board's consideration</i>○ <i>Board will provide feedback, practice during this year's monitoring opportunities and formally adopt a system</i>• Who needs to be involved to achieve the goal? <i>Board, EQC, Jen and Meagan, plus others</i>• Why is this a goal? <i>Student achievement is central to our mission, monitoring is an essential board function that a good system will help us fulfill</i> |
| Measurable | <ul style="list-style-type: none">• What data will measure the goal? <i>Development of system components including a reporting process, guidance for assessing evidence, shared priorities and a timetable</i>• What will success look like? <i>Board members agree on the components and overall system for monitoring student achievement</i> |
| Achievable | <ul style="list-style-type: none">• Is the goal doable? <i>Yes</i>• Do we have the necessary skills and resources? <i>For the most part, though we will likely benefit from external resources</i> |

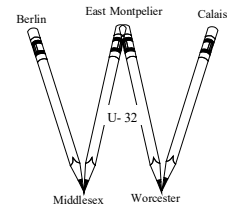
| | |
|------------|---|
| | <ul style="list-style-type: none"> • If not, can we attain the skills and resources? <i>Possible resources: VSBA, VSA, other districts</i> • What is the motivation for this goal? <i>Student achievement is why we exist and we want to support systematic improvement</i> |
| Relevant | <ul style="list-style-type: none"> • How does the goal align with the broader goals of the school district? <i>Supports progress with our Mission, Continuous Improvement Plan, Proficiency Based Graduation policy and board's budget parameter for supporting student achievement.</i> • Why is the result important? <i>Will help the Board understand and clarify expectations for student learning which is central to our Mission, plus a good system will help us use our time efficiently</i> • Why are we setting this goal now? <i>Next step in our journey to understanding and positively impacting student learning</i> |
| Time-Bound | <ul style="list-style-type: none"> • What is the timeframe for accomplishing the goal? <i>EQC suggest components through the year including for November and March monitoring reports, Board adoption of system June 2023</i> • How will we know that we are making progress? <i>As we reach agreements on components</i> • Is the deadline realistic? <i>yes</i> |

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Meagan Roy Ed.D.
Superintendent



**Washington Central Unified Union School District
School Board Meeting /Retreat
(**In- Person with Virtual Option Available **)
U-32
930 Gallison Hill Rd. Montpelier, VT
Cafeteria
9.21.22 5:00-8:30 PM**

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

Administrators Present: Superintendent Meagan Roy, Jen Miller-Arsenault, Kerra Holden, Aaron Boynton, Karoline May, Susanne Gann, Steven Dellinger-Pate, Cat Fair, Alicia Lyford, Gillian Fuqua, Kerra Holden, Michelle Ksepka, Chris O'Brien, Mark Kline

Others Present: ORCA Media, David Lawrence, Shelley Vermilya, Jen Ingersoll, David Delcore (Times Argus), Michael Sherwin, Tyler, Brian

1. **Call to Order:** Flor Diaz Smith called the meeting to order at 5:12 p.m. Meagan Roy explained that this board meeting is meant to be a board meeting as well as a board retreat.
2. **Adjustments to the Agenda:** none
3. **Welcome**
 - 3.1. **Reception of Guests:** Flor Diaz Smith welcomed those present. She read aloud the message that the board had presented at in-service.
 - 3.2. **Public Comments:** no public present at this time.
4. **Student Data Presentation:** Jen Miller-Arsenault presented a slide deck: *WCUUSD Student Monitoring Report Presentation, September 21, 2022*. Kari Bradley, Chair of WCUUSD Education Quality Committee, introduced the presentation. He stated that the committee has

stated that in order to monitor student learning, we all have a great deal of learning to do. The purpose of this presentation is to introduce us to the terminology and the basic tenets of student monitoring. Some questions or input were invited after the presentation. Diane Nichols-Fleming: Is there a time frame for assessment? Re: Benchmarks from spring and fall, how is that data used? by overall leadership team or at the school level? Maggie Weiss: teacher voice and student voice is missing from the monitoring; she realizes this is qualitative but she believes it has great value, especially hearing from the students who are not meeting the standards: what is the barrier?

5. Board Operations

5.1. Board Education: Board Goals (Phil Gore, Facilitator): Meagan Roy introduced Phil Gore; he will be working with the board on how the board can function in order to have the greatest impact on student learning. The hope today is bringing the voices of the administrators into the question of how the board can work to have the greatest impact on student learning. Some of the points that Phil Gore brought up during his presentation:

- How are the students doing?
- What is the district doing to improve student outcomes?
- How will we measure this?
- What data do we need to see?
- What format do we need to see it in?
- Why?
- Whose interest does this serve? (the data)
- How do we think about data and the message it tells? (How do we see what is in the data?)

He spoke about the role of school boards re: student achievement; he shared some opinions of the Fordham Foundation (long-time critic of school boards). Phil Gore read some of the quotes from the Fordham Foundation, including potential negative effect of the school board on student achievement.) He reminded the board that the relationship between the board and the superintendent can affect everything that happens in the school classroom. He facilitated group discussion about values:

- Creativity
- Authenticity
- humor/ joy
- honesty
- empathy
- learning from experience

Discussion followed about how these values are related to how a board impacts student achievement. Phil Gore explained the importance of the board stepping back and seeing the whole picture - focus on the forest, not the trees. One of the challenges is how to find balance as a board and as a system? Diane Nichols-Fleming commented that, as we are growing from a supervisory union, to a district board, this is the 64-million-dollar question. Phil Gore asked the board to consider what do we want to bring forward (thinking about “muscle memory”) and what do we need to leave behind or change. A task: finding the balance between cheerleading successes and carefully considering data. What do the board and the administration need to balance? The “bilateralism” - how to bring in the voices of staff, community - are we hearing from everyone that we need to hear from? Are we hearing from the broader community, or are we only hearing from people who are upset about something? Phil Gore spoke about the stability of the system as a whole, and that board tenure is related to superintendent tenure. He asked the board to consider: It’s not only about student data, it’s about closing gaps. What does governance look like to improve overall student achievement as well as closing the gaps? How do we have the board meaningfully engage, and to what grain size? The board’s role: set high expectations and then monitor. He stated that boards need to understand what it takes to improve student learning/ achievement (e.g. the board knowing about professional development opportunities; knowing about new initiatives). The need for: equitable experiences, equitable opportunities, equitable outcomes. Flor Diaz Smith reviewed the three board goals from last year. She wondered whether the board cares to reaffirm these goals and in the future, create a SMART goal within those goals. **Diane Nichols-Fleming moved to reaffirm the board goals: (1) Educational and Academic Outcomes, (2) Broadening Communication with the Community, (3) Long Term Planning. Seconded by Ursula Stanley, this motion carried unanimously.**

- 5.2. **Board Work Plan:** Daniel Keeney suggested building into the work plan: times to review the upcoming work plan and adjust as appropriate. Could principals’ reports align with the board meetings at each school campus, and allow the principals the opportunity to bring to the attention of the board highlights about their building that they choose. Meagan Roy shared the intention that there will be a common focus that the principals will report on in the principals’ report; however, she invites the board to let her know if this proposed format does not work. Meagan Roy suggested that the agenda include “review board work plan” at every meeting. Board members reviewed the Board Work Plan document. Board members brought up the following that will be included in the board work: Humanity and Justice Coalition, Communications Committee. Daniel Keeney would like more information about the process of “Community Mapping” before the October 5th meeting. Phil Gore stated that there is a strong relationship between the way that the board engages its communities and the likelihood that the board will have an effect on improving student learning outcomes.

6. Action Matters:

- 6.1. **Affirm Superintendent Evaluation Process & Timeline:** Ursula Stanley moved to **affirm the Superintendent Evaluation Process and Timeline, as presented tonight. Seconded by Eric Andersen. Kari Bradley shared that the Steering Committee had prepared this for the board’s consideration. This motion carried unanimously.**

- 6.2. Appoint Student Board Member:** Ursula Stanley moved to appoint Willow Mashkuri as student representative to the board. Seconded by Natasha Eckart Banning; this motion carried unanimously. Maya and Willow provided an update, including that the bathrooms in the building have been upgraded, gender neutral bathrooms are available. Maya stated that many students from BLAM are thanking the school for taking this action. Dean of Students is JB Hilferty; the students respect him. Maya spoke about some challenges with using both Canvas and IC. Willow shared about lack of staff in the lunchroom; this creates fewer choices, including lack of options for vegetarian items. There is an idea circulating that students help out with lunch; there is a hope that this will improve the compliance with recycling, trash, composting. Maya shared that masks are not mandated at U-32; some students are continuing to wear masks; some students wear a mask when they are feeling sick with a seasonal cold but well enough to attend school. This continues to be a flexible option and students are accepting responsibility and showing respect for individual choice. Willow shared that sports participation is growing this year, coming out of COVID-19; she stated that girl sports participation is growing. Maya shared some of the clubs that are underway this year.
- 6.3. Accept Board Member Resignation:** Ursula Stanley moved to accept Dennis Hill's resignation from the board. Seconded by Daniel Keeney, this motion carried unanimously. Flor Diaz Smith thanked Mr. Hill for his service.
- 6.4. Process for Board Appointment for Vacancy:** Flor Diaz Smith reviewed a written document outlining this process.
- 6.5. Personnel: Approve New Teachers, Resignations, Leave of Absence, and Changes in FTE:** Lindy Johnson moved to approve the hire of Rose Circelli. Seconded by Diane Nichols-Fleming, this motion carried unanimously. Lindy Johnson moved to approve long term sub Kit Walker. Seconded by Daniel Keeney, this motion carried unanimously.
- 6.6. Update on Vacancies:** Superintendent Roy shared the recurring vacancies, including special educator at Berlin School, Speech Language Therapist, and some Para educator positions. She shared that vacancies at U-32 in food service and in the maintenance staff are difficult for the staff that are continuing to try to keep things running smoothly. Lindy Johnson thanked Superintendent Roy for posting these positions on Front Porch Forum. Diane Nichols-Fleming asked whether there are any legal ramifications around the special education related vacancies. Superintendent Roy and Kerra Holden shared how the current staff are filling these responsibilities. Kerra Holden stated that Act 173 allows for some flexibility in providing services to students but that she continues to problem solve around persistent vacancies, for example elementary school Para educators.

7. Finance Committee

7.1. Informational Reports

- 7.1.1. Monthly Business Office Reflections:** Susanne Gann had provided a written report. She noted that Virginia Breer is doing a great job of entering information for employees or changes with existing employees and getting the start of the year underway.

7.1.2. Capital Improvement Project Update: Chris O'Brien invited questions or comments from his written update. He thanked Bill Ford for his role as project manager.

7.2. Discussion/Action

7.2.1. FY 24 Capital Improvement Project Budget: Ursula Stanley moved that the board authorize the Superintendent to engage Black River Design to develop the necessary bid documents and vendor prequalification for the Doty AHU damper replacement, U-32 Boiler Circulator Pump Replacement and the U-32 HVAC Energy Recovery Units (ERUs) 20-year upgrade, for an amount not to exceed \$1,278,750. Seconded by Eric Andersen, this motion carried unanimously. Superintendent Roy shared that the cost of this project is coming in beyond what had originally been estimated; however, the hope is that ESSER funds can be used to compensate for the added expense. Daniel Keeney asked for specifics about some opportunities to find savings in completing more than one replacement at a time. Susanne Gann clarified.

7.2.2. Budget Timeline & Process: Diane Nichols-Fleming moved that the Board adopt the final version of the FY 2023-24 Washington Central Unified Union School District Budget Development Timeline, as updated September 8, 2022. Seconded by Eric Andersen. Discussion: Kari Bradley asked what is thought for when the board will establish budget parameters. Flor Diaz Smith is hoping for October. This motion carried unanimously.

8. Policy Committee (Discussion/Action): Flor Diaz Smith would like to table this, as Chris McVeigh is absent tonight. The board agreed to take action on the Substitute Teachers policy.

8.1. Policy Review Cycle

8.2. Second Reading for Policy to be Adopted: B1 Substitute Teachers: Ursula Stanley moved to adopt B1: Substitute Teachers, as written. Seconded by Diane Nichols-Fleming, this motion carried unanimously.

9. Consent Agenda

9.1. Approve Minutes of 8.17.22, 9.7.22: Eric Andersen moved to approve the minutes of August 17 and September 7. Seconded by Ursula Stanley. Discussion: Daniel Keeney and Maggie Weiss were present at the September 7th meeting. This motion carried with noted edits.

9.2. Approve Board Orders: Lindy Johnson moved to approve the following board order: 8-18-22 \$1,857,954.59. Seconded by Ursula Stanley, this motion carried unanimously.

10. Future Agenda Items

10.1. Humanity & Justice Coalition Update

10.2. Central Vermont Career Center Report

10.3. VSBA Resolutions

Diane Nichols-Fleming suggested an update regarding universal school lunch programs as it will impact budget planning.

11. Board Reflection: Flor Diaz Smith invited board reflection. Diane Nichols-Fleming shared that the doors were locked to get into the building and she expressed concern that members of the public had shown up to attend the meeting but couldn't get into the building. Steven Dellinger-Pate had rectified the situation after discovering they were locked out. Daniel Keeney expressed that it was great to hear from a wider community than board members. Ursula Stanley expressed appreciation for the student representatives who had a report ready for the board tonight, and whose voice was valuable. Maggie Weiss thanked administrators for attending a long evening. Flor Diaz Smith expressed appreciation for the entire team, board members as well as administrators and staff.

12. Public Comments: none

13. Adjourn: Ursula Stanley moved to adjourn at 7:54 p.m. Seconded by Diane Nichols-Fleming, this motion carried and the board adjourned.

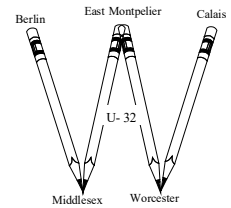
Respectfully submitted,
Lisa Grace, Board Recording Secretary

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Phone (802) 229-0553
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Meagan Roy Ed.D.
Superintendent



Washington Central Unified Union School District

Special School Board Meeting

****Virtual Meeting Only****

Central Office

1130 Gallison Hill Rd., Montpelier, VT

Board Room

9.23.22 1:00 PM

Board Members: Flor Diaz Smith, Jonas Eno-Van Fleet, Ursula Stanley, Natasha Eckart Baning, Eric Andersen, Chris McVeigh, Jonathan Goddard, Vera Frazier, Daniel Keeney, Diane Nichols-Fleming

Others: Meagan Roy, Cat Fair, Student Family Members

1. **Call to Order:** Flor Diaz Smith called the meeting to order at 1:00 p.m. The Board introduced itself to the Student Family Members.
2. **Executive Session - Student Matter:** At 1:05 p.m., Jonas Eno-Van Fleet moved that the Board enter into executive session for the purpose of considering matters related to the discipline of students as authorized by 21 V.S.A. Section 313(a)(7) to include Meagan Roy, Cat Fair, and Student Family Members. Seconded by Daniel Keeney, this motion carried unanimously. At 1:27 p.m., Jonas Eno-Van Fleet moved to leave Executive Session. Seconded by Ursula Stanley, this motion carried unanimously. During Executive Session the Board discussed a Student Matter. Jonas Eno-Van Fleet moved to affirm the Administration's decision regarding the related discipline in the confidential Student Matter. Seconded by Vera Frazier, this motion carried unanimously. Daniel Keeney left the meeting. At 1:33 p.m., Jonas Eno-Van Fleet moved that the Board enter into executive session for the purpose of considering matters related to the discipline of students as authorized by 21 V.S.A. Section 313(a)(7) to include Meagan Roy, Cat Fair, and Student Family Members. Seconded by Ursula Stanley, this motion carried

unanimously. At 1:56 p.m., Jonas Eno-Van Fleet moved to leave Executive Session. Seconded by Chris McVeigh, this motion carried unanimously. During Executive Session the Board discussed a Student Matter. Jonas Eno-Van Fleet moved to affirm the Administration's decision regarding the related discipline in the confidential Student Matter. Seconded by Vera Frazier, this motion carried unanimously.

- 3. Adjourn: At 1:58 p.m., Jonas Eno-Van Fleet moved to adjourn. Seconded by Ursula Stanley, this motion carried unanimously.**

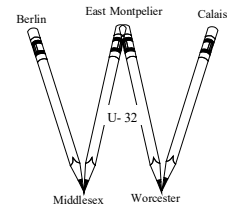
Respectfully submitted,
Jonas Eno-Van Fleet, WCUUSD Board Clerk

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Meagan Roy Ed.D.
Superintendent



Washington Central Unified Union School District

Special School Board Meeting

****Virtual Meeting Only****

Central Office

1130 Gallison Hill Rd., Montpelier, VT

Board Room

10.4.22 5:00 PM

Board Members: Flor Diaz Smith, Jonas Eno-Van Fleet, Ursula Stanley, Chris McVeigh, Daniel Keeney, Diane Nichols-Fleming, Kari Bradley, Mckayln Leclerc, Lindy Johnson, Natasha Eckart Baning, Maggie Weiss

Others: Meagan Roy, Pietro Lynn, Steven Dellinger-Pate, Nate Lovitz, Susan Ognibene, Jessica Wills, Sarah Volinsky, Student Family Members,

1. **Call to Order:** Flor Diaz Smith called the meeting to order at 5:00 p.m.
2. **Executive Session - Personnel Complaint (Policy B22):** At 5:04 p.m., Jonas Eno-Van Fleet moved that the Board enter into Executive Session for the purpose of considering matters related to a personnel complaint, per Policy B22, to include Meagan Roy, Pietro Lynn, and Student Family Members. Seconded by Ursula Stanley, this motion carried unanimously. At 7:04 p.m., Jonas Eno-Van Fleet moved to leave Executive Session. Seconded by Mckayln Leclerc, this motion carried unanimously. During Executive Session the Board discussed a Personnel Complaint. **Jonas Eno-Van Fleet moved to authorize the Chair to sign a letter to the Complainant regarding the related Personnel Complaint that was discussed during Executive Session. Seconded by Daniel Keeney, this motion carried unanimously.**

3. **Executive Session - Student Matter:** At 7:07 p.m., Jonas Eno-Van Fleet moved that the Board enter into Executive Session for the purpose of considering matters related to the academic records or discipline of students as authorized by 21 V.S.A. Section 313(a)(7) to include Meagan Roy, Jessica Wills, Steven Dellinger-Pate, Nate Lovitz, Susan Ognibene, and Student Family Members. Seconded by Ursula Stanley, this motion carried unanimously. At 7:31 p.m., Jonas Eno-Van Fleet moved to leave Executive Session. Seconded by Lindy Johnson, this motion carried unanimously. During Executive Session the Board discussed a Student Matter. **Jonas Eno-Van Fleet moved to affirm the Administration's decision regarding the related discipline in the confidential Student Matter. Seconded by Natasha Eckart Banning, this motion carried unanimously.**
4. **Executive Session - Student Matter:** At 7:44 p.m., Jonas Eno-Van Fleet moved that the Board enter into Executive Session for the purpose of considering matters related to the academic records or discipline of students as authorized by 21 V.S.A. Section 313(a)(7) to include Meagan Roy, Steven Dellinger-Pate, Jessica Wills, Nate Lovitz, and Student Family Members. Seconded by Ursula Stanley, this motion carried unanimously. At 8:05 p.m., Jonas Eno-Van Fleet moved to leave Executive Session. Seconded by Ursula Stanley, this motion carried unanimously. During Executive Session the Board discussed a Student Matter. **Jonas Eno-Van Fleet moved to affirm the Administration's decision regarding the related discipline in the confidential Student Matter. Seconded by Daniel Keeney, this motion carried unanimously.**
5. **Executive Session - Student Matter:** At 8:12 p.m., Jonas Eno-Van Fleet moved that the Board enter into Executive Session for the purpose of considering matters related to the academic records or discipline of students as authorized by 21 V.S.A. Section 313(a)(7) to include Meagan Roy, Steven Dellinger-Pate, Jessica Wills, Sarah Volinsky, and Student Family Members. Seconded by Diane Nichols-Fleming, this motion carried unanimously. At 8:36 p.m., Jonas Eno-Van Fleet moved to leave Executive Session. Seconded by Lindy Johnson, this motion carried unanimously. During Executive Session the Board discussed a Student Matter. **Jonas Eno-Van Fleet moved to affirm the Administration's decision regarding the related discipline in the confidential Student Matter. Seconded by Ursula Stanley, this motion carried 7-1 with Diane Nichols-Fleming voting No.**
6. **Adjourn:** At 8:39 p.m., Jonas Eno-Van Fleet moved to adjourn. Seconded by Daniel Keeney, this motion carried unanimously.

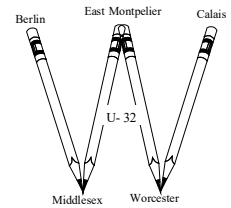
Respectfully submitted,
Jonas Eno-Van Fleet, WCUUSD Board Clerk

Washington Central Unified Union School District

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

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Meagan Roy Ed.D.
Superintendent



**Washington Central Unified Union School District
Community Forum and Board Meeting
(IN PERSON w/ LIVESTREAM OPTION)
U-32
930 Gallison Hill Rd., Montpelier, VT
RM 128/131 & Cafeteria
10.5.22 6:00-9:00 PM**

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

Others: Jen Miller-Arsenault, Jessica Wills, Karoline May, Gillian Fuqua, Kerra Holden, Meagan Roy, Alicia Lyford, Cat Fair, Steven Dellinger-Pate, Michelle Ksepka, Aaron Boynton, Mark Kline, ORCA Media, Willow Mashkuri, Maya Elliott Amelia Estrada, Shelley Vermilya, Pam DeAndrea, Phil Gore, David Lawrence, Student Family Members,

1. **Call to Order:** Flor Diaz Smith called the meeting to order at 6:03 p.m.
2. **Community Forum:** The meeting broke up into groups by town to discuss community engagement and community mapping. Phil Gore facilitated a conversation about school board governance and representation.
3. **Executive Session: Student Matter:** At 7:46 Jonas Eno-Van Fleet moved to enter Executive Session for the purpose of considering matters related to the academic records or discipline of students as authorized by 21 V.S.A. Section 313(a)(7), to include Meagan Roy, Steven Dellinger-Pate, Amy Molina, and Student Family Members. Seconded by Daniel Keeney, the motion carried unanimously.

At 8:39 Jonas Eno-Van Fleet moved to enter Deliberative Session. Seconded by Mckalyn Leclerc, the motion carried unanimously.

At 8:55 Jonas Eno-Van Fleet moved to leave Deliberative Session. Seconded by Daniel Keeney, the motion carried unanimously.

At 8:56 Jonas Eno-Van Fleet moved to leave Executive Session. Seconded by Mckalyn Leclerc, the carried passed unanimously.

During Executive Session the Board discussed a Student Matter.

Jonas Eno-Van Fleet moved to find that the Administration did not abuse its discretion in the related Student Matter. Seconded by Ursula Stanley, the motion carried unanimously.

- 4. Adjourn: At 8:58 Jonas Eno-Van Fleet moved to adjourn. Seconded by Diane Nichols-Fleming, the motion carried unanimously.**

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