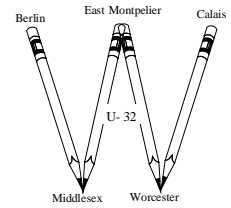


Washington Central Unified Union School District

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

Bryan Olkowski
Superintendent



Washington Central Unified Union School District Board Meeting Agenda U-32 Cafeteria 930 Gallison Hill Rd Montpelier

6.23.21 5:00 PM – 9:00 PM

Virtual Meeting Information:

<https://tinyurl.com/x37fu768>

Meeting ID: 825 4422 1381

Password: 974718

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

- | | |
|--|------------|
| 1. Call to Order | 4 minutes |
| 2. Executive Session – Legal Matter, Negotiations, Superintendent Evaluation, | 56 minutes |
| 3. Welcome | |
| 3.1. Reception of Guests | |
| 3.2. Public Comments – Time limit strictly enforced, see note | 15 minutes |
| 3.3. Agenda Revisions | |
| 4. Reports (Discussion/Action) 75 minutes | |
| 4.1. Student Reports | 5 minutes |
| 4.2. Superintendent | 45 minutes |
| 4.2.1. Black Lives Matter Flag Raising Request – pg. 3 | |
| 4.2.2. Social Justice Statement – pg. 11 | |
| 4.2.3. COVID-19 Update – pg. 13 | |
| 4.2.4. Curriculum Management Review Report – pg. 14 | |
| 4.2.5. School Time Proposal – pg. 172 | |
| 4.3. Finance Committee (Discussion/Action) | 15 minutes |
| 4.3.1. Financial Update & ESSER Reports | |
| 4.3.2. Food Service Financial Reports – pg. 174 | |
| 4.3.3. Comparative Information | |
| 4.3.3.1. Education Spending Per Equalized Pupil – pg. 188 | |
| 4.3.3.2. Special Education Financial Information – pg. 190 | |
| 4.4. Policy Committee (Discussion/Action) | 10 minutes |
| 4.4.1. Second Reading for policy to be adopted on 6.16.21: F44 Password Management, B8 Electronic Communication between Employees and Students, D40 Acceptable Use – pg. 196 | |
| 4.4.2. Third Reading for Policy to be Adopted: F40 Change Management, F43 Backups D3 District Take Home Device & Personal Device, F47 Electronic Mail, F48 Incident Response Policy and Plan – pg. 206 | |

- | | |
|---|------------|
| 5. Board Operations (Discussion/Action) | 45 minutes |
| 5.1. Interviewing Potential New Board Members – pg. 221 | 25 minutes |
| 5.2. Governance (Action to Elect Vice Chair) | 10 minutes |
| 5.3. Policy Committee Members | 10 minutes |
| 6. Consent Agenda (Action) | 10 minutes |
| 6.1. Approve Minutes of 5.19.21, 6.2.21, 6.8.21, and 6.16.21 – pg. 228 | |
| 6.2. Approve Board Orders | |
| 7. Personnel (Action) | 10 minutes |
| 7.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE
Approval of New Bargaining Agreements (Action) – pg. 356 | |
| 8. Future Agenda Items | |
| 8.1. WCUUSD Name | |
| 8.2. Assessment Needs for Building Bright Futures | |
| 8.3. Diversifying Educator Work Force | |
| 8.4. Net Metering Proposal | |
| 8.5. Strategic Planning | |
| 9. Board Reflection | |
| 10. Public Comments | 10 minutes |
| 11. Adjourn | |

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

WCUUSD Board Norms - Adopted November 18, 2020

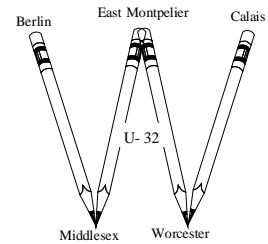
- **Public input** –Notify the community about public forums and opportunities for public comment at board meetings.
- **Community involvement during regular meetings of the board** – Every meeting will include at least one opportunity for public comment. Public comment is an opportunity for board members 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, celebrate successes.

Washington Central Unified Union School District

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Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent of Schools
RE: Board Flag Request
DATE: June 18, 2021

A request has been received from a student group named BLAAMM (Black, Latinx, Asian And Many More) to extend the display of the Black Lives Matter flag, which is currently being flown at U-32 Middle and High School, beyond the end of the school year.

According to our policy which is included in this packet, the School Board is to consider and make a decision in regards to the application. I have attached the application and policy for your review. Additionally, I have also included a letter that went out to the community on June 18, 2021.



A Middle and High School Learning Community

WCUUSD Flag Request

In accordance with the School Board's Flag Raising Policy F46 and its accompanying procedures, a student group may request the School Board to fly a flag on the school flagpole, provided that the proposal meets all the criteria set forth in the Policy. This form should be used to aid in that process.

Date of Application: Thursday, May 13th

Student Group (name and description): Seeking Social Justice (SSJ) & Middle School BLAAMM

Seeking Social Justice started in 2017 and is a student-driven social justice advocacy group. BLAAMM (Black, Latinx, Asian, and many more) is a caucus and support group for students of color.

Faculty/Staff Advisors: Amy Koenigbauer and Meg Allison (SSJ), Krista Dy (BLAAMM)

Location/District Office: U-32 MS/HS

Describe the flag. Include dimensions and the method of attachment.

Identical to the one that is currently flying.

Explain how the flag aligns with and supports the school district mission, goals, curriculum, and/or student learning outcomes:

There is a prior precedent for support for this flag to fly at U-32 since it has been approved by the U-32 school board three years ago and has been flying ever since. There is a growing need for inclusivity and working for justice in our schools. The Black Lives Matter flag is a symbol of our commitment to do more at a school district.

Below is an excerpt from the speech that Latisha Badeau of BLAAMM gave when calling upon the school board to allow the Black Lives Matter flag to be raised. We believe these words still ring true today, with the emphasis that, although this flag will not be enough to



A Middle and High School Learning Community

end prejudice at U-32 on its own, the continued flying of the flag is a first step towards fulfilling our duty to protect the rights of our students.

“The Black Lives Matter movement was established four years ago and was built on bringing attention to the violence that was being inflicted on Black communities. And it was also built on anti-Black racism. Throughout the years it has thrived into focusing on trying to make a world where a Black person can be successful, economically, socially, and politically. We started BLAMM for people of different races to come and talk about struggles that they have because of their race. We talk about the everyday things that are said to us by ignorant people, and the looks that we get because we are not white. Racism isn’t the biggest problem at U-32, but it is a hidden problem. A lot of the racism that happens comes from people who are very ignorant. So they don’t see the harm that they have done. To hang the flag would be to show that we are invested in supporting the movement, and making people aware that the very few not white students at U-32 also matter. We believe that Montpelier started a big thing by hanging the flag, and we would like to be a part of carrying that on. It’s not about someone’s life mattering more than anyone else, It’s about how my life matters the same as yours.”

Is there support for this proposal among students or in the school community? Explain.

Seeking Social Justice sent out a survey in May of 2021 to the U-32 community asking their opinions on the Black Lives Matter flag flying at U-32. We received 259 responses from students, faculty, and staff responding to the following questions:

Do you want the Black Lives Matter flag to keep flying at U-32?

Yes: 82.5%

No: 13.5%

Maybe/unsure/doesn’t care: 4%

Considering your previous answer, why?

It is important that U-32 shows support for Black students and is open to conversations around race and racism within the student body. The BLM flag is a symbol of inclusivity at U32 and we need to continue to spread that message.

930 Gallison Hill Road, Montpelier, Vermont 05602-8248

MAIN OFFICE: (802) 229-0321 FAX: (802) 223-7411

GUIDANCE OFFICE: (802) 229-0322 FAX: (802) 262-6979

www.u32.org



A Middle and High School Learning Community

It is our responsibility to show support for people of color in Vermont, especially since the POC population is so small. Not raising the flag would be humiliating for our school and suggest that we do not care about POC nor feel the need to stand with them.

Taking down the BLM flag would be a signal to our Black students that they are not welcome here, that they do not matter, and that we do not care about the struggles they endure in an overwhelmingly white school. Why would a Black student feel safe here if we go out of our way to take down a flag that says that they matter?

Anonymous: To put it simply, Black Lives Matter. I prefer to be at a school that honors this important message and promotes inclusion of all students of color.

Anonymous: It would be counterproductive to stop flying it and would probably make a lot of our minority students feel like support has been lost.

The following are a collection of responses from the past 3 years from current and former U-32 students taken from the U-32 chronicle about the Black Lives Matter flag:

“When schools raise the flag, they are also raising the conversation about race and racism within our schools.”

“As a school, there was a fairly positive reaction. I was not against it. It was a good gateway for conversation.”

Proposed Date & Time for raising flag:

Our proposal is to maintain the flying of the Black Lives Matter flag, without interruption. With a re-raising ceremony to be organized in the fall of 2021-2022 school year.

Please attach a visual representation of the flag to this request form.



A Middle and High School Learning Community



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**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

FLAG RAISING

POLICY: F46

WARNED: 3/17/21

ADOPTED: _____

EFFECTIVE: _____

Policy

It is the policy of WCUUSD that the School Board may, from time to time, decide to fly a flag on school grounds, in addition to the United States and Vermont flags, in accordance with the criteria set forth below. In all cases, the raising and display of a flag on a school flagpole in this District shall remain a matter of the Board's discretion and shall be considered an expressive act of the School District itself. This Policy is not intended to and does not create a forum for speech by students or any members of the school community.

Criteria include:

- The request to fly a flag must originate from a WCUUSD student group.
- The flag must represent ideas that align with and support the current District Mission, Goals and Student Learning Outcomes.
- The flag may not depict symbols or language that are understood to promote hate or the supremacy of one group over others.
- The flag may not include content that is vulgar, religious, commercial, or subject to trademark or similar restrictions.
- The flag shall remain on the school flagpole through the end of the school year and shall then be removed, unless the Board elects a different timeframe.
- The Board may invite comment from the community, including students.

School administration, in consultation with the School Board, will develop operating procedures to implement this Policy.

WCUUSD Flag Request

In accordance with the School Board's Flag Raising Policy F46 and its accompanying Procedures, a student group may request the School Board to fly a flag on the school flagpole, provided that the proposal meets all the criteria set forth in the Policy. This form should be used to aid in that process.

Date of Application: _____

Student Group (name and description): _____

Your name and grade: _____

Faculty/Staff Advisors (if any): _____

Location (circle all that apply):

District Office Berlin Calais Doty East Montpelier Rumney U-32

Describe flag. Include dimensions and the method of attachment.

Explain how the flag aligns with and supports the school district mission, goals, curriculum, and/or student learning outcomes:

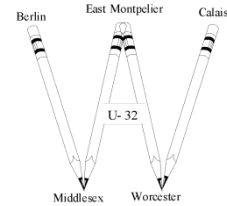
Is there support for this proposal among students or in the school community? Explain.

Proposed Date & Time for raising flag: _____

Washington Central Unified Union School District

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



June 17, 2021

From: Bryan Olkowski, Superintendent of Schools
To: Washington Central Unified Union School District

Dear WCUUSD Families and Community Members

The WCUUSD Board of School Directors has received a request from a student group named BLAAMM (Black, Latinx, Asian And Many More) to extend the display of the Black Lives Matter flag, which is currently being flown at U-32 Middle and High School, beyond the end of the school year.

According to WCUUSD Policy number F46, a request to fly a flag must meet certain criteria, including:

- The request must originate from a WCUUSD student group.
- The flag must represent ideas that align with and support the current District Mission, Goals and Student Learning Outcomes.
- The flag may not depict symbols or language that are understood to promote hate or the supremacy of one group over others.
- The flag may not include content that is vulgar, religious, commercial, or subject to trademark or similar restrictions.
- The flag shall remain on the school flagpole through the end of the school year and shall then be removed, unless the Board elects a different timeframe.

The policy also states that “the raising and display of a flag on a school flagpole in this District shall remain a matter of the Board’s discretion and shall be considered an expressive act of the School District itself.”

As the end of the current school year is upon us; and as a student group has made the request to keep the flag in place; the Board will discuss the issue at its next meeting on June 23, 2021. Members of the public who are residents of the district are invited to attend to share any thoughts or concerns they may have. The meeting information can be found at <https://www.wcsu32.org/domain/272>.

Thank you

Bryan Olkowski, WCUUSD - Superintendent of Schools

May 28, 2021

Dear WCUUSD Board Members, Leadership Team, Superintendent,

We, the undersigned and first cohort of the Racial Equity, Intersectional Justice, and Confronting Bias at School course for educators, offer the community our statement below regarding on-going education for equity and inclusion across the district. We have written this statement knowing the work for justice for all is life-long and requires all our persistent actions. We have also selected our words intentionally and carefully. We want consistent attention to teaching our students to thrive in the future we are now creating.

We have also applied for and received an Equitable Education Systems grant from the Vermont Agency of Education. This grant provides the foundational work to establish what we would like to call: *The Humanity & Justice Coalition*. This group, made up of community stakeholders, is tasked with enabling the statement to become three dimensional and real.

This work occurred within the context of a course for WCUUSD educators who brought their creativity, commitment, and collaboration to class each week. They all brought a desire to learn and take action to enhance their understanding of the challenges our students face each day and to make change happen. We are elementary, middle, and high school teachers, librarians, an elementary principal, high school counselor, director of special services, the director of curriculum, instruction and assessment, and the equity scholar in residence. We consider this a working document.

Here is Our Commitment to Humanity & Justice:

The Washington Central Unified Union School District is dedicated to taking concrete actions that provide a safer and more supportive learning environment that is free of barriers; one that affirms the identity of each of us and acknowledges and celebrates differences to create a sense of belonging for each person connected to our schools. The school district is committed to creating inclusive educational opportunities that are relevant both historically and culturally, addressing the impacts of bias, prejudice, and discrimination while building more opportunity for us to thrive rather than merely survive. This statement represents a commitment within our school district to acknowledge and end oppression and oppressive systems, to center our full humanity of all in our community, and to keep broadening our perspectives. These identities — including and not limited to race, color, religion, creed, national origin, ethnicity, marital status, family composition, sex, sexual orientation, gender identity, varying physical and mental abilities, and socioeconomic status — carry socially constructed meaning and value. Our commitment is to the development of cultural humility and personal growth that is best supported in a climate that respects differences and provides a sense of belonging and inclusion.

We are looking forward to your support and adoption of this statement as a commitment for our district and your encouragement for making this work a reality in all we do.

In all efforts for access and justice—

Meg Allison
Mary Bove
Kelly Bushey

Alison Byrnes
Ellen Cooke
Krista Dy
Cat Fair
Jenn Ingersoll
Amy Koenigbauer
Karen Liebermann
Alyson Mahony
Jennifer Miller-Arsenault
Shelley Vermilya

TO: WCUUSD School Board
FROM: Elizabeth Wirth, Covid-19 Coordinator
RE: Safety and Effective Functioning of the District During the Pandemic Year
DATE: June 18, 2021

Dear School Board members,

Bryan has asked me to prepare a statement about the safety and effective functioning of the district during this pandemic year.

Our District School Nurse team met regularly from last spring and throughout the summer to prepare for the 2020-2021 school year. Amy Molina was an integral part of the Facilities and Health and Task Force, having spent innumerable hours investigating potential needs for PPE, staffing, and facility upgrades. We met to review health guidance and updates from various organizations, including the Vermont Department of Health, the Centers for Disease Control, the Agency of Education, the Emergency Operations Center, becoming educated on what other school districts in the US and abroad were doing to open school safely.

In accordance with guidance from the AOE and the Health Department, the new district Superintendent made the decision to hire a full time COVID-Coordinator for the district and to have all schools maintain a full time school nurse for the 2000-2001 school year.

Priorities became:

- Facilities - including ventilation systems, isolation rooms, cleaning protocols
- Ordering necessary PPE
- Configuration of classrooms with necessary distancing in mind
- Anticipation of training and education that staff, families and students may need prior to returning to school

By late July, we were comfortable that we could have necessary mitigation strategies in place for the safe start of in-person learning on September 8, deciding that we would also offer a Remote Learning option for families for whom this would work best. The decision was made to allow teachers to bring their own children into our schools at no cost to them or to their home districts, in order that they could be available to keep our schools open for learning.

Priorities added:

- Decreasing the risk of individuals infected with Covid-19 from entering schools - utilized an on-line screening questionnaire and a temperature check upon arrival at all schools
- Decreasing transmission among staff and students - mitigation strategies included mandatory mask wearing, distancing in classrooms and hallways, regular handwashing and hand sanitizing, regular and frequent cleaning of all contact surfaces in every building safe busing protocols put into place
- Quickly identifying individuals with Covid-19 and putting containment procedures in place - clear protocols for illness - anyone with symptoms monitored in a separate space until pick up could be arranged. Keeping students in small pods allowed for easy containment if a positive case was found and fewer students/staff needing to quarantine
- Communicate regularly with staff, students, families and communities. We did develop a website initially and produced several informational booklets, but what was most important was for families and staff to have quick access to the COVID-19 Coordinator to answer the many questions and concerns that arose in the course of the year
- Voluntary state surveillance testing of staff started in January and continued monthly through April of 2021, when sufficient staff had been vaccinated. Over 200 staff participated in each test date through March. There were 3 asymptomatic cases identified in those events - none of which resulted in any in-school transmission.
- Manage constant changes in guidance from the CDC, AOE, Vermont Department of Health - weekly meetings of all district nurses to review protocols and new guidance. Regular consultation with Carolyn Lorenz-Greenberg, MD. to assure we were following best practice guidelines as the year progressed and things evolved

Results:

- We are aware of 30 members of our community - parents, children and staff who tested positive for COVID-19 during the current school year. This may be an underestimate since some people may not have shared the information with us.
- Cases: 10 cases requiring contact tracing in our schools from November 21 through April 13. No evidence of any transmission in our schools as a result of these cases, although quarantine requirements did cause short closings of individual pods and 2 situations caused school closing for short periods
- As far as we know, none of the cases required hospitalization
- Our schools safely remained open for in-person learning for the the entire school year

As I prepare this memo, I am aware of the incredible success this year has been thanks to the foresight and support of a new superintendent, the trust of staff and families that allowed them to move beyond the fears of the many unknowns of this deadly virus, the incredibly hard work of teachers and staff and the resilience of children, for whom we do it all.

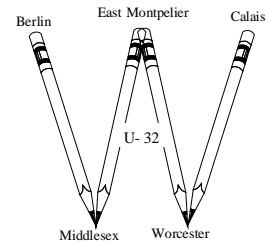
A special thanks to the Board for supporting us all this year. We could not have done it without you.

Washington Central Unified Union School District

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Phone (802) 229-0553
Fax (802) 229-2761

Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent of Schools
RE: Curriculum Management Review Report
DATE: June 18, 2021

I am writing to inform you that the Washington Central Unified Union School District has received the executive summary and final report from Curriculum Management Solutions Incorporated (CMSi). As a result of receiving the report, I am requesting the School Board take action to receive the report and to direct the Superintendent to prepare a written response to the report, so the WCUUSD School Board can decide next steps after seeing the Superintendent's response. Both Superintendent recommendations are listed at the end of this memo. I have also included some additional information about the Curriculum Management Review's final report to assist you in your reading of the report.

The Curriculum Management Review's final report includes the following:

1) Findings covering the following Five Review Standards

- a) Governance and Leadership
- b) Curriculum and Learning
- c) Equality, Equity, and Connectivity
- d) Feedback and Assessment
- e) Productivity and Resource Use

2) Recommendations that include all the findings.

These recommendations are directed to the Washington Central School Board and the Superintendent of Schools.

In reading this report, it is recommended that you follow the process listed below to best make sense of the report: (Keep in mind this is not a cover to cover read)

- 1) Start with the Executive Summary
- 2) Read each Finding head and then the first 2-3 paragraphs of each finding
- 3) Read the entire Recommendation section
- 4) Look through the individual findings to see the rationale for the finding, and data points.

Superintendent's Recommendation:

- 1) Motion to have Washington Central Unified Union School District to receive the report entitled, "CMSi Curriculum Review of Washington Central Unified Union School District Date May 2021"**
- 2) Motion to direct the Superintendent of Schools to prepare a response to the report including the following information:**
 - a) Prioritize the areas needing attention**
 - b) Identify which conditions most adversely affect students?**
 - c) Identify which findings most adversely affect the system?**
 - d) Develop a plan to address the recommendations.**

EXECUTIVE SUMMARY



CMSi Curriculum Review of Washington Central Unified Union School District

May 2021

Bryan Olkowski
Superintendent

Washington Central Unified Union School District
1130 Gallison Hill Road
Montpelier, VT 05602



Executive Summary Table of Contents

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Key Recommendations.....	XI

This document is comprised of two sections:

The Executive Summary provides an overview of the review findings and recommendations in a short, graphic format.

The Full Report gives a more complete discussion of review methodology and discusses the findings and recommendations at length. The Full Report also presents the extensive data analyzed and an explanation of what those data demonstrated in the context of the review.

WCUUSD Curriculum Review by the numbers

Site Visit
February 8-10, 2021

50

interviews conducted with
staff, administrators, board
members, and parents



80

documents collected
for review



53

classrooms observed



368

survey responses from
administrators, teachers, and parents



213

student work artifacts
evaluated

Introduction: The CMSi Curriculum Review



This section constitutes the Executive Summary of a Curriculum Review of the Washington Central Unified Union School District in East Montpelier, Vermont. A Curriculum Review is designed to reveal the extent to which leaders and personnel of a school district have developed and implemented a coordinated, valid, and comprehensive system to manage the design, development, implementation, evaluation, and support of curriculum. Curriculum is defined as a set of learnings students are expected to master over the course of their years in the district. The system to manage this curriculum, when implemented effectively and in alignment with the district's vision for student engagement, will yield improved student learning and achievement over time if all its related processes and components are operating in coordination with one another. The effectiveness of curriculum management results as well in increased efficiency and assures district taxpayers that all fiscal support is optimized within the conditions under which the district functions.

District Background

The Washington Central Unified Union School District, established in 2018, was created from the merging of several small elementary school districts with one middle school/high school district. This was completed pursuant to the *State Board of Education's Statewide Plan*, authorized by the *2015 Acts and Resolves No. 46, Sec. 10(b)*, as amended (Act 46).

The forming districts included the Berlin School District, Calais School District, East Montpelier School District, the Middlesex School District, Worcester School District, and Union High School District No. 32; those were merged to create the New Union District, known as the Washington Central Unified Union School District (WCUUSD). The first year the district operated as a united entity was 2019-20.

The Washington Central Unified Union School District is located in Washington County, named for George Washington. The county seat is the city of Montpelier, Vermont's state capital. As of the 2010 census, the population of Washington County was 59,534, making it the third most populous county in Vermont. The WCUUSD is comprised of 5 elementary schools and 1 middle/high school, that together serve over 1,400 students in grades PreK-12.

**“We have dedicated
and skilled professionals
supporting our students.
We have supportive families
and communities.”
–Building Administrator**

System Purpose for Conducting the Review

The superintendent provided the following statement regarding what feedback leaders hope to gain from a curriculum review:

The objectives of this initiative are to establish baseline information about our current instructional practices across our district, and specifically, to evaluate the status of curriculum within each content area and grade level relative to Vermont and National standards and our student learning outcomes, and to determine the extent to which our instructional and assessment practices are aligned to the requirements of those standards.

Additionally, we are seeking to evaluate the vertical articulation of content area standards in grades PreK-12. Components of the Curriculum Review must include, but are not limited to:

- Determining evidence of alignment to state and national content area standards including the level of rigor and the identification of any gaps that may exist.
- Determining the curricular needs of teachers, building level administrators and central level administrators through surveys and focus group meetings.
- Seeking evidence of vertical and horizontal articulation of standards across the curriculum.
- Seeking evidence of instructional alignment to the curriculum.
- Seeking evidence of differentiated instructional strategies incorporated into our curriculum and instructional practices.
- Determining evidence of remediation, enrichment and extension strategies in our curriculum.
- Determine the evidence of consistency in the implementation of the curriculum system wide.
- Conduct a review of the policies and controls that govern the curriculum development process.

Following the implementation of the recommendations from the Curriculum Review, our expectation is that there will be more continuity, consistency and congruence within the PreK-12 instructional core (curriculum instruction and assessment). Furthermore, the recommendations from the review should lead to a fully aligned curriculum and improved teaching and learning experiences across the district.

CMSi Review History

The Curriculum Review has established itself as a process of integrity and candor in assessing public school districts. Over the last 40 years, it has become recognized internationally as an important, viable, and valid tool for the improvement of educational institutions and for the improvement of curriculum design and delivery.

The Curriculum Review represents a “systems” approach to educational improvement, that is, it considers the system as a whole rather than a collection of separate, discrete parts. Reviewers closely examine and evaluate the interrelationships of system departments, levels, and related processes and their impact on overall quality of the organization in accomplishing its primary purpose: improving student learning.

The review process was first developed by Dr. Fenwick W. English and implemented in 1979 in the Columbus Public School District in Columbus, Ohio. The review is based upon generally-accepted concepts pertaining to effective instruction and curricular design and delivery, some of which have been popularly referred to as the “effective schools research.” A review is an independent examination of four data sources: documents, interviews, online surveys, and site visits. These are gathered and triangulated to reveal the extent to which a school district is meeting its goals and objectives related to improving student learning and achievement. The process culminates in a comprehensive written report to district leaders that summarizes district strengths, findings, and the reviewers’ recommended actions for improvement.

Curriculum reviews have been performed in hundreds of school systems in more than 46 states, the District of Columbia, and several other

countries, including Canada, Saudi Arabia, New Zealand, Bangladesh, Malaysia, and Bermuda. Details about the methodology employed in the review process and biographical information about the review team are covered in the Appendices.

Review Scope of Work

The review's scope is centered on curriculum and instruction, and any aspect of operations of a school system that enhances or hinders its design and/or delivery. The review is an intensive, focused, "snapshot" evaluation of how well a school system such as Washington Central Unified Union School District has been able to set valid directions for pupil accomplishment and well-being, concentrate its resources to accomplish those directions, and improve its performance, however contextually defined or measured, over time.

The Curriculum Review does not examine any aspect of school system operations unless it pertains to the design and delivery of curriculum. For example, reviewers would not examine the cafeteria function unless students were going hungry and, therefore, were not learning. In some cases, ancillary findings in a Curriculum Review are so interconnected with the capability of a school system to attain its central objectives that they become major, interactive forces that, if not addressed, will severely compromise the ability of the school system to be successful with its students.

The Curriculum Review centers its focus on the main business of schools: teaching, curriculum, and learning. Reviewers use five focus areas against which to compare, verify, and comment upon a district's existing curricular management practices. The focus areas reflect an ideal management system, but not an unattainable one. They describe working characteristics that any complex work organization should possess in achieving stated organizational goals while being responsive to the unique needs of its clients.

A school system that is using its financial and human resources for the greatest benefit of its students is able to establish clear objectives, examine alternatives, select and implement alternatives, measure results as they develop against established objectives, and adjust its efforts so that it achieves its objectives.

"My kids enjoy going to school at U32. They have built good rapport with their teachers and are learning the independence needed for becoming young adults."
—Parent

The five focus areas employed in the CMSi Curriculum Review in Washington Central Unified Union School District were:

- 1 District Vision and Control:** The school district has a clear vision and demonstrates its control of resources, programs, and personnel.
- 2 Direction:** The school district has established clear and valid objectives for students and clientele.
- 3 Consistency and Equity:** The school district has demonstrated internal consistency and rational equity in its program development and implementation.
- 4 Feedback:** The school district has used the results from district-designed or adopted assessments to adjust, improve, or terminate ineffective practices or programs.
- 5 Productivity:** The school district has improved its productivity and efficiency, particularly in the use of resources.

The reviewers report where and how district practices, policies, and processes have met or not met the criteria and expectations related to each focus area, and specific action steps are recommended in a separate section for rectifying areas needing improvement. These findings and corresponding recommendations are reported in detail in the full report.

In the WCUUSD Curriculum Review, areas for growth were found under four of the five focus areas. The reviewers determined that focus area 5, productivity, was of less urgency than those findings in the other four focus areas and did not include productivity findings in the WCUUSD Curriculum Review.

Washington Central Unified Union School District Strengths

The Washington Central Unified Union School District is in the process of realizing their new existence and identity following the merger of several smaller districts into one larger district. Currently the district serves over 1,400 students in grades PreK-12, housed in five elementary buildings and one middle school/high school combination facility. Following the hiring of a new superintendent, and the selection and subsequent election of board members, the district is now preparing to revitalize its district mission and vision initiatives; hence, the interest in analyzing the entire school district curriculum development process.

The district administration is currently in the process of establishing baseline information about current instructional practices across the district to evaluate the status of curriculum within each content area and grade level relative to Vermont and national standards. This information will be used to inform the development of a new district strategic plan and help to focus goals and initiatives to enhance student success in the future. Additionally, future goals include blending of the former school districts into one cohesive and unified educational system that serves all the children of the new school community.

1 Commitment to the district merger

2 Focus on long-range planning

3 Emphasis on the individual child

4 Dedication to curricular alignment

5 Devoted teachers and staff

“In my school and in this district, we value community and dignity and respect for all members of the community.”

–Teacher

1 Commitment to the district merger

WCUUSD has recently taken on the challenge of merging five small elementary districts with one middle school/high school district. This act to create a new school district, Washington Central Unified Union School District, is no small feat and displays a commitment to supporting learning for the children of the region. That commitment, to work together despite the fact that not all may agree with the action, to set individual preferences aside for the betterment of the children and their educational futures, demonstrates the community's desire to put the interest of the children first.

2 Focus on long-range planning

The district board of directors, administration, teaching staff, and stakeholders have demonstrated a desire to focus on the long-range success of the system. A priority to revisit and renew the existing strategic plan, and the presence of a district and building improvement plans help to focus this intent and commitment. The district vision, mission, and planning all demonstrate a focus on future growth of the school system as a top priority.

3 Emphasis on the individual child

WCUUSD has introduced a program to focus efforts on the individual child. The initiation of a program of Proficiency Based Learning, utilizing Flexible Pathways, Personalized Learning Plans for students, and proficiency-based report cards all demonstrate a desire to focus on the individual child and exemplifies the district mission statement: "WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities."

4 Dedication to curricular alignment

The recent district merger has caused the district to recognize a need to coordinate the educational system between and across all buildings, grade levels, and departments. As part of this coordinated effort, a massive project has been undertaken to align local curriculum goals to those of the State of Vermont. The unpacking and refining of state standards and integrating them with the local vision and mission for relevant and rigorous learning is a daunting task. However, the efforts to develop local curriculum that supports the desired

instructional approaches and effective student engagement is important and recommended. Such a curriculum will only promote the district mission and vision and result in improved student learning and achievement.

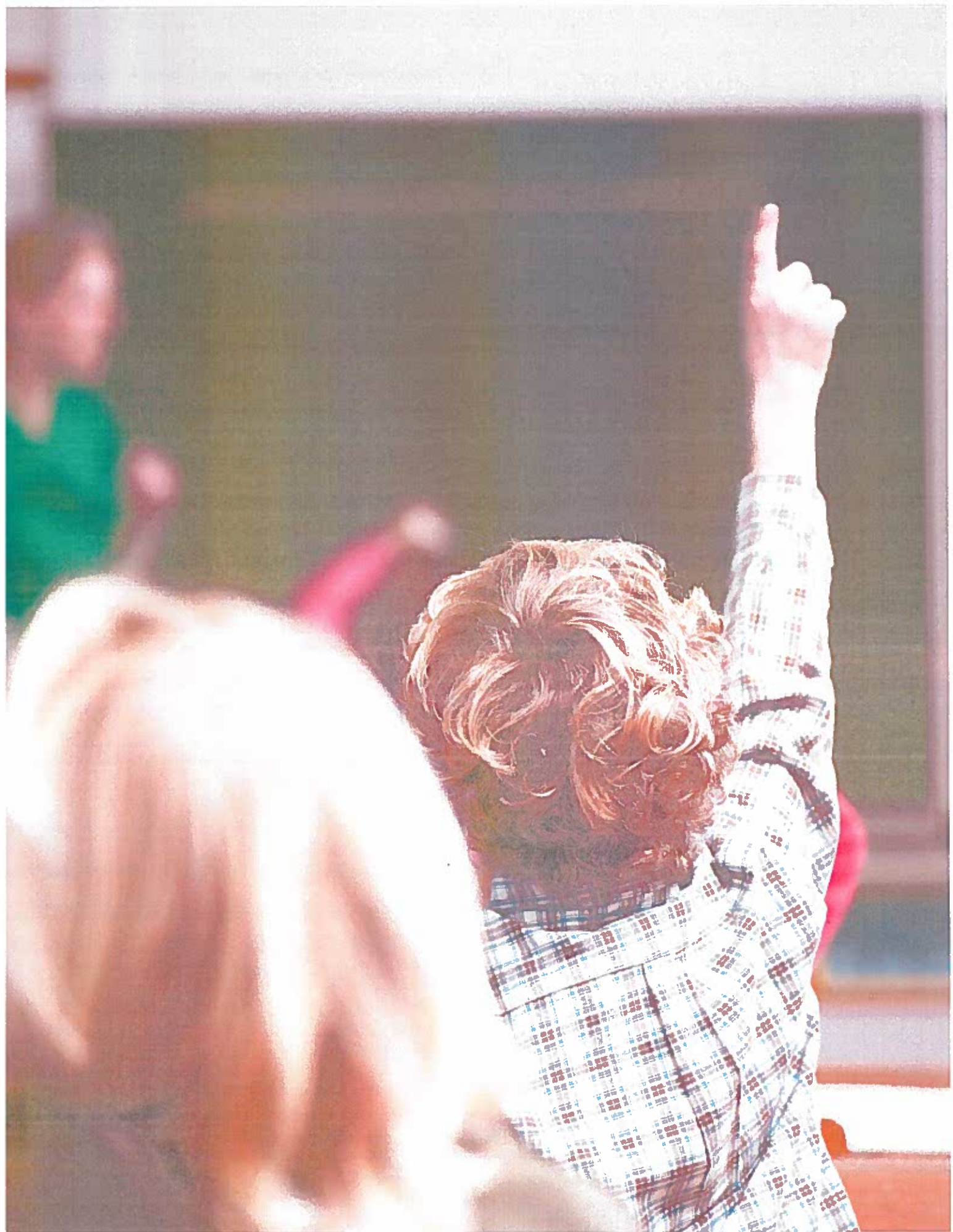
"The district is a very new entity at this point. It was just created in 2019 as a forced merger between six districts...with different boards and budgets but also varying levels of coordination between."

–Teacher

5 Devoted teachers and staff

The school district features a veteran staff with experienced teachers and a strong commitment to supporting high student achievement. Involvement in professional development and embracing a culture of supportive learning through a district focus on personalized scholarship are just two examples of the staff's commitment to the goals of the district. The long-time experience creates a school staff with an institutional memory about the school and community, and ensures that the past is not lost on the future. Teachers who work with children, taught the children's parents, and even know their grandparents, are invaluable in maintaining constancy and connectivity between school and community.





Key Findings

1

Policies and Planning: Where policies exist, they do not provide adequate guidance for the development of a sound and comprehensive curriculum management system. Planning is evident in the district, but district, building, and departmental plans are not sufficient to guide the efforts needed to achieve district goals.

2

Curriculum: Written curriculum exists for all courses taught in the district. However, the quality of the written curriculum varies and lacks needed components to support the vision for student engagement in district classrooms. The written curriculum is reportedly not used by teachers in the district as a primary source for classroom instruction.

3

Consistency and Accessibility: The district professional development program is primarily campus-driven and does not have provisions to ensure that all teachers develop the desired skills across the district. Access to curriculum may be limited and depend on the building that elementary students attend.

4

Accountability: While some student data are available and utilized by teachers, assessment results are not generally used to make informed decisions about programs and the effectiveness of curriculum in the district.

What We Found

Focus Area One

The review team found that district policies need greater scope and specificity to lead curriculum design and implementation. Policies to guide curriculum development do not exist. Policies are also limited in terms of expectations for district planning and plans for school and district improvement and any other plans related to the primary functions of the district. As a result, the district strategic plan is expired, district and school improvement plans are not rigorous, and related plans for curriculum management, assessment, professional development, and instructional technology are either weak or not yet in place.

Focus Area Two

The district provides written curriculum for all courses offered to students. While written curriculum exists for all courses, the quality of the curriculum varies greatly. No courses met all CMIM criteria for high quality written curriculum. While links to standards were generally present, the curriculum documents needed additional components to support teaching, such as linkages to prerequisite skills, assessments, recommended classroom strategies, suggested resources, suggestions for student practice activities. As a result, most teachers indicated they rely little on district provided curriculum and mostly depend on either other teachers or on self-selected online resources to design their lessons. A deep analysis of submitted samples of student work showed that while these are on appropriate grade level, they are not closely linked to performance indicators, less rigorous than the district desires, and employ the least engaging of classroom activities.

Focus Area Three

The review team found that professional development does not meet district need to advance teacher and administrator skills to improve student learning. While professional development exists, it is primarily building-led and not focused on system-wide goals and priorities. As the written curriculum does not provide suggestions or expectations for instructional delivery, the professional development program should equip teachers with the skills necessary to implement a wide variety of teaching

strategies. The district must clarify its expectations for student engagement and approaches. Teachers may rely on less effective instruction, such as whole group activities, teacher-centered classrooms, and large group activities in the classroom without these system-wide, common expectations. The professional development program is the link between the instructional expectations of the district and the instructional delivery within the district classrooms. In visitations to classrooms across the district, the review team observed that students, while engaged in lessons, were primarily involved in listening-type activities, both passive or active. Most classrooms were teacher directed. Reviewers observed some examples of project-based group work, but those classrooms were few. The use of student and teacher technology was noted. Technology was primarily limited to the most basic use; that is, as a replacement for traditional instruction. Classroom monitoring to support curriculum implementation is practiced in the district; however, district-wide protocols are not uniformly present. Review team members were made aware of and confirmed instances of unequal access to curriculum for some students. While some issues have been remediated, addressing equity-as a district-wide initiative is still in its infancy.

Focus Area Four

The use of data and student assessment results in the district is not consistent. The district is in need of a comprehensive plan to direct the development of assessments and use of data to inform instruction and district decision making. Teachers use assessment data primarily to identify students for remediation and to assign grades. But the system as a whole does not utilize assessment data to determine curriculum or instructional effectiveness and to plan instruction in response to the data. There is no program evaluation plan to guide district decisions about the selection, initiation, implementation, or termination/continuation of educational programs.

“

“We appreciate and are constantly impressed by the commitment of the teachers to make the educational experience relevant and engaging.” –Parent

“The students who need to be challenged are not challenged at all. The students that are bored need to be given more challenging work. Not more work. Students who can move faster should be able to move faster.” –Parent

“My daughter comes home every day to tell me about something she learned and how much she loves her teachers.” –Parent

“While we have an overall vision/mission statement, each school is quite individual as to how to make that vision a reality. We haven’t yet made our five schools gel into becoming one within the same district.” –Teacher

“We need a more consistent curriculum across the district.” –Teacher

“We need to be continuing to work on equity issues involving educational opportunities - within schools and between schools, recognizing that equity does not need to mean looking the same.” –Teacher

”



Key Recommendations

The reviewers are confident that this report will provide the foundation for improvement efforts. However, future progress will depend, in part, on the district leadership's efforts to make the tough decisions incorporated in the review recommendations, including the willingness of the governing board to allocate additional resources necessary to implement the recommendations.

1

Adopt and implement updated, revised, or new board policies to provide clear direction for the educational program and operational functions and to clarify expectations regarding organizational coordination and decision making. Institute systemic initiatives to address identified weakness in existing district-wide and school-based improvement plans and missing departmental plans.

2

Develop and implement a comprehensive curriculum management plan to provide district-wide consistency and direction for the design, use, monitoring, and evaluation of curriculum. Review, revise, and further develop existing curriculum documents to ensure alignment of the written, taught, and tested curriculum.

3

Design and implement a comprehensive professional development plan that is differentiated, supports the district curriculum, and is focused on producing effective instructional practices and rigorous student work associated with high levels of student achievement. Establish and implement standards and procedures for monitoring the delivery of the curriculum and the use of quality, research-based instructional strategies.

4

Develop and implement a comprehensive program evaluation plan that provides for systemic collection, analysis, dissemination, and application of reliable student achievement and program evaluation results to improve student performance. Establish a formalized process for design and implementation of programs, utilizing data as feedback for initiation, modification, continuation, or termination of programs and instructional practices.

The recommendations contained within this report are intended to address insufficiencies and inadequacies as determined by the review team with the intention of assisting the WCUUSD in meeting their desired goals related to a clear organizational vision and mission. The recommendations focus on several areas of curriculum management and supporting processes to lead the district to increased student performance.

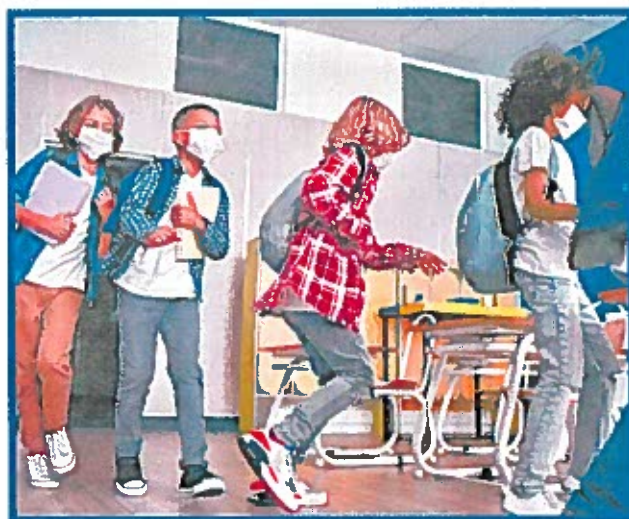
School districts, generally, are to be considered rational organizations. That is, they are structured to focus on the accomplishment of very specific goals. The work of a rational organization is conducted as a group of people who work together to pursue these common goals and ultimately achieve the mission. The work of group members is guided, in large part, through the written documents that direct their work. This includes board policies, planning documents, written curriculum documents, formalized assessment processes, and mission and vision statements, among others. It is the duty of all group members to conduct their specific tasks within the organization to be consistent with the adopted written direction. In the absence of these written documents, or if group members do not abide by the documents, the organization becomes less intentional and focused on the common goals, where the goals and ideals of individual members may take precedence over, or even conflict with, system mission and vision. School organizations are more effective and successful when members focus on the agreed upon goals and ideals embodied in the mission and vision of the organization.

The success of a school organization such as WCUUSD revolves around the following elements: The district vision, as agreed upon by the school and community; The district mission, describing the primary work of the district; A precise written, taught and tested curriculum, which describes the work of teachers and the learning of students; and a robust assessment system that includes not only summative outcome based assessments, but also on-going formative assessments to monitor student learning as it progresses. To meet these initiatives, the following recommendations should be adopted by the district and implemented over a three-to-five-year period.

“Ours schools continue to operate very independently. The experience of a student, family, or staff member is likely vastly different between buildings. Schools are resourced very differently, which leads to inequitable experiences for all.”

–Building Administrator

The district should revise and develop policies that address all facets of the curriculum management system. This includes policies related to curriculum design, development, delivery, assessment, planning, professional development, program evaluation, and instructional technology. Likewise, quality district, school, and department plans must be developed that will focus planning on the main priorities of the district and reduce unnecessary impediments to success. Successful implementation of these governance and administrative recommendations will create an environment for the WCUUSD to be successful in institutionalizing a comprehensive planning process focused on improving student achievement district-wide. Collectively, these efforts will promote the district’s goal of providing rigorous and relevant learning for all students.



A comprehensive plan must be developed and implemented that directs the processes for design of curriculum documents that support the district's vision and that outlines curriculum development, review, and evaluation. The plan will also identify the content, context, and cognitive expectations for students in the classroom that need to be reflected in the curriculum. A well-designed plan is critical to the sound design, delivery, and evaluation of the written, taught, and tested curriculum. Implementing the recommendations outlined above will promote clear direction for a comprehensive curriculum management system to establish aligned, quality curriculum that empowers teachers to faithfully deliver the district's learning objectives, improve teacher effectiveness related to instructional practices that align to district expectations, and ensure students have access to rigorous, standards-based curriculum in all classrooms.

While a professional development plan is evident in the district, it does not ensure that coordination of training occurs across the district. Nor is the administrative structure designed to collect and distribute information with a clearinghouse

function so that all units are aware of system-wide efforts to build organizational skills and improve efficacy. The recommendations to revise the existing professional development plan, when fully implemented, should allow WCUUSD to experience improvements in job performance related to professional development, effective instructional practices, the delivery of the written curriculum, and monitoring delivery of instruction to ensure increased student achievement. Additionally, the steps will support creation of a systematic approach to the implementation of a high-quality instructional framework for teaching and learning in WCUUSD.

The district must develop, adopt, and implement a comprehensive system of student assessment and program evaluation to ensure consistent, appropriate use of data to assess student progress and evaluate programs and interventions, analyze results, and use those results to make sound decisions about curriculum, instruction, and programs. Additionally, assessment and evaluation data will be available for use in informing students, parents, and other stakeholders of the effectiveness of staff in educating the district's students.





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Full Report

CMSi Curriculum Review of Washington Central Unified Union School District



May 2021

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A Curriculum Review
of the
WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
Montpelier, Vermont

Date Review Presented: May 2021

Members of the Washington Central Unified Union School District Review Team:

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Reviewers
Lynne Christensen, EdD
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Approach

Central Question for the Review

To what extent has the Washington Central Unified Union School District established a coordinated, valid, and comprehensive system to manage the design, development, implementation, and evaluation of curriculum?

Focus Areas

Following are the four areas, with the specific feedback requested:

	District Vision and Control The school district has a clear vision and demonstrates its control of resources, programs, and personnel.
	Direction The school district has established clear and valid objectives for students and clientele.
	Consistency and Equity The school district has demonstrated internal consistency and rational equity in its program development and implementation.
	Feedback The school district has used the results from district-designed or adopted assessments to adjust, improve, or terminate ineffective practices or programs.

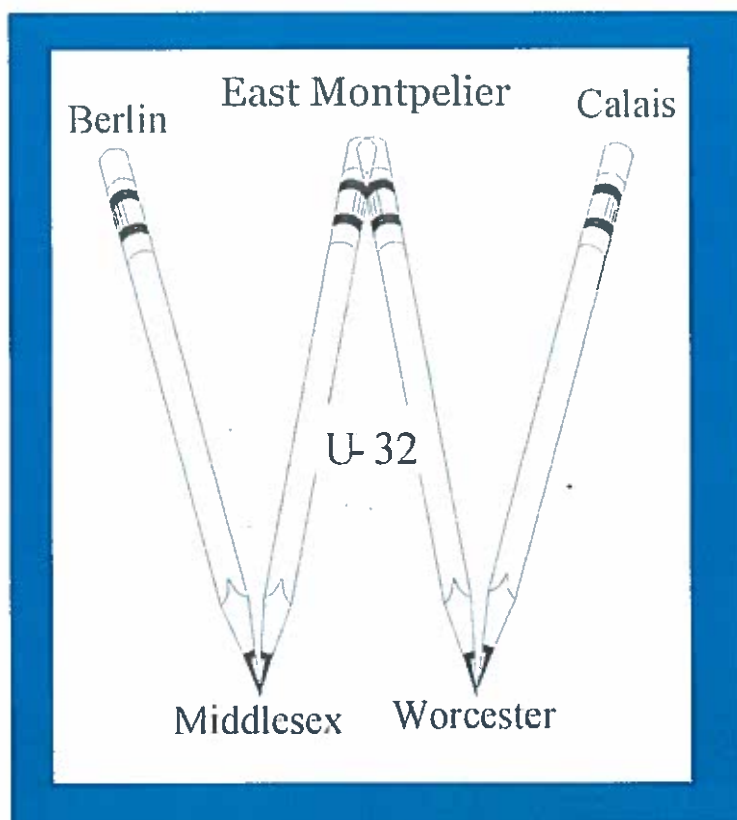
District Background

District Mission and Student Learning Outcomes

The district has adopted the following mission statement: "WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities." This mission is defined more specifically through several student learning outcomes:

- Literacy
- Mathematical content and practices
- Scientific inquiry and content knowledge
- Global citizenship
- Physical education and health
- Artistic expression
- Financial literacy
- Transferable skills

Additionally, WCUUSD has embarked on a program of Proficiency Based Learning, which invokes elements of Flexible Pathways to expand learning opportunities, Personalized Learning Plans developed for each student, and Proficiency Based Reporting to clearly define expectations for what will be learned.



District logo representing the Washington Central communities

APPROACH

Governance

Washington Central Unified Union School district is currently governed by a 15-member transitional board of directors, with one seat currently vacant. Board members are elected to three-year terms on a staggered basis. Act 46 requires that this transitional board will be reduced in number to a permanent level of 10 members, 2 board members representing each of the 5 towns within the school district. At the time of the site visit, the board members' years of service, region represented, role, and expiration are as follows:

Name	Region	Role	Term Expires
Kari Bradley	Calais		2021
Flor Diaz Smith	East Montpelier		2022
Jonas Eno-Van Fleet	Worcester	Board Clerk	2022
Jonathan Goddard	Berlin		2022
George Gross	Berlin		2021
Lindy Johnson	East Montpelier		2021
Karoline May	Middlesex		2023
Stephen Looke	East Montpelier		2023
Chris McVeigh	Middlesex		2021
Dorothy Naylor	Calais		2023
Diane Nichols-Fleming	Berlin		2023
Jill Olson	Middlesex		2022
Jaiel Puskamp	Worcester		2021
Scott Thompson	Calais	Chair	2022

The superintendent of the WCUUSD is Mr. Bryan Olkowski who is in his first year as superintendent of the system. The following is a list of the current and former superintendents over the past 16 years, and their years of service. Note that prior to 2019, the superintendent served as the Supervisory Union leader serving the six school districts, now referred to as WCUUSD.

Name	Years	Duration
Robbe Brook	1997-2012	15 Years
William Kimball	2012-2019	7 Years
Debra Taylor (Interim)	2019-2020	1 Year
Bryan Olkowski	2020-2021	1 Year

APPROACH

Enrollment

Enrollment is currently at 1,487 for 2020-21. Exhibit 0.1 presents the current enrollment by building and the district-wide total for the past five years. Enrollment trends over the past five years are also included.

Exhibit 0.1: District and Building Enrollment FY17-21

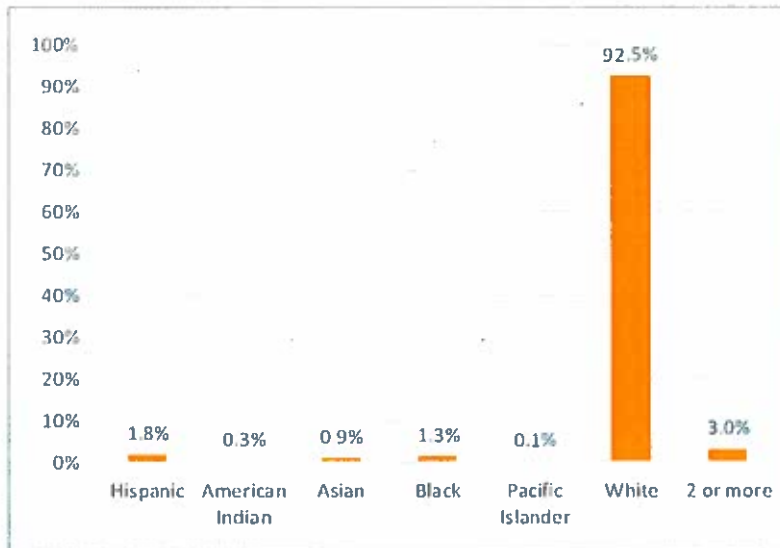
Year	Berlin	Calais	East Montpelier	Rumney	Doty	U-32	Total District	Change from Prior Year
FY21	194	112	228	135	71	747	1,487	(4.0)
FY20	207	128	241	170	87	741	1,574	(1.0)
FY19	217	126	227	178	85	757	1,590	(0.3)
FY18	217	126	229	176	80	766	1,594	+0.6
FY17	220	122	210	188	77	768	1,585	N/A

Source: District Provided Data

As displayed in Exhibits 0.1, overall enrollment has decreased from 1,585 to 1,487. The yearly rate of enrollment decrease has increased from 0.3% to 4.0%

Demographically, the district includes a blend of students from varied ethnic backgrounds with the vast majority being White. Exhibit 0.2 presents district enrollment by ethnicity

Exhibit 0.2: District Enrollment by Ethnicity FY21



Source: Student Enrollment Summary Report, 10/2020

Exhibit 0.2 shows ethnic breakdown of the student population as 92.5% White, 1.8% Hispanic, 1.3% Black, and 0.9% Asian; two or more ethnicities comprised 3% of the student population, and other ethnicities made up less than 1%.

APPROACH

Exhibits 0.3 and 0.4 display the enrollment for economically disadvantaged students (defined as students qualifying for free and reduced price lunch) and special education services. Note that these data for special education are displayed by towns or communities in the school district, and not by campus. District personnel reports that campus-based data were not yet available from the state at the time of the curriculum review.

Exhibit 0.3: Free and Reduced Lunch Eligibility

		Berlin		Calais		East Montpelier		Rumney		Doty		U-32	
F/R Eligible	Total ADM	69	183	36	104	53	212	33	126	24	56	229	767
% of Total		38%		35%		25%		26%		43%		30%	
Note: Actual numbers may vary slightly due to free lunches provided to all students due to the pandemic, causing some families to not enroll.													
Source: Student Eligibility Report, 2020-2021													

Exhibit 0.4: Students with Disabilities by Community FY21

Community	Berlin	Calais	East Montpelier	Middlesex	Worcester	Total
# SWD	76	35	66	44	20	241
Percentage of ADM (241/1487)						16%
Source: District Provided Data						

As displayed in **Exhibits 0.3 and 0.4**, 241 students receive special education services, which is 16% of the total district student population. The number of students enrolled in special education ranges from a low of 20 in Worcester to a high of 76 in Berlin. The percentage of economically disadvantaged students ranges from a low of 25% at East Montpelier Elementary to a high of 43% at Doty Memorial. Note that the number of student eligible for gifted and talented services is not available as Vermont does not identify students in this category.

APPROACH

Financial Background

For the 2020 fiscal year, the board of directors adopted a budget with anticipated receipts and expenditures of funds from local, state, and federal sources totaling over \$33 million. **Exhibit 0.5** indicates the sources and amounts of funds received and expended by the board.

Exhibit 0.5: Adjusted Budget FY2020

Revenues		
Tuition	\$942,347	
Investment Earnings	323,755	
Miscellaneous Income	330,917	
Education Spending Revenues	27,091,430	
Misc. State Reimbursement	639,490	
SPED Expenditure Reimbursement	4,514,110	
Fund Balance	12,720	
Total Revenues		\$33,854,769
Expenses		
Instructional Services	\$11,647,570	
Preschool Program	644,491	
Guidance Services	1,025,916	
Health Services	477,130	
Library Services	532,236	
Curriculum Services	253,501	
Instructional-Related Tech Services	1,478,054	
Board of Education Services	211,673	
Superintendent Services	528,273	
Office of the Principal	1,931,865	
Fiscal Services	844,508	
Plant Operation and Maintenance	2,595,056	
Student Transportation	1,451,184	
Student Transportation – Field Trips	41,805	
Debt Service	1,702,107	
Transfer to Other Funds	745,925	
Support Programs	6,926,378	
English Language Learner	51,121	
Cocurricular Activities	765,978	
Total Expenses		\$33,854,769
<i>Source: WCUUSD Community Report, 2020</i>		

As displayed in **Exhibit 0.5**, total approved appropriations are \$33,854,769. The largest categories are Instructional Services (\$11.6 M), Support Programs (\$6.9 M), and Plant Maintenance and Operations (\$2.6 M).

Findings

FOCUS AREA 1: The School District has a Clear Vision and Demonstrates Its Control of Resources, Programs, and Personnel.

Quality control is the fundamental element of a well-managed educational program. It is one of the major premises of local educational control within any state’s educational system.

The critical premise involved is that, via the will of the electorate, a local school board establishes local priorities within state laws and regulations. A school district’s accountability rests with the school board and the public.

Through the development of an effective policy framework, a local school board provides the focus for management and accountability to be established for administrative and instructional staffs, as well as for its own responsibility. Such a framework enables the district to create meaningful assessments and use student learning data as a critical factor in determining the overall success of the educational program.

Although educational program control and accountability are often shared among different components of a school district, ultimately fundamental control of and responsibility for a district and its operations rests with the school board and top-level administrative staff.

What the Reviewers Expected to Find in the Washington Central Unified Union School District:

<p>Focus Area One: District Vision and Control</p> <p>Under Focus Area One, reviewers look at the scope and quality of policy (governance) and planning across the school system. A school system meeting Curriculum Review Focus Area One is able to demonstrate its control of resources, programs, and personnel.</p>	<p>Common indicators</p> <ul style="list-style-type: none">• A clearly defined vision for instructional delivery and student engagement in district classrooms that is congruent with best practice;• A curriculum policy framework that:<ul style="list-style-type: none">○ Is centrally defined and adopted by the school board,○ Establishes an operational framework for management that permits accountability,○ Reflects state requirements and local program goals,○ Reflects the necessity to use achievement data to improve school system operations,○ Defines and directs change and innovation within the school system to permit focus of its resources on priority goals, objectives, and mission;• A curriculum that is centrally defined and adopted by the board;• A functional administrative structure that coordinates and facilitates the design and delivery of the system’s curriculum (programs and services) and achievement of goals;• A direct, uninterrupted line of authority from governing board to the superintendent/chief executive officer and other central office officials to principals and classroom teachers;• Documentation of school board and central office planning for the attainment of goals, objectives, and mission over time; and• Organizational development efforts that are focused to improve system effectiveness.
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FOCUS AREA ONE

Overview of What the Reviewers Found in the Washington Central Unified Union School District:

This section is an overview of the findings that follow in the area of **Focus Area One**. Details follow within separate findings.

The review team found that district policies are not sufficient to lead curriculum design and implementation. Policies to guide curriculum development do not exist. Policies are also vague in terms of expectations for district planning and plans for either school or district improvement, or for department planning. As a result, the district strategic plan is expired, district and school improvement plans are not rigorous, and department plans for curriculum management, assessment, professional development, and instructional technology either are weak or do not exist.

Finding 1.1: While some elements of district and school planning are evident, the outdated strategic plan and district and school improvement plans are not sufficient to direct district efforts in achieving higher levels of learning for all students. Missing and incomplete board policies prevent the district from providing local direction for curriculum and establishing quality control of the educational program and organizational functions. System-level plans for curriculum management, student assessment, instructional technology, and professional development are either missing or of limited quality.

Policies and written plans are critical documents that establish a foundation for the goals, values, work, and that the district expects to accomplish. Policies provide a clear framework for making decisions regarding the design and delivery of the written, taught, and tested curriculum and outline the philosophy and beliefs about student learning and how to best achieve that learning. Plans establish clear and specific goals, outline when and how these goals will be accomplished, by whom, and the resources required to do so. Such plans also specify the roles and responsibilities of key stakeholders. Plans are essential in coordinating and unifying efforts across the system and increasing efficiency, effectiveness, and continuity. The process of planning is as important as the product itself, as the process helps unify stakeholders in a shared vision and understanding that the disparate pieces of the system must work in coordination to realize goals and objectives.

To determine the quality and use of policies and plans and planning processes in the Washington Central Unified Union School District, reviewers visited the schools and classrooms; interviewed district administrators, teachers, and board members; and collected survey data from building administrators, teachers, and community members. Additionally, reviewers analyzed district policies and planning documents.

Overall, the reviewers found that the policies and planning documents did not meet CMIM review criteria to direct curriculum design or delivery. Policies are either weak or absent. A district strategic plan is currently not in place, but is scheduled for development within the year. Curriculum planning documents, where they exist, are incomplete and do not contain the elements necessary to guide curriculum design and development for implementation in the district. Likewise, planning documents for assessment, professional development, and instructional technology are also needed.

FOCUS AREA ONE

Curriculum Management Planning

A school organization with a strong curriculum management system has a written plan with guidelines and procedures to facilitate the design and delivery of the curriculum. Clearly written board policies, which set expectations for the development, adoption, implementation, monitoring, evaluation, and revisions of the written curriculum for all courses of study, are the foundation of an effective plan. A comprehensive curriculum management plan is aligned to organization goals and provides for monitoring of professional development as well as equal access to the curriculum for all students. Such a plan institutionalizes organization philosophy and procedures, ensuring that changes in personnel will not significantly affect the curriculum management system.

The curriculum management review expects that all responsibilities for curriculum management are explicit, clarified, and monitored. Certain responsibilities should be tightly held at the school-wide or district level, while other curriculum delivery functions may be loosely held at the classroom level. Exhibit 1.1.1 illustrates this delineation. Such delineation is essential to balance the consistency and quality of student learning while supporting flexibility and autonomy at the school to meet the unique needs of each students. It is important to note that loosely held components are still aligned with the tightly held components and have parameters established through a vetting process that ensures alignment with the district goals, vision, and curriculum. When there is a lack of clarity for such aspects of curriculum management, inconsistencies are likely across district classrooms.

Exhibit 1.1.1: Tightly Held vs. Loosely Held Curriculum Management Functions and Components

Curriculum Management Improvement Model Decision-Making Matrix	
Ends (Curriculum and Aligned Assessments)	Means (Instruction and Program)
Tightly-held (Non-negotiable) <i>District Level</i>	Loosely-held (Aligned to the Tightly-held but Negotiable by Teacher/Faculty) <i>School/Classroom Level</i>
<ul style="list-style-type: none"> • Vision, Mission, Goals • Philosophy and Beliefs • Curriculum Objectives: Standards, Outcomes, Student Expectations, and Objectives • Priority Standards, Outcomes, Student Expectations, and/or Objectives • Assessments: criterion-referenced tests, benchmark assessments, diagnostic assessments, and progress-monitoring tools • Program guidelines, expectations 	<ul style="list-style-type: none"> • Differentiation of when (within the unit, grade level, or course) each student is taught certain objectives while maintaining on-level instruction • Processes, procedures, instructional strategies, or approaches • Resources, materials, textbooks, etc. • Programs (e.g., ELL program, Sp. Ed. program, intervention Programs) • Groupings • Staffing • Informal classroom assessments and school-wide assessments for progress monitoring
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To determine the status of curriculum management planning in WCUUSD, reviewers examined curriculum and other documents provided by school staff. They interviewed board members, school administrators, surveyed teachers and parents, and visited 53 classrooms.

FOCUS AREA ONE

Although some evidence of curriculum planning was found, overall, the review team found that the district does not have clear written direction for the management of curriculum. Curriculum design and delivery are not supported with a consistent, district-wide coordinated approach to ensure the alignment of what is written, taught, and tested. While some characteristics of curriculum planning are present in various documents and portals of the district website, there is no explicit plan to coordinate the design, development, implementation, monitoring, evaluation, and revision of curriculum.

***“We need a consistent curriculum and identified best practices.”
–(Building Administrator)***

Through interviews with school personnel and review of related documents, the review team found very little documentation or policy that addresses the most critical functions of the system: the design, development, implementation, monitoring, evaluation and revision of curriculum. Curriculum, as the definition of student learning, plays a critical role in supporting district goals and in realizing the district’s mission for relevant and rigorous student learning. Typically, the auditors look for documents that establish expectations for curriculum design and processes for its development and delivery.

Exhibit 1.1.2 displays the characteristics.

Exhibit 1.1.2: Curriculum Management Plan Characteristics and District Approach

Characteristics:	
1.	Describes the philosophical framework for the design of the curriculum, including such directives as standards-based, results-based, or competency-based; the alignment of the written, taught, and tested curriculum; and the approaches used in delivering the curriculum.
2.	Directs how state and national standards will be considered in the curriculum. This includes whether or not to use a backloaded approach, in which the curriculum is derived from high-stakes tested learnings (topological and/or deep alignment), and/or a frontloaded approach, which derives the curriculum from national, state, or local learnings.
3.	Defines and directs all steps and stages of curriculum development.
4.	Specifies the roles and responsibilities of the board, central office staff members, and school-based staff members in the design, development, and delivery of curriculum.
5.	Presents the required format and components of all curriculum, assessments, and instructional guide documents.
6.	Requires for every content area a focused set of precise student objectives/student expectations and standards that are reasonable in number so the student has adequate time to master the content.
7.	Directs that curriculum documents not only specify the content of the student objectives/student expectations, but also suggest multiple contexts and cognitive types.
8.	Directs curriculum to be designed so that it supports teachers’ differentiation of instructional approaches and selection of student objectives at the right level of difficulty. This ensures that those students who need prerequisite concepts, knowledge, and skills are moved ahead at an accelerated pace, and that students who have already mastered the objectives are also moved ahead at a challenging pace.
9.	Identifies the timing, scope, and procedures for a periodic cycle of review of curriculum in all subject areas and at all grade levels.

FOCUS AREA ONE

Characteristics:
10. Specifies the overall beliefs and procedures governing the assessment of curriculum effectiveness. This includes curriculum-based diagnostic assessments and rubrics (as needed). Such assessments direct instructional decisions regarding student progress in mastering prerequisite concepts, skills, knowledge, and long-term mastery of the learning.
11. Describes the procedures teachers and administrators will follow in using assessment data to strengthen written curriculum and instructional decision making.
12. Outlines procedures for conducting formative and summative evaluations of programs and their corresponding curriculum content.
13. Requires the design of a comprehensive staff development program linked to curriculum design and its delivery.
14. Presents procedures for monitoring the delivery of curriculum.
15. Establishes a communication plan for the process of curriculum design and delivery.
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Reviewers' notes on what policy does exist related to curriculum are presented here:

Board Policy D1 requires that students “demonstrate evidence of proficiency in the State Learning Outcomes that are in alignment with Vermont Educational Quality Standards,” but does not address other areas related to curriculum design, its development, implementation, and delivery. While performance indicators are available for the four core content areas of English language arts, math, science, and social studies, they are not available in other content areas. Neither is there any indication for a time frame to master skills, such as a scope and sequence (Criteria 6). Assessment is mentioned only in the framework of testing and a testing schedule. Suggestions for in class formative assessment use are included in the district assessment plan (Criteria 10 and 12).

The lack of a consistent curriculum across the district and the need for a coordinated, system-level approach to curriculum design and development was evident in comments heard by reviewers:

- “We could use a multi-year curriculum map for the district. Currently we map by building.” (Building Administrator)
- “There is a lot of wiggle room [in what teachers teach]. Different schools are all over the place.” (Building Administrator)
- “There is no district curriculum for my content area. There is also no alignment between programs in schools.” (Teacher)
- “The district curriculum has been developed in math, but then we adopted a math program. The merging of the two has not been clear. In the other areas, I don’t feel there is a developed district curriculum; there are learning proficiencies and outcomes.” (Teacher)

District Planning and Plans

To understand how district-level planning is conducted in the Washington Central Unified Union School District and to assess the quality of planning documents, the reviewers analyzed board policies, job descriptions, various district- and building-level plans, and other district documents. They also interviewed administrators and board members, surveyed teachers and principals, and visited all school campuses.

WCUUSD provided the reviewers with a current year district improvement plan and current year campus plans, as well as with an expired district strategic plan. Various other plans were also provided (see **Exhibit 1.1.3**). The review team found the district's planning and plans did not meet review criteria to direct district efforts in achieving higher levels of learning for all students. While some elements of planning across the district are evident, the system lacks clarity and the specificity necessary for guidance and oversight by the board and district-level personnel.

Few board policies were presented to reviewers related to district planning as presented in **Appendix E.1, Criterion 1.5**. The policies provide for district-wide planning related to the future of the district and a system-wide, long-range plan that is revisited annually. As per policy, campus principals are responsible for the development of campus performance objectives that support the district's goals and objectives.

Exhibit 1.1.3 lists the various plans presented and reviewed:

Exhibit 1.1.3: Plans Presented to Review Team

Plan	Date
WCUUSD Implementation Report 2016-2020	2016
Continuous Improvement Plans (CIP): Berlin ES, Calais ES, Doty Memorial, East Montpelier ES, Rumney Memorial, U-32 MS/HS, WCUUSD	10/2020
WCUUSD Local Comprehensive Assessment Plan (LCAP)	2020
Staff Development Plans, 2019-20, 2020-21	2019, 2020
Budget Planning Process FY22	11/2020

Multiple levels of analysis are used to determine the quality of a district's planning process and planning documents. The first level addresses the planning process in general. In applying this level of analysis, the reviewers considered the planning function within WCUUSD and how it was implemented at various levels within the district. The second level of analysis focuses on the existence and quality of a comprehensive district-wide planning document. The third level of analysis addresses the existence and quality of school and department planning documents. Details of the team's findings on each level of analysis are provided below.

Level I: The quality of planning in the WCUUSD does not meet review criteria to guide ongoing quality improvement across the district for the purpose of increased learning and achievement for all students.

The reviewers found evidence of planning across the district. However, current district-wide, school, curriculum management, assessment, instructional technology, and professional development (see **Finding 2.1**) planning are unlikely to have a positive impact on improved student achievement. Likewise, program evaluation planning is essentially nonexistent, and budget planning lacks elements of performance-based budgeting. Both are discussed in more detail under **Finding 4.1**.

FOCUS AREA ONE

To determine the quality of comprehensive planning in WCUUSD, the review team used the Curriculum Management Review's (CMR) characteristics of quality planning. This analysis looks at the planning function across the district, including the central office, departments/areas, and schools. In order for the reviewers to rate planning quality as adequate, six of eight characteristics must be met. **Exhibit 1.1.4** lists the review characteristics for examining WCUUSD's planning and the reviewers' ratings.

Exhibit 1.1.4: Level I: Characteristics of Quality Planning Review Criteria—Design, Deployment, and Delivery

There is evidence that...	Reviewers' Rating	
	Met	Not Met
1. Policy Expectations: The governing board has placed into policy the expectation that the superintendent and staff collectively discuss the future and that this thinking should take some tangible form without prescribing a particular template, allowing for flexibility as needed.	X	
2. Vision/Direction: Leadership has implicit or explicit vision of the general direction in which the organization is going for improvement purposes. That vision emerges from having considered future changes in the organizational context.	X	
3. Data-driven: Data influence the planning and system directions/ initiatives.	Partial*	
4. Budget Timing: Budget planning for change is done in concert with other planning, with goals and actions from those plans driving the budget planning.		X
5. Day-to-Day Decisions: Leadership makes day-to-day decisions regarding the implicit or explicit direction of the system and facilitates movement toward the planned direction.	Partial*	
6. Emergent/Fluid Planning: Leadership is able to adjust discrepancies between current status and desired status, facilitates movement toward the desired status, and is fluid in planning efforts (emergent in nature).		X
7. Deliberate Articulated Actions: Staff are involved in a purposeful way through such efforts as school/unit improvement planning, professional development councils, and district task forces that are congruent with the articulated direction of the system or system initiatives.	Partial*	
8. Aligned Professional Development: Professional development endeavors are aligned to system planning goals and initiatives.		X
Total	2	6
Percentage Met	25%	
*Partial ratings are tallied as not met.		
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As noted in **Exhibit 1.1.4**, two (25%) of the characteristics were rated as fully adequate, and three characteristics were rated as partially adequate. Partially adequate ratings count as inadequate for calculation purposes. To meet review standards, 70% of the characteristics for quality planning must be rated as adequate.

FOCUS AREA ONE

The following provides details on the ratings:

Policy A23 requires the development of a vision for the district and strategic plan to implement that vision (Characteristics 1 and 2). While the strategic plan requires a report to the board including data, such data is not detailed or required to link to student achievement (Characteristic 3). In a survey of principals, all agreed they were aware of the district strategic plan, but commented that the plan is “outdated” and “needs to be revisited” (Characteristic 5). Similarly, only half the principals, three of six, indicated that their campus plans are a major driver for decision making within their buildings. The use of committees is widespread in regard to decision making, including board, district and building-level curriculum councils. District and campus planning is also a regular topic of discussion on district leadership team agendas (Characteristic 7).

In summary, the WCUUSD shows evidence of planning. However, the district lacks the following: the collection, analysis, and use of data as feedback in a focused system-wide manner; a budget process that works in concert with teaching and learning; a decision-making model that clearly delineates who and at what levels decisions are made; and a professional learning plan that is tightly aligned to district goals and priorities, inclusive of focused campus-level professional learning

Level I above demonstrates the level of adequacy for *planning* for WCUUSD; Level II normally does a deep analysis of specific *plans* related to the quality of those plan(s). The review team inspected all district and campus plans provided to them by the district.



1 on 1 conference time at Rumney Memorial Elementary School

FOCUS AREA ONE

District Improvement Plans

Reviewers were presented with two district-wide documents under the classification of improvement plans: the district strategic plan 2016-2020 and the district continuous improvement plan for 2020-21. Both plans were analyzed relative to the CMR criteria for quality plans and met none of the criteria. **Exhibit 1.1.5** below lists the characteristics expected for a quality district plan.

Exhibit 1.1.5: Level II: Characteristics of District-wide Plan Quality For Design, Deployment, and Delivery

Characteristics
1. Reasonable and Clear: The plan is reasonable; it has a feasible number of goals and objectives for the resources (financial, time, people) available. Moreover, the goals and objectives are clear and measurable.
2. Emergent/Fluid: The plan allows for emergent thinking, trends, and changes that impact the system both internally and externally.
3. Change Strategies: The plan incorporates and focuses on those action strategies/interventions that are built around effective change strategies (e.g., capacity building of appropriate staff).
4. Deployment Strategies: The plan clearly delineates strategies to be used to support deploying the steps and tasks outlined in the plan (e.g., orientation to the change, staff development on the proficiencies needed to bring about the change, communication regarding planned change).
5. Integration of Goals and Actions: All goals and actions in the plan are interrelated and congruent with one another.
6. Evaluation Plan and Implementation: There is a written plan to evaluate whether the objectives of the plan have been met (not to evaluate whether or not the activities have taken place). Evaluation components of plans are actions to be implemented; plans are evaluated for their effects or results, and they are then modified as needed. There is both frequent formative evaluation and annual summative evaluation, so that plans are revised as needed.
7. Monitoring: Systems are in place and are being implemented for assessing the status of activities, analyzing the results, and reporting the outcomes that take place as the plan is designed and implemented.
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The plans presented for review failed to meet any of the characteristics. Reviewers noted the district strategic plan is expiring in 2021. District personnel report that a plan to rewrite the strategic plan in summer of 2021 is one of the board's top priorities.

The district continuous improvement plan is basically a compliance document submitted to the Vermont Agency of Education on an annual basis. As a planning document, it, too, fails to meet any of the above criteria. There is but one goal, and that is to improve student math scores. However, details regarding percentage of increase, strategies to achieve such, deployment strategies, implementation, and monitoring are absent.

FOCUS AREA ONE

Campus Plans

Reviewers next turned to campus improvement plans. Each campus plan, like the district improvement plan, is an annual requirement of the Vermont Agency of Education. The campus plans are a duplication of the district plan, with one goal, and little else to support its implementation. Below is a list of the CMR expectations of a quality building level planning document.

Exhibit 1.1.6: Level III: Characteristics of Department and School Improvement Plan Quality For Design, Deployment, and Delivery

Characteristics
1. Congruence and Connectivity: Goals and actions are derived from, explicitly linked to, and congruent with the district plan's goals, objectives, and priorities.
2. Reasonable and Clear: The plan is reasonable; it has a feasible number of goals and objectives for the resources available (finances, time, people). The goals and objectives of the plan are clear and measurable.
3. Emergent/Fluid: The plan allows for emergent thinking, trends, and changes that impact the system both internally and externally.
4. Change Strategies: The plan incorporates and focuses on those action strategies/interventions that are built around effective change strategies (e.g., capacity building of appropriate staff).
5. Deployment Strategies: The plan clearly delineates strategies to be used to support deploying the steps and tasks outlined in the plan (e.g., orientation to the change, staff development on the proficiencies needed to bring about the change, communication regarding planned change).
6. Integration of Goals and Actions: All goals and actions in the plan are interrelated and congruent with one another.
7. Evaluation Plan and Implementation: There is a written plan to evaluate whether the objectives of the plan have been met (not to evaluate whether or not the activities have taken place). Evaluation components of plans are actions to be implemented; plans are evaluated for their effects or results and modified as needed. There is both frequent formative evaluation and summative evaluation, so that plans are revised as needed.
8. Monitoring: Systems are in place and are being implemented for assessing the status of activities, analyzing the results, and reporting outcomes that take place as the plan is designed and implemented.
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As noted above, the campus plans fail to meet any of the expectations of a high-quality plan.

Departmental Plans

Reviewers next looked at various departmental plans to determine their existence and quality. Among those are assessment, professional development, and instructional technology. Each will be discussed separately below. Additionally, a review of the program evaluation plan and process is included in **Finding 4.1**.

FOCUS AREA ONE

Assessment Planning

A written plan outlining the processes and purposes for the assessment of student learning provides data necessary for teachers and administrators to determine if applied practices are meaningful, reliable, and valid. Without a consistent approach to assessment with regular formative measures, determining what areas need to be improved, what progress is being made, and what methods are contributing to the improvement of student learning is not optimized.

Reviewers were presented with the WCUUSD *Local Comprehensive Assessment Plan (LCAP) 2020-2021* for review. The plan is essentially a time frame for when state and local assessments are to be implemented in various courses and grades. Also included is a listing of suggested engagement strategies that may be utilized by teachers. However, how and why such engagement strategies are to be used is not made clear. Such activities are linked to a *Readiness to Learn* toolkit. Additional resource links are to a Fountas and Pinnell blog, iReady Diagnostic, and STAR 360 Key Reports.

Realizing that school life during a pandemic is not normal, the district has developed a Continuity of Learning Plan, 2020. The plan describes how services will be delivered to children compared to previous years, including variations in assessments. For instance, the *NAEP* has been cancelled for the 2020-21 school year, and the *VT PE Assessment* has been indefinitely postponed. Still scheduled are assessments in math, reading, writing, spelling/word study, *AP*, *PreACT*, *PSAT*, *VTSA Science*, and the *SAT*.

In a survey of building administrators, half the campus administrators (four of eight) report that assessment data are utilized monthly by teachers to plan instruction. The other half report teachers use assessment data more frequently. Teachers' responses to the same question indicated that 82% of teachers use assessment data weekly or more often to plan instruction. Reviewers evaluated student assessment planning for quality against the Curriculum Management Review's 16 characteristics of a comprehensive student assessment and evaluation plan. For the district's student assessment plan to be considered adequate, the approach to student assessment must demonstrate evidence of 70%, or 12 of the 16 characteristics. The team's analysis of these characteristics is displayed in Exhibit 1.1.7.

Exhibit 1.1.7: Characteristics of a Comprehensive Student Assessment and Program Evaluation Plan

Characteristic (The plan...)	Reviewers' Rating	
	Met	Not Met
1. Describes the philosophical framework for the design of the student assessment plan and directs both formative and summative assessment of the curriculum by course and grade in congruence with board policy. Expects ongoing formative and summative program evaluation; directs use of data to analyze group, school, program, and system student trends.	Partial*	
2. Includes an explicit set of formative and summative assessment procedures to carry out the expectations outlined in the plan and in board policy. Provides for regular formative and summative assessment at all levels of the system (organization, program, student).		X
3. Requires that formative, diagnostic assessment instruments that align to the district curriculum be administered to students frequently to give teachers information for instructional decision making. This includes information regarding which students need which learner objectives to be at the appropriate level of difficulty (e.g., provides data for differentiated instruction).		X

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Characteristic (The plan...)	Reviewers' Rating	
	Met	Not Met
4. Provides a list of student assessment and program evaluation tools, purposes, subjects, type of student tested, timelines, etc.	Partial*	
5. Identifies and provides direction on the use of diverse assessment strategies for multiple purposes at all levels—district, program, school, and classroom—that are both formative and summative.		X
6. Specifies the roles and responsibilities of the central office staff and school-based staff for assessing all students using designated assessment measures, and for analyzing test data.		X
7. Directs the feedback process; assures the proper use of assessment data at all levels.		X
8. Specifies the connection(s) among district, state, and national assessments.		X
9. Specifies the overall assessment and analysis procedures used to determine curriculum effectiveness.		X
10. Requires aligned student assessment examples and tools to be placed in curriculum and assessment documents.		X
11. Specifies how equity issues will be identified and addressed using data sources; controls for possible bias.		X
12. Identifies the components of the student assessment system that will be included in program evaluation efforts and specifies how these data will be used to determine continuation, modification, or termination of a given program.		X
13. Provides for appropriate trainings for various audiences on assessment and the instructional use of assessment results.	X	
14. Delineates responsibilities and procedures for <u>monitoring</u> the administration of the comprehensive student assessment and program evaluation plan and/or procedures.		X
15. Establishes a process for communicating and training staff in the interpretation of results, changes in state and local student achievement tests, and new trends in the student assessment field.		X
16. Specifies creation of an assessment data system that allows for the attribution of costs by program, permitting program evaluations to support program-based cost-benefit analyses.		X
Total	1	15
Percentage Met	6%	
*Partial ratings are tallied as not met.		
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As displayed in Exhibit 1.1.7, the district assessment plan fully meets 1 of 16 criteria for quality (6%), and partially meets 2 criteria. As a result, the plan does not meet review criteria to guide assessment efforts in the district. Below are the reviewers' notes regarding those criteria rated met or partially met.

The LCAP states a main tenant as "...use of formative assessment...documenting student growth in all areas." Additionally, one goal of the LCAP is to "inform instruction and document student growth." No documentation was provided that directs use of data to analyze group, school, program, and system student trends (Criterion 1). While assessments and some tools are made available, there is a

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lack of system coverage for all subjects and grade levels (Criterion 4). *Board Policy B21* requires that educators are provided “adequate opportunities... to utilize assessment data...to increase student achievement and improve the overall effectiveness of the curriculum.” While ideally this provision would be contained within the *LCAP* itself, it is available in board-approved documentation (Criterion 13).

In summary, the district currently has insufficient direction in plans or policy regarding the instruments and processes needed to effectively evaluate the effectiveness of teaching in the district and to monitor students’ progress in mastering the concepts, skills, and knowledge they need. Such direction will ensure that the district has valid, targeted, and timely feedback on student learning and on the various programs being implemented throughout the system.

Professional Development Planning

Professional development is the primary vehicle to achieve the overall purpose of improving employee effectiveness. An effective professional development program is guided by a comprehensive long-range plan that provides all staff members with the knowledge and skills to design and deliver the written curriculum. When such a plan is coordinated with other school plans and linked to identified school needs through careful analyses of student achievement data, teachers and administrators are better equipped to develop their knowledge and skills to provide higher levels of student learning.

The review team was presented with the following written documents directing professional development in the district: *Board Policy B21, Professional Development*; and *WCUUSD Inservice Days 2019-2020 and 2020-2021*. The presented policy provides a general description of expectations regarding professional development in the district. The *WCUUSD Inservice Days* is essentially a description of in-service day activities. Neither constitutes a professional development plan. Exhibit 1.1.8 shows the 18 characteristics used for this analysis and the reviewers’ ratings.

Exhibit 1.1.8: Curriculum Management Improvement Model Professional Development Criteria and Reviewers’ Assessment of Staff Development Program and Planning

Characteristics	Reviewers’ Rating	
	Met	Not Met
Policy		
1. Has policy that directs professional development efforts	X	
2. Fosters an expectation for professional growth	X	
3. Is for all employees	X	
Planning and Design		
4. Is based on a careful analysis of data and is data-driven		X
5. Provides for system-wide coordination and has a clearinghouse function in place		X
6. Has a current plan that provides a framework for integrating innovations related to mission, vision, and curriculum implementation		X
7. Has a professional development mission in place		X
8. Is built using a long-range planning approach		X
9. Provides for organizational, unit, and individual development in a systemic manner		X

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Characteristics	Reviewers' Rating	
	Met	Not Met
10. Focuses on organizational change—professional development efforts are aligned to district goals		X
Delivery		
11. Is based on proven research-based approaches that have been shown to increase productivity		X
12. Provides for three phases of the change process: initiation, implementation, and institutionalization		X
13. Is based on human learning and development and adult learning research		X
14. Uses a variety of professional development approaches		X
15. Provides for follow-up coaching and on-the-job application that are necessary to ensure change in practice	Partial	
16. Expects each supervisor to be a staff developer of staff supervised		X
Evaluation and Support		
17. Provides the necessary funding to carry out professional development goals	X	
18. Requires an evaluation of process that is ongoing, includes multiple sources of information, focuses on all levels of the organization, and is based on actual change in behavior		X
Total	4	14
Percentage Met	22%	
*Partial ratings are tallied as not met.		
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As displayed in Exhibit 1.1.8, the district professional development plan met 4 of 18 (22%) of the criteria, and partially met 1 criterion. As a result, the professional development plan does not meet review criteria to lead the professional development program. WCUUSD provides regular professional development for staff and teachers; however, without a written comprehensive plan, efforts to improve teaching are not focused or monitored to ensure improved student achievement. Below are the reviewers' comments about those criteria rated met or partially met.

Board Policy B21 describes the "...important connection between educator professional development and improved student achievement." This policy also outlines the principles of the program and implementation strategies, including a Curriculum Council to recommend a professional development plan. The policy also states that professional development is designed for all professional and paraprofessional staff members (Criteria 1, 2, and 3).

While there is no mention of follow-up coaching in the professional development documents presented, the district does employ two part-time instructional coaches. Review team members were told by district administrators the job of the instructional coaches is to assist other teachers in the implementation of effective teaching strategies. However, no job description for the instructional coaches was presented to the review team for verification (Criterion 15).

Board Policy B21 requires the superintendent to make recommendations to ensure adequate financial resources and time for educators to participate in appropriate professional development activities. Additionally, in response to the survey question regarding if "adequate funding is available to support teacher professional development, eight of eight principals (100%) agreed with the statement. In

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response to whether “time and adequate opportunities are available for teacher professional development, five of eight principals (63%) agree (Criterion 17).

For further analysis of the professional development program in regard to monitoring the delivery of the curriculum and teacher practices, see **Finding 3.1**.

Instructional Technology Planning

A written plan that outlines expectations, goals, guidelines, and evaluation protocols for the use and integration of technology is an effective means of ensuring consistent implementation across the district. Without prior planning, decisions are made regarding the purchase and distribution of technology equipment that frequently result in the acquired equipment being underutilized or used ineffectively in terms of the district’s goals to improve learning for all students. A quality plan, effectively implemented, provides stakeholders not only with a clear framework for the design and objectives of the technology program, but also clarifies how that program is to be evaluated against the results it is expected to achieve. WCUUSD has no written technology plan, although technology equipment has been purchased and is used for instruction. District administrators report that the district has nearly a 1 to 1 student to computer ratio. The district technology coordinator position is presently vacant. A part-time temporary employee is filling the role and preparing a district review of technology equipment. Preliminary reports indicate that data storage has reached its maximum capacity. **Exhibit 1.1.9** displays 15 criteria as a guideline for the district to develop a written instructional technology plan.

Exhibit 1.1.9: CMSi Criteria for Instructional Technology Programs

Criteria
1. Board policy or administrative regulation for instructional technology exists.
2. There is a clear statement of program philosophy/vision.
3. A comprehensive view of technology exists.
4. A needs assessment has been completed and evaluated
5. Measurable student goals and objectives exist.
6. An ongoing student assessment component exists.
7. An ongoing program assessment component exists.
8. There are comprehensive staff trainings related to existing standards and objectives.
9. Standards for hardware exist.
10. Standards and guidelines for software/applications exist.
11. Internet access standards exist.
12. The role of the school library/media center is stated.
13. A budget for program implementation/roll-out has been identified.
14. A budget for program maintenance has been identified.
15. Technology site plans are aligned with district plans.
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Even though technology has been purchased and use in classrooms is expected, there is no direction (written, goals, or guidelines) for technology acquisition and use in WCUUSD. (See **Findings 2.1** and **3.1** for further analysis of the use of technology in classrooms.)

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School Policies

Reviewers analyzed district policies and rated them against the 26 Curriculum Management Improvement Model (CMIM) criteria for adequacy. District policies were accessed through the policy link of the district website. **Exhibit 1.1.10** displays a list of the policies the reviewers reviewed. Only those policies related to curriculum management or supporting curriculum were selected for review. No administrative regulations were presented for review.

Exhibit 1.1.10: Board Policies Reviewed

Policy Number	Policy Title	Date of Most Recent Adoption/Revisions
A2	Policies and Procedures	1.15.2020
A23	Community Engagement	2.5.2020
A24	Board/Superintendent Relationship	2.5.2020
A31	Board Member Education	2.5.2020
A32	Board Goal-Setting & Evaluation	2.5.2020
A34	Board Relations with School Personnel	2.19.2020
B20	Personnel Recruitment, Selection, Appointment and Background Checks	4.1.2020
B21	Professional Development	3.4.2020
B30	Staffing and Job Descriptions	3.4.2020
B31	Educator Supervision and Evaluation: Probationary Teachers	3.4.2020
C4	Limited English Proficiency Students	5.20.2020
D1	Proficiency Based Graduation Requirements (PBGRs)	6.12.2019
D2	Grade Advancement: Retention, Promotion & Acceleration of Students	6.12.2020
D4	Title I Comparability	11.4.2020
D6	Class Size	11.4.2020

The reviewers analyzed the documents listed in **Exhibit 1.1.10** for congruence with the CMIM criteria for adequacy. The district presented 64 policies for potential review; 15 had connections to curriculum topics and were chosen for analysis. The CMIM system uses 26 criteria, each with specific points of analysis. The criteria are organized into five focus areas. For each criterion, a score of "0" to "3" points is awarded based on an individual policy or several policies considered together. To be considered adequate, 70% of the total possible points assigned to a focus area are required. See **Appendix E** for the reviewers' ratings of policies arranged by the five focus areas and their criteria and characteristics.

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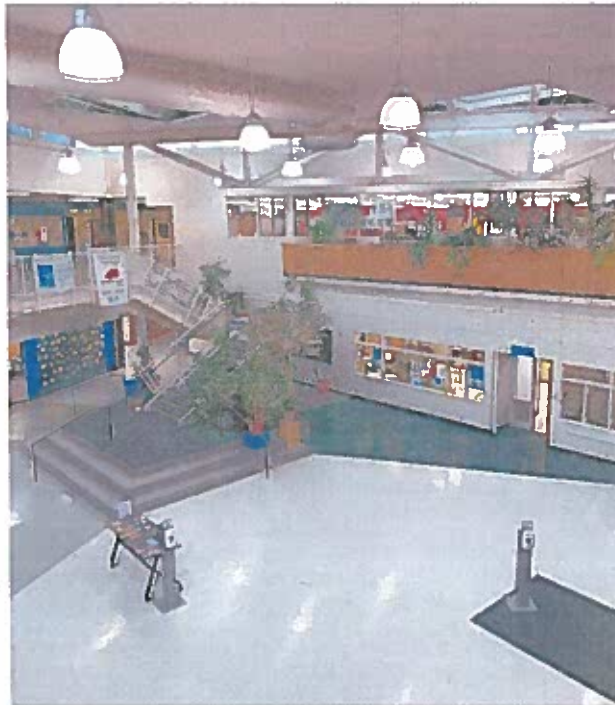
Exhibit 1.1.11 presents the summary ratings for all five focus areas based on reviewers' analysis of the adequacy of board policies to direct curriculum design and delivery in the organization.

Exhibit 1.1.11: District Policies to Determine Quality and Degree of Adequacy

Focus Area	Number of Criteria	Number of Possible Points	Points Given	Percentage of Points Relative to 70% Standard for Adequacy
One: Control	6	18	3	17%
Two: Direction	5	15	0	0%
Three: Consistency and Equity	5	15	3	20%
Four: Feedback	4	12	0	0%
Five: Productivity	6	18	0	0%
Overall Rating For all Criteria	26	78	6	8%
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As can be noted from **Exhibit 1.1.11**, only 8% of the characteristics of school policies were rated as adequate to guide the design, delivery, implementation, monitoring, and evaluation of the curriculum.

The WCUUSD policies do not establish control over critical curriculum management functions by communicating the board's expectation for what is to be done, under what conditions, and who is to assume responsibility and accountability for successful implementation. Without clear direction and oversight through board policies, decisions regarding curriculum management can be inconsistent and ineffective.



The U-32 Middle/High School atrium provides a welcoming entrance

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Summary

Overall, The WCUUSD has few written policies and planning documents that support the design, delivery, implementation, monitoring, and evaluation of the district's curriculum. Administrators recognize the need for a more focused effort on policy and written plan development that will ultimately impact student learning and help address concerns related to merging six former school districts into one unified district.

The board and administration's desire to revisit the district strategic plan demonstrates a first step in creating better pathways to allow for policy development and planning to occur as district priorities. Implementing policies and plans to direct curriculum management, assessment, professional development, and instructional technology efforts for will establish procedures that will direct organizational growth, provide continuity, and enhance teacher practices and student achievement (see Recommendation 1).

FOCUS AREA 2: The School District Has Established Clear and Valid Objectives for Students.

A school system meeting this review focus area has established a clear, valid, and measurable set of pupil standards for learning and has set the objectives into a workable framework for their attainment.

Unless objectives are clear and measurable, there cannot be a cohesive effort to improve pupil achievement in the dimensions in which measurement occurs. The lack of clarity and focus denies to a school system’s educators the ability to concentrate scarce resources on priority targets. Instead, resources may be spread too thin and be ineffective in any direction. Objectives are, therefore, essential to attaining local quality control via the school board.

What the Reviewers Expected to Find in the Washington Central Unified Union School District:

Focus Area Two: Direction	Common Indicators
Under Focus Area Two, reviewers examine the scope, quality, and alignment of the educational program within the school system. An educational system meeting Focus Area Two demonstrates clearly established learner expectations and definitions of instructional content for effective teaching and learning.	<ul style="list-style-type: none">• A clearly established, system-wide set of goals and objectives that addresses all programs and courses and is adopted by the school board;• Demonstration that the system is contextually responsive to national, state, and other expectations as evidenced in local initiatives;• Evidence of comprehensive, detailed, short- and long-range curriculum management planning;• Knowledge, local validation, and use of current best curricular practices;• Written curriculum that addresses both current and future needs of students;• Major programmatic initiatives designed to be cohesive;• Provision of explicit direction for the superintendent and professional staff;• A curriculum that is clearly explained to members of the teaching staff and building-level administrators and other supervisory personnel; and• A framework that exists for systemic curricular change.

Overview of What the Reviewers Found in the Washington Central Unified Union School District:

This section is an overview of the findings that follow in the area of Focus Area Two. Details follow within separate findings.

The district provided written curriculum for all courses offered to students. While written curriculum exists for all courses, the quality of the curriculum varies greatly. No courses met the CMIM criteria for high quality written curriculum. While links to standards were generally present, few courses included the required linkages to prerequisite skills, alignment to assessments, recommended classroom instruction guidance or resources, or provided examples of student practice activities. As a result, most teachers indicated that they rely little on district provided curriculum and mostly

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depend on either other teachers or self-selected online resources to design their lessons. A deep analysis of submitted lessons showed that while lessons are on appropriate grade level, they are not closely linked to performance indicators, less rigorous than the district desires, and employ the least engaging of classroom activities.

Finding 2.1: The scope of the written curriculum is complete, but the quality and use of the written curriculum are insufficient to provide direction for planning, teaching, and learning to ensure alignment of the written, taught, and assessed curriculum.

A comprehensive and articulated written curriculum promotes continuity and cumulative acquirement of skills, knowledge, and concepts both vertically and horizontally. Providing curriculum documents in all grades and subject areas increases the likelihood that students will have equitable access to the district's curriculum.

Quality curriculum documents identify the specific objectives to be taught, align the objectives with the tested curriculum, and identify the context for evaluation of student attainment of the objectives. They also specify prerequisite skills, instructional tools, and resources that are closely aligned with the objectives to be taught, and provide specific examples of how to approach key concepts and skills when teaching. Curriculum documents are the written guides that provide direction for teachers as they plan for classroom instruction. When curriculum documents are unavailable or missing components, teachers rely on other resources to plan instruction. This increases the probability that the system's intended curriculum will not align with the resources selected by teachers, which could lead to varying student access to the district's curriculum.

In its analysis of a district's written curriculum, review team members ask four questions:

- Is it there? (scope)
- How good is it? (quality)
- Is it being used? (implementation)
- Is it leading to desired outcomes? (results)

The scope of the written curriculum refers to the percentage of courses in the district for which written curriculum documents are available. Commercially produced programs, textbooks, or teacher-selected resources may not be in alignment with the instructional goals of the school and are not considered when determining the scope of the written curriculum. The Curriculum Management Improvement Model™ (CMIM) criteria calls for written curriculum guides to be present for every core course at every grade level and for most non-core courses at every grade level. The scope analysis examines only whether or not a written curriculum document exists for each course, without regard to the contents or quality of the documents.

In addition to reviewing these documents, reviewers conducted on-site observations; surveyed teachers, district and school administrators, and parents; and interviewed board members, school administrators, and teachers regarding the curriculum.

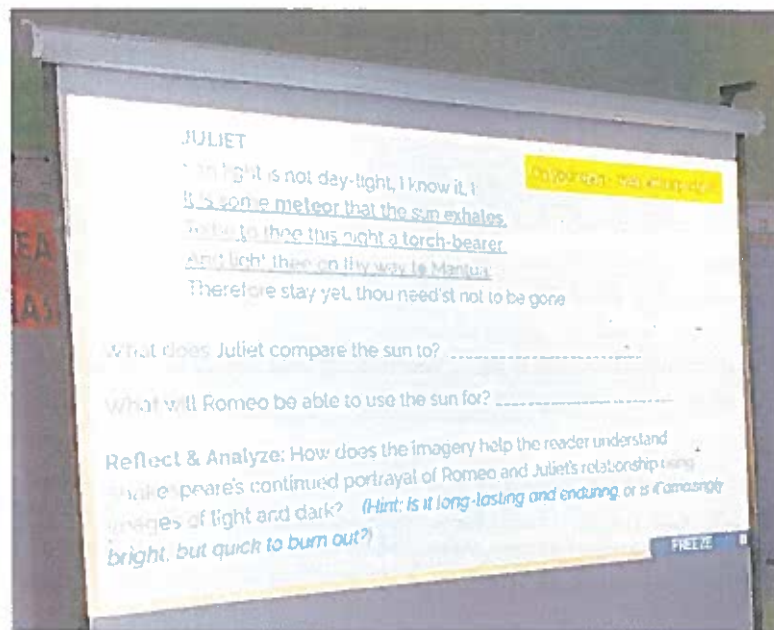
FOCUS AREA TWO

Scope of the Written Curriculum

To determine whether the scope of the WCUUSD written curriculum meets CMIM standards, team members reviewed documents presented by the district as curriculum in use by teachers to guide instruction. For the scope of curriculum to meet the review standard, 100% of core courses and at least 70% of non-core courses must have a written curriculum document available to teachers. The scope of the written curriculum analysis examines whether a written curriculum document exists for each course, without regard to content or quality. The scope answers the question, "Is it there?"

The curriculum documents presented for review were the Core Knowledge Student Learning Outcomes and Transferrable Skills. These documents present content and skills for students to master by grade level or grade level band, rather than by specific course. For high school courses that are not grade-specific, reviewers determined that a course had a written curriculum if the course description identified student learning objectives and/or transferable skills that would be taught in the course.

Reviewers determined that 100% of elementary (PK-6) courses and 100% of secondary (7-12) courses have written curriculum available to teachers, meeting the review standard for scope of curriculum. All core and non-core courses in the WCUUSD system were associated with specific student learning objectives or transferable skills. This answers the first question, "Is it there?"



WCUUSD students interpret *Romeo and Juliet* to appreciate Shakespeare's use of imagery

Quality of the Written Curriculum

After addressing the first question, “Is it there?”, reviewers examined all curriculum documents and asked the next question, “How good is it?” The absence of a quality written curriculum will lead to inconsistency in instructional practices among teachers. Without quality written curriculum, teaching and educational experiences may be fragmented, leading to unpredictable student learning outcomes and achievement (see **Finding 1.1, Curriculum Management Planning**).

To determine minimum quality of the written curriculum, the reviewers evaluated all available documents presented by district personnel through the district’s curriculum website. The reviewers reviewed each document using six criteria for the minimal basic components of quality and specificity shown in **Exhibit 2.1.1**. A curriculum document can receive a rating of 0 to 3 on each criterion, with 3 representing the highest rating possible. Based on the 6 criteria, a document could receive an overall rating of up to 18 points. To be considered of minimum quality to guide teachers in effectively delivering instruction that meets the district’s curriculum goals, a document must receive at least 14 points. Reviewers rated the 62 curriculum guides against the criteria in **Exhibit 2.1.1**.

Exhibit 2.1.1: Curriculum Management Improvement Model Frame One Analysis: Minimal Basic Components for Curriculum Document Quality and Specificity

Criterion Descriptors	Value
Criterion One: Clarity and validity of standards	
No standards present	0
Vague delineation of standards	1
States tasks to be performed or skills/concepts to be learned	2
States for each instructional objective the what, when (sequence within course/grade), how actual standard is performed, and the amount of time to be spent learning (requires rewrite or refining of the original language of the standard). The number of instructional objectives is feasible.	3
Criterion Two: Congruence of the curriculum to the testing and evaluation program	
No evaluation approach	0
Some approach of evaluation stated	1
States skills, knowledge, concepts which will be assessed	2
Each instructional objective or cluster of objectives has a corresponding formative and summative assessment, with rubric if required (as with performance-based assessment)	3
Criterion Three: Delineation by grade of the essential skills, knowledge, and attitudes	
No mention of required skill	0
States general knowledge students should have acquired in prior grades/courses	1
States prior general experience needed for the specified grade level	2
States specific documented prerequisite or description of discrete skills/concepts required prior to this course (may be a scope and sequence across grades/courses)	3

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Criterion Descriptors	Value
Criterion Four: Delineation of the major instructional tools in the form of [multiple] textbooks and supplementary materials	
No mention of instructional resources	0
Names instructional resources for some instructional objectives (less than 50%)	1
Names instructional resources for most instructional objectives (more than 50% but less than 100%)	2
States for each instructional objective or cluster* of objectives the “match” between the basic resources and instructional objectives (100 percent)	3
Criterion Five: Suggested strategies and approaches for classroom use	
No approaches cited for classroom use	0
Overall, vague statements on how to approach the content in the classroom (address less than half of the content objectives)	1
Provides general suggestions for approaches; gives general suggestions for at least half of the learner objectives	2
Provides specific examples, by instructional objective or cluster* of objectives, on how to teach, model, or engage students with key concepts/skills in the classroom	3
Criterion Six: Suggested Student Work/Activities for classroom use	
No inclusion of suggestions for student [practice] activities, projects, or work	0
Suggests student practice activities or assignments for some instructional objectives (less than half); activities may be the same for all students or allow for differentiation	1
Suggests some student practice activities or assignments (same or differentiated) for most instructional objectives (more than half but not all)	2
Suggests for all instructional objectives in the guide, by objective or cluster* of objectives, student practice activities, assignments, or projects that can be differentiated for content, process, and product	3
* In the case of assessments, instructional tools and resources, and suggested strategies and approaches, these may be clusters. For example, one suggested approach may, in fact, address multiple objectives, such as a cluster of objectives.	

Exhibit 2.1.2 displays the curriculum guides examined by the reviewers and their ratings of the quality of the written curriculum based on the above criteria.

The curriculum documents provided by the district contained performance indicators for each grade and core knowledge area. These documents were in a consistent two column table format, which identified the core knowledge area and grade or grade band, followed by standards and performance indicators. In most documents, the performance indicators were followed by “specific contents to help with scales,” which identified activities that students could do to demonstrate their level of mastery. Occasionally, there was a reference to a Common Core standard or a specific assessment.

In their analysis of curriculum documents, reviewers found no consistency across documents. Some were textbook scope and sequence charts, while others provided more detailed information. Content of the documents primarily consisted of standards divided into units or textbook-driven alignment. The review team found little in regard to listed prerequisites that students would need to be successful moving forward in a particular course of study. English

language arts curriculum documents received the strongest rating and contained references for suggested novels along with activities in some areas; however, the documents were weak in the

***“We don't have a curriculum; we have a set of standards.”
—(Teacher)***

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areas of prerequisites and clear approaches to delivery. Overall, the reviewers found that both core and non-core curriculum documents were not of sufficient quality to guide teaching and learning.

Reviewers rated the curriculum guides provided by the district according to CMIM criteria for quality and specificity as displayed in Exhibit 2.1.2. Guides must score 80% to receive an adequate rating according to CMIM criteria.

Exhibit 2.1.2: Reviewers' Ratings of Curriculum Documents

Course	Ratings						Overall Rating
	1	2	3	4	5	6	
	Obj	Asmt	Preq	Res	Appr	Work	
Literacy							
PreKindergarten Literacy	2	1	0	0	0	2	5
Kindergarten Literacy	2	1	0	0	0	2	5
1 st Grade Literacy	2	1	0	0	0	2	5
2 nd Grade Literacy	2	1	0	0	0	2	5
3 rd Grade Literacy	2	1	0	0	0	2	5
4 th Grade Literacy	2	1	0	0	0	2	5
5 th Grade Literacy	2	1	0	0	0	2	5
6 th Grade Literacy	2	1	0	0	0	2	5
7 th Grade Literacy	2	0	0	0	0	2	4
8 th Grade Literacy	2	0	0	0	0	2	4
9 th Grade Literacy	2	0	0	0	0	2	4
10 th Grade Literacy	2	0	0	0	0	2	4
PBGR Literacy	2	0	0	0	0	2	4
Average ELA	2.00	0.62	0.00	0.00	0.00	2.00	4.62
Mathematical Content and Practices							
PreKindergarten Math	2	0	3	0	0	2	7
Kindergarten Math	2	0	3	0	0	2	7
1 st Grade Math	2	0	3	0	0	2	7
2 nd Grade Math	2	0	3	0	0	2	7
3 rd Grade Math	2	0	3	0	0	2	7
4 th Grade Math	2	0	3	0	0	2	7
5 th Grade Math	2	0	3	0	0	2	7
6 th Grade Math	2	0	3	0	0	2	7
7 th Grade Math	2	0	3	0	0	2	7
8 th Grade Math	2	0	3	0	0	2	7
Algebra I	2	0	0	0	0	2	4
Geometry	2	0	0	0	0	2	4
Algebra II	2	0	0	0	0	2	4
PBGR Math	2	0	0	0	0	2	4
Average Mathematics	2.00	0.00	2.14	0.00	0.00	2.00	6.14

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Course	Ratings						Overall Rating
	1	2	3	4	5	6	
	Obj	Asmt	Preq	Res	Appr	Work	
Scientific Inquiry and Content Knowledge							
PreKindergarten Science	2	0	0	0	0	1	3
Kindergarten Science	2	0	0	0	0	2	4
1 st Grade Science	2	0	0	0	0	2	4
2 nd Grade Science	2	0	0	0	0	2	4
3 rd Grade Science	2	0	0	0	0	2	4
4 th Grade Science	2	0	0	0	0	2	4
5 th Grade Science	2	0	0	0	0	2	4
6 th Grade Science	2	0	0	0	0	2	4
7 th and 8 th Grade Science	2	0	0	0	0	2	4
PBGR Science	2	0	0	0	0	2	4
Average Science	2.00	0.00	0.00	0.00	0.00	1.90	3.90
Global Citizenship							
PreKindergarten and Kindergarten GC	2	0	0	0	0	2	4
1 st and 2 nd Grade GC	2	0	0	0	0	2	4
3 rd and 4 th Grade GC	2	0	0	0	0	2	4
5 th and 6 th Grade GC	2	0	0	0	0	2	4
7 th and 8 th Grade GC	2	0	0	0	0	2	4
9 th and 10 th Grade GC	2	0	0	0	0	2	4
PBGR GC	2	0	0	0	0	2	4
Average Global Citizenship	2.00	0.00	0.00	0.00	0.00	2.00	4.00
Physical Education and Health							
PreKindergarten, Kindergarten, 1 st and 2 nd Grade PE/H	2	0	0	0	0	2	4
3 rd and 4 th Grade PE/H	2	0	0	0	0	2	4
5 th and 6 th Grade PE/H	2	0	0	0	0	2	4
7 th and 8 th Grade PE/H	2	0	0	0	0	2	4
PBGR PE/H	2	0	0	0	0	2	4
Average Physical Education and Health	2.00	0.00	0.00	0.00	0.00	2.00	4.00
Artistic Expression							
PreKindergarten AE	2	0	0	0	0	0	2
Kindergarten, 1 st , and 2 nd Grade AE	2	0	0	0	0	2	4
3 rd , 4 th , and 5 th Grade AE	2	0	0	0	0	2	4
6 th , 7 th , and 8 th Grade AE	2	0	0	0	0	2	4
PBGR AE	2	0	0	0	0	2	4
Average Artistic Expression	2.00	0.00	0.00	0.00	0.00	1.60	3.60
Financial Literacy							
PBGR Financial Literacy	2	0	0	0	0	2	4
Average Financial Literacy	2.00	0.00	0.00	0.00	0.00	2.00	4.00

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Course	Ratings						Overall Rating
	1	2	3	4	5	6	
	Obj	Asmt	Preq	Res	Appr	Work	
Transferable Skills							
PreKindergarten and Kindergarten TS	2	0	3	0	0	2	7
1 st and 2 nd Grade TS	2	0	3	0	0	2	7
3 rd and 4 th Grade TS	2	0	3	0	0	2	7
5 th and 6 th Grade TS	2	0	3	0	0	2	7
7 th and 8 th Grade TS	2	0	3	0	0	2	7
9 th and 10 th Grade TS	2	0	3	0	0	2	7
PBGR TS	2	0	3	0	0	2	7
Average Transferable Skills	2	0	3	0	0	2	7
Average (All)	2.00	0.07	0.64	0.00	0.00	1.94	4.65
Data Source: WCUUSD CIA Teacher Resources website							

As noted in **Exhibit 2.1.2**, curriculum document ratings were highest in Criterion One: Clarity and validity of standards, and Criterion Six: Suggested Student Work/Activities for classroom use with an average score of 2.0 and 1.94, respectively, out of 3 across all documents examined. The mean rating was 4.65, which is below 14, the CMIM minimum standard for quality. Overall, the curriculum documents were not considered strong enough to meet CMIM standards for quality at WCUUSD.

The following is the reviewers' analysis of the criteria listed in **Exhibit 2.1.2**:

Criterion One: Clarity and validity of standards

Mean Rating: 2.0

This criterion received the strongest rating. To receive a 3, each objective must state the what, when (sequence within the course/grade), how the actual standard is performed, and the amount of time to be spent learning. All curriculum documents presented by the district contained specific district-developed standards that are aligned to the Vermont standards. It is important to note that the 35 district standards are broad and constant across all grades. The curriculum guides present, by grade or grade band, performance indicators for students to demonstrate progress toward mastery of the standards. The number of performance indicators listed varies in number and specificity by content area, grade band, and standard. For example, in 4th grade literacy, 48 performance indicators were listed across 6 standards, whereas in 4th grade mathematics, 11 performance indicators were presented across 5 standards. Curricular documents did not indicate the order in which the standard should be addressed or the amount of time to be spent on each standard, nor do they provide enough detail for teachers to determine context and cognition required for mastery. More information was needed regarding specific content to be covered each year for each standard. Without a curriculum document that outlines in detail a scope and sequence of student objectives, teachers may select various student objectives throughout the year, resulting in course inconsistency and possible gaps in student learning.

Criterion Two: Congruity of the Curriculum to the Assessment Process

Mean Rating: 0.07

To obtain a score of 3, each objective or meaningful cluster of objectives is matched to specific assessment instruments, stating when and with what instrument that objective is to be assessed.

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A few of the early grade literacy guides reference particular assessments; however, these were not updated to reflect assessments currently in use in the district. No other curriculum documents addressed assessment of the standards. The guides needed more detailed information regarding how specific content will be assessed. Without clear assessment, teachers rely solely on their professional judgment of student mastery of content. Such inconsistent monitoring of student mastery can lead to a lack of clarity about students' learning.

Criterion Three: Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes

Mean Rating: 0.64

To obtain a score of 3, curriculum guides must state specific documented prerequisites or describe discrete skills/concepts required prior to the course. Curriculum documents made no mention of knowledge and skills that students would be expected to have prior to beginning learning in the current grade content. Proficiency Progression documents in literacy, mathematics, and Global Citizenship showed evidence of developing scope across grade levels, but were not complete across all grades. Without a clear statement of prerequisites, teachers are not able to plan pre-assessments at the beginning of a learning plan, modify lesson plans, and/or provide individualized instruction to master the objectives.

Criterion Four: Delineation of the Major Instructional Tools

Mean Rating: 0.00

To receive a 3 rating, each objective or standard correlates to specific instructional resources and supplemental materials. Curriculum documents provided by the district did not identify resources. Without a clear match between the standard and the resources being used for instruction, alignment may not exist, making it more difficult to promote higher learning for all students.

Criterion Five: Clear Approaches for Classroom Use

Mean Rating: 0.00

To receive a 3 rating on this criterion, curriculum documents must provide teachers with specific suggested strategy examples linked to specific standards. The curriculum documents did not include approaches to teach key concepts and skills. There were no examples for teaching the objectives in the classroom. The district initiative for Proficiency Based Learning requires Flexible Pathways, Personalized Learning, and Proficiency Based Reporting (see [Introduction](#), *District Mission*). To assist teachers in meeting these goals, curriculum guides must provide suggested approaches, questions, and activities that give students the opportunity for meeting their Core Knowledge and Transferable Skills goals. Having these suggested approaches ensures teachers have clear models for rigorous instruction and are not relying solely on their own experiences or interpretations of rigor.

Criterion 6: Suggested Student Work/Activities for Classroom Use

Mean Rating: 1.94

To receive a 3 rating on this criterion, curriculum documents must present, for all instructional objectives, student practice activities, assignments, or projects that can be differentiated for content, process, and product. No curriculum guide reviewed included any student work activities beyond the listed performance indicators, which reviewers considered as grade-level objectives rather than suggested activities.

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When asked about the quality of curriculum documents during interviews and through survey questions, teachers and administrators responded with the following observations:

- “We don’t have a curriculum; we have a set of standards.” (Teacher)
- “In areas of literacy, science and Global Studies, we do not have district provided curriculum materials - we have Performance Indicators, but no other guidance.” (Teacher)
- “We need a curriculum plan that offers a framework for what to teach, how to teach it, materials required, based on identified needs to address low student achievement, and PD designed to make the most of the curriculum.” (Building Administrator)
- “There is very little district curriculum documentation in use currently; I find myself creating and finding curriculum information on my own. It is quite time consuming and frustrating at (sic) having to do it all myself.” (Teacher)

Overall, the WUUCSD curriculum documents did not meet CMIM criteria to provide teachers with clear, comprehensive work plans that guide teaching. Additionally, there is insufficient support for instructional methods and delivery expectations in the classroom. Teacher are provided basic state standards, with little beyond to guide their lesson development or instructional planning. Quotes from teachers support the reviewers’ finding the district lacks a well-developed district curriculum to support instruction. None of the curricular documents reviewed met the minimum CMIM criteria of 14 of 18 points for quality. This addresses the second question, “How good is it?”

By defining the tightly-held curriculum components of clearly defined objectives with teaching timelines by objective, assessment items keyed to all objectives, and clearly defined prerequisites, WCUUSD curriculum documents would provide more support for teachers. Well-defined, tightly-held components are especially critical for new or inexperienced teachers because they provide structure for the loosely-held components, such as suggested resources and activities identified by objective and approaches to teaching specific objectives. Clear and intentional curriculum design for clarity and congruence among the objectives and the written documents, instructional materials, instructional strategies, prerequisites, and assessments provide the support necessary for aligned teaching and learning (see Recommendation 2).



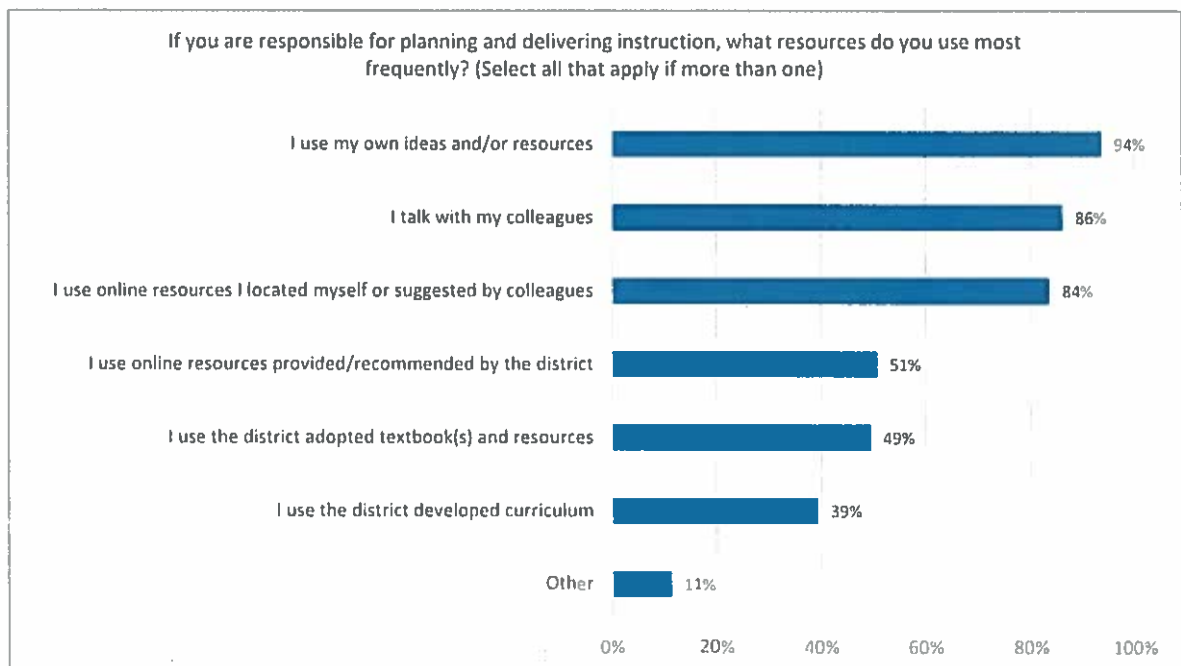
Middle school students conducting a team science lab

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Use of Curriculum

Based on survey data, reviewers found that teachers are relying on their own experience and that of their colleagues, as well as online resources, for the majority of their instructional planning. In response to the online survey question, “If you are responsible for planning and delivering instruction, what resources do you use most frequently?”, teachers selected from eight possible responses. Exhibit 2.1.3 presents these results.

Exhibit 2.1.3: Resources for Planning and Delivering Instruction as Reported by Classroom Teachers



Data Source: Online Teacher Survey

Since respondents could select more than one answer, the percentages in the exhibit do not total 100%. Each bar represents the percentage of all respondents who selected that answer. The largest number of teachers (94%) responded they use their own ideas and/or resources to plan instruction. Additionally, 86% of teachers stated they talk with their colleagues. Eighty-four percent reported that they use online resources they have located for themselves or suggested by colleagues. Only 39% of teachers reported using the district curriculum to plan instruction.

These teacher responses point to inconsistent use of district curriculum resources for planning and delivering instruction. Representative comments about curriculum use from online surveys and interviews included the following:

- “I draw on curriculum made publicly available from other districts.” (Teacher)
- “I make most of my own materials and write most of my curriculum as well.” (Teacher)
- “I am not aware of any district designed curriculum. We develop and refine our curriculum at the department level.” (Teacher)

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Reviewers found that the district's curriculum guides do not meet CMIM criteria for quality. Without quality curriculum documents, teachers ultimately look elsewhere to support instructional planning and delivery. This provides the answer to the third question, "Is it being used?"

Student Performance

Student assessment data enable a district's staff to evaluate the effectiveness of the written curriculum, as well as the instructional methods used to improve student achievement. This section answers the question, "Does it make a difference? or Is it leading to desired outcomes?" The school board, district and school staffs, parents, and students can use comparative assessment data to determine how effective the schools and district have been in educating students. Further, these data enable the analyses of program effectiveness. Effective school systems are able to document high achievement among all students, and test scores should indicate a consistent pattern of improvement over time. Without such data, leaders do not have the information necessary to assess the quality and consistency of student learning, program effectiveness, and organizational performance. Additionally, leaders do not have a sound basis for decisions about the design and delivery of curriculum.

***"We need more time to collaborate within grade level groups to hash out methods, benchmarks, expectations, and remediation."
—(Teacher)***

To identify proficiency goals and student achievement trends, the reviewers examined state and district policies and plans, test data reports, and related documents. Reviewers also interviewed and surveyed school board members, district and building administrators, teachers, and parents.

Review team members heard in interviews with board members, administrators, and teachers a shared concern about the "flatness" of math scores on state tests. To investigate, the review team analyzed test scores for the past two years. WCUUSD is performing above the state average on the state-required assessments in Literacy, but below the state average in mathematics. Compared to districts serving similar student populations, WCUUSD is performing similarly on state-required assessments in literacy, but well below the similar districts' average performance in mathematics. So, while the concern about math score "flatness" may be justified, the urgency is tied more to a case of math scores falling below the state as a whole and similar comparison districts. This information provides an answer to the final question, "Is the curriculum being used leading to desired results?"

The district provided the review team with data from the *Smarter Balanced Assessment Consortium (SBAC)* program. SBAC are high-stakes criterion-referenced assessments used at the state and national levels to measure district success. They are completed by a majority of students and, therefore, they provide the broadest information about performance. The SBAC includes annual assessments in grades 3-9 for literacy and mathematics. Reviewers analyzed data from 2018 and 2019.

Identifying a meaningful comparison point is critical to receiving useful feedback from assessment data. As indicated in **Exhibit 2.1.4**, WCUUSD students are 10% less likely to be economically disadvantaged than students from the state of Vermont as a whole, so reviewers identified a group of districts of similar size enrollment and percentage of economically disadvantaged students to create a meaningful comparison group. Comparison districts are listed in **Exhibit 2.1.4**.

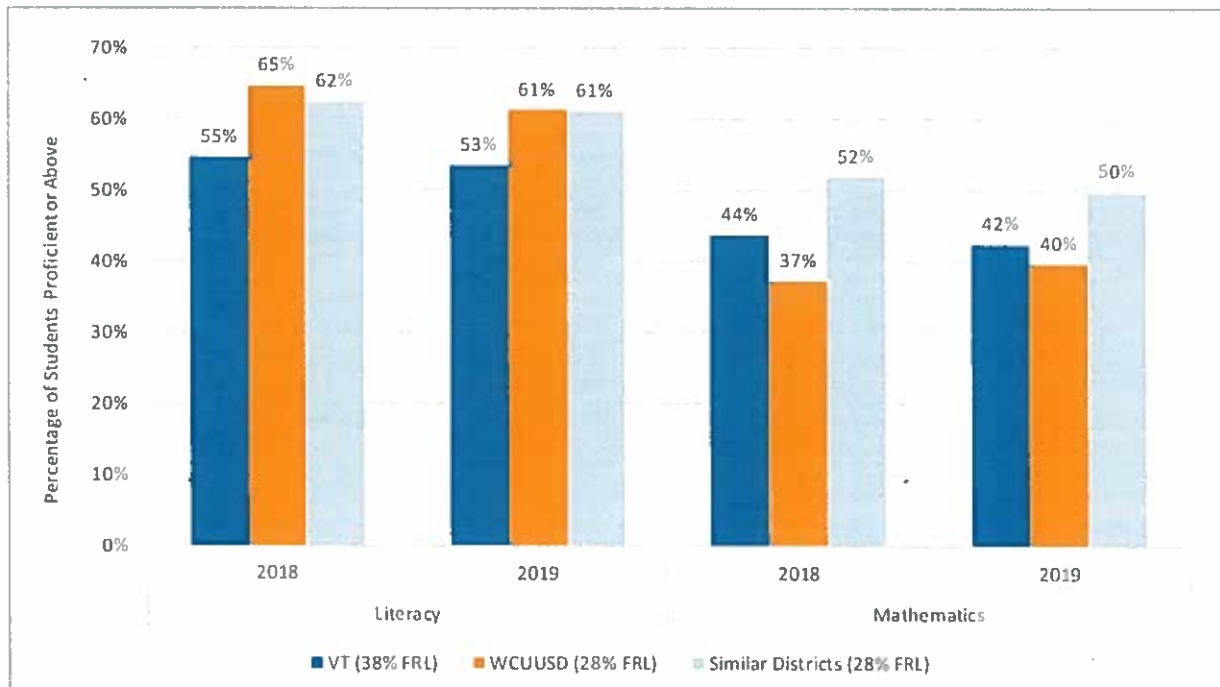
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Exhibit 2.1.4: Student Information, Grades 3-9, WCUUSD, Comparison Districts, and Vermont, 2018-19

Group Name	Student Enrollment	Percentage of Students Economically Disadvantaged
WCUUSD	771	28
Vermont	41,160	38
District Comparison Group Average	851	28
Colchester School District	1,117	28
Harwood Unified Union School District	922	22
Lamoille South Supervisory Union	852	27
Windsor Central Supervisory Union	514	23
<i>Data Source: 2018-19 Vermont Assessment Data</i>		

The percentages of students meeting or exceeding literacy and mathematics proficiency expectations on the SBAC exams over the past two years in the state, comparison group districts, and WCUUSD are presented in Exhibit 2.1.5. Performance is presented by subject and represents all students assessed in grades 3-9.

Exhibit 2.1.5: Percentage Meets Proficient or Above: SBAC Assessments, WCUUSD, Comparison Districts, and Vermont, 2018 and 2019



Data Source: Vermont Education Dashboard Datasets, Assessment_2018 and Assessment_2019

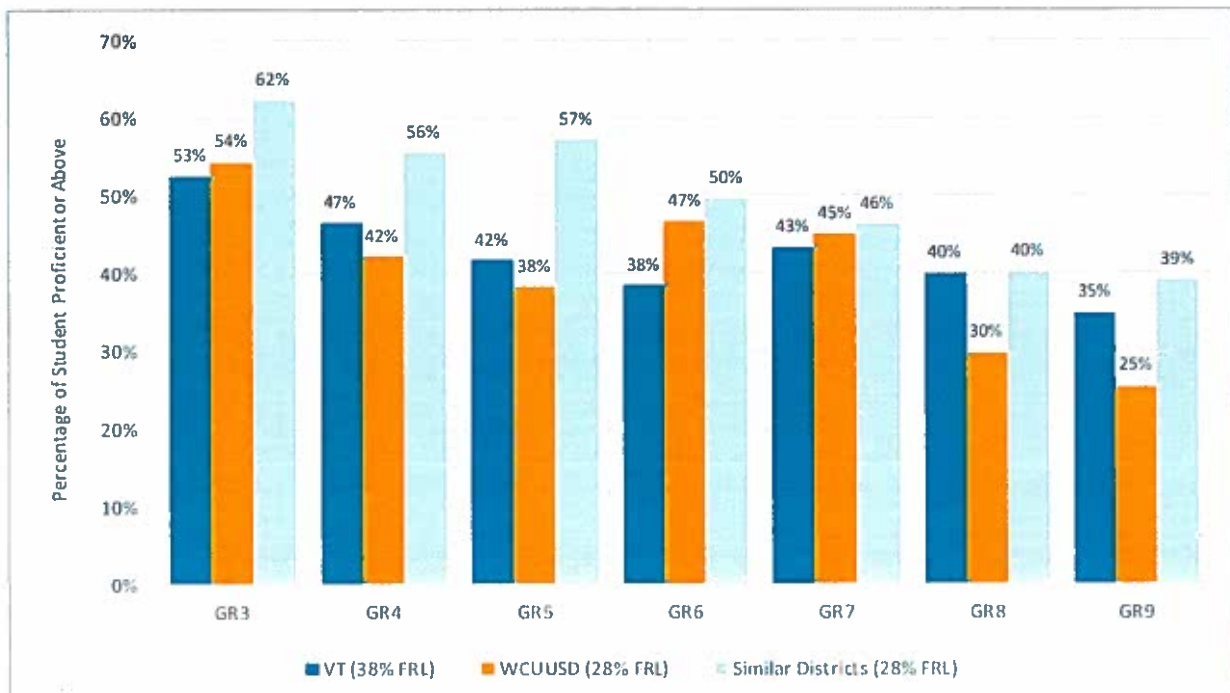
As indicated in Exhibit 2.1.5, literacy proficiency rates are higher than mathematics proficiency rates in both 2018 and 2019. WCUUSD students are more likely to be proficient in literacy than students in the state as a whole, and are slightly more likely to be proficient in literacy than students

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in comparison districts. In mathematics, however, WCUUSD students are less likely to be proficient than students across the state and those in comparison districts.

To further understand the difference in mathematics performance, reviewers examined 2019 proficiency rates by grade level. Exhibit 2.1.6 presents 2019 SBAC mathematics proficiency rates for WCUUSD, comparison districts, and the state by grade level.

Exhibit 2.1.6: Percentage Meets Proficient or Above by Grade, SBAC Mathematics Assessments, WCUUSD, Comparison Districts, and Vermont, 2019



Data Source: Vermont Education Dashboard Datasets, Assessment_2019

As presented in Exhibit 2.1.6, students in the state, WCUUSD, and comparison districts are most likely to meet proficiency expectations in grade 3, and least likely to meet proficiency expectations in grade 9. WCUUSD students in grades 4, 5, 8, and 9 are less likely to be proficient than students in both the state and comparison district; students in grades 3, 6, and 7 are more likely to be proficient than their peers across the state, but less likely to be proficient than students in comparison districts. Finally, in no grade level were WCUUSD students more likely to be proficient than students in comparison districts.

Summary

The curriculum, as it exists, does not contain the minimal components needed to provide teachers comprehensive work plans to guide instruction. Reviewers found the scope of written curriculum was adequate, but the existing curriculum does not designate specific prerequisite skills, provide time frames or a sequence for instruction, identify methods of assessments, provide suggestions for instructional resources and materials, or give examples of strategies or approaches to teach key concepts. These components are critical elements in providing guidance for a new or inexperienced teacher. The purpose of providing curriculum documents that meet the standards for quality is to ensure equal access for all students with instruction aligned to rigorous standards, assessments,

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resources, prerequisite skills, and instructional strategies that best meet their needs. Relatively low student proficiency in mathematics provides an example how a lack of quality curriculum can affect student achievement. Curriculum documents that provide all the components needed to guide instruction provide a framework for teachers, resulting in more consistent student learning (see **Recommendation 2**).

Finding 2.2: Most reviewed student artifacts were on grade level, but a substantial proportion of elementary artifacts did not fully align to the content of the district Performance Indicators. Artifacts generally were of low cognitive demand and employed less-engaging, traditional classroom contexts.

Student work artifacts – the tasks students perform either in-person or virtually – provide valuable information to the school district about how the Performance Indicators are being interpreted and the written curriculum is being delivered. Artifacts must address the same content as described by the district curriculum with cognitive demands equal to or exceeding that which is required by the Performance Indicators. Similarly, artifacts should be aligned to the requirements of the assessment students will take at the conclusion of a course, both in content and cognitive demand. Artifacts can also sometimes reveal inequities in curriculum access between schools, subgroups, and content areas, giving districts the ability to see and address specific areas of need.

Methodology

The district Curriculum Director facilitated the collection of student work artifacts across all schools in the district. Artifacts represented each grade level and content area from the five elementary schools and one secondary school. Artifacts were tagged with the school, course, grade level, content area, and district Performance Indicator(s) aligned to the lesson in which the task was performed. Some teachers provided a written description of the lesson in which the artifact was collected; some teachers submitted lesson plans with descriptions of student performance; and some artifacts were submitted without explanation beyond the cover page. A total of 213 artifacts were viable for analysis; some artifacts were not evaluated because they were missing a Performance Indicator, or the reviewers could not determine the task from the submission. Thorough artifact analysis can provide insight into possible areas of weakness with regard to content, context, and cognitive type alignment to the Performance Indicators for each content area and grade level.

Overall, reviewers found that while artifacts were mostly on grade level, the cognitive demand of artifacts was low, and the contexts were often of the least engaging types.

Objective Content Calibration

Objective content refers to the knowledge, skills, processes and attitudes to be taught as expressed by a student learning objective. For this type of analysis, reviewers calibrated the instructional level of the student artifact by comparing the content area skill or concept to be mastered to the district's Performance Indicators. From this calibration, an actual grade level/course content specification can be determined for each artifact by curricular area. The actual grade level of each artifact is then tallied for each grade level to derive a percentage of artifacts that are on grade level. For example, if grade 4 had six artifacts and three were determined to be at grade level, we would say that 50% were at grade level; the remaining three artifacts were determined to be at one grade level below, so 50% are at the grade 3 level.

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These data are then placed in a table showing the distribution of the actual grade level of the artifacts, as determined by the analysis. Then the calibrated grade levels are multiplied by the number of artifacts to determine the average level of difficulty for all artifacts in that grade level. For example: if grade 4 has six artifacts total and three are on grade level and three are at grade 3 level, we multiply 3 by 3 for a score of 9 and 3 by 4 for a score of 12. These numbers are added together for a score of 21, then divided by the total number of artifacts for grade 4: 21 divided by 6, for an average grade level score of 3.5. It is important to note that this is *not* a grade equivalent score; it merely reflects the average grade level that the artifacts represent. Of more import are the percentages in the body of the exhibit table, which show the percentage of artifacts calibrating either lower or higher than their purported grade. Also of import are the percentages of artifacts determined to be Content Mismatches (CM): these artifacts did not correspond to any of the objectives at any grade level and are thus not aligned in content to the district's curriculum. Content mismatches are not counted in the average of artifact grade levels. Additionally, it should be noted that it is the *activity* of the artifact that is evaluated, *not* a student's actual work. The student's actual work may represent an even lower or higher grade level than what the artifact itself requires. It should also be noted that grade level calibrations are a cross section of the types of work students are asked to do to demonstrate mastery of the standards.

Exhibit 2.2.1 shows the content calibration for the elementary student work artifacts.

Exhibit 2.2.1: Grade Level Calibration K-6

Grade Level from which Artifact was Collected	Percent of Artifacts Compared with Grade Level Standards Distributed by Grade								Average Grade Level of Student Work
	K	1	2	3	4	5	6	CM	
K	82%							18%	0
1		64%		4%				32%	1.1
2		3%	79%					18%	1.9
3			11%	74%				15%	2.9
4		4%	4%	4%	80%			8%	3.7
5				4%		85%		12%	4.9
6						7%	86%	7%	5.9

* For calibration purposes, Kindergarten as a level is 0

The following may be noted from Exhibit 2.2.1:

- A total of 168 elementary artifacts were analyzed.
- Reviewers analyzed the core subject areas only: English language arts, mathematics, science, and social studies. Reviewers did not disaggregate by subject area because of unequal numbers of artifacts per subject area, and because this analysis is designed to provide an overall understanding of grade-level tasks across subject areas.
- Seventy-eight percent of artifacts were on grade level, while 6% were below level.
- Reviewers noted that in some content areas, such as science, Performance Indicators are virtually identical from grade level to grade level, so artifacts sometimes calibrate lower because there is no meaningful difference between the skills and knowledge described by

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the standards. Additionally, if a text was not provided along with the English language arts artifact, it was sometimes difficult to determine the grade level of the task because many of the English language arts Performance Indicators are identical.

- Of concern was the 16% of artifacts that were Content Mismatches, meaning the activity of the artifact did not correspond to the Performance Indicators at any grade level.

An example of a content mismatch is a kindergarten mathematics task that requires the student to connect the dots to create a picture. The dots are numbered and the student must draw lines from one number to the next, in order. However, the Performance Indicators for this task include PI 1(a): Count accurately to tell a number of objects from one to ten; and PI 1(d): Count orally by ones and tens to 100. This task neither required the student to count orally, nor was the student counting objects.

Another example of a content mismatch is a grade 1 science task in which students are “investigating” vibrations as a source of sound effects for movies. Students are using their body parts and objects to create thunder-like sounds. However, the Performance Indicator for this task is identified as PI 6(b): Variables: Consider the cause-and-effect relationship of observed phenomenon. Students do not engage in any activity beyond making the thunder noise; thus, they have not considered cause and effect relationships during this activity.

Exhibit 2.2.2 shows the content calibration for the secondary student work artifacts.

Exhibit 2.2.2: Grade Level Calibration 7-12

Grade Level from which Artifact was Collected	Percent of Artifacts Compared with Grade Level Standards Distributed by Grade								Average Grade Level of Student Work
	6	7	8	9	10	11	12	CM	
7	14%	72%						14%	6.8
8		14%	72%					14%	7.8
9	25%			75%				0	8.2
10					100%			0	10
11						100%		0	11
12	8%						92%	0	11.5

The following may be noted from Exhibit 2.2.2: A total of 45 secondary artifacts were analyzed.

- Reviewers analyzed the core subject areas only: English language arts, mathematics, science, and social studies.
- Most artifacts (85%) were on grade level, while 10% were below level.
- Most concerning were the artifacts that were significantly below grade level. For example, a grade 9 English language arts artifact was aligned to PI 1(b): Critical Reading/reading beyond and about the text: Use inductive reasoning to create an interpretation of grade-level texts; however, this artifact required students to read short paragraphs written at approximately a fourth grade level and identify the main idea of the paragraphs.
- Few secondary artifacts were Content Mismatches (5%), meaning the activity of the artifact did not correspond to the Performance Indicators at any grade level.

Ambiguity of Performance Indicators

The district provides Performance Indicators to guide teacher lesson planning for each subject area and grade level in Kindergarten through grade 10 and then general Performance Indicators for subject areas taught in grades 11 and 12. However, many of the district's Performance Indicators are identical year over year, providing little direction for the development of tasks that align to specific grade-level content. Reviewers noted that several artifacts were aligned to Performance Indicators that repeat each year, especially those Performance Indicators that are typically "process standards" divorced from content. This indicates a need for more direction from the district curriculum, especially related to grade-level content; without this guidance, teachers are creating tasks that are not connected to grade-level content, and the student experience is inconsistent from classroom to classroom. An example of this is illustrated in Exhibit 2.2.3.

Exhibit 2.2.3: Ambiguity of Performance Indicators Evidenced in Artifacts

Artifact	Purported Standards
<p>Bubbles-Design Your Own Wand</p> <p>Science.PI: Design, Conduct and Analyze Science Investigation</p> <p>Title (Purpose): What will happen when I use different shapes of bubble wands?</p> <p>Learning Intention: I can identify my variables, I can test for one variable and keep the other variables the same, I can record my predictions, observations, and conclusion.</p> <p>Control/Dependent Variable: (What things stay the same)</p> <p>Independent Variable: (What thing you are testing for)</p> <p>Materials: Pip cleaners Bubble solution Clipboard Towel Pen</p> <p>Procedure: You will be testing what happens when you use different shapes of wands. 1. Inside-Using the pipe cleaners, twist the pipe cleaners to make a different shape for each wand. 2. Outside-Find one location to do the experiment-sunny or shade but it should be the same location for each test (trial). 3. Pick one blow wand. Write a prediction of what shape you think the bubble will make. Blow at least 3 bubbles with the same amount of blowing to get them the same size. Record your observations. 4. Choose another wand. Blow at least 3 bubbles with the same amount of blowing to get them the same size. Record your observations. 5. Continue until you have used all of your wands.</p> <p>Observations: Draw wand. Write a prediction of what shape you think the bubbles will be. Record the shape of the bubbles. Draw a line between wands. Then record the actual shape of the bubbles.</p>	<p>5th Grade Science</p> <p>6(b): Variables: Identify variables in order to make a fair test using grade level content.</p> <p>6(c): Making hypotheses: Make reasonable predictions about what would happen if a variable changes, based on prior knowledge and patterns, such as cause and effect relationships.</p> <p>6(d): Carrying out Investigations: Evaluate appropriate methods and/or tools for collecting data. Carry out an investigation using appropriate tools and or measurements to collect and record data based on grade level content.</p> <p>6(f): Analyzing Data: Analyze and interpret grade level appropriate data to draw conclusions using evidence.</p>

Exhibit 2.2.3 shows that while the artifact measures mastery of four separate Performance Indicators related to conducting investigations, the content of the investigation is left up to the teacher. In the case of the artifact in Exhibit 2.2.3, the teacher chose content that is not articulated on any of the grade-level science Performance Indicators. Without clear articulation of grade-level content,

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investigations in grade 5 classrooms across the district may explore significantly different science content. In order to apply the scientific process, the lesson should be grounded in grade-level content identified on the Performance Indicators for that grade level. Content that may have been more appropriate for this lesson could have been aligned to PI 3(c): Support an argument that the gravitational force exerted by Earth on objects is directed down.

Other Issues Noted:

- **Created vs Authentic Texts:** Created texts are pieces specifically written for a textbook publishing company rather than authentic literature written by established authors. Authentic texts usually have richer vocabulary and more carefully crafted expression and are more engaging for students. Created text tends to be of lower cognitive demand and less engaging. The sample of artifacts was very small, so it's not possible to say whether created texts predominate in the reading curriculum, but reviewers noted that of the elementary reading artifacts that utilized some form of text, 8% were authentic, written by established children's authors, 62% were created, and 31% were undetermined because the title of the text was not included with the artifact. Reviewers further noted that the reading program listed as the copyright holder on several artifacts (Lucy Calkins Units of Study) employs leveled readers that are nearly all created text.
- **Artifact sources:** The review team noted many worksheets had clearly come from internet sources such as Teachers-Pay-Teachers. These types of resources can vary widely in quality and can often be extremely low in cognitive demand.

Overall, a significant amount of elementary artifacts were content mismatches, while secondary artifacts were primarily on grade-level.



East Montpelier Elementary students using proper social distancing while taking turns reading aloud

Cognitive Type Analysis

Cognitive Type is an indicator of the type of thinking required to carry out a given task. Reviewers expect the cognitive types of the written, taught, and tested curriculum to be congruent so that students are not surprised by any of the cognitive demands placed on them in high stakes testing situations. The various assignments and activities collected in classrooms across the district should reveal a range of cognitive demands, demonstrating ample practice opportunities and higher-order thinking skills. Research shows that students improve dramatically when they are engaged in problem solving, critical thinking, and decision-making activities that are grounded in content area knowledge. In the simplest terms, the more students are asked to do cognitively with grade-level content, the more they are able to achieve.

To perform an analysis of cognitive type, reviewers used the framework based on the revised Bloom's Taxonomy of cognitive domains, as presented in Exhibit 2.2.4.

Exhibit 2.2.4: Description of Cognitive Types in Bloom's Revised Taxonomy

Cognitive Domain	Definition of Type	Additional Clarification Comments
Remembering	Includes those behaviors and test situations that emphasize remembering, either by recognition or recall of ideas, material, or phenomena.	Ranges from the specific and relatively concrete to the more complex and abstract, including interrelations and patterns in which information can be organized and structured. Remembering is the dominant psychological process.
Understanding	When confronted with written or oral communications, the student is expected to know what is being communicated and how to make some use of the materials or ideas contained in it.	Three types: translation, interpretation, extrapolation. Emphasis is on grasping the meaning and intent of the material.
Applying	Student must be able to apply comprehension without prompting in a situation new to the student. Requires transfer of knowledge and comprehension to a real situation.	Emphasis is on remembering and bringing to bear upon a new situation.
Analyzing	Student must break down into component parts, make explicit the relationships between elements, and recognize organizational principles of the structure that hold the elements together as a whole.	Emphasizes breaking wholes into pieces and the ability to detect structure, relationships, organization. Must have a specific purpose.
Evaluating	Making judgments about values for some purpose; ideas, works, solutions, methods, materials, etc.	Involves the use of criteria as standards for appraising the degree to which something is effective, accurate, satisfying. May be quantitative or qualitative. Not merely opinions; must have salient criteria as its basis.
Creating	Putting together elements and parts to form a whole; to create pattern or structure not clearly there before.	Emphasis is on the creative ability of students within a given framework. Must draw on elements from many sources. Should yield a product.

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To analyze the cognitive types of the various artifacts collected, reviewers compared the activity of each artifact to Bloom's Revised Taxonomy, recorded the cognitive type of each artifact, and used those totals, divided by the total number of artifacts, to determine the percentage of each type. In the following exhibit, Lower-Order Thinking Skills include Remembering, Understanding, and Applying, while Higher-Order Thinking Skills include Analyzing, Evaluating, and Creating. The exhibits are constructed to show the proportion of lower- to higher-order thinking skills present in the artifacts.

Exhibit 2.2.5 shows the distribution of higher- and lower-order thinking skills in WCUUSD student work artifacts.

Exhibit 2.2.5: Proportion of Lower- and Higher-Order Thinking Skills

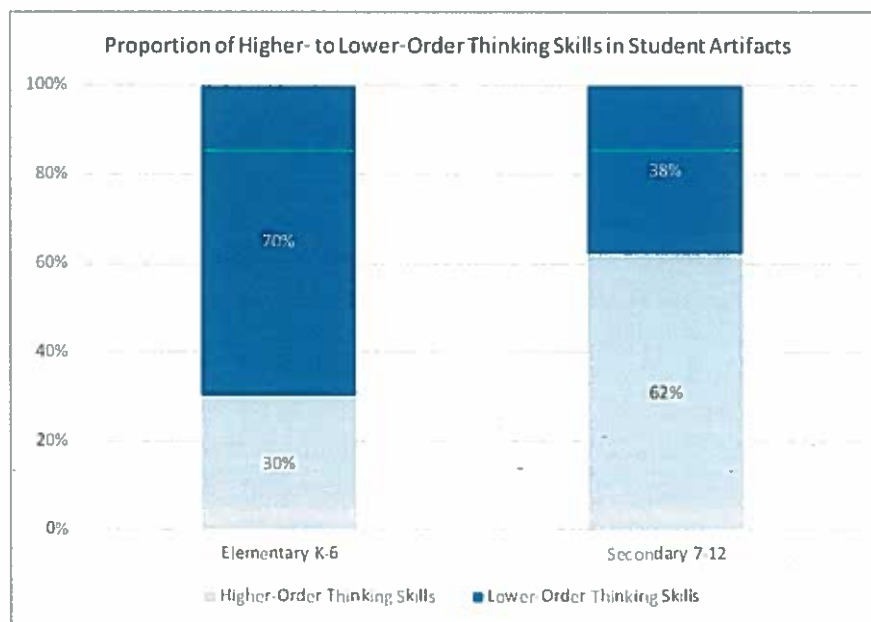


Exhibit 2.2.5 shows the following:

- Seventy percent of elementary artifacts (K-6) required only lower-order thinking skills (Remembering, Understanding, Applying) to complete.
- The remaining 30% of elementary artifacts required higher-order thinking skills (Analyzing, Evaluating, Creating) to complete.
- Of secondary (7-12) artifacts, 38% required only lower-order thinking skills to complete, and 62% required higher-order thinking skills to complete.
- Of the elementary artifacts, 73% (40) of ELA artifacts required lower-order thinking skills, and 27% (15) required higher-order thinking skills; 84% (41) of mathematics artifacts required lower-order thinking skills, and 16% (8) required higher-order thinking skills; 29% (10) of science artifacts required lower-order thinking skills, while 71% (25) required higher-order thinking skills; and 93% (27) of social studies artifacts required lower-order thinking skills, while 7% (2) required higher-order thinking skills.

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Reviewer's also noted the following:

- Of the secondary artifacts, 8% (1) of ELA artifacts required lower-order thinking skills, while 92% (11) of ELA artifacts required higher-order thinking skills; 67% (6) of mathematics artifacts required lower-order thinking skills, while 33% (3) required higher-order thinking skills; 33% (4) of science artifacts required lower-order thinking skills, while 67% (8) required higher-order thinking skills; and 50% (6) of social studies artifacts required lower-order thinking skills, while 50% (6) required higher-order thinking skills.

Overall, a higher number of artifacts that demanded lower-level thinking skills.

Context Analysis

Context is another dimension of alignment that refers to *how* students engage with a task. Students should engage with content in a variety of ways, demonstrating mastery in multiple contexts within a course. A multiple-choice question differs greatly from an essay question; assessments that are taken online are different than those requiring bubble sheets and pencils. A problem requiring a single operation to reach the answer is different than a problem requiring multiple steps. Districts should employ the philosophy of “No Surprises,” which means that students should be prepared ahead of time for the contexts they will likely encounter on state and national assessments. Further, districts should provide opportunities for students to be taken even farther in their understanding to ensure success on high stakes tests. Practicing the ways in which a student might be assessed is one way that a district can increase the chances of success. However, sometimes state tests do not utilize engaging contexts or include test items of high cognitive demand, and in those cases, it is incumbent on the district to ensure that students go beyond the low expectations of the test.

Context also determines the level of cognitive engagement students will likely experience during a lesson. Cognitive engagement is the level to which the student is intellectually interested and participating in the activity, which reviewers expect to vary across multiple artifacts. Certain types of contexts—ways in which students are called upon to demonstrate their learning—are inherently less engaging than others and, therefore, less likely to promote retention of the material. Students identifying soil attributes using fill-in-the-blank worksheets and a textbook chapter will be less engaged than those in a hands-on lab in which they pour water over soil samples and observe and record what happens. For most students, particularly those who don’t learn as readily, the second method is more likely to “stick.” They will be more cognitively engaged and will, therefore, learn more. Reviewers expect a higher proportion of classroom contexts in the lower grades, but that more real world and meaningful writing contexts as students move up the grades. Exhibit 2.2.6 explains the types of contexts.

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Exhibit 2.2.6: Context Types

Context	Real World/ Simulated Real World	Test-like	Classroom Activity	Meaningful Writing
Explanation	This type of context replicates activities found in the real world. It is often a hands-on activity.	This context replicates activities and tasks from released test items or from other exit exams in use by the district, such as AP exams. It allows students to practice skills prior to the test. It is important to note that quizzes and tests from a classroom setting do not necessarily fall into this category.	This context is comprised of activities that are unlikely to be found outside a classroom.	This context requires students to use higher-order thinking skills to complete the writing. The writing is usually of an extended nature.
Examples	Writing a business letter; building a ramp to measure acceleration and velocity; researching a historical period and designing costumes for a play set in that period; planning a travel itinerary; creating a budget using salary and expense information; learning songs in a target language.	Marking a bubble sheet; selecting from multiple-choice items; constructing a short answer; writing an extended response; writing an essay. Fill-in-the-blank and true/false questions.	Vocabulary worksheets; answering questions at the end of a chapter; solving math problems; marking geographical features on a map; labeling parts of a cell; locating examples of figurative language in a poem; fill-in-the-blank worksheets.	Researching, formulating, and defending a position; analyzing and critiquing a piece of literature; hypothesizing, testing, and evaluating a theory or premise. Writing a personal narrative utilizing techniques learned in class.

It should be noted that all contexts are and should be employed in classrooms when appropriate. However, Test-like and Classroom contexts are less engaging for students than Real World and Meaningful Writing contexts. At the very least, there should be a balance of contexts, but the more engaging contexts are to be desired as these promote the most learning. As students get older, they should engage in more meaningful contexts that are connected to real-world application and meaningful writing.

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Exhibit 2.2.7 shows the distribution of contexts for WCUUSD artifacts.

Exhibit 2.2.7: Distribution of Contexts in Student Work Artifacts

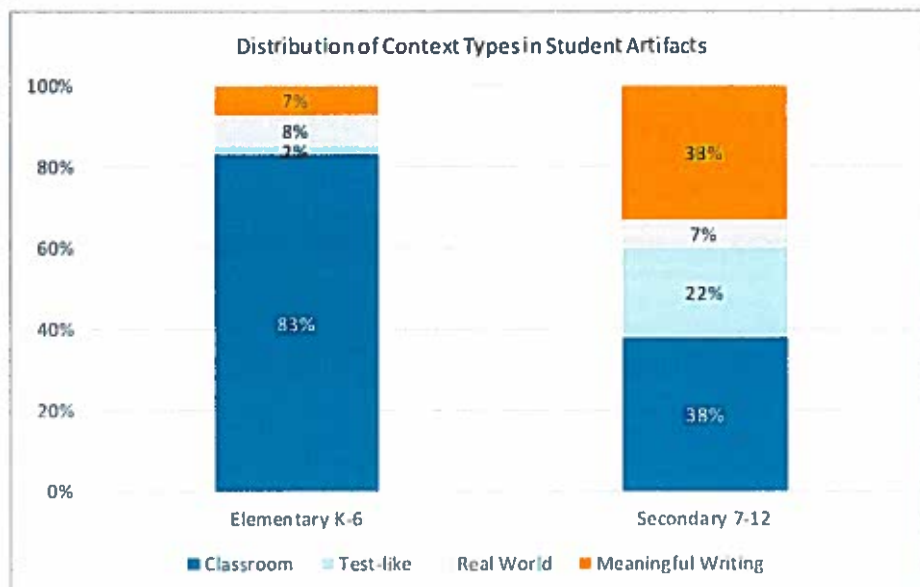


Exhibit 2.2.7 shows the following:

- Classroom contexts occurred in 83% of elementary artifacts (K-6). Test-like contexts occurred in 2% of elementary artifacts. These are the two least-engaging contexts for students.
- Meaningful Writing occurred in 7% of elementary artifacts. This is one of the most engaging contexts for students and requires the highest levels of cognition. Real World contexts occurred in 8% of artifacts. Real World contexts are highly engaging for students and promote retention of concepts.
- At the secondary level, 38% of artifacts used Classroom contexts and 22% used Test-like contexts, the least engaging contexts for students.
- A further 33% of secondary artifacts used Meaningful Writing, and 7% used Real World contexts, both of which promote the most engagement and retention for students.

Reviewer's also noted the following:

- All but one elementary math artifact was classroom context (50 classroom context and 1 real world context).
- Sixty-six percent of secondary ELA artifacts were Meaningful Writing.
- Thirty-eight percent of elementary science artifacts were Real World, and 8% of secondary science artifacts were Real World contexts.
- Ninety-three percent of elementary social studies artifacts were classroom contexts, while 42% of secondary social studies artifacts were Meaningful Writing.

Overall, the majority of elementary artifacts were of the least engaging types and unlikely to promote retention, while the secondary artifacts were somewhat distributed across the different context types.


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Topological and Deep Alignment

Reviewers completed an analysis of a sampling of English language arts artifacts to determine the alignment between those artifacts and the district Performance Indicators. English language arts artifacts were chosen for this analysis because they represented the largest number of samples and had a wide range of cognitive types represented. The analysis examined alignment of the content, context, and cognition of the task to the Performance Indicator. Reviewers determined if tasks were inadequately aligned, topologically aligned, or deeply aligned. Topologically aligned tasks are those that indicate a match to the Performance Indicator. Deeply aligned tasks are those that expand beyond the demands of the Performance Indicator to higher-level thinking and meaningful tasks. Exhibit 2.2.8 reports reviewers' analyses of a sampling of tasks to the district Performance Indicators for grades 4, 5, 8, and 12 English language arts.

Exhibit 2.2.8: Alignment of Artifacts to District Performance Indicators, English Language Arts, Grades 4, 5, 8, and 12

Performance Indicator	Artifact	Alignment Analysis												
English Language Arts, Grade 4														
PI 4(d). Summarize literary and informational texts	<p>Summarizing a Fictional Text</p> <p>Use this planner to help you write your summary</p> <table border="1"> <tr> <td>Somebody</td><td>Who is the main character?</td></tr> <tr> <td>Wanted</td><td>What is the main thing he/she wants?</td></tr> <tr> <td>But</td><td>What obstacles or problems get in the way?</td></tr> <tr> <td>So</td><td>What does the character do in response to the problem(s)?</td></tr> <tr> <td>Then</td><td>How does it all end up? Connect it back to the problem and/or the want.</td></tr> <tr> <td>Finally</td><td>What does the 'big idea' message or theme say?</td></tr> </table>	Somebody	Who is the main character?	Wanted	What is the main thing he/she wants?	But	What obstacles or problems get in the way?	So	What does the character do in response to the problem(s)?	Then	How does it all end up? Connect it back to the problem and/or the want.	Finally	What does the 'big idea' message or theme say?	<p>Content: Topologically Aligned</p> <p>The Performance Indicator and the activity require students to read a fictional text and summarize what they read using a framework for retelling.</p> <p>Context: Deeply Aligned</p> <p>The Performance Indicator does not specify how students will engage in the activity; however, the activity requires students to first participate in a class discussion with teacher questioning prompts. The students then engage in a writing task to summarize the story. Because the activity provided students with two encoding opportunities, it is deeply aligned to the Performance Indicator.</p> <p>Cognition: Deeply Aligned</p> <p>The Performance Indicator requires students to retell, or summarize, a fictional story. While the activity also requires the student to summarize (retell) the story, the final prompt on the writing planner also requires students to identify the theme of the story, which advances the cognition beyond Understanding to drawing conclusions about the deeper meaning of the story (Analysis).</p>
Somebody	Who is the main character?													
Wanted	What is the main thing he/she wants?													
But	What obstacles or problems get in the way?													
So	What does the character do in response to the problem(s)?													
Then	How does it all end up? Connect it back to the problem and/or the want.													
Finally	What does the 'big idea' message or theme say?													

Performance Indicator	Artifact	Alignment Analysis
English Language Arts, Grade 5		
<p>PI 1(i). Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes, and general academic and domain-specific words and phrases</p>	<p>Idioms: Illustrating Meaning</p> <p>Idioms</p> <p><u>Learning Intention:</u> I can understand the meaning of an idiom. I can explain my thoughts audibly, clearly, and at a reasonable pace.</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> You will be given an idiom and a piece of construction paper. Read the idiom and its meaning. Fold your construction paper in half. On the top half of the paper write the idiom and the definition. Draw a picture of what it actually means, the real meaning. On the bottom half of the paper draw a picture of the silly version or what it doesn't mean. (For example: the idiom "It is raining cats and dogs", you would draw cats and dogs falling from the sky.) Use markers to add color to your picture so it will be easy to see. During Morning Meetings tomorrow, you will share your idiom, its meanings, and the pictures you made. You will need to speak loudly and clearly and at a pace so everyone can hear and understand you. 	<p>Content: Inadequately Aligned</p> <p>The Performance Indicator requires students to determine the meaning of figurative language within the context of a complex text. The activity required students to choose a common idiom in isolation, read the meaning that is provided, and draw a picture of "its silly meaning" (literal meaning) and another picture of the idiom's "real meaning" (figurative meaning). In order to meet the required content of this Performance Indicator, students should be completing a task in which they read a complex text and analyze the meaning of the figurative language within the context of that text, rather than illustrate an idiom whose meaning is provided for them. Isolated idiom illustration does not meet the content of this Performance Indicator.</p> <p>Context: Not Completed</p> <p>Since the content is inadequately aligned, neither the context nor the cognition analysis can be completed.</p> <p>Cognition: Not Completed</p>

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Performance Indicator	Artifact	Alignment Analysis
	English Language Arts, Grade 8	
PI 1(b). Critical reading/reading beyond and about the text: Use inductive reasoning to create an interpretation of grade-level texts.	<p>Reading <i>The Outsiders</i> independently, reading supplemental sources to build background knowledge, and responding to the reading in writing.</p> <p>Students read multiple chapters from the text and respond to one of two prompts.</p> <p><i>Suggestor: Choose one of the following questions to respond to—</i></p> <p>"You going to take Sandy to the party?" I asked, just as he was saying something stupid about me. I looked around "What's the deal?" Butch was staring at his feet, but he was sort of smiling. "No, She went to the with her grandmother in Florida. How come?" Jack. Steve said surprisingly ang's. Steve has had to & the you a picture? It was either that or get married and had someone named as the head of the class? I was really a sixteen-year old kid. "Seems like." Soda said easily. "...!" What has happened with Sandy? Why does she have made to Florida? What is it if I mean anything here without being a daddy?" "You may want to read a little further on page 117." [1]</p> <p>"The last of I thought I didn't do any good. No, don't say what they did! You." And when I returned silent to work on "You can't even see if you wish us. You'll still be where you were before—at the bottom. And we'll still be the lucky ones with all the trouble. So I guess! At any point, the fighting and the killing, I guess) prove a thing. Not longer if I can go up I you don't. Guessing will still be guessing and live a bit off the line" [11]. About The Outsiders and Soda even "are a whole lot the outside and always be the same? Well a matter of the Outsiders are? What could read to "know" or change things? Is fighting really going to make anything? What would be a better solution? If that is too far to think about, what would something do to change things? What could family do to change things? Have they been doing it their relationship on pages 117-118 to change things? Explain."</p>	<p>Content: Topologically Aligned</p> <p>The Performance Indicator and the task require students to read beyond a grade level text, using reasoning to interpret underlying meanings of texts. An analysis of both the quantitative and qualitative measures of <i>The Outsiders</i> resulted in the determination that this novel is best placed at 6th – 8th grade, mainly due to the multiple levels of meaning and complexity of the book's theme. After reading this grade-level text, students respond to a question that requires interpretation beyond what was stated in the text. Student must connect their understanding of character development, historical significance, and the developing plot in order to accurately answer these questions.</p> <p>Context: Topologically Aligned</p> <p>The Performance Indicator and the task require students to read and respond in writing to a question requiring inductive reasoning.</p> <p>Cognition: Topologically Aligned</p> <p>The Performance Indicator and the task require student to interpret the deeper meaning of a text (analysis), which is done when a student can break down the text through literal comprehension and then forming generalizations based on the connections generated through careful reading.</p>

Washington Central Unified Union School District

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Summary

Reviewers analyzed the content, cognition, and context of 213 artifacts representing the four core subject areas: English language arts, mathematics, science, and social studies. Reviewers first analyzed the alignment of the content of the task to the Performance Indicators noted on the artifact, looking for evidence of grade-level content. Eighty percent (170) of the artifacts analyzed were on grade level. Reviewers then analyzed the cognitive demands of each task. Across all subject areas, 63% of artifacts required lower-order thinking skills. Secondary artifacts demanded more higher-order thinking skills (62%) than elementary artifacts (30%). Reviewers also analyzed the context of the artifacts to determine how students are engaging with content across all four subject areas. Of all artifacts analyzed, 73% of the artifacts were classroom context, while 21% of the artifacts could be classified as Real World or Meaningful Writing. Overall, the types of tasks that are highly engaging and require higher-order thinking skills were more evident in secondary level work than elementary level work. The internal analysis of artifacts from four grade levels across English language arts showed topological or deep alignment of the content, context, and cognition of tasks to the grade-level Performance Indicators in three out of four (75%) artifacts (see **Recommendation 2**).

FOCUS AREA TWO

FOCUS AREA 3: The School District Demonstrates Internal Consistency and Rational Equity in Its Program Development and Implementation.

A school system meeting this Curriculum Review focus area is able to show how its program has been created as the result of a systematic identification of deficiencies in the achievement and growth of its students compared to measurable standards of pupil learning.

In addition, a school system meeting this focus area is able to demonstrate that it possesses a focused and coherent approach toward defining curriculum and that, as a whole, it is more effective than the sum of its parts, i.e., any arbitrary combinations of programs or schools do not equate to the larger school system entity.

The purpose of having a school system is to obtain the educational and economic benefits of a coordinated and focused program for students, both to enhance learning, which is complex and multi-year in its dimensions, and to employ economies of scale where applicable.

What the Reviewers Expected to Find in the Washington Central Unified Union School District:

Focus Area Three:

Consistency and Equity

Under Focus Area Three, reviewers analyze the design and delivery of the educational program to determine equity, connectivity, and overall alignment. A successful school system meeting Focus Area Three will demonstrate a highly-developed, articulated, and coordinated curriculum (programs and services) in the organization that is effectively monitored by the administrative and supervisory staffs at the central and site levels.

Common indicators

- Documents/sources that reveal internal connections at different levels in the system;
- Predictable consistency through a coherent rationale for content delineation within the curriculum;
- Equality of curriculum/course access and opportunity;
- Allocation of resource flow to areas of greatest need;
- Operations set within a framework that carries out the system's goals and objectives;
- Specific professional development programs to enhance curricular delivery and equip personnel to participate in its design and development;
- A curriculum that is monitored by central office and site supervisory personnel; and
- Teacher and administrator responsiveness to school board policies, currently and over time.

Overview of What the Reviewers Found in the Washington Central Unified Union School District:

This section is an overview of the findings that follow in the area of **Focus Area Three**. Details follow within separate findings.

The review team found, in keeping with their analysis of the professional development plan described in **Finding 1.1**, that professional development does not meet district needs to build teacher and administrator skills to advance student learning. While professional development exists, it is primarily building led and focuses on few initiatives that have a district-wide focus. Skills promoted through professional development are not promulgated across the district, and, as a result, never have a district-wide focus. In visitations to classrooms across the district, the review team observed that students, while engaged in lessons, were primarily involved in listening type activities, passive and active. Most classrooms were teacher-directed. Reviewers saw some examples of project-based group work, but those observations were few, which may be due to district required distancing between students due to the pandemic. The use of technology by students and teachers was noted. Technology was primarily limited to its most basic use, that is as a replacement for traditional instruction. Classroom monitoring to determine curriculum implementation is practiced in the district. However, district-wide protocols are not uniformly present. Review team members were made aware of and confirmed instances of inequitable access to curriculum for some students. While some issues have been remediated, addressing equity as a district-wide initiative is still in its infancy.

Finding 3.1: The implementation of the professional development program and curriculum monitoring are not sufficiently coordinated nor effective in improving the delivery of curriculum for higher student achievement. Classroom visitations revealed instructional practices that are not consistently congruent with district expectations, geared toward low levels of cognition, and lacking in differentiation strategies. Inconsistent access to curriculum and resources have been reported in the district; however, no systematic plan is in place to address issues of equity and equality.

Within this finding, reviewers examined district documents, practices, and procedures related to the delivery and monitoring of the curriculum, as well as professional development provided to teachers and staff to support the effective delivery of the written, taught, and assessed curriculum. Reviewers examined the district's intentions and practices for mastery learning to ensure the needs of all students are met. It is the responsibility of the district's leadership to establish and communicate the desired classroom practices for quality instruction and to monitor that instruction for effective implementation. Effective districts communicate clear expectations for classroom activities that are proven to engage students in learning and monitor the use of expected teaching practices in curriculum delivery in order to translate the observed findings into professional development and teacher training efforts.

To determine the expectations for professional development, curriculum delivery, and curriculum monitoring, reviewers examined board policies, job descriptions, and other district documents. Reviewers observed 53 classrooms during the on-site visit and conducted online surveys and interviews with teachers, administrators, and parents to gather information about the nature of expected teaching practices and stakeholder perceptions of instructional expectations to ensure effective delivery of the district curriculum.

Professional Development

The primary purpose of professional development is to improve teacher effectiveness and increase student achievement. Effective professional development is research-based, data-driven, and provides staff members with the skills and knowledge needed to meet the needs of all student learners. Professional development should be well defined and coordinated at the district level with a limited number of focus areas. It should also provide opportunities to revisit key areas of training from year to year to deepen the learning and move it from awareness level to common practice. In addition, an effective professional development program includes a systematic feedback process to evaluate effectiveness in terms of results obtained.

As indicated in **Finding 1.1**, the reviewers found no comprehensive professional development plan to guide, monitor, or evaluate school-wide instructional improvement. While WCUUSD provides a variety of professional development opportunities for staff, the district's current professional development program needs improvement and coordination (see **Finding 1.1, Exhibit 1.1.15**). The absence of a professional development plan limits the district's ability to guide district-wide instructional improvement and consistently evaluate impact on student achievement.

District professional development is generally voluntary or includes opportunities for teachers to select topics that interest them. The main district professional development is Curriculum Camp, held for two days each summer. According to district documents, "Curriculum Camp is a facilitated professional learning experience whereby teachers engage in curriculum, instruction, and assessment work that strengthens their understanding of standards, performance indicators, and learning scales PreK-Graduation." Curriculum Camp is voluntary, and teachers are paid for their attendance. District records indicate 49 teachers and administrators attended in 2020. The Curriculum Council, made up of members from each school, develops the agenda for Curriculum Camp, but many people throughout the district are in charge of designing and implementing professional development.

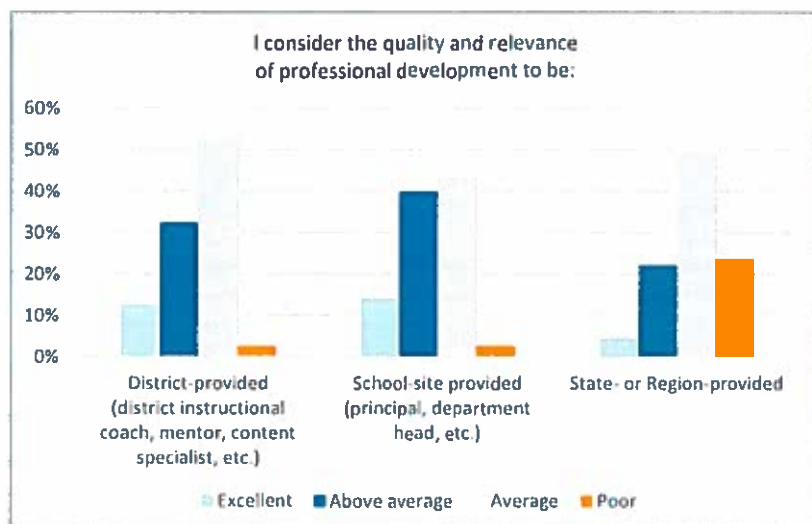
The district provides multiple full days of professional development throughout the year. The focus of district-provided professional development over the past two years has been building relationships across the district, teacher self-care, equity and restorative practices, mathematics, and instruction in the use of systems like Teachpoint, Canvas, and iReady. Reviewers found little evidence of follow-up to professional development or ongoing training that is consistent throughout the district.

In addition to district-provided professional development, staff informed reviewers that teachers are eligible to be reimbursed up to \$3,800 annually for participation in professional development activities that occur outside the district, such as professional conferences or university courses.

To determine staff perceptions regarding the effectiveness of the professional development program, reviewers conducted an online survey of classroom teachers and administrators. **Exhibit 3.1.1** presents the teacher responses regarding the professional development program.

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Exhibit 3.1.1: Teacher Online Survey Responses: The Quality and Relevance of Professional Development



Data Source: Online Teacher Survey

Forty-five percent of teachers felt that district-provided professional development was excellent or above average, while 53% felt that it was average and 3% felt that it was poor. Fifty-four percent of teachers felt that school site-provided professional development was excellent or above average, while 43% felt that it was average and 3% felt that it was poor.

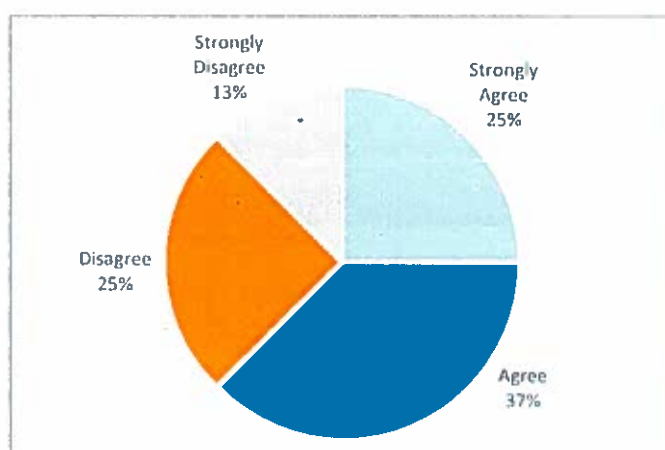
State- or region- provided professional development received the lowest ratings,

with 73% of teachers responding that the professional development was average (49%) or poor (24%).

The overall consensus is that professional development offerings are average, with building level professional development being the highest quality.

Reviewers asked school administrators if their training in the district curricula enabled them to support teachers in the effective delivery of instruction.

Exhibit 3.1.2: Administrator Online Survey Responses: Adequate Training for School Administrators to Support Teachers' Delivery of Instruction



Data Source: Online Administrator Survey

Thirty-eight percent of school administrators disagreed that they have had adequate training in district curricula to support teachers. Twenty-five percent of school administrators strongly agreed that they have had adequate training to support teachers.

Overall, only 62% of administrators felt that they have been adequately trained to support their teachers.

In a related survey question, almost all teachers responded that they have been trained in differentiating instruction (95%),

but only 22% of building administrators agreed that teachers have received adequate training in how to successfully differentiate instruction. Although administrators felt that the teachers had not received adequate training, 75% of building administrators reported that teachers do have the necessary resources and materials to support each student's needs in classrooms. With the focus on

FOCUS AREA THREE

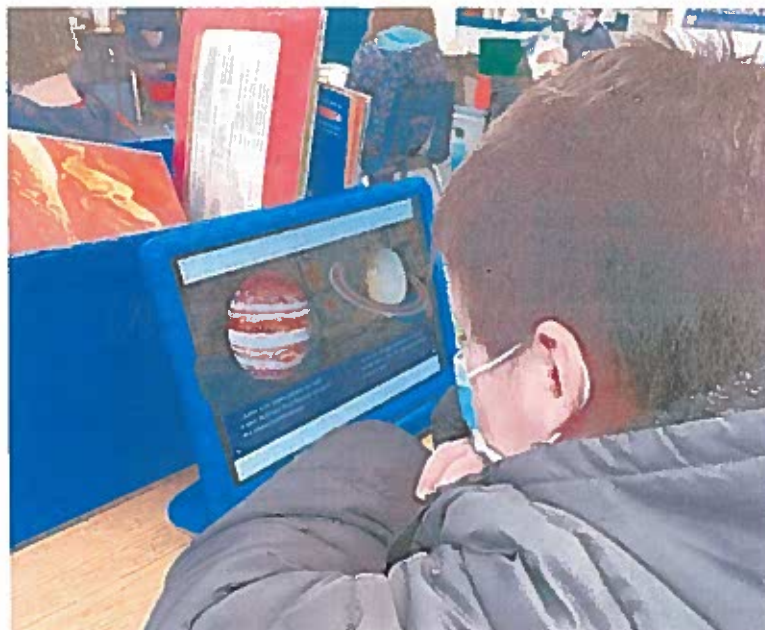
Personalized Learning in the district (see **Introduction**, Mission), one might expect to see agreement in responses from both teachers and principals about training for differentiation.

Reviewers were not presented with any information about the evaluation or impact of professional development on teaching practices.

Building and district leaders expressed a need for more consistent professional development. Representative comments included:

- “Curriculum Camp does not carry [into all classrooms].” (Building Administrator)
- “There is a coaching model [for teachers], but without a written curriculum, what are they coaching around?” (District Administrator)
- “PD is what the teacher decides.” (Building Administrator)
- “Annual PD is needed around instruction and approaches to curriculum. If a new teacher comes in, that teacher is not trained in whatever PD was previously given.” (District Administrator)
- “Sometimes we rely too much on committees [for decision making about curriculum], and it results in many years going by without making administrative level decisions.” (Teacher)

Overall, reviewers determined that teachers and staff at WCUUSD have been provided with opportunities for training and development. Allowing teachers to self-select their professional development, combined with the absence of systemic district coordination, a clearinghouse function, or evaluation protocols, has however, created a fragmented system of developing teacher instructional skills. The ramifications of this weakness result in lost opportunities for the district to influence instructional delivery, provide training for equity and equality for students who require additional supports, educate staff on differentiation, and provide in-service on how to teach to higher levels of cognition. This is, in part, due to the disjointed and incomplete professional development plan (see **Finding 1.1**, Professional Development Plan).



Non-fiction reading using a tablet computer at Colais Elementary

Classroom Observations

Student achievement and academic success depend on many factors, one of the most critical being the use of instructional strategies in curriculum delivery. Effective instructional strategies are focused on student engagement, differentiated instruction to meet individual student needs, and critical thinking to promote learning at high levels for all students. These skills promote consistent progress toward academic maturity for college and career readiness.

Since instructional practices are loosely held (determined by school personnel with direction from campus leadership), reviewers have no bias toward specific instructional strategies beyond what is effective in promoting mastery of the curriculum by all students. Therefore, the intention of this section is to provide a snapshot in time of observed teaching strategies during classroom visits. Analyses of these data are not intended to be evaluative, but to reflect what was observed and compare observations with the district's expectation for instructional practices.

It must be noted that, during the pandemic, district expectations for instructional practices may not be consistent with practices in pre-pandemic times. The requirement for social distancing, reliance on technology (distance learning), adjustments to school schedules, and some student grouping practices may have been altered; reviewers noted a few of these changes in classroom visitations. Distance learning was not addressed in the classroom data collection.

To determine the level of alignment between the district's expectations for instructional delivery and current practices, reviewers conducted brief classroom observations to determine the general teaching and learning practices used to deliver the curriculum. Reviewers visited 53 classrooms, using a standardized observation form to collect data on targeted indicators, including: learning objectives, level of student engagement, research-based instructional strategies, dominant student and teacher arrangements and activities, evidence of differentiation, cognitive types observed, teacher technology use, and student technology use.

Learning Targets/Objectives

Well-defined and articulated learning targets/objectives aligned to state standards provide students with a clear purpose on which to focus their learning efforts. Alignment refers to a high degree of agreement among objectives, the content that is delivered, and assessments to determine the level of mastery. The content aspect of the learning targets/objectives are the "what" students should be learning. Reviewers observed or heard evidence of learning targets/objectives in 38% of the classrooms visited. In the classrooms where a learning target/objective was observed, the taught objective matched the stated or written objective in 38% of those classrooms. Objectives not in alignment to the curriculum could have implications in regard to the level of thinking or rigor of classroom instruction.

"...while we have been able to teach in person this school year, most of the time, in grade preK-8, the instruction has not been optimal or even typical due to the pandemic. For example, we cannot include group projects or partner learning this year. We cannot incorporate student mentoring with older and younger students."

—(Teacher)

FOCUS AREA THREE

Student Engagement

Reviewers looked for engaged learning environments throughout the district during classroom observations. In 76% of classrooms visited, all/or most students were engaged. In the majority of classrooms visited, the engagement was teacher-to-student (62%), although in 12% of classrooms, student-to-student engagement was observed.

Student and Teacher Activity and Student Learning Arrangement

Reviewers observed predominant student and teacher activities and student learning arrangements in an effort to determine alignment between district expectations and classroom observations. Exhibit 3.1.3 lists and defines teacher instructional and student learning behaviors.

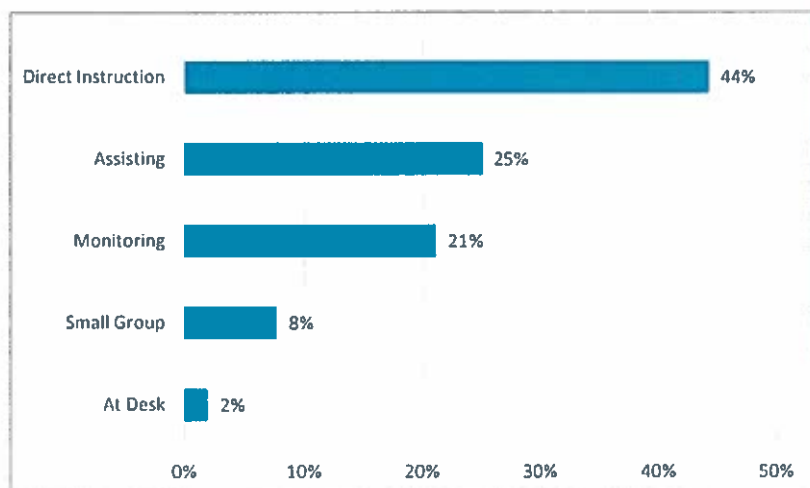
Exhibit 3.1.3: Instructional Activity Classifications

Teacher Instructional Behaviors	
At Desk	Refers to the teacher seated at his/her desk without students, e.g., correcting papers, taking attendance, reading, or doing other paperwork or computer work.
Direct Instruction	Refers to the teacher verbally leading the entire class through a learning activity, e.g., lecture, demonstration, overhead projector, or questions and answers.
Small Group	Refers to a teacher working with a group of students that is less than approximately one-third of the number of students in the classroom. Examples include reading groups, centers, or tutoring a small group.
Assisting	Refers to a teacher working with students in pairs, small lab groups, or individually about specific steps or actions the student(s) should use, not simply providing praise or feedback.
Monitoring	Refers to the teacher circulating about the classroom visually monitoring the students as they work.
Student Learning Behaviors	
Whole Group	Refers to students involved as a whole class in a common activity that could include receiving direct instruction, watching a movie, listening to a lecture, watching a demonstration, etc.
Small Group	Refers to students working with a group that is less than approximately one-third of the total number of students in the classroom. Examples include reading groups, centers, students in groups trying to solve mathematical or science problems by deciphering information or analyzing data, or the teacher tutoring a small group.
Lab/Hands-On	Refers to students actively involved in a laboratory experiment/investigation or problem-solving activities, typically in pairs or small groups, with manipulatives or hands-on opportunities.
Seat Work	Refers to students working at their desks doing some type of paper and pencil exercise or prepared worksheet.
Silent Reading	Refers to at least two-thirds of the students in the class reading silently.
Technology	Refers to class as a whole engaged in an activity using computers, graphing calculators, or other technical equipment or applications.
Off Task	Refers to students off task.
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The teacher activities observed by the reviewers were categorized in accordance with the definitions above. Exhibit 3.1.4 displays the results of the predominant teacher activities during classroom visits.

Exhibit 3.1.4: Predominant Teacher Activity Observed During Classroom Visits

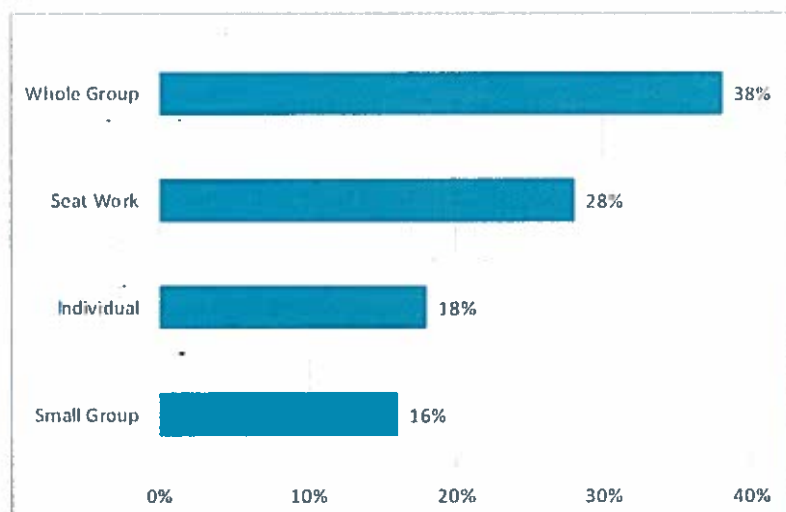


Data Source: Classroom Observations

Teacher-directed instruction was the predominant teacher activity observed in 44% of the classrooms. In 25% of the classrooms, the teacher was assisting students individually or in very small groups. Teachers were monitoring student work in 21% of the classrooms observed. In 8% of the classrooms observed, teachers were working with students in small groups.

As part of each classroom observation, reviewers recorded the predominant ways in which students were grouped for instruction. Frequency of student arrangement is provided in Exhibit 3.1.5.

Exhibit 3.1.5: Predominant Student Arrangement During Classroom Visits



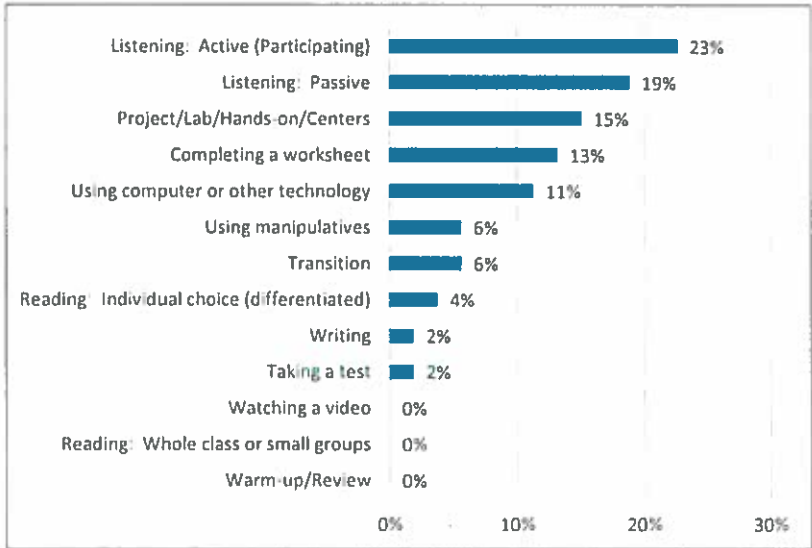
Data Source: Classroom Observations

Whole group instruction was the predominant student arrangement observed in 38% of the classrooms. In 28% of the classrooms, the students were doing seat work. Students were working individually, but not on seat work, in 18% of the classrooms observed. In 16% of the classrooms, students were working in small groups.

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While visiting classrooms, reviewers also determined the predominant student activity. Exhibit 3.1.6 shows the percentage of student activities observed by the reviewers.

Exhibit 3.1.6: Frequency of Dominant Student Activity During Classroom Visits



Data Source: Classroom Observations

The most frequently observed student activity was listening in 42% of the classrooms. In 23% of the classrooms, students were actively listening, while students were listening passively in 19% of the classrooms. In 15% of classrooms, students were primarily working on a project, in centers, or participating in a hands-on activity. In 13% of the classrooms, the students were completing a worksheet.

Reviewers did not see any classrooms where the dominant student activity was watching a video, reading as a whole group, or participating in warm-up/ review activities.

Since the district did not identify clear expectations for instructional strategies, the reviewers looked for research-based strategies such as those in Robert Marzano’s “Classroom Instruction that Works.”

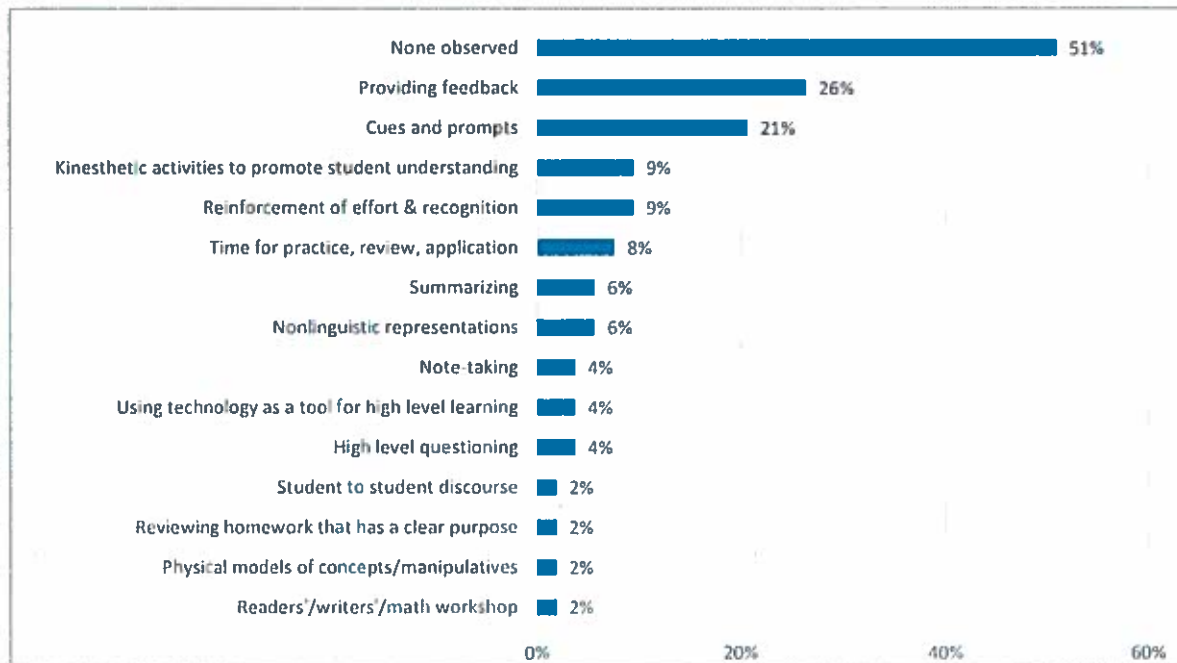


A Calais Elementary teacher has high levels of participation in math class

FOCUS AREA THREE

Exhibit 3.1.7 shows the percentage of effective instructional strategies observed in use by teachers in WCUUSD classrooms.

Exhibit 3.1.7: Frequency of Effective Instructional Strategies by Teacher



Data Source: Classroom Observations

As noted in Exhibit 3.1.7:

In more than half the observed classrooms, no effective instructional strategies were observed (51%). The most frequently observed strategy was providing feedback, which was observed in 26% of classrooms. Reviewers observed teachers giving cues and prompt in 21% of classrooms.

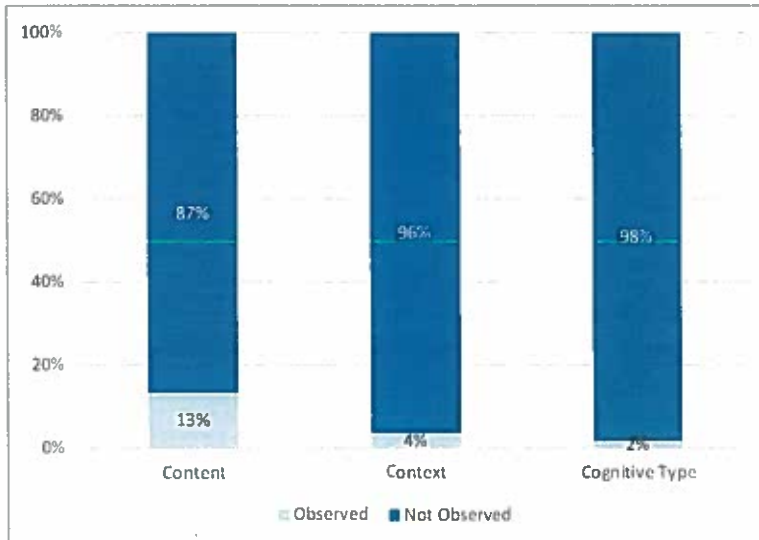
Reviewers did not observe any teachers using the following strategies: generating and testing hypothesis, formal cooperative learning groups, identifying similarities and differences, advanced organizers, content area reading/ writing, or interactive student notebooks.

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Differentiation of Instruction

Teachers, building leaders, and district staff indicated that differentiation of instruction was important to meet the learning needs of all students. Reviewers recorded observed differentiation in content, context, or cognitive type during classroom visits. Exhibit 3.1.8 shows the percentage of differentiation observed in use by teachers in WCUUSD classrooms.

Exhibit 3.1.8: Frequency of Differentiation Observed



Data Source: Classroom Observations

adequate training in how to successfully differentiate instruction. In contrast, 96% of surveyed teachers agreed or strongly agreed with the statement, "I have been trained in strategies for differentiating instruction to meet the individual learning needs of my students," and 76% of teachers indicated that they differentiate instruction daily.

Differentiation in content was observed in 13% of classrooms visited. Reviewers observed differentiation in context in 4% of classrooms visited. In 2% of classrooms, reviewers observed differentiation in cognitive type.

District administrators noted the importance of differentiation in interview comments: "We work hard to meet kids where they are and to differentiate our instruction." In survey responses, however, 87% of building administrators indicated that teachers have not received

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Levels of Thinking/Cognitive Types Observed

Reviewers utilized cognitive types based on Bloom's New Taxonomy of cognitive domains to determine students' levels of thinking during classroom visits. Remembering, understanding and applying categories are considered less rigorous or lower level cognitive types; analyzing, evaluating, and creating are referred to as the higher-order cognitive types. Exhibit 3.1.9 displays the descriptors reviewers used to categorize Bloom's cognitive types in identifying levels of thinking in classroom visits.

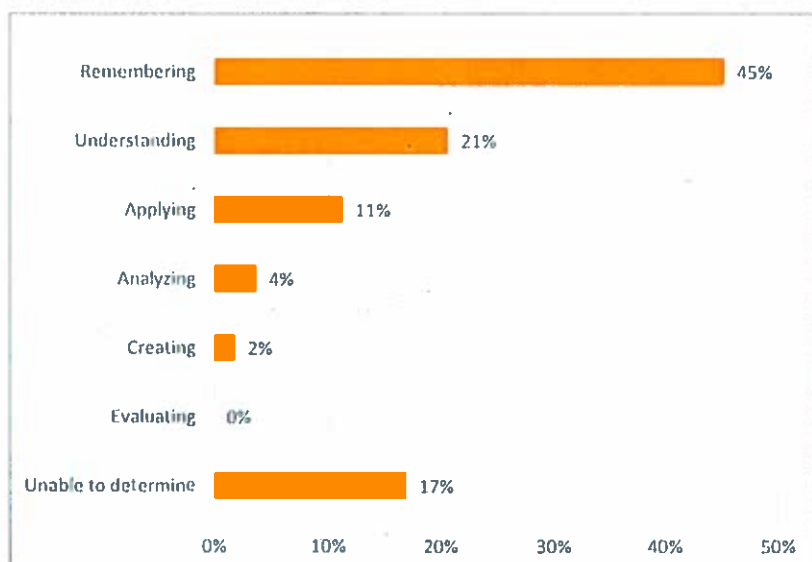
Exhibit 3.1.9: Cognitive Process and Knowledge Dimension Classifications

Cognitive Type	Definition/Example
Remember	Locate or recall knowledge in long-term memory that is consistent with presented material (e.g., recognize or recall the dates of important events in U.S. History)
Understand	Construct meaning from instructional messages, including oral, written, and graphic communication.
Apply	Carry out or use a procedure in a given situation independently (without teacher direction or assistance).
Analyze	Break material into constituent parts, and determine how parts relate to one another and to an overall structure or purpose.
Evaluate	Make judgments based on criteria and standards.
Create	Develop a new product or point of view.

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Exhibit 3.1.10 illustrates the percentage of cognition levels observed by reviewers in the classrooms visited.

Exhibit 3.1.10: Cognitive Process Dimensions Observed



Data Source: Classroom Observations

In the majority of classrooms in the district (66%), the level of cognition was observed to be at the remembering or understanding level, the lowest levels of cognition. Eleven percent of classrooms observed were at the application level of cognition. In 2% of classrooms, reviewers observed the creating level of cognition. No classrooms were observed at the evaluating level of cognition.

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Technology Use

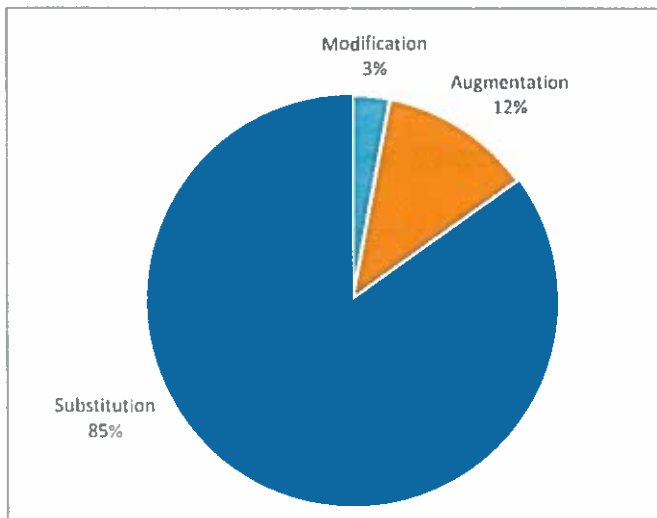
Reviewers found technology was available for teacher use in 85% of classrooms observed, and available for student use in 66% of classrooms observed. Where technology was available, teachers were using it in 60% of the classrooms, and students were using it in 14% of the classrooms. Reviewers examined the use of technology and measured the teacher use of technology against the SAMR Model. Exhibit 3.1.11 displays the definitions used by reviewers to determine the level at which teachers were using technology.

Exhibit 3.1.11: SAMR Model for Teacher Use

	Teacher...
(S)ubstitution	Does the same work as was done before the use of computers.
(A)ugmentation	Does the same work as was done before the use of computers, but work is enhanced.
(M)odification	Significant modifications of common classroom tasks.
(R)edefinition	Utilizes new teaching methods that were previously inconceivable.

Exhibit 3.1.12 presents the reviewers' findings from the 33 classrooms where the teacher was using technology during the visit.

Exhibit 3.1.12: Observed Teacher Use of Technology



Data Source: Classroom Observations

In 85% of classrooms where teachers were using technology, reviewers found use to be substitution, i.e., same work as was done before the use of computers. Twelve percent of classrooms visited had teachers using technology for augmentation; enhancing the same work as was done before the use of computers. Significant modification of common classroom tasks was occurring in 3% of classrooms where teachers were observed using technology.

Overall, reviewers found WCUUSD students engaged in their learning environments. Classroom instruction observed was most likely to be whole group direct instruction, and the predominant student activity observed was listening, both passive and active. There was generally not a clearly identified learning target, and effective teaching practices or differentiation in content, context, or cognitive type were rarely observed. In the majority of classrooms, cognition levels were low, and technology was used as a substitution for the same type of activity that could be done before computers.

Instructional Monitoring

Districts successful in improving student learning and achievement not only have a quality written curriculum (see **Finding 2.1**) that aligns with the intended external resources and student assessments, but also systemic measures in place for monitoring the implementation of the curriculum. The methods for monitoring implementation can vary from an emphasis on supervisory monitoring to strategies for team monitoring. The critical component is that those who are overseeing implementation have a clear understanding of the curriculum and such instructional components as context and cognition, as well as knowledge of the standards to which the curriculum is aligned. Monitoring and oversight of curriculum implementation help districts ensure consistency and congruence to support students' equal access to intended learning.

Effective districts also identify and support quality, research-based instructional practices and professional development to support collective understanding and use of these practices. Where those instructional practices are identified, some type of monitoring of their implementation is established as a regular procedure. Monitoring is much more than simply observing interactions and daily activities of teachers and students during classroom visits. Lesson plans must be monitored and linked to curriculum guides to ensure that teachers are following the district's required scope and sequence at the appropriate instructional level, with clear indication of appropriate student learning standards (see **Finding 2.1**). Instruction should be monitored to analyze and assess that appropriate objectives are being taught, research-based instructional strategies are being used, assessments are varied and include both formative and summative procedures at the appropriate levels of rigor, and assessment results are being used to inform instruction and improve student learning and achievement. Resources should be calibrated to ensure content is on-level and students are cognitively engaged in learning that is delivered at a level that will promote critical and higher level thinking processes, utilizing a variety of delivery modes designed to differentiate instruction for learners.

Monitoring must begin with direction from board policy, which should include purpose, guidelines, and results expected from implementation of an adopted process for monitoring instructional delivery. The elements to be monitored should be explicitly detailed, and all building administrators should be trained in the district-adopted process and requirements for monitoring curriculum delivery. To inform instruction and ensure that student learning and achievement are present, leaders must become skillful at analyzing the level of instruction through multiple avenues, realizing that a combination of data will provide a balanced approach to monitoring.

To determine expectations for monitoring the implementation of district curriculum and the delivery of instruction, reviewers examined board policy, appraisal instruments, and other district documents. Reviewers found board policy was silent regarding expectations for monitoring practices. When asked to identify what reviewers should expect to see in classrooms in terms of instruction, a district administrator replied, "You should expect to see cooperative learning, some traditional teaching, and a culture of inclusiveness in our classrooms."

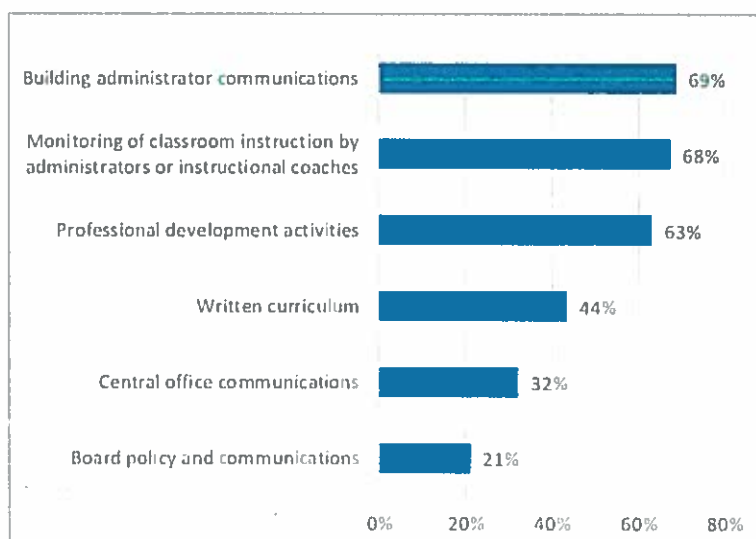
Reviewers examined documents describing the Teacher Supervision and Evaluation System. According to the most recent document available (*DRAFT December 30, 2014*), the system is "dependent on walk-throughs by both administrators and master teachers, but still has formal observations and allows for other methods of gathering data to support the growth of individuals" (p. 3). Documents identify five levels of teaching performance, the criteria for being identified at different levels, and the varied monitoring requirements for each level. Monitoring is conducted by administrators and,

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for teachers at the Master, Performing, and New levels, by trained peer observers. Teachers identified as In Need of Support or Focused Assistance are expected to be monitored more frequently and only by building administrators. Documents provided for review included supervision and evaluation rubrics utilizing Charlotte Danielson's Framework for Teaching; Evaluation Instrument, 2013 Edition.

Reviewers also interviewed and surveyed teachers and district and building administrators regarding curriculum monitoring. When asked about how clearly expectations for classroom delivery of the curriculum and classroom instruction are communicated through various channels, teachers were most likely to report that the clearest expectations came from building administrators and professional development. Percentages of teachers who felt instructional expectations were communicated "Extremely clearly" or "Clearly" from each channel are presented in Exhibit 3.1.13.

Exhibit 3.1.13: Teacher Perspective on Communication of Instructional Expectations



Data Source: Online Teacher Survey

Sixty-nine percent of teachers responded that communications from their building administrators were clear about expectations for delivery of the curriculum and classroom instruction. Sixty-eight percent of teachers responded that communications from classroom monitoring activities were clear about expectations for delivery of the curriculum and classroom instruction.

Professional development activities provided clear expectations for delivery of the curriculum and classroom instruction as reported

by 63% of teachers. Less than half of teachers surveyed felt that the written curriculum provided clear expectations for delivery of the curriculum and classroom instruction (44%).

About one in three teachers reported that central office communications were clear about expectations for delivery of the curriculum and classroom instruction (32%). Twenty-one percent of teachers felt that board policy and communications were clear about expectations for delivery of the curriculum and classroom instruction.

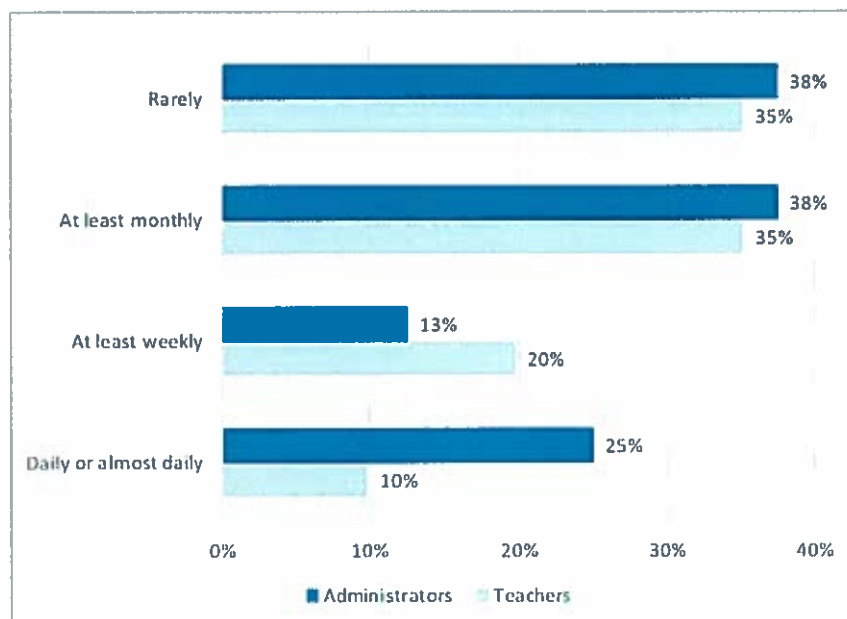
Building administrators reported a lack of clarity regarding instructional expectations. In online surveys, half the administrators agreed with the statement, "Teachers have a clearly defined model for delivering instruction to students," and only 22% agreed with the statement, "There is clear direction from the district regarding what classroom instruction should look like."

All building administrators indicated, however, that they use a walk-through protocol and identified student engagement as something they look for when in classrooms. Beyond student engagement, however, building administrators varied in their reported "look fors," with some identifying student learning targets, others noting classroom management or environment, and only one indicating differentiation.

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Exhibit 3.1.14 presents the building administrators' report of how frequently they visit each classroom in their building, as well as the teachers' report of how frequently they are visited by building leaders in the classroom.

Exhibit 3.1.14: Frequency of Classroom Visits by School Administrators As Reported by School Administrators and Classroom Teachers



Data Source: Online Administrator Survey and Teacher Survey

Thirty-eight percent of administrators responded that they rarely visit each classroom in their building, while 35% of teachers responded that they rarely see their principal/assistant principal in their classroom.

Thirty-eight percent of administrators responded that they visit each classroom in their building at least monthly, while 35% of teachers responded that their principal/assistant principal visits their classroom at least monthly.

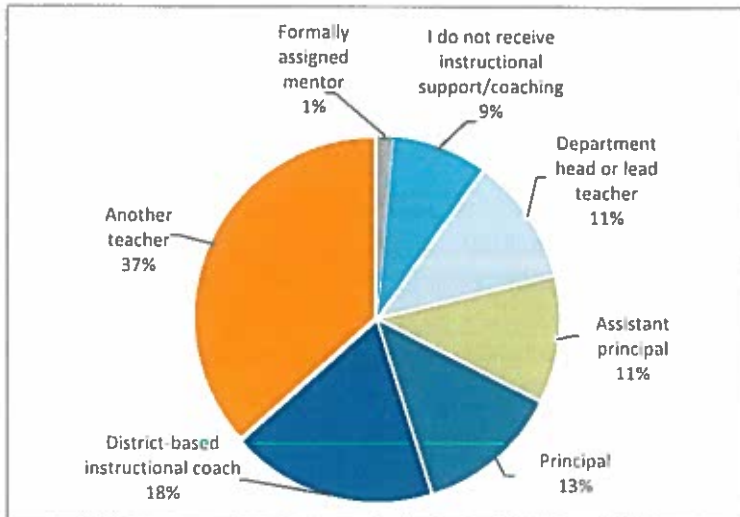
Weekly visits to classrooms were reported by 13% of building administrators and 20% of teachers responding.

Twenty-five percent of building administrators reported daily or almost daily visits to classrooms, and 10% of teachers reported that their administrator is in their classroom daily or almost daily.

Perceptions of administrators and teachers about how frequently building administrators are visiting classrooms are relatively consistent. As shown in Exhibit 3.1.15, however, teachers report that they get a majority of instructional support or coaching from other personnel.

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Exhibit 3.1.15: Perception of Who Provides the Most Instructional Support/Coaching As Reported by Classroom Teachers



Data Source: Online Teacher Survey

Thirty-seven percent of teachers responded that they get the most instructional support from another teacher. District-based instructional coaches provided the greatest support for 18% of responding teachers.

Nine percent of teachers indicated that they do not receive instructional support.

When asked about the monitoring of the curriculum delivery, district and school administrators indicated the following:

- “The walk-through plan is still aspirational.” (District Administrator)
- “There are no consistent expectations about instruction and how to teach [instructional model].” (District Administrator)
- “Our leadership team has not calibrated the use of our [monitoring] protocols in four years.” (Building Administrator)

Teachers indicated the following about the quality of support for instruction:

- “I do not recall the last time my principal was in my classroom for formal or informal observation.” (Teacher)
- “I think it would be much more effective to get some clearer guidance from the district about curriculum and then allowing teachers time and resources to build around it. Often, I feel like we are all just creating our own materials and our own styles, so it is hard to come up with a comprehensive and useful plan for supporting instruction.” (Teacher)

Overall, reviewers found WCUUSD curriculum monitoring to be occurring, but without clarity around curriculum or expected instructional strategies. The absence of a quality written district curriculum (see Finding 2.1) precludes effective monitoring of the delivery of the curriculum. Protocols have not been calibrated in several years, and a significant amount of instructional support is occurring between teachers, neither of which ensures alignment between district goals and curriculum delivery.

Curriculum Accessibility

With the merger under Act 46 of six small school districts into what is now Washington Central Unified Union School District, wide concern has risen about the availability of educational opportunities across district schools. Most notably, those five prior elementary school districts (representing the communities of East Montpelier, Berlin, Calais, Middlesex, and Worcester) have been conspicuously varied in programming and curricular offerings. Specific areas of potential inequity mentioned to reviewers include elementary music, art, and foreign language offerings, physical education, school nurse availability, equipment for elementary science and math, lack of transportation for some U-32 students qualifying for college courses, and the Multi-Tiered System of Support (MTSS) in some elementary schools.

***“We have merged into one school board but not all schools get the same resources. There are still “poor” schools and “rich” schools.”
–(Parent)***

District documentation verifying this situation is best exemplified in the *WCUUSD Continuity of Learning Plan, April, 2020*, which address adjustments to in-person and remote learning during the current pandemic.

We acknowledge our concern that the inequities that have always existed in our school community will likely be exacerbated during the period of prolonged school dismissal. We strive to create a plan that is flexible and responsive to our students’ and their families’ needs and that strengthens the partnership between home and school in order to best meet our students’ needs during this time of uncertainty.

In a review of agendas and minutes, the review team found the subject of equitable access to educational opportunities as a topic of numerous Washington Central Leadership Team (WCLT) meetings over the past year, involving district administrators and building principals.

Review team members were not presented with any district policies requiring the identification and remediation of inequities within the district.

Comments made from all stakeholder groups during interviews also verify the varied educational offerings of the schools:

- “Foreign languages, music, physical education and school nursing are not consistent at the elementary schools.” (District Administrator)
- “Curriculum is uneven around the [elementary] schools.” (Board Member)
- “There are no special [non-core] classes in every school [elementary] because we are so busy maintaining what we have.” (District Administrator)
- “There is no PBIS at my child’s school, and there is at other schools.” (Board Member)
- “The merger has highlighted the differences between schools. Not all kids have the same access to resources.” (Campus Administrator)
- “Rumney [Elementary School] has Spanish. The other elementary schools do not.” (District Administrator)
- “MTSS is a weakness. Not all kids get Tier I instruction. It is a work in progress.” (District Administrator)

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- “Junior High kids shouldn’t have to give up an elective to take algebra. The kids who are ready should have algebra instead of general math.” (Parent)
- “Not every elementary school has access to band, strings, choir...it’s hit or miss.” (Parent)
- “After observing several school board meetings, it seems as though the board has a lot of work to do to understand equity and supporting the needs of ALL students in our district.” (Parent)
- “There is a lack of equity between the elementary schools in terms of materials and staffing. When I visit other schools in the district, I am shocked to see more extensive classroom libraries, math materials, and art and music facilities at EMES, in particular.” (Teacher)



U-32 students using graphic organizers to complete a Spanish assignment

Discussion

As noted in **Finding 1.1**, **Exhibit 1.1.12**, which describes Tightly Held vs. Loosely Held curriculum management functions, only certain elements of the curriculum and instruction program are tightly held (mandated) across the district. Those mandated include district vision, mission, written curriculum, assessment tools, priority standards and objectives, etc. Other elements of instruction are more loosely held and may vary between buildings and even within classrooms in a building. Student groupings, instructional strategies, teaching resources, special programs, are examples.

Equity is the state or condition of treating others in accordance with need. Since no two people are exactly alike, their needs and preferences are often different. Making decisions and instituting practices or services based on need is one form of equity. In some cases, however, equality is warranted, such as in providing access to programs or curriculum. Districts that serve students most effectively balance equity with equality, depending on the demonstrated need of its students.

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In the absence of a tightly-held, well written, and precise curriculum, as is the case in WCUUSD (see **Finding 2.1**), the curriculum itself, including student learning objectives and performance indicators, become a by-product of the individual classroom teacher or building. The curriculum then becomes loosely held and random, rather than tightly held and precise. As a result, the student is educated according to the building or classroom curriculum, not the adopted district curriculum.

Once the district and school board adopt the written curriculum, the district assumes responsibility to ensure that this written curriculum is accessible to ALL students in the district, regardless of individual student need or building of attendance. This does not mean that all instruction will be identical between schools or even within schools. Buildings and teachers must retain flexibility to address the unique learning needs of their students. But it DOES mean that no child will be prevented from having access to the learning opportunities needed to be successful in mastering the written and adopted curriculum.

When one building offers opportunities providing their students activities above and beyond those available to other students in the district, this creates an equity issue. The district has a responsibility to remediate those inequities to ensure children across the entire district are afforded similar learning experiences (e.g., elementary parent organization raises funds to install new playground equipment for physical education, but no other building has playground equipment or physical education; science lab equipment is purchased with district funds to supply an elementary classroom to teach district performance indicators, but no other building has such equipment or science instruction; qualifying high school students may attend college classes during the school day but must provide their own transportation to the college campus meaning students without transportation cannot take advantage of this curriculum opportunity).

As noted earlier, the district is well aware of the ongoing and persistent reality that inequities exist across the district. The district has taken some steps to address this issue, for instance, the recent availability of school nurses to all elementary buildings. However, lacking a district policy, there is no administrative mandate requiring equity issues be addressed in a coherent and systematic fashion. Steps must be taken to alleviate this equity issue so prevalent in the district (see **Recommendation 1**).

Summary

WCUUSD's programming suffers from inconsistent implementation across the entire district. Professional development is available, but reported quality is average, and opportunities vary between buildings with little district-wide oversight. Instructional monitoring takes place, but again, is inconsistently implemented across the district. Classroom visitations indicated that while students are participating in the classroom assignments, the instruction tends to be at lower levels of cognition and contextually geared toward less engaging activities. Inequities were reported by stakeholders in the district and must be remediated to allow all students access to educational opportunities (see **Recommendations 1, 2, and 3**).

“...I've noticed that our students have vastly different experiences at each one of our elementary schools. Now that we are all part of one larger district it would be great to share resources, and align curriculum so that students come prepared for life at U-32.”
—(Teacher)

FOCUS AREA 4: The School District Uses the Results from System-Designed and/or -Adopted Assessments to Adjust, Improve, or Terminate Ineffective Practices or Programs.

A school system meeting Focus Area Four has designed a comprehensive system of assessment/testing and uses valid measurement tools that indicate how well its students are achieving designated priority learning goals and objectives.

What the Reviewers Expected to Find in the Washington Central Unified Union School District:

<div> <div> Focus Area Four: Assessment and Feedback </div> <div> Under Focus Area Four, the reviewers examine the overall scope and quality of the assessment system in providing data (feedback) for use in decision making at all levels of the system: classroom, building, and district. A school system meeting Focus Area Four has designed a comprehensive system of assessment/testing and uses valid measurement tools that indicate how well its students are achieving designated priority learning goals and objectives. </div> </div>	<div> <div>Common indicators</div> <ul style="list-style-type: none"> • A <i>formative</i> and <i>summative</i> assessment system linked to a clear rationale in board policy; • Knowledge, local validation, and use of current best practices for curriculum and program assessment; • Use of a student and program assessment plan that provides for diverse assessment strategies for varied purposes at all levels—district, school, and classroom; • A way to provide feedback to the teaching and administrative staffs regarding how classroom instruction may be modified, evaluated, and subsequently improved; • A timely and relevant database upon which to analyze important trends in student achievement; • A vehicle to examine how well specific programs are actually producing desired learner outcomes of results; • A database to compare the strengths and weaknesses of various programs and program alternatives, as well as to engage in equity analysis; • A database to modify or terminate ineffective educational programs; • A method/means to relate to a programmatic budget and enable the school system to engage in cost-benefit analysis; and • Organizational data gathered and used to continually improve system functions. </div>
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Overview of What the Reviewers Found in the Washington Central Unified Union School District:

The use of data and student assessment results in the district is not uniformly practiced. There is no high-quality student assessment plan in place (see Finding 1.1). Teachers use assessment data primarily for student placement for remediation and to assign grades. But the system as a whole does not utilize assessment data to determine curriculum or instructional effectiveness. There is no program evaluation plan to guide district decisions about the selection, initiation, implementation or termination/continuation of educational programs.

Finding 4.1: Teachers utilize student assessment data to inform decision making at the classroom level. The district as a whole is lacking a systemic process of program evaluation for the implementation, continuation, or termination of programs.

The use of data from a variety of sources is essential for sound curriculum management and responsible decision making in planning for various district functions such as instructional planning. Critical assessment resources include formative, benchmark, and summative student test data; surveys and follow-up studies; audits and reviews; and teacher/administrator evaluations. Formative types of school-based feedback, such as classroom visit data and information gleaned from collaborative team analysis of student and staff work, can also inform decision making at important junctures. The resulting data from these various sources serve as a basis for improving instruction to facilitate student achievement, as well as to inform such work as appropriate comprehensive strategic planning, staff development, program evaluation planning, and developing data-driven budget prioritization.

Effective districts have an assessment process that is ongoing and systematic. Administrators and teachers demonstrate a clear understanding of how students are assessed on required testing instruments, including the standards, types of questions, and level of the concepts, skills, and knowledge students must master to be successful. In those school systems, test results are well understood so that all administrators and teachers know how to analyze important trends in the instructional program, as well as areas of strength and weakness by classroom, groups of students, and individual students. Each teacher and school leader makes frequent use of assessment data to design classroom instruction aimed at improving student achievement. Surveys and program evaluations, where they are used, provide additional information regarding needs identification that can significantly impact decisions at the district and school levels.

Reviewers analyzed WCUUSD's board policies, improvement plans, job descriptions, and other district provided documents that reflect the collection and use of data that informs classroom and programmatic decision making. Also reviewed was survey data from campus administrators and teachers and information gathered from interviews with board members, administrators, and teachers. Classrooms visits were conducted throughout the district to gain further information regarding the district's process for the implementation, continuation, and termination of programs.

Overall, the reviewers' found student data are inconsistently available to district leaders to make informed decisions about program effectiveness. In some instances, data are routinely provided, at other times by request, and sometimes the requested data are not available. The district lacks a systemic process for the use of data for proper implementation, continuation, and termination of programs.

Review team members examined board policies to determine the expectations for data usage for program implementation, monitoring, and termination. *Board Policy B21* requires educators to "utilize student assessment data for the purpose of increasing student achievement and to improve the overall effectiveness of the curriculum." There is no requirement, however, to disaggregate the assessment data at any level of the organization. Policies do not address the details of data-driven decision making needed for determining the effectiveness of district programs (see Appendix E.4, Criterion 4.1 and 4.3).

Additionally, reviewers examined job descriptions to determine roles and responsibilities related to program evaluation. The abundance of missing job descriptions at all levels of the organization precluded the review team from determining which district level coordinators and campus level

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administrators have some level of responsibility for program evaluation. Broad inclusion of program oversight and evaluation within job descriptions normally demonstrates the district's recognition of the importance of a comprehensive, data-driven process for the implementation and evaluation of educational programs. However, WCUUSD's job descriptions, where available, do not provide specificity to ensure adequate coverage of decision-making responsibilities related to program evaluation, nor do they designate to any position overall responsibility and accountability for the evaluation of programs.

Reviewers examined district documents for examples of how data were being utilized to guide instruction, including teacher response data from online surveys, which included questions related to the use of formative and summative assessment data.

Exhibit 4.1.1 summarizes teacher survey responses, regarding the frequency and use of assessment data.

Exhibit 4.1.1: Teacher Response to the Statement: "How frequently do you use the results of assessments to plan instruction?"

Answer Choices	Responses	
Daily	34%	25
Several times a week	27%	20
Weekly	21%	15
Monthly	15%	11
Rarely or not at all	1%	1
N/A	1%	1
Total Responses		73

Exhibit 4.1.1 shows that 61% of the teachers responded to using assessment results daily or several times per week. One percent of teachers responded rarely or not at all. Thirty-six percent of the teachers responded they use assessment results either weekly or monthly.

Teachers also were asked about the use of student data. The results from 72 teacher responses are displayed in **Exhibit 4.1.2**.

Exhibit 4.1.2: Teacher Response to the Statement: "I use student assessment data for the following"

Answer Choices	Responses (Multiple Responses Permitted)	
To give grades	75%	54
To plan reteaching	93%	67
To refer students for intervention	78%	56
To place students in small groups for targeted instruction	82%	59
To place students in the correct course or level	36%	26
Total Respondents		72

Exhibit 4.1.2 shows that 93% of the teachers indicated that they use assessment data "To plan reteaching;" 82% of the teachers use the data "To place students in small groups for targeted instruction;" 78% of the teachers use data "To refer students for intervention;" and 75% of teachers answered they use data "To give grades."

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Overall, teacher decisions are being made around reteaching, to refer students for interventions and targeted instruction, and to assign grades. Teachers are utilizing assessment data in decision making, but not in a consistent or coordinated way across the school district. Comments made by building administrators confirm this inconsistency:

- “We use time during staff meetings and collaboration meetings (kid talk) to examine student achievement to inform future instruction to meet achievement goals.”
- “We do not do this very well at this point. We will share reading and math data at a few points in the year, but it is not consistent.”
- “[We give] yearly updates to faculty.”



A Calais Elementary preschooler works at a sand table as part of her kinesthetic learning



An East Montpelier Elementary student creates an art project using watercolors

The review team was not presented with any documents or verifiable data analysis showing that the district evaluates programs prevalent throughout the system. An analysis of district planning documents (curriculum management, assessment, professional development, and instructional technology) indicates that evaluation processes are not a consideration to determine a program's implementation, continuation, or termination (see **Findings 1.1** and **4.1**). Similarly, board policies do not address program evaluation. Reviewers examined interview data related to the district's systemic use of data for program decision making. The following comments reflect the district's nonexistent practice in program evaluation:

- “We could be better at using data to inform instruction and program decisions. There is relatively low accountability for meeting performance goals in areas like academic performance...” (Building Administrator)
- [In response to whether the new math program is getting desired results] “Have not seen results in math yet, and it's been five years.” (Board Member)

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- “The math pilot was evaluated mostly on teacher feedback and alignment.” (District Administrator)
- [In response to how the budget process utilizes program success in determining continuation] “We have never moved ‘off the dime’ in regard to discussing performance-based budgeting. The budget does not really align with other planning.” (District Administrator)

In discussion with district personnel the review team asked about several district-wide programs, and were not presented any evidence that a system to monitor program success was in place, including the iReady math program, college tuition reimbursement for teachers, district budgeting processes, instructional technology (1-1 computer), and assessment.

With the lack of a formal program evaluation plan in place, the review team felt it useful to provide the district with a listing of the characteristics of a quality program evaluation plan or process to enable district leaders to develop a plan. **Exhibit 4.1.3** provides a listing of the characteristics.

Exhibit 4.1.3: Characteristics of a Quality Program Evaluation Plan or Process

Characteristics of a Quality Program Evaluation Plan or Process	
1.	Describes board or administrative directives to have program evaluation procedures in place
2.	Specifies procedures for program evaluation, including needs assessment and formative evaluation and summative evaluation methods
3.	Specifies the proficiencies of persons responsible for conducting the evaluation, enhancing likelihood that findings achieve maximum credibility and acceptance
4.	Expects multiple accurate and reliable measures designed to obtain quality data about the goals and objectives of the program
5.	Provides for multiple measures of data collection to be used, including both quantitative and qualitative data
6.	Directs ongoing formative assessments for the first two years for any new program implementation and summative evaluation at the end of the third year
7.	Directs that all existing programs undergo a program evaluation at least every three years
8.	Expects procedures used in the evaluation process to be clearly described
9.	Specifies that program evaluation reports clearly describe the program, including its context, purposes, and procedures
10.	Expects program evaluation reports to be utilized to support timely decisions regarding program effectiveness, identify both strengths and weaknesses of the program, and include findings and recommendations for continuation as is; modification, or termination
11.	Directs program evaluation designs to be practical, ethical, and cost effective, and to adequately address relevant political issues
12.	Expects all proposals for the initiation of new program to include needs assessment data, a description of formative and summative evaluations, and data collection procedures

Discussion and Summary

As discussed in **Finding 1.1**, Assessment Planning, the district has a student assessment plan, but it is incomplete and consists predominantly of state and district test dates. A student assessment program should provide an opportunity to validate the quality and effectiveness of the written, taught, and tested curriculum. It is the alignment of these three pieces that creates a comprehensive educational program that is the foundation of a child's educational experience. Added to this piece is a quality and vetted formative assessment program used to inform teacher decision making during the teaching process. These tools are necessary to know if children are successful in mastering the curriculum and consequently meeting district goals and expectations. Without such a program, the district cannot determine if students are making progress. Additionally, a quality assessment program provides data to determine access to the curriculum across all buildings in the district, critical in determining equity issues.

The review team found the district lacks a systemic process for the use of data to guide implementation, continuation, and termination of programs. No program assessment or program evaluation plan was provided to the reviewers. While data are sporadically available to the district to help make informed decisions, no formal process exists to support improvement of programs and instruction based on student achievement data. Teachers were found to primarily use data to identify and reteach struggling students and assign grades. Reviewers did not find any board policies that specifically address the use of data to guide program management or evaluation. Also missing were job descriptions assigning roles and responsibilities for how data are to be used for the formal implementation, continuation, and termination of programs (see **Recommendation 4**).

RECOMMENDATIONS

Recommendations

Based on the four streams of data derived from interviews, documents, online surveys, and site visits, the CMSi Curriculum Review Team has developed a set of recommendations to address its findings shown under each of the focus areas of the review.

In the case of the findings, they have been triangulated, i.e., multiple sources of data serve to support the reviewers' conclusions. In the case of the recommendations, those put forth in this section are representative of the reviewers' best professional judgments regarding how to address the problems that surfaced in the review.

The recommendations are presented in the order of their criticality for initiating system-wide improvements. The recommendations also recognize and differentiate between the policy and monitoring responsibilities of the board of directors, and the operational and administrative duties of the superintendent of schools.

Where the CMSi review team views a problem as wholly or partly a policy and monitoring matter, the recommendations are formulated for the board. Where the problem is distinctly an operational or administrative matter, the recommendations are directed to the superintendent of schools as the chief executive officer of the school system. In many cases, the CMSi review team directs recommendations to both the board and the superintendent, because it is clear that policy and operations are related, and both entities are involved in a proposed change. In some cases, there are no recommendations to the superintendent when only policy is involved or none to the board when the recommendations deal only with administration.

Review recommendations are presented as follows: The overarching goals for the board and/or the superintendent, followed by the specific objectives to carry out the overarching goals. The latter are designated "Governance Functions" and "Administrative Functions."

Recommendation 1: Adopt and implement updated, revised, or new board policies to provide clear direction for the educational program and operational functions and to clarify expectations regarding organizational coordination and decision making. Institute systemic initiatives to address identified weakness in existing district-wide and school-based improvement plans and missing departmental plans.

A comprehensive set of school board policies is necessary to guide the management of a school system and express the expectations and intentions of the elected body legally charged with governance of the school district. Current, sound policies provide an updated legal framework for school district program operations and help created educational focus for ongoing decision making at schools and at the district level. Policies are relied upon to be a source of reference for district management as they deal with recurring issues and make operational decisions to promote consistency of administrative practices and cohesion of organizational functions. Administrative regulations that outline for central and site leaders the expectations in policy implementation are beneficial for effective coordination.

Likewise, quality control lies at the heart of a well-managed educational system. School systems demonstrate quality control through a clear set of policies that establish direction and coherent planning processes focused on system goals that set the structure to support achievement of mission and goals.

RECOMMENDATIONS

The review team determined that Washington Central Unified Union School District lacks sufficient mechanisms for quality control in policy, district and school improvement planning, and departmental plans. Each area will be addressed below.

Board Policy

The reviewers found the WCUUSD's board policies did not meet review criteria in any of the five dimensions of organizational control. Policies in the curriculum management area are non-existent. Similarly, few policies exist to provide control over the areas of district-wide improvement planning, school improvement planning, curriculum, assessment, program evaluation, and instructional technology. A single policy devoted to professional development provides some direction for such a system. The review team found inequities existed in the WCUUSD system with no intentional plan in place to address these. Board policies need more clarity in addressing requirements for annual review of equity data and the use of such data to develop a plan to correct equity issues.

The reviewers' recommended actions address the primary needs in the area of policies and regulations as identified through the analysis (see **Finding 1.1**). Additional recommendations in this report also identify specific areas of policy weakness. The actions need to be addressed during the next 6 to 12 months in order to establish clear parameters for management of the educational program, operations, and related functions, to support effective coordination of responsibilities, and to communicate expectations regarding the follow-up actions recommended in this report.

Governance Functions: The following actions are recommended to the Board of Directors of WCUUSD:

G.1.1: Direct the superintendent to prepare and present for review and adoption drafts of new policies or revised policies that will meet the criteria outlined in **Appendix E.1** through **Appendix E.5** and address policy deficiencies pointed out in each of the findings and accompanying recommendations within this report. Address these revisions as a priority in order to establish clear communication of direction for educational program management and sound operation of the district. If necessary, contract with the Vermont School Boards Association, the National School Boards Association, or other creditable agency to assist with this task.

G.1.2: Establish an ongoing policy review and update schedule to avoid policies being outdated and ignored. Incorporate Vermont School Boards Association legal information as legislative changes occur, and include language needed to specify clearly the local board's additional intent and expectations.

G.1.3: Direct the superintendent to establish a mechanism to ensure all administrators' understanding of policies and the expectation that policies be followed throughout the district. Likewise, direct the superintendent to prepare administrative procedures for consistent implementation of policies.

G.1.4: Direct the superintendent to prepare for board adoption a policy framework to address the issue of equity and prioritize it district-wide. The policy needs to be developed with the intent to identify and correct inequities, which have resulted from structures created by or inherent in the system.

Administrative Functions: The following actions are recommended to the Superintendent of the WCUUSD:

A.1.1: Assist the board in implementing **G.1.1** through **G.1.4** above. Provide draft policy language that offers clarity of expectations where needed to meet the review criteria in **Appendix E.1** through

RECOMMENDATIONS

Appendix E.5 and other findings within the review report. Reference sample policy language found in **Appendix D**, Sample Curriculum Development Policy.

A.1.2: Identify the policies most in need of specificity for central and campus administrative coordination and consistency, and develop administrative regulations/procedures for those policies. Examples are: processes for development of curriculum; expectations of curriculum monitoring, including classroom room walk-through procedures; procedures for implementation and monitoring of the effects of professional development; processes for program evaluation.

A.1.3: Provide updated policies and regulations/procedures to all administrators, with copies available for staff at the work sites, electronically or otherwise. Update policies and procedural documents on the district website as soon as feasible to enable ready internal and external access to the most current policies and regulations. Ensure that the publicized documentation of policies refers to the most recent review and approval for continuation or the most recent revision of previously existing policies.

A.1.4: Include discussion of updated policies and regulations in administrative meetings as revisions are completed, highlighting particular areas of policy at the regular meetings; monitor for consistent implementation at all campuses.

A.1.5: Establish a system to maintain policy congruence with current state and federal laws, regulations, and other requirements as well as accuracy of local board intent in critical areas such as curriculum instruction, student assessment, and program evaluation.

A.1.6: Develop and implement a strategy for clarifying points of decision making in critical areas such as curriculum, program adoption, assessment, professional development, instructional technology, and determining exceptions to program guidelines. Using administrative team meetings, engage in activities such as matrix design by focusing first on decisions, especially noting those most uncertain as to the point of responsibility. Within the matrix, identify both perceptions and intent for those decisions to establish clarity and create a document to help ensure uniform understanding among units within the system.

District and School Improvement Planning; Departmental Plans

Effective planning is essential for focusing and organizing district resources to meet changing student needs. Long-range planning provides a systemic means to sustain constancy of purpose as a district works towards achieving its goals. Comprehensive planning increases the probability that effective programs, practices, and facilities will be available to students regardless of growth, economic changes, and other effects of community evolution.

The reviewers found that while some planning does take place in the district, current efforts are not fully achieving the intended effects of planning—focusing attention, energy, and resources towards realizing the district mission. The most recent district strategic plan has expired. District and school improvement plans contain a single math related goal that is non-rigorous and lacks breadth. Plans do not exist in the areas of curriculum management, program evaluation, and instructional technology (see **Finding 1.1**). Plans in the areas of assessment and professional development lack needed high quality elements (see **Finding 1.1**). Links between district, school, and department planning were not evident.

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Board Policy A23 requires the development of a district vision and strategic plan. Community input is expected and valued in developing such vision. Overall, board policies do not adequately address planning (see **Finding 1.1**).

The following recommendations are aimed at improving system planning for the successful accomplishment of district and school goals.

Governance Functions: The following actions are recommended for the consideration of the Board of Directors of WCUUSD:

G.1.5: Assign duties to the superintendent (through policy) to provide overall direction for a full scope of long- and short-range planning.

- Policy should address the development, implementation, monitoring, evaluation, and connectivity of district, school improvement, and department plans.
- Policy should require that each plan is clearly connected to system priorities.
- Plans are to be annually reviewed by the superintendent, related to budget development, become a component of administrator evaluations, and reported to the board at regular intervals.

G.1.6: Require the development of the following plans:

- Strategic, district (see **Exhibit 1.1.5**), and school improvement (see **Exhibit 1.1.6**) plans that focus the school community on achievement of district and school goals and meeting student needs (see **Finding 1.1**);
- A comprehensive district-wide staff development plan (see **Exhibit 1.1.8**) to support district goals and coordinate staff development planning across the system (also see **Recommendation 3**);
- A comprehensive curriculum management plan (see **Exhibit 1.1.2**) to provide direction for the design, delivery, and evaluation of the curriculum (see **Findings 1.1 and 2.1** and **Recommendation 2**);
- A student assessment plan (see **Exhibit 1.1.7**) to provide feedback for decision making (see **Finding 1.1**); and
- An instructional technology plan (see **Exhibit 1.1.9**) to ensure effective use of technological resources to impact teaching and learning and to provide ready access to student data for sound decision making (see **Finding 1.1**).
- A program evaluation plan (see **Exhibit 4.1.3**) to address inadequacies in the evaluation of the effectiveness of student programming (see **Finding 4.1** and **Recommendation 4**).

G.1.7: Adopt a policy that clearly delineates the decisions that will be made at the district level and those that will be made at the school level (see **Finding 1.1**). Establish that curriculum and assessment designs are system-wide decisions.

G.1.8: Direct the superintendent to prepare regular reports to the board on all plans and their results as they pertain to the attainment of district goals and objectives.

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Administrative Functions: The following actions are recommended to the Superintendent of the WCUUSD:

A.1.7: Assist the board in the development of the recommended policies, and present drafts for their review, critique, and adoption.

A.1.8: Develop a multi-year model for the design of school improvement plans, but also require the plans to identify persons responsible for implementing the actions, and include timelines, resources, and funding for each strategy.

A.1.9: Direct that departmental plans utilize a consistent format that includes the following components:

- Connectivity to district vision and goals;
- Goals based on the analysis of student achievement data and other data;
- Clearly established and measurable goals;
- Strategies that address goals to be accomplished;
- Resources and funding for each strategy/objective;
- Methods of monitoring and evaluation included in plan design;
- Evaluation based on measurable data;
- Identification of persons responsible for implementing strategies;
- Staff development linked to achievement of district goals.

A.1.10: Develop procedures to include ongoing monitoring and evaluation of supporting plans, such as curriculum management, staff development, instructional technology, program evaluation, and assessment to ensure that these plans are aligned with the priorities of the district plan and that progress is being made toward those goals.

A.1.11: Provide training for all administrators and key instructional staff pertaining to the following:

- Understanding and adhering to the critical components of an effective planning process;
- Building staff members' capacity to address components of the planning process as they assess school and department needs;
- Setting realistic goals and performance-based activities.

A.1.12: Prepare and present regular reports to the board, staff, and community regarding the implementation and evaluation of district planning.

Successful implementation of these governance and administrative recommendations will create an environment for the WCUUSD to be successful in improving and institutionalizing a comprehensive planning process for district-wide student achievement. Quality district, school, and department plans will focus planning on the main priorities of the district and reduce unnecessary impediments to success. Collectively, these efforts will promote the district's goal of providing rigorous and relevant learning for all students.

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Recommendation 2: Develop and implement a comprehensive curriculum management plan to provide district-wide consistency and direction for the design, use, monitoring, and evaluation of curriculum. Review, revise, and further develop existing curriculum documents to ensure alignment of the written, taught, and tested curriculum.

The goal of every school district is to deliver quality instruction to each student and ensure each student's academic success. In order to achieve this goal, a school district must focus time, energy, and necessary resources to purposefully and carefully plan for a district-wide system that provides guidance for curriculum development, adoption, implementation, monitoring, evaluation, and revision for all courses of study.

It is essential that all elements of planning for the written, taught, and tested curriculum is infused through other district documents. There must be a focus on system needs, including processes and organizational structure, and have it built into planning documents to support the design, development, delivery, monitoring, and evaluation of the curriculum so student learning is at desired levels and reflects how the system wants students engaged. Policy is needed (see **Recommendation 1**) to assure accountability and guidance on making decisions so there is a match of district priorities, expectations, and goals.

A comprehensive plan for curriculum management directs the process of curriculum development, review, and evaluation. A well-designed plan is critical to the sound design, delivery, and evaluation of the written, taught, and tested curriculum. Reviewers found that WCUUSD does not have a curriculum management plan, making it difficult for the staff to know and pursue the district's goals and objectives (see **Finding 1.1**).

A quality curriculum document reflects a written, taught, and tested curriculum that aligns in content, context, and cognitive types. Context refers to the way in which something is learned or practiced, and cognitive type refers to the type of cognitive functioning that students engage in when accomplishing a task or practicing a skill. It is not until the content, context, and cognition type of the written curriculum are aligned that the curriculum can be considered adequate to guide instruction.

A cohesive format for curriculum documents across grade levels and content areas provides consistency for teachers as they utilize the documents for planning effective delivery of instruction. Key components of an aligned curriculum provide teachers with all the tools needed for effective planning and instruction, and include the following:

- Instructional objectives, including the what, when (sequence within course/grade), how the actual standard is performed, and the amount of time to be spent learning;
- Formative and summative assessments corresponding to each objective, with needed rubrics for performance-based assessments, to enable teachers to know when mastery of the objective occurs;
- Prerequisite skills and knowledge needed for new learning so teachers know what has been taught previously and what will be taught at the next level;
- Instructional resources, technology, and texts that support the objective;
- Suggestions on how to teach, model, or engage students with key concepts/skills in the classroom; and

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- Suggestions for student practice activities, assignments, or projects that can be differentiated for content, process, and product.

Once a district has the key components of the aligned curriculum in the design (the written curriculum), managing the delivery of the curriculum includes the components of professional development, ongoing support and coaching, and monitoring to ensure its implementation, as well as evaluation to determine whether the delivery is effective as measured by gains in student academic achievement.

Reviewers found that existing policies in WCUUSD do not provide overall guidance for designing and delivering a consistent, high-quality curriculum (see **Findings 1.1** and **2.1**). No district-wide plan outlines the goals and procedures for the design and delivery of the curriculum, or the monitoring and evaluation of curriculum (see **Finding 1.1**). While the scope of the written curriculum met CMIM criteria, the curriculum documents available to teachers do not have all the components needed to meet CMIM criteria to guide instruction (see **Finding 2.1**).

To have an effective curriculum management process, WCUUSD must address the weaknesses in curriculum quality outlined in **Finding 2.1**. The creation of a comprehensive curriculum management plan will provide for cohesion, clear articulation, and improved teacher support across all grade levels and content areas.

Based on their findings, the reviewers present the following recommendations regarding the development and implementation of a comprehensive curriculum management process. These actions should be completed within two to three years.

Governance Functions: The following actions are recommended to the WCUUSD Board:

G.2.1: Review current policies and revise policies to define the roles and responsibilities of the superintendent, building administrators, and teachers regarding curriculum.

G.2.2: Direct the superintendent (or designee) to generate a long-term plan for the design, development, revision, delivery, monitoring, and assessment of curriculum. The plan is intended to serve multiple purposes: 1) to define the process surrounding the continuing development and evaluation of curriculum; 2) to provide guidelines for what the finished process should look like; and 3) to clarify which tasks and responsibilities are classroom-level and school-level (see **G.1.6** and **Exhibit 1.1.2**). The plan should include the following components:

- Identifies the timing, scope, and procedures for a periodic cycle of review of curriculum in all subject areas and all grade levels.
- Defines and directs the stages of curriculum development.
- Specifies the roles and responsibilities of the board and school-based staff members in the design and delivery of the curriculum.
- Directs how curriculum considers state and national standards. This includes whether or not to use a back-loaded approach, in which the curriculum is derived from high-stakes tested learning, or a front-loaded approach which start with the standards, with the assessments developed later.
- Requires for every content area a focused set of precise student objectives/student expectations and standards that are reasonable in number, so the student has adequate time to master content.

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- Directs that curriculum documents not only specify the content of the objectives/student expectations, but also include multiple contexts and cognitive types.
- Specifies the overall beliefs and procedures governing the assessment of curriculum effectiveness; includes curriculum-based diagnostic assessments and rubrics (as needed); expects assessments to direct instructional decisions regarding student progress in mastering prerequisite concepts, skills, and knowledge.
- Directs the design of the curriculum so that it supports teachers' differentiation of both their instructional approaches and their selection of student objectives at the appropriate level of difficulty; ensures that those students who need prerequisite concepts, knowledge, and skills are moved ahead at an accelerated pace, and that students who have already mastered the objectives are also moved head at a challenging pace.
- Describes the procedures teachers and administrators will follow in using assessment data to strengthen written curriculum and instructional decision making.
- Outlines procedures for conducting formative and summative evaluations of programs and their corresponding curriculum content.
- Requires the design of a comprehensive staff development program linked to curriculum design and its delivery.
- Establishes a communication plan for the process of curriculum design and delivery.

G.2.3: Commit adequate resources to support the curriculum development and revisions necessary to improve the quality, internal consistency, and user-friendliness of curriculum documents to provide for quality control. Provide adequate staff to orchestrate these actions. Incorporate curriculum priorities in strategic and budget development priorities.

Administrative Functions: The following actions are recommended to the WCUUSD Superintendent:

A.2.1: In accordance with **G.2.1**, revise/develop policies necessary to direct district curriculum management. Develop a curriculum management plan as a separate document to provide for connection to plans and planning processes in **Recommendation 1**. While formal board action should be required for approval of a newly developed curriculum management plan, it should not be required for ongoing revisions when needed.

A.2.2: Revise and/or create job descriptions that include curriculum management responsibilities and clearly delineate roles and responsibilities for each task in the development, implementation, and evaluation of the district curriculum (see **Finding 1.1** and **Appendix D**, Sample Curriculum Development Policy).

A.2.3: Develop a curriculum management plan for directing the design, delivery, monitoring, evaluation, and revision of the curriculum. The plan should establish the following:

- A clear understanding of the curriculum functions and components that are tightly held vs. those loosely held;
- The definition and expectation of an aligned written, taught, and tested curriculum in all three dimensions (content, context, and cognitive type);

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- The expectation of a PreK grade 12 scope and sequence of specific learning goals, benchmarks, and objectives that form the basis of all curriculum documents and that meet or exceed the standards approved by the Vermont State Board of Education;
- A requirement that all courses offered, core and non-core, be supported by quality written curriculum that aligns with the standards approved by the Vermont State Board of Education; and
- Formal board adoption of all curricula prior to implementation.

The plan should include the components of **G.2.2**, and establish district expectations for the design of the written curriculum, the process for developing it, the nature of the instruction that the curriculum is intended to support, guidelines for its implementation and monitoring, and procedures for evaluating student progress in mastering the objectives/student expectations.

A.2.4: Define what components and characteristics comprise a “model” curriculum document. The following components are minimum requirements. *Please note that each of the six components listed below are designated as either tightly-held or loosely-held requirements.

1. **Objectives (tightly-held):** A learner objective is not a state or district standard. An objective is a specific statement of the intended skill or knowledge to be learned, the (many) contexts in which it is to be learned and practiced, and the standard of performance by which a teacher knows mastery of that skill or knowledge has been achieved. These should all align closely with state standards, but specific learner objectives give the teacher more precise information of what mastery looks like and clearly define which objectives are assigned to which grade or instructional level. Objectives should fall into distinct categories: mastery-level, supporting, process, and prerequisite.
 - **Mastery-level objective:** This is a skill or conceptual understanding that is cognitively challenging and requires some type of performance demonstration (short-term or long-term) to demonstrate. Mastery-level objectives are typically listed at the unit-level in the curriculum, since the time frame of the entire unit is usually required to attain this level of performance or demonstration.
 - **Process objective:** These objectives, similar to mastery-level objectives, are derived from standards expected to be taught all year, all the time, as a thread throughout the content instruction. An example would be mathematical process standards, which should appear in every unit in some capacity (ideally revised into a mastery-level objective).
 - The key difference between these objectives and mastery-level objectives is that these may be intentionally practiced, though they are not already mastered, as a way to reinforce prior learning (ongoing, intermittent practice) and to work toward future mastery. Mastery of these objectives may not be expected within a specific unit, but in a future unit within the year or course.
 - **Supporting objective:** These objectives are also written in measurable terms but are more discrete in terms of what the student is mastering and are typically included at the module or learning experience level. They may be simple facts, skills, or vocabulary that students need to know or have learned to be able to attain the mastery-level objective, and may be acquired during a single lesson or while working on a more challenging project or

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assignment. Teachers can typically monitor mastery of these objectives with a checklist or simple assignment.

- **Prerequisite objective:** These objectives are mentioned in the guide but refer to those objectives that should have been mastered in prior units, grade levels, or courses, so teachers know what prerequisite skills the students have prior to the next stage in learning.

The number of objectives included in the guide must be manageable. It is better to focus on fewer objectives and address them more deeply than including an entire battery of objectives that are only lightly addressed. It is recommended that no more than four mastery-level objectives be included in a unit. Objectives must be sequenced within courses as well as across units and courses. All objectives must be reviewed for evidence of rigor and integrated across all content areas.

2. **Assessment (tightly-held):** How and when each objective will be assessed and with what tools must be included in the written curriculum documents. Formative assessments must be cross-referenced throughout, specifying when, how, and with what instrument each objective will be evaluated. Relying on released test items, commercially produced assessments, or unit/chapter tests is insufficient; sample items to be included should be based on deconstructed, released test items that have been altered and “deepened” to provide students with a challenging level, ensuring their success on a multitude of test items related to the same content (English and Steffy, 2001). Teachers must have tools with which to continuously evaluate student progress and move their students at an appropriate, individualized pace in all content areas.
3. **Prerequisites/ Scope and Sequence (tightly-held):** Learner objectives (grades PreK-12) should be placed within a scope and sequence document to allow teachers to easily discern what content and skills students come in with, and what content and skills they are responsible for ensuring that students leave with. Such a document helps distribute accountability and eliminates gaps and overlaps in student learning, which is an important factor in an educational environment that must make the most of students’ learning opportunities. The scope and sequence will also facilitate greater articulation of the curriculum from one level to the next and assure greater coordination across a single grade level or course, as the mapping out of objectives is already completed and any misinterpretation of the standards approved by the Vermont State Board of Education is avoided.
4. **Suggested Strategies and Approaches (loosely-held):** This item is a critical part of ensuring high expectations for students and achieving deep alignment to provide teachers, particularly inexperienced teachers, with reliable support in deciding ways to teach the assigned objectives. The suggested strategies should be developed to ensure that they incorporate those contexts and cognitive types known to be part of the assessments in use, allowing students opportunities to experience these contexts and cognitive types before encountering them on high-stakes assessments.

Such strategies, however, should not only align with test contexts. A wide variety of authentic, student-centered contexts is recommended to ensure a more broad-based, real-life application of the concepts, skills, and knowledge so that students can personally connect with the learning, be more actively and cognitively engaged, and see the overall value of their learning.

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Classroom-based activities and strategies should always meet and exceed the rigor found in assessment, but students should be challenged in the classroom, not by a high-stakes assessment.

5. **Resources and Materials (loosely-held):** Every book, recommended professional resource, audiovisual aid, technology enhancement or program, and other resources should be listed (after ensuring teachers have all resources that are necessary) in the written curriculum and referenced by objective/strategy. All listed resources must be screened for rigor, quality, developmental appropriateness, and alignment with the content, contexts, and cognitive types of the objectives. All suggested materials and resources should also be analyzed for deep alignment to the curriculum and the assessments in use.
6. **Suggested Student Activities and Assignments (loosely-held):** These can be added over time, but the purpose of including suggested student activities is to provide teachers with a model of what high quality, rigorous, culturally responsive and student-centered engagement looks like. The suggested student activities can also serve as authentic assessments when provided with a specific rubric (as with performance assessments).

Materials, resources, strategies, and approaches are suggested, not required, to allow teachers and schools flexibility in selecting those materials most effective and appropriate for their students. Adherence by teachers to the “what” and “when” (the sequence of units or objectives in the curriculum documents), ensures more consistent learning for students, while allowing flexibility in the “how” (strategies, resources, and suggested student activities).

A.2.5: Modify current curriculum and develop future curriculum to better support differentiation. Differentiation occurs in two main ways: curricular and instructional. Curricular differentiation means teaching students the objectives or content at their level and allowing them to practice skills at their personal reading or writing level (input). Instructional differentiation means allowing students to practice their learning in many different ways (process), or to demonstrate it with many different types of products (output). Differentiation is critical to meeting individual student academic needs and engaging their interests and backgrounds. Differentiation requires supporting the expectation of fluid student groups, allowing student choice with almost every assignment, and offering these suggestions in addition to the more basic suggestions for reteaching and enrichment.

Differentiation should be business as usual: all the time, every day. Design of the curriculum must support the expectations for delivery. For example, having daily scripted lessons discourages teachers from differentiating and encourages whole group instruction, while suggested strategies and activities for a series of days encourages teachers to decide what they will do when and with which students.

A.2.6: Include in the curriculum design those characteristics that reflect the district’s philosophy and beliefs concerning curriculum delivery. Make these expectations an integral component of the curriculum documents rather than a stand-alone section or expectation. For example, if the district expects an emphasis on social-emotional learning, then the curriculum should include suggested activities and approaches that integrate elements of that learning. The more that district expectations are integrated throughout the curriculum document, the greater the likelihood that teachers will implement those expectations.

A.2.7: Take steps to ensure that all courses taught at all grade levels have a corresponding written curriculum. Set priorities, beginning with the core content areas, for curriculum development and/or revision (address in conjunction with curriculum management planning). This will be a major undertaking and may take three years to complete, depending on resources available.

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A.2.8: As curriculum is developed and revised, require a deep alignment analysis to ensure the objectives, resources, strategies, and student assignments included in curriculum documents are deeply aligned to the assessments in use in all three dimensions: content, context, and cognitive type (see Finding 2.2).

A.2.9: Whenever possible, integrate the district expectations for instruction and student engagement with strategies and approaches that are most effective. When these expectations are integrated into all courses, they are more likely to become typical practice. It is recommended that suggestions for strategies be very limited and the main focus for several years. Being narrower and more focused in expectations for instructional strategies assures that teachers make such practices part of their regular, everyday instruction.

A.2.10: Develop an administrative regulation that requires alignment of any proposed instructional program to the district curriculum prior to adoption or purchase. The procedure should apply to all instructional programs, and the administrative regulation should outline the process of alignment in content, context, and cognitive type to the standards approved by the Vermont State Board of Education.

A.2.11: Annually evaluate the effectiveness of the implementation of the written curriculum in increasing achievement for all students and all student subgroup populations, and the use of data to inform curriculum revision actions in the review cycle.

Implementing the recommendations outlined above will promote clear direction for a comprehensive curriculum management system to establish aligned, quality curriculum that empowers teachers to faithfully deliver the district's learning objectives, improve teacher effectiveness related to instructional practices that align to district expectations, and ensure students have access to rigorous, standards-based curriculum in all classrooms. These changes will support and empower district leadership with relevant data and training to address learning needs and facilitate timely decisions that accelerate student learning and position the district to meet long-term goals.

Recommendation 3: Design and implement a comprehensive professional development plan that is differentiated, supports the district curriculum, and is focused on producing effective instructional practices and rigorous student work associated with high levels of student achievement. Establish and implement standards and procedures for monitoring the delivery of the curriculum and the use of quality, research-based instructional strategies.

The goal of all educators is to provide a learning environment where all students are challenged and successful. Districts that achieve that goal provide well-organized, focused, and efficient systems that effectively meet the academic needs of the student population. Professional development is a key factor in ensuring the alignment of the written, taught, and tested curriculum. A characteristic of effective districts is the presence of a comprehensive professional development plan that addresses the organizational, unit, and individual development needs for quality job performance and is integrated with other guiding plans used by the district. Typically, the professional development plan links with the curriculum management plan, a student assessment plan, and any other plans focused on district or school goals and objectives. While a comprehensive School Improvement Plan or Strategic Long-Range Plan is usually the fundamental planning document, a professional development plan guides the training needed to enhance administrative and teaching skills to achieve the intended results identified across all documents. To ensure that coordination of training across the district occurs,

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the administrative structure includes a position designed to collect and distribute information in a clearinghouse function so that all units are aware of system-wide efforts to build organizational skills.

Districts that effectively meet the learning needs of their student populations and bring those students to personal educational success typically focus on instructional practices and quality curriculum documents (see **Finding 2.1** and **Recommendation 2**). These districts undertake well-planned writing of curriculum, selection of aligned resources, and training for all who will implement the curriculum in classrooms, creating alignment and connectivity across the system. Similarly, they attend to the current research regarding the most effective instructional practices to meet varied learning needs so that the curriculum comes to life in students' daily learning activities. Along with these actions, successful districts establish both coaching services to support teachers in implementation of content and monitoring practices by building administrators to oversee the faithful implementation of curriculum with emphasis on prioritized instructional practices. Monitoring, feedback, and consistent evaluation practices provide the information needed to determine if the instructional practices are meeting the needs of all students. Effective districts have clear policies and procedures that identify and define the expectations for monitoring instruction. Monitoring affords districts the ability to ensure the effective, consistent implementation of the curriculum. The absence of monitoring procedures leave curriculum delivery to individual interpretations of district goals.

Professional development is provided by WCUUSD; however, it is generally voluntary and is not guided by a clear and coherent plan that ties it to improving student learning. While monitoring of instruction is occurring, reviewers found no clearly established expectations for monitoring the delivery of the curriculum.

To address the insufficiencies identified in the WCUUSD professional development, instructional practices, and monitoring systems, the reviewers offer the following recommendations. The recommended steps are organized into the following sections:

- Professional Development
- Instructional Practices
- Monitoring

Professional Development

The reviewers found that the design and delivery of professional development in WCUUSD is generally voluntary, not focused on prioritized instructional practices, and inadequately communicated to all units. Professional development coordination, monitoring, and evaluation are insufficient to support district goals (see **Finding 3.1**).

The reviewers developed several recommended steps for consideration by the board and superintendent to address the needs identified in the curriculum review.

Governance Functions: The following actions are recommended to the WCUUSD Board:

G.3.1: Direct the superintendent (or designee) to draft for board review, revision, and approval a policy that provides for centralized control and direction of professional development in the district (see **G.1.7**). The policy should address areas as described in **Finding 1.1, Exhibit 1.1.8**.

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G.3.2: Direct the superintendent to develop a multi-year comprehensive professional development plan which includes all areas described in Exhibit 1.1.8, and implement a professional development program that ensures district-wide consistency, continuity, and quality control. The plan should evolve from consideration of the following minimum factors:

- District mission, vision, and strategic priorities;
- Congruency with staff member appraisal data;
- Student assessment data;
- Program evaluation data;
- Student equity needs; and
- Staff member needs assessment, including both professional and support staff.

The plan should also include an evaluation of the effectiveness of each professional development activity in terms of increased student achievement. The form of evaluation requires more than just participant feedback or a satisfaction survey. Effectiveness must be measured in terms of demonstrated teacher competence in incorporating professional development information in the classroom with coordinated practice, coaching, and feedback. This evaluation component will help determine whether the professional development program is achieving desired results.

G.3.3: Direct the superintendent to work with staff to define professional development roles and responsibilities. In particular, this includes clarifying individual and building responsibilities and accountability procedures, and coordinating and focusing professional development efforts on district priorities to prevent duplication and inconsistency.

G.3.4: Require that professional development training be conducted using proven research-based methodology aligned to theories of adult learning and engagement. Trainers should use strategies that model instructional practices that staff members are expected to utilize in their classrooms.

G.3.5: Direct the superintendent to annually report on the comprehensive professional development plan. This will ensure the program is meeting board policy and is aligned with system-wide goals and priorities. The report should include:

- An overview of the process used to determine the needs for professional development, including an analysis of the effectiveness in supporting goals in intended changes each year before adoption of the budget for each subsequent year so that appropriate prioritization can occur in budget decisions;
- A review of identified professional development needs, with prioritization based on greatest levels of student need;
- A review of the planning process used to identify and coordinate the best approaches to address student needs, including the process to identify what knowledge and skills are needed for teachers and/or administrators to address those needs;
- A review of the major learning outcomes or specifically what the district determined necessary to accomplish from the training activities;
- A review of the major learning activities offered (there should be a limited number of focus initiatives at a given time);

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- An update on the percentage of target teachers who participated in high quality professional development by grade and/or content area; and
- A review of the evaluation procedures used to measure the effectiveness of professional development activities in relation to planned teacher and student outcomes.

Administrative Functions: The following actions are recommended to the WCUUSD Superintendent:

A.3.1: Assist the board in developing the recommended policy in **G.3.1** that establishes standards for professional development and expectations aligned to identified needs as well as expectations that teacher evaluations be linked to professional learning and growth. Ensure that professional development is planned and mandatory for all professional staff, including building administrators responsible for monitoring the delivery of the curriculum (see **Finding 3.1**).

A.3.2: Develop administrative regulations and procedures to implement all adopted professional development policies and activities district-wide.

A.3.3: Designate a person responsible for the district-wide coordination of professional development activities, and assign this person the responsibility to develop a comprehensive long-range professional development plan for review and approval. The plan should include the elements outlined in **G.3.1**.

A.3.4: Empower the person identified as responsible for professional development coordination with the authority and responsibility to approve and monitor all district-supported professional development activities in consultation with the superintendent and building administrators.

A.3.5: Assign to the person identified as responsible for professional development the responsibility to develop and present to the board an annual report on the status and outcomes of trainings based on student performance data resulting from the professional development plan and offerings. This report should include the following:

- A review of identified professional development and student needs;
- An overview of all major learning initiatives outlining what training should have been accomplished, and how those initiatives are being prioritized for initiation, implementation, and institutionalization;
- The alignment of learning initiatives in relation to performance goals; and
- The evaluation procedures used to measure the effectiveness of professional development in relation to improved instructional practices and student achievement.

A.3.6: Align the school professional development plan with the school improvement plan/long-range strategic plan (see **Finding 1.1** and **Recommendation 1**).

A.3.7: Identify the source(s) of funding for professional development activities, ensuring that legal requirements are met and that necessary resources are available to effectively implement the professional development plan.

A.3.8: In response to other finding data in this report, plan developmental training in the areas of:

- Effective instructional practices that are research-based and proven to increase student achievement and are modeled using teachers' specific content;
- Effective high-yield instructional strategies designed to promote student engagement;

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- Unpacking and deeply studying the standards approved by the state of Vermont in order to increase content knowledge and expertise and ensure instructional planning that will contribute to more effective instructional delivery and increased cognitive levels of student work (see **Finding 3.1**); and
- An effective instructional walk-through system (non-evaluative) designed to measure the quality of the delivery of the curriculum in terms of content, context, and level of rigor (cognitive type), as well as provide guidance in determining professional development needs (see **Finding 3.1**). Ensure and communicate that this system is separate from teacher evaluation and is not designed to rate individual teacher performance, but to collect data as to the overall delivery of the curriculum, which will guide coaching and professional development to increase student achievement.

Instructional Practices

Instructional practices and the delivery of the curriculum are critical components of building a foundation for students' academic success. The alignment of the written, taught, and tested curriculum essentially is determined by how a teacher elects to teach the learning objective. Teachers should have some flexibility in how they approach a particular objective, but a well-developed instructional framework provides teachers with research-proven strategies to improve delivery of the curriculum.

The reviewers found that there was a lack of clarity regarding instructional expectations in WCUUSD and that there was no clear expectation for teachers to utilize research-based instructional practices (see **Finding 3.1**).

Governance Functions: The following actions are recommended to the WCUUSD Board:

G.3.6: Direct the superintendent to develop a policy to include a particular framework or expectations for what curriculum delivery should look like in every WCUUSD classroom. This Common Instructional Framework should align with the district's long-range goals. Adopt the policy and direct the superintendent to ensure its implementation.

G.3.7: Direct the superintendent to widely disseminate to all teachers and building administrators an overview of research-based and supported instructional strategies that are effective at increasing student engagement and achievement and are considered desired approaches and strategies for delivering curriculum content in WCUUSD classrooms.

G.3.8: Direct the superintendent to develop a common instructional framework and establish a district-wide expectation for implementation. Develop and provide professional development to all classroom teachers to ensure successful implementation. Require that all building administrators, instructional coaches, and master teachers attend and participate in professional development to ensure appropriate support is available for implementation of the common instructional framework.

G.3.9: Direct the superintendent to develop and implement a comprehensive student assessment and program evaluation plan that includes all characteristics found in **Exhibit 1.1.14** and to regularly evaluate the effectiveness of the delivery of the curriculum across the district. Such an evaluation should use data from multiple sources: formative assessments, summative assessments, monitoring and formal teacher appraisals.

Administrative Functions: The following actions are recommended to the WCUUSD Superintendent:

A.3.9: Assist the board in the development of the recommended policy in **G.3.6**.

RECOMMENDATIONS

A.3.10: Develop the Common Instructional Framework expected in all classrooms across the district. During meetings with building administrators, provide clear communication about the purpose of this framework. This is not intended to be a prescriptive, tightly-held requirement. The framework is intended to provide a clear picture of what the district expects effective and rigorous instruction to look like. Teachers have latitude in selecting the strategies within the framework that they want to utilize in delivering the curriculum, but autonomy is dependent upon the degree of success. Expectations related to the Common Instructional Framework should be integrated into one document that is adopted by the board. The types of teaching practices district leadership expect to see and that are proven and effective should be specifically described in writing and adopted into policy to ensure their implementation. Suggested practices should be research-based, developmentally appropriate, and relevant to students. Practices might include:

- Implementing the use of formative and summative assessment strategies with emphasis on confirming student mastery or targeting for specific intervention;
- Implementing high level questioning techniques to facilitate a deeper understanding of concepts and promote higher levels of cognition;
- Engaging students in experimental inquiry, problem-solving, and investigation; and
- Designing student work products that demand higher-order thinking, are conceptual in nature, require students to demonstrate their thinking, and provide opportunities for extended reading and writing in all content areas.

A.3.11: Develop and implement a comprehensive student assessment and program evaluation plan that includes the characteristics found in Exhibit 1.1.7, and regularly evaluate the effectiveness of the delivery of the curriculum across the district. Such an evaluation should use data from multiple sources: formative assessments, summative assessments, monitoring, and formal teacher appraisals. Set a clear purpose for professional development to provide ongoing support and assistance to enable data analysis expertise to grow. Provide annual reports to the board regarding the implementation of the Common Instructional Framework, including the progress made with regard to student achievement.

Instructional Monitoring

Monitoring provides information on how well the curriculum is delivered to students, how well the delivery remains in alignment to the standards, and whether or not instruction is being differentiated to meet individual student needs. To effectively monitor delivery, administrators need a clearly defined curriculum aligned to the standards adopted by the state of Vermont at the appropriate depth and complexity, and a specific framework for instructional delivery. Monitoring is about supporting and facilitating quality and effective curriculum delivery, not just documenting a classroom visit.

An effective classroom monitoring system examines student engagement in relation to classroom practices or varying instructional strategies and approaches to delivery (see Finding 3.1). Second, the system of monitoring must ensure that the content is aligned to the curriculum at the appropriate grade level and level of thinking or rigor (see Finding 2.1). The third and most definitive aspect of monitoring instruction rests with the documented evidence of instruction individualized to meet the academic needs of all students.

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Governance Functions: The following actions are recommended to the WCUUSD Board:

G.3.10: Direct the superintendent to develop policies for adoption to align the monitoring of the curriculum delivery with the teacher evaluation system. The purpose of monitoring and evaluation should be defined in terms of student achievement.

G.3.11: Develop the district philosophy of monitoring curriculum delivery. Identify the role of building administrators as instructional leaders by determining the components necessary to effectively monitor curriculum delivery.

G.3.12: Direct the superintendent to define the responsibility for the monitoring of teachers in regard to the delivery of the written curriculum.

G.3.13: Direct the superintendent to develop a process for the creation of an ongoing revision of instructional monitoring tools. The tools should allow for building administrators to facilitate and improve the instructional program through feedback that fosters growth of staff in the delivery of the written curriculum.

G.3.14: Direct the superintendent to provide focused professional development to provide ongoing support for monitoring of instructional practices and to design training for new teachers and administrators on the Common Instructional Framework and monitoring expectations as they enter the district.

G.3.15: Appropriate adequate resources to support the ongoing monitoring and teacher evaluation training for teachers and administrators.

G.3.16: Require an annual report to the board on the improvement of teacher monitoring and evaluation efforts in relation to student achievement.

Administrative Functions: The following actions are recommended to the WCUUSD Superintendent:

A.3.12: Assist the board in the development of the recommended policy in G.3.10 that directs comprehensive monitoring of curriculum delivery. Clarify the role of building administrators as instructional leaders by determining the components necessary to effectively monitor curriculum delivery.

A.3.13: Include in system planning documents (see Recommendation 1) district monitoring requirements for delivery of curriculum, and specifically link monitoring components to the currently adopted teacher evaluation system by addressing how those will affect teacher growth and impact student achievement. Include a process to update documents on a regular basis. Expectations should include:

- Defining the purposes of monitoring (for example: learning environments, instructional activities, room arrangements, strategies utilized, curriculum that is being delivered, pacing, etc.).
- Specifying the following: (1) who will be monitoring; (2) what are their responsibilities; (3) what feedback is shared, and how it will be shared; (4) how should it occur and what is the frequency; (5) what are the minimum expected requirements for monitoring.
- Establishing clear expectations for different types of walk-throughs to be conducted: evaluative, based on teacher performance; or instructional to collect ongoing data for analysis and review to determine professional development needs.

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- Designating which data from instructional walk-throughs will be used for feedback for the purposes of determining professional learning needs, monitoring the delivery of the curriculum, etc., and which data will be used for teacher evaluations, instructional coaching, and improvement at the district level.
- Setting district goals with definitive expectations based on indicators in the instructional walk-through form. Establish a requirement to periodically review data with teachers and set grade level goals. Determine a timeline for evaluation of district goals.

A.3.14: Define the instructional walk-through process, including the following characteristics:

- The process is a research-based model that addresses the different skill levels of teachers.
- The process is focused on the delivery of the curriculum, which includes the identification of effective instructional strategies.
- The walk-through process should include frequent, short classroom visits.
- The process provides an opportunity for reflective thought and dialogue (feedback).

Consider two other purposes and types of monitoring that supplement non-supervisory classroom walk-throughs: *CMSi SchoolView* trend data collection and *Examining Student Work* data collection for calibrating student work. *CMSi SchoolView* is simply classroom observational data collected frequently over time to see that dominant teacher and student activities, the objectives taught, and the student work displayed all reflect the district's Common Instructional Framework. *Examining Student Work* is a method for collecting student work to calibrate it against the district and state standards and expectations check alignment, and determine whether the work is above or below level.

All three methods for collecting data are for different purposes, and all three comprise one facet of monitoring that contributes to valuable district-level feedback for decision making.

A.3.15: Require that monitoring is the primary responsibility of the school leader (principal), with assistance from assistant principals and other instructional personnel based at the school campus.

A.3.16: Ensure that principals are monitored to ensure that instructional monitoring and evaluation occur as outlined in district procedures. Require that monitoring and evaluation data be analyzed in terms of student achievement.

A.3.17: Design and revise professional development to monitor the delivery of the curriculum and to enhance the employee evaluation system. Provide training and require attendance and participation of all instructional staff (superintendent, building administrators, and classroom teachers) on the Common Instructional Framework to ensure effective implementation. Provide additional training to building administrators, coaches, or lead teachers on effective coaching, feedback, and instructional leadership to further develop capacity in regard to improving instruction through a consistent instructional walk-through and teacher evaluation process.

A.3.18: Develop timelines for analysis of district data. Hold periodic data discussions with building administrators (principal) to determine if classroom instruction and student achievement are in alignment based on results of the instructional walk-through process, evaluate for effectiveness, and adjust goals as needed.

A.3.19: Develop an evaluation process to ensure consistent implementation, and evaluate in terms of whether or not the implementation of the instructional framework is impacting student achievement.

RECOMMENDATIONS

A.3.20: Develop administrative regulations to be current with revised and/or new board policies to ensure the written and clear expectations for monitoring the delivery of instruction.

A.3.21: Report annually to the board on the progress of the monitoring procedures in relation to student achievement.

These recommendations, when fully implemented, should allow WCUUSD to experience improvements in job performance related to professional development, effective instructional practices, the delivery of the written curriculum, and monitoring of the delivery of instruction to ensure increased student achievement. Additionally, the steps will support creation of a systematic approach to the implementation of a high-quality instructional framework for teaching and learning in WCUUSD.

Recommendation 4: Develop and implement a comprehensive program evaluation plan that provides for systemic collection, analysis, dissemination, and application of reliable student achievement and program evaluation results to improve student performance. Establish a formalized process for design and implementation of programs, utilizing data as feedback for initiation, modification, continuation, or termination of programs and instructional practices.

Effective system-wide program evaluation processes provide district and school staff with quality feedback to guide informed instructional decisions, ranging from design and delivery of curriculum to effectiveness of programs and interventions. Evaluation strategies are determined in advance, and implementation of programs and interventions are monitored on a regular basis. Reports of progress or problems identified through student achievement data provided on a periodic basis help to guide implementation, continuation, or elimination of programs.

Reviewers found no board policies or other district documents that met quality criteria in providing direction for district-wide comprehensive student assessment and program evaluation planning. The use of data centers around intervention placement of students and lacks consistency throughout the district. Assessment use is primarily driven at the building level with little to no oversight at the district level (see Findings 1.1 and 2.1). While several assessments and data sources are available, no formalized system is designed to provide feedback related to productivity of the district's programs and interventions (see Finding 1.1).

Governance Functions: The following actions are recommended to the Washington Central Unified Union School District Board of Directors:

G.4.1: Direct the superintendent to draft a policy for review and adoption that provides a framework for comprehensive student assessment and program evaluation. The policy should require formal student assessment in all areas and at all grade levels, with formative data to inform instructional decisions and summative data to evaluate both the effectiveness of the curriculum and individual student mastery of the curriculum. Include in the policy direction for summative student mastery reports to be presented annually to the board aligned with curriculum objectives for every course or subject area at every grade level.

G.4.2: Direct the superintendent to draft a policy to ensure that benchmark assessments and formative measures are in place in every course taught within every grade level, aligned to state standards, implemented across the system, and used to inform instructional decisions and monitor progress at the student, class, grade, school, program, and district levels.

RECOMMENDATIONS

G.4.3: Direct the superintendent to draft policy outlining criteria for the selection, implementation, and evaluation of programs at the district and school levels. Include in the policy the requirement that all programs must be adopted by the board prior to implementation and undergo a system review process linked to student achievement data at least every three years. Include in the policy a requirement that program evaluations are reported to the board to ensure the attainment of student outcomes. Require cost-benefit analysis within evaluation reports.

G.4.4: Commit adequate resources to the development and maintenance of a comprehensive student assessment and program evaluation system, including sufficient resources to ensure the capacity to generate and analyze student achievement data generated by the system.

Administrative Functions: The following actions are recommended to the Superintendent of Washington Central Unified Union School District:

A.4.1: Develop and present to the board for adoption policies recommended in **G.4.1**, **G.4.2**, and **G.4.3**.

A.4.2: Develop administrative procedures to support the implementation of the student assessment and program evaluation plan described in **G.4.1** and displayed in **Exhibit 4.1.3**. Include the following elements:

- Describes the philosophical framework for the design of the student assessment plan and directs both formative and summative assessment of the curriculum by course and grade in congruence with board policy. Expects ongoing formative and summative program evaluation; directs use of data to analyze group, school, program, and system student trends.
- Includes an explicit set of formative and summative assessment procedures to carry out the expectations outlined in the plan and in board policy. Provides for regular formative and summative assessment at all levels of the system (organization, program, student).
- Requires that formative, diagnostic assessment instruments that align to the district curriculum be administered to students frequently to give teachers information for instructional decision making. This includes information regarding which students need which learner objectives to be at the appropriate level of difficulty (i.e., provides data for differentiated instruction).
- Provides a list of student assessment and program evaluation tools, purposes, subjects, type of student tested, timelines, and related information.
- Identifies and provides direction on the use of diverse assessment strategies for multi-purposes at all levels of the system that are both formative and summative.
- Specifies roles and responsibilities of central office staff and school-based staff for assessing all students using designated assessment measures, and for analyzing test data.
- Directs the feedback process; assures the proper use of assessment data at all levels.
- Specifies the connections among district, state, and national assessments.
- Specifies overall assessment procedures and analysis procedures to determine curriculum effectiveness.
- Requires aligned student assessment examples and tools to be placed in curriculum, instruction, and assessment documents.
- Specifies how equity issues will be identified and addressed using data sources.

RECOMMENDATIONS

- Identifies the components of a student assessment system that will be included in program evaluation efforts and specifies how these data will be used to determine continuation, modification, or termination of a given program.
- Provides appropriate training for various audiences on assessment and the instructional use of assessment results.
- Delineates responsibilities and procedures for monitoring the administration of the comprehensive student assessment and program evaluation plan and/or procedures.
- Establishes a process for communicating and training staff in the interpretation of results, changes in state and local student achievement tests, and new trends in the student assessment field.
- Specifies the creation of an assessment data system that allows for the attribution of costs by program, permitting program evaluations to support program-based cost-benefit analysis.

A.4.3: Develop administrative procedures to support the criteria for the selection, implementation, and evaluation of programs at the district and school levels described in G.4.3 and displayed in Exhibit 4.1.3. Include the following elements:

- Specifies procedures for program evaluation, including needs assessment and formative evaluation and summative evaluation methods.
- Specifies the proficiencies of persons responsible for conducting the evaluation, enhancing likelihood that findings achieve maximum credibility and acceptance.
- Expects multiple accurate and reliable measures designed to obtain quality data about the goals and objectives of the program.
- Provides for multiple measures of data collection to be used, including both quantitative and qualitative data.
- Directs ongoing formative assessments for the first two years for any new program implementation and summative evaluation at the end of the third year.
- Directs that all existing programs undergo a program evaluation at least every three years.
- Expects procedures used in the evaluation process to be clearly described.
- Specifies that program evaluation reports clearly describe the program, including its context, purposes, and procedures.
- Expects program evaluation reports to be utilized to support timely decisions regarding program effectiveness, identify both strengths and weaknesses of the program, and include findings and recommendations for continuation as is, modification, or termination.
- Directs program evaluation designs to be practical, ethical, and cost effective, and to adequately address relevant political issues.
- Expects all proposals for the initiation of new programs to include needs assessment data, a description of formative and summative evaluations, and data collection procedures.

A.4.4: Develop a prioritized list of programs to be evaluated with timelines for review.

A.4.5: Establish an annual schedule for the review of program evaluations with appropriate administrative staff. Include cost-benefit analysis within the program review.

RECOMMENDATIONS

A.4.6: Provide professional development for administrators and teachers assigned to lead the process of data analysis for program reviews.

A.4.7: Identify fiscal resources available to effectively support the design, implementation, and assessment of programs and interventions.

These recommendations, when implemented, should give the district a means of ensuring consistent, appropriate use of data to assess student progress and evaluate programs and interventions, analyze results, and ensure such results are used to make sound decisions about curriculum, instruction, and programs. Additionally, assessment and evaluation data will be available for use in informing students, parents, and other stakeholders of the effectiveness of staff in educating the district's students.

RECOMMENDATIONS

Appendices

Appendix A: Reviewers' Biographical Data



Jeffrey Tuneberg, PhD

Jeffrey Tuneberg has over 30 years experience in education, including 25 years as Director of Curriculum with the Mercer County Educational Service Center, Celina, Ohio. His teaching background includes experience in urban (Cleveland, OH) and suburban settings, as well as overseas (Guam). He was selected as a Fulbright Memorial Fund Teacher Program representative to Japan in 1997. Dr. Tuneberg is also an adjunct professor at Wright State University Lake Campus, Celina, Ohio, and Ashland University, Ohio, and as a credentialed faculty member with Battelle for Kids, Columbus, Ohio, is a consultant to school districts on issues of teacher licensure, school improvement, and value-added student growth measures. Dr. Tuneberg received his BS in Education, MEd, and PhD from Bowling Green State University, Ohio. He received his Curriculum Management Review training in Lima, Ohio, in 1999 and has conducted or served as a lead auditor or reviewer in 13 states.



Lynne Christensen, EdD

Lynne Christensen is currently retired and volunteers as a consultant in the Brockton, MA, area. Previously, she was a teacher in the regular classroom, teacher of talented and gifted students, and special education teacher. She became a building and central office administrator after approximately 15 years in the classroom, serving as a special education administrator, building principal, curriculum specialist, and data analyst. Dr. Christensen worked as an adjunct at the college/university level teaching classes in general and special education, curriculum design and delivery, and supervised undergraduate and graduate student teachers.

She earned a bachelor's degree at Bridgewater State University, Bridgewater, Massachusetts; a master's degree in Educational Leadership from Drake University, Des Moines, Iowa; and earned a doctorate in Leadership in Schooling at the University of Massachusetts, Lowell.

Appendix A: Reviewers' Biographical Data (continued)**Sarah McKenzie, PhD**

Dr. Sarah McKenzie is Executive Director of the Office for Education Policy and an assistant research professor in the Department of Education Reform at the University of Arkansas. She serves as a subject matter expert on state report cards for the USDOE, has taught Pre-K to university level, provides training and consulting to public school districts, and presents nationally and internationally on educational statistics. Dr. McKenzie received her PhD in Educational Statistics and Research Methods from the University of Arkansas, her MA in Early Childhood Education from Mills College, and her BA in Literature from Claremont McKenna College. Dr. McKenzie completed her curriculum review training in Tucson, Arizona, in 2010.

**Colleen E. Stearns, EdD**

Dr. Colleen E. Stearns currently lives in Belton, TX, and serves as the Vice President of Curriculum & Instruction at IDEA Public Schools. In this role, she supervises the Kindergarten through grade 12 academic program for English language arts, mathematics, science, social studies and Spanish across 140 schools in Texas, Louisiana, and Florida, with a focus on supporting a team of content directors and curriculum managers and implementation of teacher and leader trainings. Prior to her current role, Dr. Stearns was a teacher, Reading Specialist, campus administrator, district program coordinator, curriculum designer, and the Director of ELA at IDEA Public Schools. She also teaches graduate level courses in Advanced Literacy, Elementary Methods, and Secondary English Language Arts and supervises Advanced Literacy interns who are completing their MEd in Advanced Literacy and pursuing the Texas Reading Specialist Certification. Dr. Stearns earned her BA at Southwestern University and her MEd in Educational Administration and MEd in Advanced Literacy at Concordia University. She completed her EdD in Curriculum & Instruction at Concordia University Texas with a focus on effective professional development for Advanced Placement mathematics and science teachers.

Appendix B: Review Methodology

The Model for the Curriculum Review

The model for the Curriculum Review is shown in the schematic below. The model has been published widely in the national professional literature, including the best-selling book, *The Curriculum Management Audit: Improving School Quality* (1995, Frase, English, Poston).

A Schematic View of Curricular Quality Control

General quality control assumes that at least three elements must be present in any organizational and work-related situation for it to be functional and capable of being improved over time. These are: (1) a work standard, goal/objective, or operational mission; (2) work directed toward attaining the mission, standard, goal/objective; and (3) feedback (work measurement), which is related to or aligned with the standard, goal/objective, or mission.



When activities are repeated, there is a “learning curve,” i.e., more of the work objectives are achieved within the existing cost parameters. As a result, the organization, or a subunit of an organization, becomes more “productive” at its essential short- or long-range work tasks.

Within the context of an educational system and its governance and operational structure, curricular quality control requires: (1) a written curriculum in some clear and translatable form for application by teachers in classrooms or related instructional settings; (2) a taught curriculum, which is shaped by and interactive with the written one; and (3) a tested curriculum, which includes the tasks, concepts, and skills of pupil learning and which is linked to both the taught and written curricula. This model is applicable in any kind of educational work structure typically found in mass public educational systems, and is suitable for any kind of assessment strategy, from norm-referenced standardized tests to more authentic approaches.

The Curriculum Review assumes that an educational system, as one kind of human work organization, must be responsive to the context in which it functions and in which it receives support for its continuing existence. In the case of public educational systems, the support comes in the form of tax monies from three levels: local, state, and federal.

In return for such support, mass public educational systems are supposed to exhibit characteristics of rationality, i.e., being responsive to the public will as it is expressed in legally constituted bodies such as Congress, state legislatures, and locally elected/appointed boards of education.

In the case of emerging national public school reforms, more and more this responsiveness is assuming a distinctive school-based management focus, which includes parents, teachers, and, in some cases, students. The ability of schools to be responsive to public expectations, as legally expressed in law and policy, is crucial to their future survival as publicly-supported educational organizations. The Curriculum Review is one method for ascertaining the extent to which a school system, or subunit thereof, has been responsive to expressed expectations and requirements in this context.

Standards for the Reviewers

While a Curriculum Review™ is not a financial audit, it is governed by some of the same principles. These are:

Expertise

CMSi-certified reviewers must have actual experience in conducting the affairs of a school system at all levels audited. They must understand the tacit and contextual clues of sound curriculum management.

The Washington Central Unified Union School District Curriculum Review Team selected by the Curriculum Management Audit Center included reviewers who have been school superintendents, assistant superintendents, directors, coordinators, principals and assistant principals, as well as elementary and secondary classroom teachers in public educational systems in several locations, including Arizona, Iowa, Massachusetts, Texas, Louisiana, Florida, California, Arkansas, Ohio, and the territory of Guam.

Independence

None of the Curriculum Review Team members had any vested interest in the findings or recommendations of the Washington Central Unified Union School District Curriculum Review. None of the reviewers has or had any working relationship with the individuals who occupied top or middle management positions in the Washington Central Unified Union School District, nor with any of the past or current members of the Washington Central Unified Union School District Board of Directors.

Objectivity

Events and situations that comprise the database for the Curriculum Review are derived from documents, interviews, site visits, and online surveys. Findings must be verifiable and grounded in the database, though confidential interview data may not indicate the identity of such sources. Findings must be factually triangulated with two or more sources of data, except when a document is unusually authoritative, such as a court judgment, a labor contract signed and approved by all parties to the agreement, approved meeting minutes, which connote the accuracy of the content, or any other document whose verification is self-evident.

Triangulation of documents takes place when the document is requested by the reviewers and is subsequently furnished. Confirmation by a system representative that the document is, in fact, what was requested is a form of triangulation. A final form of triangulation occurs when the review is sent to the superintendent in draft form. If the superintendent or his/her designee(s) does not provide evidence that the review text is inaccurate, or documentation that indicates there are omissions or otherwise factual or content errors, the review is assumed to be triangulated. The superintendent's review is not only an additional source of triangulation, but is considered a summative triangulation of the entire review report.

Consistency

All CMSi-certified curriculum reviewers have used the same standards and methodology since the initial review conducted by Dr. Fenwick English in 1979. Reviews are not normative in the sense that one school system is compared to another. School systems, as the units of analysis, are compared to a set of standards and positive/negative discrepancies cited.

Materiality

CMSi-certified reviewers have broad implied and discretionary power to focus on and select those findings that they consider most important to describing how the curriculum management system is functioning in a school district, and how that

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system must improve, expand, delete, or reconfigure various functions to attain an optimum level of performance.



Reviewers must reveal all relevant information to the users of the review, except in cases where such disclosure would compromise the identity of employees or patrons of the system. Confidentiality is respected in all review interviews.

In reporting data derived from site interviews, reviewers may use some descriptive terms that lack a precise quantifiable definition. For example:

"Some school principals said that..."

"Many teachers expressed concern that..."

"There was widespread comment about..."

The basis for these terms is the number of persons in a group or class of persons who were interviewed, as opposed to the total potential number of persons in a category. This is a particularly salient point when not all persons within a category are interviewed. "Many teachers said that..." represents only those interviewed by the reviewers, or who may have responded to a survey, and not "many" of the total group whose views were not sampled, and, therefore, could not be disclosed during a review.

In general these quantifications may be applied to the principle of full disclosure:

Descriptive Term	General Quantification Range
Some...or a few...	Less than a majority of the group interviewed and less than 30%
Many...	Less than a majority, more than 30% of a group or class of people interviewed
A majority...	More than 50%, less than 75%
Most...or widespread	75-89% of a group or class of persons interviewed
Nearly all...	90-99% of those interviewed in a specific class or group of persons
All or everyone...	100% of all persons interviewed within a similar group, job, or class

It should be noted for purposes of full disclosure that some groups within a school district are almost always interviewed in toto. The reason is that the review is focused on management and those people who have policy and managerial responsibilities for the overall performance of the system as a system. In all reviews, an attempt is made to interview every member of the board and all top administrative officers, all principals, and the executive board of the teachers' association or union. While teachers and parents are interviewed, they are considered in a status different from those who have system-wide responsibilities for a district's operations. Students are rarely interviewed unless the system has made a specific request in this regard.

Interviewed Representatives of the Washington Central Unified Union School District

Superintendent	Teachers' Organization Officers
District Administrators	K-12 Teachers Survey
12 of 14 School Board Members	Parents Survey
All principals (Survey and in-person)	

Approximately 50 individuals were interviewed during the site visit phase of the review.

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Data Sources of the Curriculum Review

A Curriculum Review uses a variety of data sources to determine if each of the three elements of curricular quality control is in place and connected one to the other. The review process also inquires as to whether pupil learning has improved as the result of effective application of curricular quality control.

The major sources of data for the Washington Central Unified Union School District Curriculum Review included the following:

Documents These sources consist of curriculum guides, memoranda, state reports, accreditation documents, assessment information, and any other source of information and data that reveal elements of the written, taught, and tested curricula and the linkages among these elements. <u>Appendix C</u> lists all documents reviewed over the course of the review.	Interviews The reviewers conducted interviews with stakeholders throughout the district to shed light on district initiatives and documents and on the district context, as a whole. Interviews were conducted with board members, the superintendent, top administrators in the system, all building principals, several teachers, and parents. A total of 50 stakeholders were interviewed as part of the review process.
Site Visits Site visits reveal conditions in which students are learning and the related expectations for their performance that teachers and school leaders may hold: The school context is invaluable in revealing additional areas of inconsistency that may result from a lack of alignment between district expectations and site-level implementation of those expectations.	Online Surveys Selected stakeholders (teachers, administrators, community members, parents, and students, depending on district preference) are offered a comprehensive, online survey prior to or at the time of the site visit or off-site review (simultaneous with the submission of documentation). The intent of the survey is to offer every stakeholder an opportunity to speak to the strengths and weaknesses of the system. Samples of the questions on these surveys are available.

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Appendix C: List of Documents Reviewed by the Washington Central Unified Union School District Review Team

#	Document Title	Original Creation Date
1.01	U-32 School Profile	January 2021 (updated annually)
1.03a	NESDEC 2020-2021 Enrollment Projection Report	
1.03b	WCUUSD Census of All Students for 2021-2022 School Year	November 19, 2020
1.04	Curriculum Review/Audit Statement of Needs	Fall 2020
1.05	Sample of Internal Memoranda	Compiled January 14, 2021
1.06	IRS Form 8038-G	July 1, 2020
1.07	Mission Statement and Student Learning Outcomes	SLOs adopted May 2016
1.08	Mission Statements for Schools	
1.09	Complete Set of School Board Policies	As of early January 2021
1.11	School Board Membership 2010-2020	Updated annually
1.12	List of Superintendents for Past 10 Years	January 2021
1.13	Integrated Field Review Report	November 26, 2019
1.14	Job Descriptions	Vary
1.16a	2020-2021 Berlin Staff Handbook	Updated annually
1.16b	2020-2021 EMES Staff Handbook	Updated annually
1.16c	2020-2021 Rumney Staff Handbook	Updated annually
1.16d	2020-2021 Calais Staff Handbook	Updated annually
1.16e	U-32 Staff Handbook	Updated annually
1.17	Civil Rights Data Collection	Submitted annually
1.19	Teachers' Agreement 2020-2021	April 17, 2020
1.20	Teacher Supervision and Evaluation System	December 30, 2014 version
1.21	Teacher Salary Schedule FY21	April 17, 2020
1.23a	2016-2021 Implementation Plan	
1.23b	Continuous Improvement Plans	October 2020
1.23c	Local Comprehensive Assessment Plan 2020-2021	December 2020
1.24	School Board Minutes	Compiled January 2021
1.25	List of Committees	Compiled January 2021
2.02a	Link to WCUUSD CIA Teacher Resources Site	Updated regularly
2.02b	Link to Math Coach's Blog	Last updated August 19, 2019
2.02c	Guide to Understanding the Elementary Report Card	January 5, 2018
2.02d	Guide to Understanding the U-32 Report Card and Transcript	
2.03	Results from Remote Learning Survey of Families	June 2020
2.04	Agenda and Minutes from Math Program Pilot Committee Meeting	May 30, 2018
2.05	Agenda and Minutes from Curriculum Council Meeting	November 5, 2020
2.06	U-32 Program of Studies 2020-2021	Updated each spring
2.07	Federal Program Implementation	January 18, 2021
2.08	State Program Implementation	January 18, 2021
3.01a	U-32 Master Schedule 2020-2021	Updated annually
3.01b	Berlin Elementary Master Schedule 2020-2021	Updated annually
3.01c	Calais Elementary Master Schedule 2020-2021	Updated annually

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3.01d	Doty Memorial Master Schedule 2020-2021	Updated annually
3.01e	EMES Master Schedule 2020-2021	Updated annually
3.01f	Rumney Memorial Master Schedule 2020-20201	Updated annually
3.02	Report Card Data by School	January 2021
3.03	2020-2021 Student Enrollment Disaggregated by Gender, Ethnicity, and Grade	January 2021
3.03a	2020-2021 Student Enrollment Data Disaggregated by FRL	January 2021
3.03b	2020-2021 Child Count Data	January 2021
3.04	Elementary Class Size Configurations	November 30, 2020
3.05a	SBAC Results 2018-2019	January 2021
3.05b	SBAC Results 2017-2018	January 2021
3.05c	SBAC Results 2016-2017	January 2021
3.05d	Berlin 5 Years of Assessment Data	February 2021
3.05e	Calais 5 Years of Assessment Data	February 2021
3.05f	Doty 5 Years of Assessment Data	February 2021
3.05g	EMES 5 Years of Assessment Data	February 2021
3.05h	Rumney 5 Years of Assessment Data	February 2021
3.05i	U-32 5 Years of Assessment Data	February 2021
3.06	School Board Policy: Grade Advancement: Retention, Promotion, and Acceleration of Students	June 12, 2019
3.09	Library Book Count by School	January 2021
3.10	Computer and Tablet Count by School	January 2021
3.11	Links to WCUUSD Inservice Day Sites, 2019-2020 and 2020-2021	Created annually
3.12	Sample Homework Philosophy Statement from Calais Elementary School	
3.14	Link to Documents Related to Class Size	November 4, 2020 December 30, 2020
3.15	School Board Policy: Grade Advancement: Retention, Promotion, and Acceleration of Students	June 12, 2019
3.16	Discipline Statistics Disaggregated by School, FRL Status, and IEP Status	January 2021
3.17	School Board Policy: Fundraising and Sales to Students on School Property	June 26, 2019
4.04	Integrated Field Review Report	November 26, 2019
4.05	Local Comprehensive Assessment Plan 2020-2021	December 2020
5.01	Approved Budgets 2015-2020	Developed annually
5.02	WCUUSD Budget Timeline FY 2021-2022	November 4, 2020
5.03	FCA Washington Central Supervisory Union	June 30, 2019
5.05	Proficiency-Based Learning and Personalized Learning Plans Booklet and Grades 7-12 Checklists	January 2020
5.08	Statement of Values	May 27, 2016
5.09	Building Capacity Levels	January 2021
	Washington Central Unified Union School District Articles of Agreement	November 2018
	Washington Central Unified Union School District Continuity of Learning Plan	April 2020
	Tuition Reimbursement Reports	February 2021
	WCLT Minutes	2020-2021

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Appendix D: Sample Curriculum Development Policy

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CURRICULUM DEVELOPMENT AND REVIEW

The board recognizes the need for and value of a systematic, ongoing program of curriculum development and evaluation. The design and implementation of the curriculum will be consistent with the board's adopted mission and applicable goals, state laws, and State Board of Education rules. The board deems it essential that the school system continually develop and modify its curriculum to provide a common direction of action for all instruction and programmatic efforts in the district and to meet changing needs. This curriculum component will be an integral part of the district long-range planning process. An environment to support curriculum delivery must be created and maintained by all functions of the organization.

While instructional differentiation is expected to occur to address the unique needs of specific students, that instruction shall be derived from a set of curriculum learnings common to all students. There will be equitable access to the curriculum for all students.

CURRICULUM PHILOSOPHY

The purpose of education is primarily imparting basic knowledge, concepts, processes, and attitudes necessary for the student to successfully function in society. Education recognizes the characteristics unique to each individual and provides a process for development and expression of each student's innate potential and talents.

The curriculum will be designed and implemented using a competency-based curriculum approach founded on the belief that:

1. All students are capable of achieving excellence in learning the essentials of formal schooling.
2. Success influences self-concept; self-concept influences learning and behavior.
3. The instructional process can be adapted to improve learning. Schools can maximize the learning conditions for all students through clearly stated expectations of what students will learn, high expectations for all students, short- and long-term assessments of student achievement, and modifications based on assessment results.
4. Successful student learning must be based on providing appropriate educational experiences at the appropriate level of challenge in order to ensure maximum student achievement.
5. High levels of student achievement are the benchmarks for effective curriculum (design) and instruction (delivery).

THE PLANNED AND WRITTEN CURRICULUM

The board expects that learning will be enhanced by adherence to a curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. The curriculum should reflect the best knowledge of the growth and development of learners, the needs of learners based on the nature of society, the desires of the residents and taxpayers of the district, state laws, and State Board rules. The focus of the curriculum will ensure:

- Emphasis on reading at grade level,
- Mastery of basic skills of writing and mathematics, and
- Objectives derived from state and national assessments.

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The curriculum is designed to provide teachers and students with the board's expectations of what students are to learn. Teachers are expected to teach the curriculum of the district. Subject area written curriculum and instructional guides shall be developed for all grade levels and subjects in the district. The expectations are that:

1. All curriculum will be documented in writing;
2. The curriculum will be reviewed and updated as needed on a regular cycle of review;
3. Teachers will have copies of guides and use the objectives in the guides to develop daily lesson plans; and
4. Administrators will work with teachers to maintain consistency between the written curriculum and the curriculum objectives actually taught.

Instructional resources such as personnel, textbooks, software, and other materials shall be selected based upon their alignment with the curriculum objectives and curriculum priorities of the district.

Staff development will be designed and implemented to prepare staff members to teach the designed curriculum and will use effective change processes for long-term institutionalization.

THE TAUGHT CURRICULUM

The board has several expectations of the teaching process. There must be assurance that teachers and their colleagues are working toward a common set of student objectives. All faculty members have a responsibility not only to contribute to the refinement of the written curriculum, but also to teach to the curriculum objectives. Teachers are required to use the district curriculum and instruction guide as their primary source of instructional direction. The principal shall ensure that optimum use is made of available written curriculum materials and instructional time.

The implementation of the curriculum will be aligned with the planned and written curriculum as presented to students by teachers, and the assessed curriculum. Each of these three components of the curriculum shall be matched to bring about a high degree of consistency.

All programs, including those for special population students, are to be aligned to the district curriculum. Further, they are to be integrated in their delivery approach.

All curriculum decisions, including, but not limited to, elimination or addition of programs and courses and extensive content alteration, will be subject to board approval. Since the curriculum is a system decision, not a campus or employee decision, curriculum proposals from the employees will be presented first to central administration. If the proposal is acceptable at that level, it will then be presented to the board.

Curriculum and instruction guides shall be provided for all subject areas and courses to assist teachers in their teaching. The format for these guides will be a collaborative district-level decision. The guides will:

1. Reflect alignment to state level adopted objectives;
2. Include scope and sequence, objectives to be taught, assessments in acceptable format, aligned resources, time frame, and instructional strategies; and
3. Include the superintendent's approval date on the cover. Proposed curriculum and instruction guides will be reviewed by external experts prior to adoption, whenever possible.

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Curriculum and instruction guides will serve as the framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction that will serve the student's particular needs at a particular time. The guides shall be used to map a logical sequence of instruction. In addition to consistent delivery of the objectives in the curriculum, instructional delivery shall be based on sound teaching principles grounded in educational research. Instructional supervision efforts shall focus on these sound teaching principles. This systematic process shall include:

1. Establishing a school climate that continually affirms the worth and diversity of all students.
2. Expecting that all students will perform at high levels of learning.
3. Ensuring that all students experience opportunities for personal success.
4. Varying the time for learning according to the needs of each student and the complexity of the task.
5. Having both staff members and students take responsibility for successful learning.
6. Assessing current student skills or learning for instructional assignment.
7. Analyzing the content of each objective so that instructional strategies match content and assessment.
8. When appropriate, sequencing tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery.
9. Orienting students to the objectives to be learned.
10. Initial teaching to the objective(s) that provides varied approaches, adequate practice time, and multiple opportunities for learning and success.
11. Assessing student mastery of the objective(s) to determine the need for movement to a new instructional objective, extension/enrichment, or correction.
12. For those who attain mastery, progressing to the next objective offering extension or enrichment.
13. For those who do not attain mastery, providing correctives and/or using different strategies until mastery is attained.

Staff development will be provided for teachers on research-based approaches to teaching to provide them with alternative ways to view the teaching act so that they can be as effective as possible.

THE TESTED CURRICULUM

The Superintendent or designee shall establish assessment approaches for determining the effectiveness of instructional programming at district, campus, and classroom levels.

EVALUATION

Assessments will focus on determining the extent to which students are achieving and maintaining mastery of curriculum objectives, and the extent to which instructors are displaying effective conveyance of curriculum in the classrooms.

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District staff shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. Periodic reports shall be made to the board concerning these assessments. The assessed curriculum is to include the following components:

1. State-level assessments as required.
2. A district criterion-referenced assessment system that documents, records, reports, and awards credit for student skill attainment.
3. An assessment approach developed for all grade levels and courses.
4. A criterion-referenced information management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation.
5. A program evaluation component that guides program redesign around the district curriculum, as well as program delivery.

Teachers will conduct frequent assessment of students on the curriculum objectives. Teacher made tests as well as criterion-referenced tests shall be used to determine patterns of student achievement. Teachers and supervisors shall use test results to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as warranted by assessment results.

Principals shall review assessments to help teachers ensure the assessments are congruent with the written curriculum.

ROLES AND RESPONSIBILITIES

The Board shall:

1. Approve the curriculum scopes and sequences. Adopt multiple instructional resources for teacher use within the constraints of state laws and State Board rules.
2. Provide funding for staff development opportunities, which focus on curriculum design and delivery for increased student achievement.
3. Communicate to its constituents the board's curricular expectations.
4. Fund, through the budget process, adequate resources needed to implement the curriculum, based on data.

The Superintendent shall:

1. Implement the policy.
2. Annually report to the board concerning implementation.
3. Ensure that a functional decision-making structure is in place to carry out this policy.

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The Chief Academic Officer shall:

1. Ensure that a master long-range plan is in place for district curriculum development, revisions, program assessment, and student assessment.
2. Implement the master long-range plan, providing technical and expert assistance as required.
3. Assist principals in the monitoring of the implementation of the curriculum.

The principals shall:

1. Monitor the implementation of the curriculum.
2. Translate the importance of effective curriculum and instructional practices on a regular basis.
3. Observe classes, monitor lessons, and evaluate assessment materials utilized on their campuses.
4. Use, as a minimum, the following basic strategies to monitor curriculum:
 - a. 45-minute observations,
 - b. Frequent walk-through observations,
 - c. Conduct or review minutes of curriculum planning meetings, and
 - d. Periodic review of curriculum documents.

Teachers shall:

1. Teach the district curriculum.
2. Frequently assess and document student mastery of curriculum objectives, and modify instruction to ensure students success.
3. Participate in curriculum development/revision activities.

BUDGET

The administration shall ensure that the district's budget becomes a document that reflects funding decisions based on the organization's educational goals and priorities through a performance-driven budget. The budget development process will ensure that goals and priorities are considered in the preparation of budget proposals and that any decisions related to reduction or increase in funding levels will be addressed in those terms.

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Appendix E: Policy Ratings

Appendix E.1 presents the information about the ratings relative to Focus Area One – Provides for Control.

Appendix E.1 : Analysis of Board Policy on Review Focus Area One to Determine Quality and Degree of Adequacy

Focus Area One—Provides for Control		
Directs the superintendent or designee to oversee the development of board policy to ensure:		
Review Criteria and Characteristics	Relevant Policies and Regulations	Reviewers' Rating
1.1: A taught and assessed curriculum that is aligned to the district written curriculum		
• Requires the taught and assessed curriculum to be aligned to the district's written curriculum	D1	0
• Addresses the alignment of the district's written curriculum with state and national standards for all subject areas and grades (includes electives)		Partial*
• Directs the district's written curriculum documents to be more rigorous than state and national standards to facilitate deep alignment in all three dimensions with current and future high-stakes tests		0
1.2: Philosophical statements of the district instructional approach		
• Has a general philosophical statement of curriculum approach, such as standards-based, competency-based, outcome-based, etc.	B21 D1	1
• Directs adherence to mastery learning practices for all content areas and grades involved in local, state, and national accountability		0
• Directs adherence to mastery learning practices for all grade levels and content areas, including electives		0
1.3: Board adoption of the written curriculum		
• Requires the annual review of new or revised written curriculum prior to its adoption		0
• Directs the annual adoption of new or revised written curriculum for all grade levels and content areas		0
• Directs the periodic review of all curriculum on a planned cycle over several years		0
1.4: Accountability for the design and delivery of the district curriculum through roles and responsibilities		
• Directs job descriptions to include accountability for the design and delivery of the aligned curriculum	B30 B31	0
• Links professional appraisal processes with specific accountability functions in the job descriptions of central office administrators, building administrators, and regular classroom teachers		Partial*
• Directs professional appraisal processes to evaluate all staff in terms of gains in student achievement		1

Focus Area One—Provides for Control		
Directs the superintendent or designee to oversee the development of board policy to ensure:		
Review Criteria and Characteristics	Relevant Policies and Regulations	Reviewers' Rating
1.5: Long-range, system-wide planning		
<ul style="list-style-type: none">As part of the district planning process, policy requires that the superintendent and staff think collectively about the future and that the discussion take some tangible form (allows for flexibility without prescribing a particular template)	A23	1
<ul style="list-style-type: none">Requires the development of a system-wide, long-range plan that is updated annually; incorporates system-wide student achievement targets; and is evaluated using both formative and summative measures		Partial*
<ul style="list-style-type: none">Expects school improvement plans to be congruent with the district long-range plan, to incorporate system-wide student achievement targets, and to be evaluated using both formative and summative measures		0
1.6: Functional decision-making structure		
<ul style="list-style-type: none">Expects an organizational chart that is annually reviewed, presented to the board, and approved by the superintendent	B21	0
<ul style="list-style-type: none">Requires that job descriptions for each person listed on the organizational chart be present and updated regularly to ensure that all review criteria, such as span of control, logical grouping of functions, etc., are met		0
<ul style="list-style-type: none">Directs and specifies the processes for the formation of decision-making bodies (e.g., cabinet, task forces, committees) in terms of their composition and decision-making responsibilities, to ensure consistency, non-duplication of tasks, and product requirements		Partial*
Focus Area One Rating (number of points for the 6 criteria with a possibility of 18)		3
Percentage of Points Met (points divided by the number of possible points—18)		17%
*Partial ratings are tallied as not met.		
Note: One point is awarded for every characteristic met under each criterion for a maximum of 3 points. No points are awarded when policies fail to meet any characteristics.		
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As seen in **Appendix E.1:**

Focus Area One – Provides for Control:

The policies related to this focus area received 3 of 18 possible points for a rating of 17%, which is below the expectation of 70%. *Board Policy D1* requires that students “demonstrate evidence of proficiency in the State Learning Outcomes that are in alignment with Vermont Educational Quality Standards,” but does not require curriculum to be aligned to national standards for all subjects and electives. *Board Policy B21* also requires that new teachers receive appropriate training in standards-based instruction. Evaluation of teachers is linked to job descriptions and the school’s needs to improve student performance outlined in its continuous improvement plan. While job descriptions are required, *Board Policy B21* lacks discreet requirements for curriculum responsibilities to be included. While an analysis of job descriptions was not conducted as part of this review, the team noted that job descriptions, where available, were outdated and incomplete. Many were inherited from the previous school districts prior to the merger, some over 10 years old, and missing for many positions. The development of a district vision and strategic plan is an expectation of *Board Policy A23*. Such shall be “informed by community input into values for use in creating the district’s vision and goals.” There is no expectation, however, for formative assessment. The vision and strategic

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plan shall be developed and informed through the use of established committees, which include community membership.

Appendix E.2 presents information about the ratings relative to Focus Area Two – Provides for Direction.

Appendix E.2: Analysis of Board Policy On Review Focus Area Two to Determine Quality and Degree of Adequacy

Focus Area Two—Provides for Direction		
Directs the superintendent or designee to oversee the development of board policy to ensure:		
Review Criteria and Characteristics	Relevant Policies and Regulations	Reviewers' Rating
2.1: Written curriculum with aligned, criterion-referenced formative assessments for all subject areas at all grade levels		
• Requires enough specificity so that all teachers can consistently describe how students will demonstrate mastery of the intended objective		0
• Requires formative assessment instruments that align to specific curriculum objectives		0
• Directs that suggestions be provided to teachers for differentiating curriculum to meet students' needs as diagnosed by formative assessments		0
2.2: Periodic review/update of the curriculum and aligned resources and assessments		
• Requires the development of procedures to both formatively and summatively review the written curriculum for all grade levels and content areas		0
• Requires the annual review of test banks, benchmark assessments, and other assessment instruments for alignment with the district or state accountability system		0
• Evaluates assessment instruments for alignment to the district curriculum in all three dimensions: content, context, and cognitive type		0
2.3: Textbook/resource alignment to curriculum and assessment		
• Requires textbooks/resources to be regularly reviewed and the resource revision/adoption cycle to align with the curriculum revision cycle		0
• Directs review of all new instructional resource materials for content, context, and cognitive type alignment to the district curriculum and assessment		0
• Directs district staff to identify discrete areas where alignment is missing and provide teachers with supplementary materials to address gaps in alignment (missing content, inadequate contexts, etc.)		0
2.4: Content area emphasis		
• Directs the yearly identification of subject areas that require additional emphasis based on a review of assessment results		0
• Within subject areas, requires identification by administration of specific objectives, contexts, cognitive types, and instructional practices to receive budgetary support		0
• Requires focused professional development and coaching to support the instructional delivery of the identified priorities within the content areas		0

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Focus Area Two—Provides for Direction		
Directs the superintendent or designee to oversee the development of board policy to ensure:		
Review Criteria and Characteristics	Relevant Policies and Regulations	Reviewers' Rating
2.5: Program integration and alignment to the district's written curriculum		
• Directs that all subject-related (e.g., reading, Title I) and school-wide (e.g., tutoring, DARE, AVID) programs be reviewed for alignment to the written and assessed curriculum		0
• Requires written procedures for both formative and summative evaluation of all new subject-related and school-wide programs before submission to the board for approval		0
• Directs administrative staff to prepare annual recommendations for subject-related and school-wide program revision, expansion, or termination based on student achievement		0
Focus Area Two Rating (number of points for the 5 criteria with a possibility of 15)		0
Percentage of Points Met (points divided by the number of possible points—15)		0%
Note: One point is awarded for every characteristic met under each criterion for a maximum of 3 points. No points are awarded when policies fail to meet any characteristics.		
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As seen in Appendix E.2:

Focus Area Two – Provides for Direction:

No policies were presented for review related to this focus area, resulting in a 0% rating.

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Appendix E.3 presents information about the ratings relative to Focus Area Three – Provides for Consistency and Equity.

Appendix E.3: Analysis of Board Policy on Review Focus Area Three to Determine Quality and Degree of Adequacy

Focus Area Three—Provides for Consistency and Equity		
Directs the superintendent or designee to oversee the development of board policy to ensure:		
Review Criteria and Characteristics	Relevant Policies and Regulations	Reviewers' Rating
3.1: Predictability of written curriculum from one grade and/or instructional level to another		
• Requires the vertical articulation and horizontal coordination of the curriculum within schools		0
• Requires vertical articulation across grade levels and horizontal coordination among schools at a given level for all content areas		0
• Directs the identification of prerequisite skills and their placement in the written curriculum at the appropriate grade/instructional level		0
3.2: Training for staff in the delivery of the curriculum		
• Directs the development and implementation of a district professional development plan focused on effective curriculum delivery that is congruent with the district long-range plan and annual goal priorities	B21	1
• Requires a process whereby staff are coached over time in the implementation of professional development initiatives		0
• Directs the regular evaluation of the impact of professional development on student achievement, using both formative and summative measures		0
3.3: Delivery of the adopted district curriculum		
• Requires all staff to deliver the curriculum as approved by the board		0
• Requires building principals and all central office staff with curriculum responsibilities to review disaggregated assessment results and identify areas where curriculum delivery may be ineffective		0
• Requires an annual report to the board regarding the status of curriculum delivery		1
3.4: Monitoring the delivery of the district curriculum		
• Directs building principals to develop and implement a plan to monitor the delivery of the district curriculum on a weekly basis		0
• Directs central office curricular staff to assist the principal in monitoring the delivery of the district curriculum		0
• Requires periodic school and classroom data-gathering reports from administrators detailing the status of the delivery of the curriculum across the district, with recommendations for the creation of professional development activities or curricular revisions		0

Focus Area Three—Provides for Consistency and Equity		
Directs the superintendent or designee to oversee the development of board policy to ensure:		
Review Criteria and Characteristics	Relevant Policies and Regulations	Reviewers' Rating
3.5: Equitable student access to the curriculum, instructional resources, and learning environment		
<ul style="list-style-type: none">Requires equal student access to the curriculum, appropriate instructional materials for a variety of learning levels and modes, and appropriate facilities to support the learning environment necessary to deliver the district curriculum	C4 D2 D4	Partial*
<ul style="list-style-type: none">Directs the development of procedures for fast-tracking students who lack sufficient prerequisite skills for courses such as AP, honors, etc., but need more challenging content		1
<ul style="list-style-type: none">Requires an annual review of equity data (such as access, racial isolation, rigor), the subsequent reporting to the board of those data, and the development of a plan for correcting equity issues		0
Focus Area Three Rating (number of points for the 5 criteria with a possibility of 15)		3
Percentage of Points Met (points divided by the number of possible points—15)		20%
* Partial ratings are tallied as not met.		
Note: One point is awarded for every characteristic met under each criterion for a maximum of 3 points. No points are awarded when policies fail to meet any characteristics.		
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As seen in Appendix E.3:

Focus Area Three – Provides for Consistency and Equity:

Policies related to this focus area received 3 of a possible 15 points. *Board Policy B21* requires a professional development plan that is linked to “student performance goals indicated in the continuous improvement plan.” The policy requires an annual report to the board on plan progress. *Board Policies C4, D2, and D4* address the needs of all students (retention, promotion, acceleration) and directs the superintendent to develop rules to implement these policies.

APPENDICES

Appendix E.4 presents information about the ratings relative to Focus Area Four – Provides for Feedback.

Appendix E.4: Analysis of Quality and Adequacy of Board Policy on Criteria Related to Focus Area Four

Focus Area Four—Provides for Feedback		
Directs the superintendent or designee to oversee the development of board policy to ensure:		
Review Criteria and Characteristics	Relevant Policies and Regulation	Reviewers' Rating
4.1: A student assessment process		
• Requires the development and implementation of a district student assessment process that goes beyond the state accountability assessment system and includes both formative and summative measures	B21	Partial*
• Requires the development and implementation of a district student assessment process that is differentiated to address variations in student achievement (both above and below grade level) and includes both formative and summative assessment measures		0
• Requires assessment instruments to be more rigorous in content, context, and cognitive type than external, high stakes assessments		0
4.2: A program assessment process		
• Directs the development and implementation of a district program evaluation process		0
• Requires each proposed program to have an evaluation process (including both formative and summative evaluations) before that program is adopted and implemented		0
• Directs the program assessment process to link with district planning initiatives, including site improvement plans and the strategic/long-range plan		0
4.3: Use of data from assessments to determine program and curriculum effectiveness and efficiency		
• Requires the disaggregation of assessment data at the school, classroom, student subgroup, and student level to determine program and curriculum effectiveness and efficiency	B21	Partial*
• Requires classroom teachers to track and document individual student mastery in core content areas		0
• Requires the development of modifications to the curriculum and/or programs as needed in response to disaggregated assessment data to bring about effectiveness and efficiency		0

Focus Area Four—Provides for Feedback		
Directs the superintendent or designee to oversee the development of board policy to ensure:		
Review Criteria and Characteristics	Relevant Policies and Regulation	Reviewers' Rating
4.4: Reports to the board about program effectiveness		
• Requires yearly reports to the board regarding program effectiveness for all new programs for the first three years of operation		0
• Requires reports to the board every three years for long-term programs		0
• Requires summative reports to the board every five years for all content areas before any curriculum revisions or major materials acquisition, with the reports delivered prior to the curricular adoption cycle		0
Focus Area Four Rating (number of points for the 4 criteria with a possibility of 12)		0
Percentage of Points Met (points divided by the number of possible points—12)		0%
*Partial ratings are tallied as not met.		
Note: One point is awarded for every characteristic met under each criterion for a maximum of 3 points. No points are awarded when policies fail to meet any characteristics.		
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As seen in **Appendix E.4:**

Focus Area Four – Provides for Feedback:

A single policy relevant to **Focus Area Four** resulted in 0 of 12 points being received. *Board Policy B21* requires educators to “utilize student assessment data for the purpose of increasing student achievement and to improve the overall effectiveness of the curriculum.” There is no requirement, however, to disaggregate the assessment data at any level of the organization, nor to include formative assessment.

APPENDICES

Although there were no findings relative to focus area 5 indicators, the auditors performed a review of policy related to the expectations for this focus area to provide district leaders with a comprehensive rating of policy. These ratings are intended to provide district leaders with feedback that can be used for future policy development and revision. **Appendix E.5** presents information about ratings relative to **Focus Area Five – Provides for Productivity**.

Appendix E.5: Analysis of Board Policy on Review Focus Area Five to Determine Quality and Degree of Adequacy

Focus Area Five—Provides for Productivity		
Directs the superintendent or designee to oversee the development of board policy to ensure:		
Review Criteria and Characteristics	Relevant Policies and Regulations	Reviewers' Rating
5.1: Program-centered budgeting		
<ul style="list-style-type: none">Directs development of a budget process that requires program evaluation, identification of specific measurable program goals before the budget process begins, and documented costs to ensure that expenditures are aligned within revenues and cost-benefit analysis is facilitated	A23	Partial*
<ul style="list-style-type: none">Requires adherence to a program-centered budgeting process that includes incremental budgeting based on different program types, delivery, and quality for all curriculum areas (The process provides evidence of tangible connections between allocations and anticipated program outcomes or accomplishments.)		0
<ul style="list-style-type: none">Directs full implementation of a program-centered budgeting process that includes incremental funding possibilities, a process for evaluating options, and the use of program evaluation data linked to budget allocations (This process enables program budget decisions to be based upon documented results and performance.)		0
5.2: Resource allocation tied to curriculum priorities		
<ul style="list-style-type: none">Requires a budget that allocates resources according to documented needs, assessment data, and established district curriculum and program goals and priorities		0
<ul style="list-style-type: none">Requires a budget that may be multi-year in nature, provides ongoing support for curriculum and program priorities, and connects costs with program expectations and data-based needs		0
<ul style="list-style-type: none">Directs a budget that provides resources needed to achieve system priorities over time and demonstrates the need for resources based on measurable results and/or performance of programs and activities		0
5.3: Environment to support curriculum delivery		
<ul style="list-style-type: none">Directs facilities that enable teachers to work in an environment that supports adequate delivery of the curriculum		0
<ul style="list-style-type: none">Directs consideration of multi-year facilities planning efforts to adequately support the district curriculum and program priorities		0
<ul style="list-style-type: none">Directs facilities planning linked to future curriculum and instructional trends and to the teaching-learning environment incorporated in the documented system mission and vision statements		0

Focus Area Five—Provides for Productivity		
Directs the superintendent or designee to oversee the development of board policy to ensure:		
Review Criteria and Characteristics	Relevant Policies and Regulations	Reviewers' Rating
5.4: Support systems focused on curriculum design and delivery		
• Provides a clear connection between district support services and the achievement of the district curriculum design and delivery, and evidence of optimization within the system		0
• Requires formative and summative evaluation practices for each support service to provide data for improving these services and documented evidence of improvement over time		0
• Requires periodic reports to the board with recommendations for continuing, revising, and/or developing new support services to enhance fulfillment of the mission, including needs-based data		0
5.5: Data-driven decisions for the purpose of increasing student learning		
• Directs the development of specific requirements for data analysis that lead to improved student learning for the core curriculum areas and electives		0
• Directs the development of specific requirements for data analysis that lead to improved student learning for all curriculum areas and grade levels (including electives)		0
• Directs the development of specific requirements for data analysis that lead to improved student learning for all operations of the district		0
5.6: Change processes for long-term institutionalization of district priority goals		
• Requires the identification of strategies, grounded in documented assessment of program success or efficacy, to be used by the district to ensure long-term institutionalization of change		0
• Directs the development of school improvement plans that address the use of specific change strategies at the building level to ensure the institutionalization of change and improved results or performance		0
• Directs that all district, department, and program plans incorporate procedures for change strategies to ensure the institutionalization of change for improvement and include procedures with formative and summative practices that provide data about change implementation and effectiveness		0
Focus Area Five Rating (number of points for the 6 criteria with a possibility of 18)		0
Percentage of Points Met (points divided by the number of possible points—18)		0%
*Partial ratings are tallied as not met.		
Note: One point is awarded for every characteristic met under each criterion for a maximum of 3 points. No points are awarded when policies fail to meet any characteristics.		
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As seen in Appendix E.5:

Focus Area Five – Provides for Productivity:

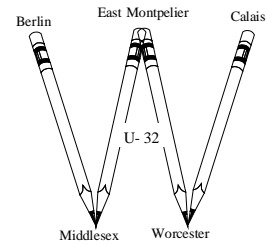
One policy was presented for review, which resulted in 0 points of a possible 18. *Board Policy A23* requires the board to “provide sufficient resources to implement the strategic plan,” but is silent in the area, of process, goals, program evaluation, and costs. No other policy expectations regarding funding, budget processes, resource allocation, facilities and environment, data-driven decision making, or cost-benefit analysis within the financial framework were presented for review.

Washington Central Unified Union School District

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

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Montpelier, VT 05602
Phone (802) 229-0553
Fax (802) 229-2761

Bryan Olkowski
Superintendent



TO: WCUUSD School Board

FROM: Bryan Olkowski, Superintendent ; Steven Dellinger-Pate, U-32 Principal

DATE: June 14, 2021

RE: School Time Proposal

U-32 Administration is proposing a change to the student school day from 8:00-2:35 to 8:00-2:55. The current teacher workday will not change; it will remain 7:45-3:15. This change falls within the current collective bargaining agreement for the teacher day and allows us the opportunity to add instructional time. Our Middle School will be able to have a silent sustained reading block that does not take time from core instruction, and our High School will be able to add an additional 5 minutes to every class period. By adding 20 minutes of instruction a day we will essentially add 50+ additional hours of instruction per year or another way to look at it, 7 additional school days. Over the course of 6 years this would be an additional 40+ school days of instructional time.

Justifications: Silent sustained reading has been a valuable part of the Middle School program for many years and strengthens student skills and reading stamina. High school has had the alternating remote/in-person schedule all year and any additional time that we can have students in class will benefit our students.

Contractual language (Teacher Agreement):

9.2a. Teachers are professional employees. Teachers will meet their professional obligations and structure their workday to achieve this end. The work week for full-time teachers will be thirty seven and a half (37.5) hours. Start and end times for the work day will be established by the Principal and shall be continuous except as provided in 9.2.b below. The Principal and the Association may agree, at the building level, to structure work days in a flexible manner to accomplish the objectives of the school and its professional educators.

9.2b. The Principal and Association may agree, at the building level, to structure work days in a flexible manner to accomplish the objectives of the school and its professional educators. If requested, the Administration in each building will meet and confer with Association

representatives no later than June 10th annually to discuss the student day start and end times in each building for the following school year.

(ESP Agreement) 9.8. The workday for each ESP shall be determined by the Board annually at the time individual contracts are issued.

Other considerations:

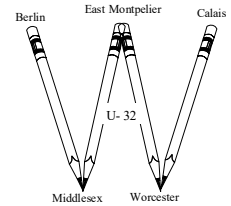
1. Busing - We will need 4 additional buses in the afternoon at a maximum cost of \$241,000. Some routes may need to have U-32 and elementary students on the same buses in the afternoon, and families will need to “opt-in” to riding the bus for next year. Safety and efficiency of the bus routes will determine the full need for additional buses.
2. While the estimated cost for 4 additional bus runs is \$241k, the state reimburses districts approximately 44% two years after the expense is paid. Therefore, this would generate approximately \$106k in reimbursement in FY 23-24. This means the net cost is \$135k. However, the board would need to earmark \$241k from the fund balance for FY 21-22. The following year the budget would need to increase by approximately \$241k for FY 22-23. Next fall, the transportation contract will go out to bid and these transportation changes will need to be included in the bid specifications.

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Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski, WCUUSD Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: ESSER Grants and Financial Update
DATE: June 17, 2021

ESSER UPDATE

Washington Central Unified Union School District (WCUUSD) received approval for ESSER I & ESSER II grants which will be spent by June 30, 2021. Here is a summary of the ESSER grant information as of today:

1. ESSER I Grant \$243,331
2. ESSER II Grant \$1,108,477 up from the original amount of \$923,131
3. ESSER III allocation is \$2,480,120.
 - a. The deadline to spend this award is September 30, 2024.
 - b. We have completed the initial work to secure the grant by submitting the Recovery/Moving Forward Plan and the initial application.
 - c. We are awaiting guidance on the allowable uses for ESSER III grant funds.

This report describes the use of the ESSER funds and how they impact the projected fund balance.

ESSER I \$243,331

Washington Central UUSD received approval to spend \$243,331 as follows:

- Remote Instruction \$99,991
- Health Services-Additional Nurse time and COVID-19 Coordinator \$142,675
- Independent Schools share \$665

ESSER II \$1,108,477

Washington Central UUSD received approval to spend \$1,108,477 as follows:

- Remote Instruction \$512,362
- LEA staffing needed to manage the COVID-19 response **\$421,256 was \$235,910**
- Costs associated with increased staff necessitated by the COVID-19 response and recovery \$174,859.

The Town Meeting Warning-Article 7 was approved by voters. This article authorizes the School Board to control and direct the use of Fund Balance for operations. By utilizing ESSER I & ESSER II funds for budgeted items, this creates an increase in the Operating Fund Balance. This will provide less restrictions and deadlines than the ESSER II grant. It will also provide an opportunity for the School District to utilize funds for strategic planning, recommendations from the curriculum management review etc. as we work to develop and implement district improvement initiatives.

Operating Fund Balance Update

- The operating fund balance is projected to increase since the April report. The primary reasons are: the use of ESSER Grants to pay staffing costs, unspent budgeted funds due to the pandemic and the decline in enrollment of Special Education students.
 - The Fund Balance is projected to be \$3,309,963.
 - After the reduction of \$425,203 in current reservations, the available operating fund balance is \$2,884,760. This is \$2,176,150 over the 2% target.
- Using the latest information available, here is a list of the changes since April that are included in the June projections:
 - At the May 19th meeting, the School Board authorized additional expense for paraeducators \$123,371 less offsetting revenues of \$31,192 for a net amount of \$92,179.
 - At the June 16th meeting, the School Board authorized additional expense for a paraeducator \$31,368 less offsetting revenues of \$17,566 for a net amount of \$13,802. The board action for reserving fund balance is noted at the end of this report.
 - The final purchasing and staffing costs for the year resulted in additional savings of \$280,127.
 - Special Education program cost savings of \$60,016 due to the decline in enrollment. There are also less extraordinary and state placed student expenses. Projected revenues were updated for end of year projections and this results in \$142,536 less Special Education Reimbursement than the April report.
 - Miscellaneous Revenues-Primarily E-rate, field trips etc. is a reduction of \$11,004.
 - All other fund balance reservations were updated using the latest information including other grants.
- The final report for June 30, 2021 will be completed after the books are closed for the fiscal year.

Capital Funds

When Washington Central Unified Union School District merged on July 1, 2019, the capital funds were restricted to the Separate entities. These balances have been tracked in separate accounts until they are expended in full. Here are the highlights for FY 20-21:

Beginning balances of July 1, 2020:

- Berlin \$451,588
- Calais \$130,849
- East Montpelier \$907,669
- Middlesex \$72,995
- Worcester \$234,448
- U32 \$632,091
- Central Office \$117,370
- WCUUSD \$26,383

Total Beginning Balances \$2,573,393

Revenues:

- General Fund Transfer \$706,522
- Additional Fund Transfer \$1,500,000
- Interest Income and Miscellaneous Income \$45,826

Total Revenues \$2,252,348

Expenses:

NOTE: The Board Approved District Funds to cover the project costs beyond the beginning balances:

- Berlin \$590,753
- Calais \$135,717
- East Montpelier \$1,634
- Middlesex \$173,421
- Worcester \$313,208
- U32 \$660,985
- Central Office \$21,829
- WCUUSD \$450,504

Total Expenses \$2,348,051

Projected ending balances of June 30, 2021:

- Berlin \$0
- Calais \$0
- East Montpelier \$906,035
- Middlesex \$0
- Worcester \$0
- U32 \$0
- Central Office \$95,541
- WCUUSD \$1,476,114

Total Projected Ending Balances \$2,477,690

Community Connections

Current projections show the Community Connections program will have an estimated Fund Balance of \$66,301 at the end of this year. This is due to the new grant support, along with the support of the Cares Relief Grant this year. At this time, we are projecting the program will break even using the Fund Balance for FY 21-22.

Food Service Programs

Due to the pandemic from March 2020 and for most of this fiscal year, the Food Service Programs have covered the unanticipated expenses by funding from grants. The grants include: LEA-Cares Relief Act, CRF-Summer Food Service and CRF-Food Service Equipment. The programs have shifted to universal free meals which requires specific meal planning to comply with the necessary meal components to receive Federal Reimbursement.

Although universal free meals have been available, many families are not participating this year. Here is a summary of the students eating by building using the information through May 31, 2021:

	<u>Breakfast</u>	<u>Lunch</u>
Berlin	34%	72%
Calais	30%	48%
East Montpelier	34%	50%
Rumney	36%	55%
Doty	32%	57%
U32	7%	24%

The attached reports provide a District comparison and historical trends for each program.

Washington Central Unified Union School District recently received notification from the Vermont Agency of Education Child Nutrition Program that the net cash resources for the Food Service Programs exceeded the limits established by Vermont law. The maximum amount by law for Fiscal Year 19-20 was \$156,447 and Washington Central UUSD ended the year with \$214,208. As you may recall the Cares Relief Food Service allocations resulted in Washington Central reopening the financial records for Fiscal Year 19-20. In reviewing the situation, the voter approved transfer of \$149,115 from the operating budget resulted in the excess amount for FY 19-20.

To respond to the Agency's finding, we received approval to reduce or not transfer this year's budget amount of \$149,115. At this time, it is projected that Washington Central will have \$89,354 in the Food Service Fund Balance which is below the state formula. This is very preliminary information and could change by approximately \$20k. Prior to closing the books, the Fund Balance will be reviewed to confirm the Fund Balance is below the allowable limit.

Recommendations for ESSER III & Fund Balance for consideration:

At this time, we have not received final instructions for eligible expenses for the ESSER III grant. ESSER III is a multi-year grant ending on September 2024. There have been several items identified for this funding source if they are found eligible and the list continues to grow. However, the Agency of Education has informed schools this information is not expected until late July or August.

I sent the following list to the agency for consideration and was told this list fits well within the ESSER allowable cost categories.

Here is a summary of the list of items to date:

CDC Guidelines: Nursing Time(Calais and Doty), COVID Coordinator, cleaning supplies and additional staffing for additional cleaning, Daycare and after school activities, school bus sanitation, furniture/supplies, administrative of leave and additional staff processing, fiscal time for grant processing.

Recovery/Moving Forward Plan: Tutors, Summer programs, after school coordinator and activities, compensatory services, remote learning, guidance counselor time, recovery coordinator, recovery work teams.

Curriculum Management Review: Curriculum professional development, curriculum writing, Math and Literacy Specialists, Instructional Coaches, Improved instruction and student outcomes.

Special Education Program Review: Consultant to complete program review, Act 173 transition and identify staffing needs-TBD.

Requested Board Actions:

Authorize reserving Fund Balance for the Doty .86 Paraeducator position for a cost of \$\$31,368 less projected reimbursements of \$17,566 for a net amount of \$13,802.

Authorize a transfer to the Capital Fund in the amount of \$1,000,000.

Washington Central Unified Union School District
FUND BALANCE SUMMARY
Fiscal Year 2020-2021
As of June 16 2021

NOTE: Fund Balance available to the School Board is the "After Audit Beginning Balance". The Projected Ending Fund Balance is an estimate using the current information. This amount becomes final after the school year ends and the audit is completed.

KEY: Increase (Decrease) to Fund Balance

GENERAL FUND (1)

Beginning Fund Balance-Reserved for Operations:		Month of Update
Reserved for Operations	July 2020	\$2,510,525
Total Beginning Fund Balance-Reserved for Operations(A)		\$2,510,525

Revenues Changes:		BUDGET 2021	CHANGE	PROJECTED 2021
Interest Income	Sept 2020		-\$53,780	* See Expenses Below
Miscellaneous Income-Rumney Outdoor Learning	Sept & Nov 2020		\$11,500	* See Expenses Below
Tuition Income(4 less Full-time students than budgeted)	Oct 2020		-\$82,608	
Small Schools Grant	Oct 2020		\$28,866	
Special Education Reimbursements	Nov 2020		-\$304,888	* See Expenses Below
Miscellaneous Income-Dental Transfer-Per Board Action December 16	Dec 2020		\$125,000	
Special Education Reimbursements	Dec 2020		-\$34,112	* See Expenses Below
Education Spending-Repurposed using CRF	Feb 2021		-\$836,152	* See Expenses Below
CARES RELIEF FUND-COVID Reimbursement-AOE	Feb 2021		\$2,147,353	* See Expenses Below
CARES RELIEF FUND-COVID Reimbursement-Efficiency Vermont	Feb 2021		\$815,699	* See Expenses Below
Special Education Reimbursements-Prior Year Final	April 2021		\$61,164	
Special Education Reimbursements-Early Retirement	April 2021		\$41,653	
Special Education Reimbursements	April 2021		-\$199,231	* See Expenses Below
Miscellaneous, Field Trip, Erate & Interest Income	April 2021		-\$73,703	
Miscellaneous, Field Trip, Erate, Transportation Aid & Interest Income	June 2021		-\$11,004	
Special Education Reimbursements	June 2021		-\$142,536	* See Expenses Below
TOTAL REVENUES(B)		\$35,430,502	\$1,493,221	\$36,923,723

Expense Changes:		BUDGET 2021	CHANGE	PROJECTED 2021
Interest Expense	Sept 2020		\$53,780	*See Revenues Above
Program Costs-Rumney Outdoor Learning	Sept & Nov 2020		-\$11,500	*See Revenues Above
School-wide Payroll Update-Unfilled Positions	Oct 2020		\$221,629	
School-wide Payroll Update-Budgeted Position Charged to Grant	Oct 2020		\$37,340	
School-wide Payroll Update-Health Insurance Savings	Oct 2020		\$74,365	
School-wide Payroll Update-Staffing Turnover Savings	Oct 2020		\$77,227	
Special Education Programs	Nov 2020		\$539,135	*See Revenues Above
Special Education Programs	Nov 2020		\$29,958	*See Revenues Above
School-wide Payroll Update-Updated for CRF eligible expenses	Feb 2021		\$254,593	
Education Spending-Repurposed using CRF	Feb 2021		-\$836,152	*See Revenues Above
CARES COVID Instructional, Support and Related Expenses-AOE	Feb 2021		-\$2,147,353	*See Revenues Above
CARES COVID Air quality, Isolation Rooms-Efficiency Vermont	Feb 2021		-\$815,699	*See Revenues Above
Transfer to Capital Fund- Per Board Action February 17 2021	April 2021		-\$1,500,000	
Early Retirement-Local Share-ESSER I partial share	April 2021		-\$197,517	Partial SPED reimbursement
Budget Savings School-wide Payroll-Incl ESSER I & II , Substitutes	April 2021		\$737,404	
Budget Savings-Field trips, Travel, Professional Development	April 2021		\$154,070	
Budget Savings-Athletics	April 2021		\$122,130	
Budget Savings-Co-curricular	April 2021		\$46,292	
Special Education Programs-Decline in Students	April 2021		\$304,953	*See Revenues Above
District-wide close down	June 2021		\$280,127	
Special Education Programs-Decline in Students	June 2021		\$60,016	*See Revenues Above
Food Service Transfer-Per CNF	June 2021		\$149,115	
TOTAL EXPENSES(C)		\$35,430,502	-\$693,783	\$36,124,285

CURRENT YEAR OPERATIONS-REVENUE LESS EXPENSES (B-C)=D
BEGINNING BALANCE + CURRENT YEAR OPERATIONS(A+D)=E

\$799,438
\$3,309,963

Other board considerations for Fund Balance(F):

Reserve for Budget Items-FY 21-22-Early Retirement				-\$145,019	
Reserve for Budget Items-FY 22-23-Early Retirement				-\$145,019	
Equity Services-WCFE-Equity Scholar in Residence-PER BOD action	17-Mar-21	\$79,184		-\$29,184	Grant Funding \$50k
Reserved for FY 21-22 paraeducators(2.28 FTE's) Exp \$123,371 LessRev \$31,192	19-May-21			-\$92,179	
Reserved for FY 21-22 paraeducators(.86 FTE) Exp \$31,368 LessRev \$17,566	23-Jun-21	Pending		-\$13,802	
Reserve for COVID-19 Coordinator and FT Nurses(2.0FTE)- Less Grants				\$0	ESSER III\$190-\$200k
Reserve Strategic Plan & Curriculum Management Review-Amt TBD				\$0	

Subtotal Board Considerations

-\$425,203

PROJECTED ENDING BALANCE-Reserved For Operations(E+F)=G

\$2,884,760

Note: Target Fund Balance at 2% of current year budget

\$708,610

Amount Available Beyond the 2% Target

\$2,176,150

Other Reserved Fund Balances:

Reserved for Technology Equipment	\$357,928
Reserved for Fiscal Software & Related Costs-Incl. Interest Income	\$309,000
Subtotal Reserved Items (G)	\$666,928

Washington Central Unified Union School District
FUND BALANCE SUMMARY

Fiscal Year 2020-2021

PERMANENT
(Fund 5) TRUST(Fund 8) AGENCY(Fund 9)
SCHOLARSHIP/ Student Activities

SPECIAL REVENUE FUND(2)-GRANTS

Beginning Fund Balance	\$0
Projected Income	\$3,095,802
Projected Expense	<u>-3,095,802</u>
Projected Available Funds	\$0

OTHER FUNDS

Beginning Fund Bal. /Deposits Payable	\$5,577	\$83,009	\$128,026
Projected Surplus(Use)	\$ 196	\$ (733)	\$ 22,763
Projected Available Funds	\$5,773	\$82,276	\$150,789

CAPITAL PROJECTS FUND(3)

Beginning Fund Balance:	Combined Totals	BERLIN	CALAIS	EAST MONTPELIER	MIDDLESEX	WORCESTER	U32	Central Office	WCUUSD
Beginning Fund Balance(A)	\$2,573,393	\$451,588	\$130,849	\$907,669	\$72,995	\$234,448	\$632,091	\$117,370	\$26,383

Revenues:

Interfund Transfers	\$706,522	\$139,165	\$4,868	\$0	\$100,032	\$78,760	\$28,894	\$0	\$354,803
Additional Interfund Transfer Per Board Action February 17 2021	\$1,500,000								\$1,500,000
Interest Income & Miscellaneous Income	\$45,826	\$0	\$0	\$0	\$394	\$0	\$0	\$0	\$45,432
TOTAL REVENUES(B)	\$2,252,348	\$139,165	\$4,868	\$0	\$100,426	\$78,760	\$28,894	\$0	\$1,900,235

TOTAL FUND BALANCE & REVENUES(A+B)=C	\$4,825,741	\$590,753	\$135,717	\$907,669	\$173,421	\$313,208	\$660,985	\$117,370	\$1,926,618
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Expenses:	Combined Totals	BERLIN	CALAIS	EAST MONTPELIER	MIDDLESEX	WORCESTER	U32	Central Office	WCUUSD
ACTUAL EXPENSES PAID TO DATE	\$1,976,841	\$590,753	\$135,717	\$1,634	\$173,421	\$313,208	\$660,985	\$21,829	\$79,294
ENCUMBERED PURCHASE ORDERS TO DATE	\$371,210	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$371,210
TOTAL EXPENSES(C)	\$2,348,051	\$590,753	\$135,717	\$1,634	\$173,421	\$313,208	\$660,985	\$21,829	\$450,504

CURRENT CAPITAL PROJECT BALANCE AVAILABLE	\$2,477,690	\$0	\$0	\$906,035	\$0	\$0	\$0	\$95,541	\$1,476,114
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ENTERPRISE FUNDS(Fund 6)

Fiscal Year 2020-2021	Total Fund 6	Food Services	Community Connections	Dental Program	Health Reimbursement/ MSA/DC
Beginning Fund Balance	\$1,072,090	\$214,208	\$27,809	\$231,393	\$598,680
Budget Support	-\$85,000	\$0	\$40,000	-\$125,000	\$0
Projected Surplus(Use)	\$ (78,218)	\$ (127,854)	\$ (1,508)	-\$413	\$51,557
CURRENT PROJECTED FUND BALANCE	\$908,872	\$86,354	\$66,301	\$105,980	\$650,237

Cannot Exceed \$156,447

	Berlin	Calais	E Montpelier	Rumney	Doty	U32	WC	Combined
Revenues								
Daily Sales-Student	\$0	\$0	\$0	\$0	\$0	\$0		\$0
Ala Carte	\$605	\$214	\$1,595	\$250	\$0	\$1,691		\$4,355
Daily Sales-Adult	\$2,241	\$2,080	\$190	\$1,094	\$4,993	\$9,974		\$20,572
Commodities	\$6,275	\$3,205	\$5,183	\$5,256	\$2,846	\$19,062		\$41,827
State/Fed Match Revenue	\$0	\$0	\$0	\$0	\$0	\$0	\$7,602	\$7,602
Fed Reimb-Lunch	\$84,204	\$30,746	\$69,269	\$44,402	\$24,243	\$130,460		\$383,324
Fed Reimb-Breakfast	\$22,949	\$10,793	\$26,843	\$16,422	\$7,906	\$21,312		\$106,225
Miscellaneous Income	\$7,977	\$5,500	\$54	\$0	\$0	\$14,494	\$0	\$28,025

Total Revenue A	\$124,251	\$52,538	\$103,134	\$67,424	\$39,988	\$196,993	\$7,602	\$591,930
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Expenses

Staff Salaries	\$39,061	\$21,950	\$39,324	\$35,194	\$20,985	\$145,112		\$301,626
Staff Benefits	\$17,520	\$14,817	\$3,882	\$11,309	\$7,135	\$72,241		\$126,904
Travel	\$0	\$0	\$0	\$0	\$0	\$0		\$0
Repairs & Maintenance	\$997	\$0	\$735	\$1,745	\$129	\$5,994	\$5,386	\$14,986
Supplies	\$2,346	\$1,279	\$4,935	\$1,342	\$719	\$5,258		\$15,879
Propane Gas	\$0	\$3,978	\$688	\$0	\$1,298	\$1,550		\$7,514
Food	\$44,768	\$29,215	\$35,033	\$25,364	\$13,763	\$62,635	\$0	\$210,778
Commodities	\$6,275	\$3,205	\$5,183	\$5,256	\$2,846	\$19,062		\$41,827
Equipment/Software Etc.	\$226	\$0	\$44	\$0	\$0	\$0		\$270

Total Expense B	\$111,193	\$74,444	\$89,824	\$80,210	\$46,875	\$311,852	\$5,386	\$719,784
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Profit(Loss) Operations (A-E)	\$13,058	-\$21,906	\$13,310	-\$12,786	-\$6,887	-\$114,859	\$2,216	-\$127,854
Support from School Budge	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Effect on Fund Balance	\$13,058	-\$21,906	\$13,310	-\$12,786	-\$6,887	-\$114,859	\$2,216	-\$127,854

Beginning Fund Balance	\$0	\$0	\$0	\$0	\$0	\$0	\$214,208	\$214,208
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Ending Fund Balance	\$13,058	-\$21,906	\$13,310	-\$12,786	-\$6,887	-\$114,859	\$216,424	\$86,354
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Meals Served

Breakfast	9,663	4,545	11,302	6,915	3,329	8,973		44,727
Lunch	20,278	7,404	16,681	10,693	5,838	31,417		92,312
Total Meals Served C	29,941	11,949	27,984	17,608	9,167	40,391		137,039

Cost Per Meal B/C	\$3.71	\$6.23	\$3.21	\$4.56	\$5.11	\$7.72		\$5.25
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Meals Served-per day

Breakfast	56	26	65	40	19	52		257
Lunch	117	43	96	61	34	181		531
Total Meals Served Per Day	172	69	161	101	53	232		788
FTE'S	2.00	1.00	1.71	1.86	1.08	5.00		12.7
Meals Served Per Day Per	86	69	94	54	49	46		62

Oct 1 Enrollment K-12	162	88	192	111	59	747		1359
% Eating Each Breakfast Da	34%	30%	34%	36%	32%	7%		19%
% Eating Each Lunch Day	72%	48%	50%	55%	57%	24%		39%

WCSUUSD Food Service Program:
Comparative Information
Information as of June 30, 2021

30-Jun-17
FY 16-17
Berlin

30-Jun-18
FY 17-18
Berlin

30-Jun-19
FY 18-19
Berlin

30-Jun-20
FY 19-20
Berlin

30-Jun-21
FY 20-21
Berlin

Revenues

Daily Sales-Student	\$27,401	\$26,004	\$27,778	\$19,815	\$0
Ala Carte	\$3,135	\$2,571	\$2,646	\$1,595	\$605
Daily Sales-Adult	\$5,531	\$7,269	\$3,758	\$3,029	\$2,241
Commodities	\$5,893	\$7,804	\$5,335	\$4,773	\$6,275
State/Fed Match Revenue	\$1,203	\$1,071	\$1,155	\$0	\$0
Fed Reimb-Lunch	\$42,507	\$41,703	\$43,842	\$27,147	\$84,204
Fed Reimb-Breakfast	\$13,601	\$13,694	\$15,337	\$9,022	\$22,949
Miscellaneous Income-Incl Rebates	\$3,955	\$4,440	\$4,924	\$3,789	\$7,977

Total Revenue A	\$103,226	\$104,556	\$104,775	\$69,170	\$124,251
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Expenses

Staff Salaries	\$45,768	\$43,928	\$53,653	\$31,393	\$39,061
Staff Benefits	\$25,259	\$28,397	\$21,092	\$13,708	\$17,520
Travel	\$0	\$0	\$0	\$0	\$0
Repairs & Maintenance	\$760	\$2,709	\$2,746	\$0	\$997
Supplies	\$2,659	\$2,910	\$1,540	\$360	\$2,346
Propane Gas	\$98	\$218	\$391	\$0	\$0
Food	\$35,880	\$36,964	\$37,701	\$33,377	\$44,768
Commodities	\$5,893	\$7,804	\$5,335	\$4,773	\$6,275
Equipment	\$0	\$0	\$3,265	\$11,911	\$226

Total Expense B	\$116,317	\$122,930	\$125,723	\$95,522	\$111,193
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Profit(Loss) Operations (A-B)	-\$13,091	-\$18,374	-\$20,948	-\$26,352	\$13,058
Support from School Budget	\$40,000	\$25,000	\$25,000	\$25,000	\$0
Effect on Fund Balance	\$26,909	\$6,626	\$4,052	-\$1,352	\$13,058

Beginning Fund Balance	\$25,300	\$52,209	\$58,835	\$62,887	\$0
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Ending Fund Balance	\$52,209 44.88%	\$58,835 47.86%	\$62,887 50.02%	\$61,535 64.42%	\$13,058 11.74%
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Student Meals Served

Breakfast	8737	8164	8635	4934	9663
Lunch	18370	17827	18739	11587	20278
Total Student Meals Served C	27107	25991	27374	16521	29941

Cost Per Meal-Payroll	\$2.62	\$2.78	\$2.73	\$2.73	\$1.89
Cost Per Meal-Food & Other	\$1.67	\$1.94	\$1.86	\$3.05	\$1.82
Cost Per Meal-Total Expense B/C	\$4.29	\$4.73	\$4.59	\$5.78	\$3.71
Support from School Budget-Per	\$1.48	\$0.96	\$0.91	\$1.51	\$0.00
Cost Per Meal Less Board Support	\$2.82	\$3.77	\$3.68	\$4.27	\$3.71

Meals Served-per day

Breakfast	49	45	48	41	56
Lunch	103	99	104	97	117
Total Meals Served Per Day	152	144	152	138	172
FTE'S	2.00	2.00	2.00	2.00	2.00
Meals Served Per Day Per FTE	76	72	76	69	86

Oct 1 Enrollment K-6	197	184	184	170	162
% Eating Each Breakfast Day	25%	25%	26%	24%	34%
% Eating Each Lunch Day	52%	54%	57%	57%	72%

WCSUUSD Food Service Programs
Comparative Information
Information as of June 30, 2021

30-Jun-17
FY 16-17
Calais

30-Jun-18
FY 17-18
Calais

30-Jun-19
FY 18-19
Calais

30-Jun-20
FY 19-20
Calais

30-Jun-21
FY 20-21
Calais

Revenues

Daily Sales-Student	\$21,043	\$20,104	\$16,825	\$13,188	\$0
Ala Carte	\$1,360	\$1,904	\$1,756	\$1,282	\$214
Daily Sales-Adult	\$2,354	\$1,380	\$1,931	\$1,041	\$2,080
Commodities	\$6,146	\$3,418	\$2,771	\$3,051	\$3,205
State/Fed Match Revenue	\$562	\$470	\$414	\$0	\$0
Fed Reimb-Lunch	\$16,099	\$15,758	\$13,769	\$9,671	\$30,746
Fed Reimb-Breakfast	\$3,751	\$4,748	\$4,777	\$3,042	\$10,793
Miscellaneous Income	\$1,025	\$2,583	\$1,369	\$687	\$5,500

Total Revenue A	\$52,340	\$50,365	\$43,612	\$31,962	\$52,538
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Expenses

Staff Salaries	\$32,573	\$27,425	\$27,905	\$16,725	\$21,950
Staff Benefits	\$19,151	\$18,830	\$18,772	\$12,244	\$14,817
Repairs & Maintenance	\$0	\$0	\$475	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Supplies	\$1,271	\$847	\$1,424	-\$210	\$1,279
Propane Gas	\$572	\$634	\$760	\$0	\$3,978
Food	\$18,313	\$22,314	\$27,041	\$20,429	\$29,215
Food-Snack	\$0	\$0	\$0	\$0	\$0
Commodities	\$6,146	\$3,418	\$2,771	\$3,051	\$3,205
Equipment/Software	\$0	\$0	\$0	\$5,500	\$0

Total Expense B	\$78,026	\$73,468	\$79,148	\$57,739	\$74,444
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Profit(Loss) Operations (A-B)	-\$25,686	-\$23,103	-\$35,536	-\$25,777	-\$21,906
Support from School Budget-Incl Re	\$30,000	\$21,000	\$21,710	\$21,000	\$0
Effect on Fund Balance	\$4,314	-\$2,103	-\$13,826	-\$4,777	-\$21,906

Beginning Fund Balance	\$11,615	\$15,929	\$13,826	\$0	\$0
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Ending Fund Balance	\$15,929	\$13,826	\$0	-\$4,777	-\$21,906
	20.42%	18.82%	0.00%	-8.27%	-29.43%

Student Meals Served

Breakfast	2572	3282	2976	1941	4545
Lunch	9709	8909	7357	4904	7404
Total Meals Served C	12281	12191	10333	6845	11949

Cost Per Meal-Payroll	\$4.21	\$3.79	\$4.52	\$4.23	\$3.08
Cost Per Meal-Food & Other	\$2.14	\$2.23	\$3.14	\$4.20	\$3.15
Cost Per Meal-Total Expense B/C	\$6.35	\$6.03	\$7.66	\$8.44	\$6.23
Support from School Budget-Per	\$2.44	\$1.72	\$2.10	\$3.07	\$0.00
Cost Per Meal Less Board Support	\$3.91	\$4.30	\$5.56	\$5.37	\$6.23

Meals Served-per day

Breakfast	14	18	17	16	26
Lunch	54	49	41	41	43
Total Meals Served Per Day	68	68	57	57	69
FTE'S	1.00	1.00	1.00	1.00	1.00
Meals Served Per Day Per FTE	68	68	57	57	69

Oct 1 Enrollment K-6	113	110	98	98	88
% Eating Each Breakfast Day	13%	17%	17%	17%	30%
% Eating Each Lunch Day	48%	45%	42%	42%	48%

WCSUUSD Food Service Program:
Comparative Information
Information as of June 30, 2021

30-Jun-17 FY 16-17 E Montpelier	30-Jun-18 FY 17-18 E Montpelier	30-Jun-19 FY 18-19 E Montpelier	30-Jun-20 FY 19-20 E Montpelier	30-Jun-21 FY 20-21 E Montpelier
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Revenues

Daily Sales-Student	\$43,481	\$48,908	\$43,820	\$31,283	\$0
Ala Carte	\$5,643	\$5,323	\$4,044	\$3,712	\$1,595
Daily Sales-Adult	\$2,066	\$2,877	\$2,797	\$2,735	\$190
Commodities	\$4,853	\$5,122	\$4,605	\$5,451	\$5,183
State/Fed Match Revenue	\$996	\$1,023	\$933	\$0	\$0
Fed Reimb-Lunch	\$23,168	\$24,067	\$23,362	\$16,901	\$69,269
Fed Reimb-Breakfast	\$9,631	\$9,456	\$10,256	\$7,555	\$26,843
Miscellaneous Income-Incl Construc	\$1,913	\$2,548	\$4,577	\$3,349	\$54

Total Revenue A	\$91,751	\$99,324	\$94,394	\$70,986	\$103,134
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Expenses

Staff Salaries	\$46,689	\$48,725	\$51,227	\$33,238	\$39,324
Staff Benefits	\$14,381	\$14,310	\$6,485	\$3,132	\$3,882
Travel	\$0	\$0	\$0	\$0	\$0
Repairs & Maintenance	\$928	\$302	\$0	\$1,226	\$735
Supplies	\$2,858	\$3,507	\$1,830	\$3,253	\$4,935
Propane Gas	\$648	\$617	\$311	\$650	\$688
Food	\$29,108	\$29,284	\$30,036	\$27,103	\$35,033
Commodities	\$4,853	\$5,122	\$4,605	\$5,451	\$5,183
Equipment	\$835	\$0	\$0	\$0	\$44

Total Expense B	\$100,300	\$101,867	\$94,494	\$74,053	\$89,824
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Profit(Loss) Operations (A-B)	-\$8,549	-\$2,543	-\$100	-\$3,067	\$13,310
Support from School Budget	\$15,551	\$10,000	\$10,000	\$10,000	\$0
Effect on Fund Balance	\$7,002	\$7,457	\$9,900	\$6,933	\$13,310

Beginning Fund Balance	\$25,990	\$32,992	\$40,449	\$50,349	\$0
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Ending Fund Balance	\$32,992 32.89%	\$40,449 39.71%	\$50,349 53.28%	\$57,282 77.35%	\$13,310 14.82%
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Student Meals Served

Breakfast	7552	6739	7416	5062	11302
Lunch	16260	17285	16568	11161	16681
Total Meals Served C	23812	24024	23984	16223	27984

Cost Per Meal-Payroll	\$2.56	\$2.62	\$2.41	\$2.24	\$1.54
Cost Per Meal-Food & Other	\$1.64	\$1.61	\$1.53	\$2.32	\$1.66
Cost Per Meal-Total Expense B/C	\$4.21	\$4.24	\$3.94	\$4.56	\$3.21
Support from School Budget-Per	\$0.65	\$0.42	\$0.42	\$0.62	\$0.00
Cost Per Meal Less Board Support	\$3.56	\$3.82	\$3.52	\$3.95	\$3.21

Meals Served-per day

Breakfast	42	37	41	42	65
Lunch	90	96	92	93	96
Total Meals Served Per Day	132	133	133	135	161
FTE'S	1.71	1.71	1.71	1.71	1.71
Meals Served Per Day Per FTE	77	78	78	79	94

Oct 1 Enrollment K-6	174	188	186	191	192
% Eating Each Breakfast Day	24%	20%	22%	22%	34%
% Eating Each Lunch Day	52%	51%	49%	49%	50%

WCSUUSD Food Service Programs
Comparative Information
Information as of June 30, 2021

30-Jun-17
FY 16-17
Rumney

30-Jun-18
FY 17-18
Rumney

30-Jun-19
FY 18-19
Rumney

30-Jun-20
FY 19-20
Rumney

30-Jun-21
FY 20-21
Rumney

Revenues

Daily Sales-Student	\$52,192	\$40,390	\$35,341	\$23,752	\$0
Ala Carte	\$7,124	\$3,258	\$2,514	\$1,979	\$250
Daily Sales-Adult	\$5,908	\$3,994	\$2,959	\$2,315	\$1,094
Commodities	\$3,579	\$3,921	\$4,743	\$3,641	\$5,256
State/Fed Match Revenue	\$912	\$777	\$742	\$0	\$0
Fed Reimb-Lunch	\$17,775	\$18,550	\$18,617	\$12,622	\$44,402
Fed Reimb-Breakfast	\$5,434	\$5,769	\$6,661	\$4,321	\$16,422
Miscellaneous Income	\$8,771	\$6,974	\$1,300	\$2,585	\$0

Total Revenue A	\$101,695	\$83,633	\$72,877	\$51,215	\$67,424
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Expenses

Staff Salaries	\$50,778	\$42,366	\$43,465	\$26,550	\$35,194
Staff Benefits	\$21,619	\$12,416	\$13,745	\$9,448	\$11,309
Travel	\$209	\$225	\$0	\$0	\$0
Repairs & Maintenance-Other Prof Svc/Dues	\$598	\$0	\$117	\$3,521	\$1,745
Supplies	\$1,671	\$295	\$811	\$29	\$1,342
Propane Gas	\$618	\$516	\$859	\$0	\$0
Food	\$28,723	\$25,585	\$23,098	\$19,351	\$25,364
Food-Snack	\$0	\$0	\$0	\$0	\$0
Commodities	\$3,579	\$3,921	\$4,743	\$3,641	\$5,256
Equipment	\$1,446	\$0	\$4,642	\$0	\$0

Total Expense B	\$109,241	\$85,324	\$91,480	\$62,540	\$80,210
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Profit(Loss) Operations (A-B)	-\$7,546	-\$1,691	-\$18,603	-\$11,325	-\$12,786
Support from School Budget	\$12,720	\$17,600	\$19,000	\$19,000	\$0
Effect on Fund Balance	\$5,174	\$15,909	\$397	\$7,675	-\$12,786

Beginning Fund Balance	\$8,897	\$14,071	\$29,980	\$30,377	\$0
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Ending Fund Balance	\$14,071	\$29,980	\$30,377	\$38,052	-\$12,786
	12.88%	35.14%	33.21%	60.84%	-15.94%

Student Meals Served

Breakfast	6874	5991	6555	3453	6915
Lunch	15188	12917	11750	7708	10693
Total Meals Served C	22062	18908	18305	11161	17608

Cost Per Meal-Payroll	\$3.28	\$2.90	\$3.13	\$3.23	\$2.64
Cost Per Meal-Food & Other	\$1.67	\$1.62	\$1.87	\$2.38	\$1.91
Cost Per Meal-Total Expense B/C	\$4.95	\$4.51	\$5.00	\$5.60	\$4.56
Support from School Budget-Per Meal	\$0.58	\$0.93	\$1.04	\$1.70	\$0.00
Cost Per Meal Less Board Support	\$4.37	\$3.58	\$3.96	\$3.90	\$4.56

Meals Served-per day

Breakfast	38	33	36	29	40
Lunch	84	72	65	64	61
Total Meals Served Per Day	123	105	102	93	101
FTE'S	2.15	1.86	1.86	1.86	1.86
Meals Served Per Day Per FTE	57	56	55	50	54

Oct 1 Enrollment K-6	159	143	149	139	111
% Eating Each Breakfast Day	24%	23%	24%	21%	36%
% Eating Each Lunch Day	53%	50%	44%	46%	55%

WCSUUSD Food Service Programs
Comparative Information
Information as of June 30, 2021

	30-Jun-17 FY 16-17 Doty	30-Jun-18 FY 17-18 Doty	30-Jun-19 FY 18-19 Doty	30-Jun-20 FY 19-20 Doty	30-Jun-21 FY 20-21 Doty
Revenues					
Daily Sales-Student	\$13,372	\$13,314	\$17,140	\$10,923	\$0
Ala Carte	\$529	\$89	\$144	\$225	\$0
Daily Sales-Adult	\$5,905	\$5,661	\$6,609	\$4,514	\$4,993
Commodities	\$2,117	\$3,137	\$2,694	\$2,771	\$2,846
State/Fed Match Revenue	\$575	\$539	\$513	\$0	\$0
Fed Reimb-Lunch	\$19,108	\$19,095	\$19,505	\$11,365	\$24,243
Fed Reimb-Breakfast	\$8,494	\$7,117	\$4,408	\$2,940	\$7,906
Miscellaneous Income & Fund Transfe	\$1,377	\$6,831	\$2,718	\$2,403	\$0
Total Revenue A	\$51,477	\$55,783	\$53,731	\$35,141	\$39,988
Expenses					
Staff Salaries	\$29,582	\$29,713	\$32,979	\$18,660	\$20,985
Staff Benefits	\$2,554	\$2,609	\$2,885	\$1,768	\$7,135
Travel	\$0	\$0	\$0	\$0	\$0
Repairs & Maintenance	\$0	\$1,742	\$0	\$0	\$129
Supplies	\$525	\$565	\$972	\$416	\$719
Propane Gas	\$297	\$273	\$457	\$407	\$1,298
Food	\$12,374	\$15,346	\$16,209	\$11,069	\$13,763
Commodities	\$2,117	\$3,137	\$2,694	\$2,771	\$2,846
Equipment	\$0	\$0	\$0	\$0	\$0
Total Expense B	\$47,449	\$53,385	\$56,196	\$35,091	\$46,875
Profit(Loss) Operations (A-B)	\$4,028	\$2,398	-\$2,465	\$50	-\$6,887
Support from School Budget	\$3,346	\$3,346	\$3,346	\$3,346	\$0
Effect on Fund Balance	\$7,374	\$5,744	\$881	\$3,396	-\$6,887
Beginning Fund Balance	\$11,160	\$18,534	\$24,278	\$25,158	\$0
Ending Fund Balance	\$18,534 39.06%	\$24,278 45.48%	\$25,158 44.77%	\$28,554 81.37%	-\$6,887 -14.69%
Student Meals Served					
Breakfast	5031	4046	2483	1650	3329
Lunch	8669	8408	9459	5330	5838
Total Meals Served C	13700	12454	11942	6980	9167
Cost Per Meal					
Cost Per Meal-Payroll	\$2.35	\$2.60	\$3.00	\$2.93	\$3.07
Cost Per Meal-Food & Other	\$1.11	\$1.69	\$1.70	\$2.10	\$2.04
Cost Per Meal-Total Expense B/C	\$3.46	\$4.29	\$4.71	\$5.03	\$5.11
Support from School Budget-Per Meal	\$0.24	\$0.27	\$0.28	\$0.48	\$0.00
Cost Per Meal Less Board Support	\$3.22	\$4.02	\$4.43	\$4.55	\$5.11
Meals Served-per day					
Breakfast	28	22	14	14	19
Lunch	48	47	53	44	34
Total Meals Served Per Day	76	69	66	58	53
FTE'S	1.20	1.20	1.20	1.08	1.08
Meals Served Per Day Per FTE	63	58	55	54	49
Enrollment & Eating Habits					
Oct 1 Enrollment K-6	67	64	70	70	59
% Eating Each Breakfast Day	42%	35%	20%	20%	32%
% Eating Each Lunch Day	72%	73%	75%	63%	57%

WCSUUSD Food Service Program
Comparative Information
Information as of June 30, 2021

30-Jun-17
FY 16-17
U32

30-Jun-18
FY 17-18
U32

30-Jun-19
FY 18-19
U32

30-Jun-20
FY 19-20
U32

30-Jun-21
FY 20-21
U32

Revenues

Daily Sales-Student	\$126,909	\$117,445	\$128,514	\$99,969	\$0
Ala Carte	\$130,732	\$154,390	\$117,054	\$69,992	\$1,691
Daily Sales-Adult	\$20,449	\$16,325	\$22,395	\$21,474	\$9,974
Commodities	\$22,037	\$18,900	\$15,588	\$19,143	\$19,062
State/Fed Match Revenue	\$3,002	\$2,584	\$2,521	\$0	\$0
Fed Reimb-Lunch	\$73,676	\$64,765	\$68,209	\$49,025	\$130,460
Fed Reimb-Breakfast	\$14,544	\$15,573	\$17,302	\$11,069	\$21,312
Miscellaneous Income	\$34,315	\$27,696	\$47,773	\$24,702	\$14,494

Total Revenue A	\$425,664	\$417,678	\$419,356	\$295,374	\$196,993
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Expenses

Staff Salaries	\$198,443	\$194,572	\$204,747	\$106,953	\$145,112
Staff Benefits	\$62,774	\$94,155	\$111,975	\$64,500	\$72,241
Travel	\$0	\$0	\$0	\$0	\$0
Repairs & Maintenance	\$7,860	\$5,699	\$4,217	\$4,005	\$5,994
Supplies	\$12,844	\$14,613	\$14,376	\$6,898	\$5,258
Propane Gas	\$2,096	\$3,961	\$3,939	\$2,185	\$1,550
Food	\$138,930	\$147,086	\$162,328	\$91,039	\$62,635
Commodities	\$22,037	\$18,900	\$15,588	\$19,143	\$19,062
Equipment/Software	\$0	\$12,885	\$197	\$0	\$0

Total Expense B	\$444,984	\$491,871	\$517,367	\$294,723	\$311,852
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Profit(Loss) Operations (A-B)	-\$19,320	-\$74,193	-\$98,011	\$651	-\$114,859
Support from School Budget	\$31,057	\$31,057	\$99,548	\$31,057	\$0
Effect on Fund Balance	\$11,737	-\$43,136	\$1,537	\$31,708	-\$114,859

Beginning Fund Balance	\$29,862	\$41,599	-\$1,537	\$0	\$0
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Ending Fund Balance	\$41,599	-\$1,537	\$0	\$31,708	-\$114,859
	9.35%	-0.31%	0.00%	10.76%	-36.83%

Student Meals Served

Breakfast	11955	12866	14964	9325	8973
Lunch	50324	42868	45171	31435	31417
Total Student Meals Served C	62279	55734	60135	40760	40391

Cost Per Meal-Payroll	\$4.19	\$5.18	\$5.27	\$4.21	\$5.38
Cost Per Meal-Food & Other	\$2.95	\$3.64	\$3.34	\$3.02	\$2.34
Cost Per Meal-Total Expense B/	\$7.15	\$8.83	\$8.60	\$7.23	\$7.72
Support from School Budget-Pe	\$0.50	\$0.56	\$1.66	\$0.76	\$0.00
Cost Per Meal Less Board Supp	\$6.65	\$8.27	\$6.95	\$6.47	\$7.72

Student Meals Served-per day

Breakfast	66	71	84	78	52
Lunch	280	238	252	262	181
Total Student Meals Served Per D	346	310	336	340	232
FTE'S	7.00	7.00	7.00	6.00	5.00
Meals Served Per Day Per FTE	49	44	48	57	46

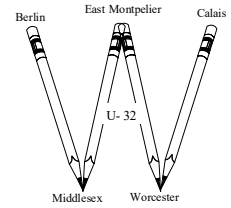
Oct 1 Enrollment 7-12	768	766	757	741	747
% Eating Each Breakfast Day	9%	9%	11%	10%	7%
% Eating Each Lunch Day	36%	31%	33%	35%	24%

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

Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: Comparative Information-Education Spending Per Equalized Pupil
DATE: June 17, 2021

Comparative Information per AOE Education Spending Per Equalized Pupil

This year, the Finance Committee and School Board requested comparative information with other school districts. In December 2020, the FY 20 information was shared using the information readily available from the Agency of Education. Since that time, we have received FY 21 information. The attached worksheet shows the same neighboring Districts compared to Washington Central Unified Union School District.

Here is a summary:

- Washington Central UUSD has the highest education spending per equalized pupil when compared to the neighboring Districts.
- There are 114 -119 districts used in the state-wide cohort sample.
- Washington Central UUSD is ranked 11 of 114 Districts using FY 21 information and 13 of 119 Districts using FY20 information. Key: 1 is the highest cost.
- The State-wide average is \$16,836 FY 21, \$16,237 FY 20
- Washington Central UUSD cost of \$19,531 FY 21 and \$18,657 FY20 is above the State average by \$2,695 FY 21 and \$2,420 FY20.
- There is limited information available so there has been no further analysis to determine the areas costing more for Washington Central costs than other Districts.

Please refer to the attached worksheet for more specific information.

17-Jun-21

Prepared By : Lori T. Bibeau, WCUUSD Business Administrator

Budget FY 21		Budget FY 20		FY 21 to FY 20	FY 21 to FY 20		
Districts	Education Spending Per Eq Pupil	WCUUSD Amount Above per EQ Pupil	Education Spending Per Eq Pupil	% Change	Equalized Pupils	Equalized Pupils	% Change
Washington Central UUSD	\$19,531		\$18,657	4.68%	1441	1452	-0.76%
Hazen UHSD	\$19,284	\$247	\$18,301	5.37%	312	330	-5.35%
Twinfield USD	\$18,591	\$940	\$18,261	1.81%	357	349	2.22%
Harwood USD	\$18,400	\$1,131	\$17,957	2.47%	1759	1808	-2.73%
Orange SW/Randolph	\$17,940	\$1,591	\$17,154	4.58%	893	873	2.29%
Lamoille North Mod USD A&B	\$17,602	\$1,930	\$16,623	5.89%	1469	1466	0.18%
Montpelier Roxbury USD	\$16,924	\$2,607	\$16,350	3.51%	1255	1241	1.13%
Lamoille South USD	\$16,310	\$3,221	\$15,491	5.29%	1636	1645	-0.52%
Echo Valley/Central VT	\$15,874	\$3,657	\$15,347	3.43%	289	289	0.00%
Barre	\$15,040	\$4,491	\$13,560	10.91%	2396	2411	-0.61%

State Wide Average	\$16,836	\$16,237	3.69%
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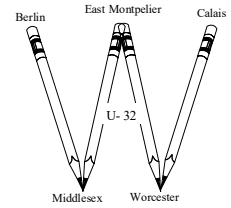
WCUUSD-Rank	11	13
Cohort Number	114	119

Washington Central Unified Union School District

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Montpelier, VT 05602
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Fax (802) 229-2761

Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: Comparative Information-Special Education
DATE: June 17, 2021

Comparative Financial Information for Special Education

This year, the Finance Committee and School Board requested comparative Special Education information with other school districts. There is no current information readily available from the Agency of Education. In December 2020, the School Board received Washington Central UUSD historical and budget information. Since that time, there was an increase in the Special Education Budget FY 21-22 and there have been recent board actions to increase staff beyond budget for next year.

There are two worksheets which show the latest Washington Central UUSD information as of the report printing. Please note: As these are still projections for Fiscal Year 20-21, this information will need to be updated when the Fiscal Year is closed.

The first worksheet shows the Special Education Staffing and IEP student trends by building.

- This report includes: Special Education Professional Staff, Speech Language Pathologists, Paraeducators, Personal Care Attendants and Behavior Interventionists (both employees and contracted services).
- Examples of the staffing NOT included in this report are: Pre-k special education staffing, Pre-k Speech Language Pathologists, Support services like: Occupational Therapy, Psychological Services and Administration.
- Using the information projected for FY 21-22 staffing included in this report who provide direct services average one staff member for every 2.6 students.
- There is a weighted caseload factor that calculates the weighted caseload per professional staff at 26 students per Special Educator, with the unweighted caseload at 10 students per Special Educator.
- Please note: As there is no state-wide information, it is unknown how this compares to other districts.

The second worksheet shows the Special Education Spending Trends from fiscal year 19-20 through budget fiscal year 21-22.

- Washington Central UUSD Special Education spending trends show a 28% increase in special education spending per IEP student over a two year period.
- This increase in spending per IEP student is attributed to both an increase in spending along with, an 11% decline in IEP students.

Act 173

- Several years ago, the legislature enacted Act 173 which will change the formula for Special Education Reimbursements. As this will take effect with the next budget cycle, the Agency of Education is running calculations for the impacts for each District.
- The key point to Act 173 is that reimbursements will use student count information instead of being a reimbursement for actual spending. As enrollment increases or decreases so will the Special Education funding.
- As Washington Central continues to see a decline in enrollment, this would result in less reimbursement.
- Also, if positions are added or reduced, they will no longer see a 56% reimbursement. So for every dollar added to Special Education, it would cost the District 100% instead of the current 44%.
- The District should have a program review to determine if services, staffing and spending are in line with the student needs and the declining number of IEP students.

WCUUSD Special Education Trends

As of June 17, 2021

Target 30-35

Berlin	# of students on IEPs	Total weight	Total average weight per caseload	Unweighted Caseload	FTE of special educators	SLP K-12	Paras	PCA	BI	Contracted BI's	SPED Staff	IEPStudent to Staff
FY22 Projected	35	107	36	12	3	1	3	1.3	3	3	14.3	2.4
FY22 Budget	35	107	36	12	3	1	4	1	3	3	15.0	2.3
FY21 Projected	33	104	35	11	3	1	4	0	2	3	13.0	2.5
FY21 Budget	35	88	29	12	3	1	5.8	0	1	5	15.8	2.2
FY20 Actual	36	87	29	12	3	1	5.55	0	2	6	17.6	2.1

Calais	# of students on IEPs	Total weight	Total average weight per caseload	Unweighted Caseload	FTE of special educators	SLP K-12	Paras	PCA	BI	Contracted BI's	SPED Staff	IEPStudent to Staff
FY22 Projected	10	28	28	10	1	0.4	2.9	0	0	1	5.3	1.9
FY22 Budget	10	28	28	10	1	0.4	1.9	0	0	1	4.3	2.3
FY21 Projected	11	36	36	11	1	0.4	1.9	0	0	1	4.3	2.6
FY21 Budget	11	31	21	7	1.5	0.3	2.9	0	1	3	8.7	1.3
FY20 Actual	15	44	29	10	1.5	0.3	2.5	0	1	3	8.3	1.8

EMES	# of students on IEPs	Total weight	Total average weight per caseload	Unweighted Caseload	FTE of special educators	SLP K-12	Paras	PCA	BI	Contracted BI's	SPED Staff	IEPStudent to Staff
FY22 Projected	34	93	31	11	3	1	3.37	1	7	0	15.4	2.2
FY22 Budget	34	93	31	11	3	1	4	1	7	0	16.0	2.1
FY21 Projected	32	93	31	11	3	0.6	4	0	4	0	11.6	2.8
FY21 Budget	32	83	28	11	3	0.6	3.1	0	4	0	10.7	3.0
FY20 Actual	33	81	27	11	3	0.8	4.7	0	4	0	12.5	2.6

Middlesex	# of students on IEPs	Total weight	Total average weight per caseload	Unweighted Caseload	FTE of special educators	SLP K-12	Paras	PCA	BI	Contracted BI's	SPED Staff	IEPStudent to Staff
FY22 Projected	22	70	35	11	2	0.8	2	0	2	1	7.8	2.8
FY22 Budget	22	70	35	11	2	0.8	2	0	2	1	7.8	2.8
FY21 Projected	25	80	27	8	3	0.8	4	0	1	1	9.8	2.6
FY21 Budget	32	88	29	11	3	0.8	3.9	0	1	1	9.7	3.3
FY20 Actual	35	95	32	12	3	0.8	3.9	0	1	2	10.7	3.3

Worcester	# of students on IEPs	Total weight	Total average weight per caseload	Unweighted Caseload	FTE of special educators	SLP K-12	Paras	PCA	BI	Contracted BI's	SPED Staff	IEPStudent to Staff
FY22 Projected	5	20	20	5	1	0.3	2.62	0	1	0	4.9	1.0
FY22 Budget	5	20	20	5	1	0.2	1.76	0	1	0	4.0	1.3
FY21 Projected	7	26	26	7	1	0.2	2.76	0	1	0	5.0	1.4
FY21 Budget	8	28	28	8	1	0.2	2.5	0	0	1	4.7	1.7
FY20 Actual	12	38	27	9	1.4	0.2	2.7	0	0	2	6.3	1.9

U32	# of students on IEPs	Total weight	Total average weight per caseload	Unweighted Caseload	FTE of special educators	SLP K-12	Paras	PCA	BI	Contracted BI's	SPED Staff	IEPStudent to Staff
FY22 Projected	123	303	23	9	13	1	12	1	3	9	39.0	3.2
FY22 Budget	123	303	23	9	13	1	12	1	3	9	39.0	3.2
FY21 Projected	121	287	22	9	13	1	9	1	2	9	35.0	3.5
FY21 Budget	126	319	25	10	13	1	9.5	1	4	13	41.5	3.0
FY20 Actual	125	278	25	11	11	1	8.5	2	2	14	38.5	3.2

Total for WCUUSD K-12	# of students on IEPs	Total weight	Total average weight per caseload	Unweighted Caseload	FTE of special educators	SLP K-12	Paras	PCA	BI	Contracted BI's	SPED Staff	IEPStudent to Staff
FY22 Projected	229	621	27	10	23	4.5	25.89	3.3	16	14	86.7	2.6
FY22 Budget	229	621	27	10	23	4.4	25.66	3	16	14	86.1	2.7
FY21 Projected	229	626	26	10	24	4	25.66	1	10	14	78.7	2.9
FY21 Budget	244	637	26	10	24.5	3.9	27.7	1	11	23	91.1	2.7
FY20 Actual	256	623	27	11	22.9	4.1	27.85	2	10	27	93.9	2.7

WCUUSD Special Education Program
Spending Trends Report

Budget 21-22-Final

17-Jun-21

	Actual FY 19-20	Budget FY 20-21	Projected FY 20-21	Budget FY 21-22	Budget 22-Budget 21		
					Expense change	Revenue Change	Net Impact on Taxes
Total State Placed Student Costs	\$422,437	\$534,868	\$325,459	\$373,790	-\$161,078	-\$161,078	\$0
Total Extraordinary Student Costs over \$60k	\$1,395,064	\$1,602,182	\$1,207,708	\$1,559,252	-\$42,930	-\$40,784	-\$2,147
Total SPED Program Costs Incl 504	\$4,453,376	\$5,097,402	\$4,669,660	\$5,252,312	\$154,911	\$67,633	\$87,278
Total Administration Costs	\$381,752	\$363,566	\$410,949	\$411,831	\$48,265	\$27,028	\$21,237
Total Special Education Costs	\$6,652,628	\$7,598,017	\$6,613,776	\$7,597,185	-\$832	-\$107,200	\$106,368
Students on IEP's	256	244	229	229			
Percentage Change of Students on IEP's		-5%	-6%	0%			
Cumulative % Change in Students on IEP's				-11%			
Average Cost Per Pupil	\$25,987	\$31,139	\$28,881	\$33,175			
Incremental Increase per pupil		\$5,153	-\$2,258	\$4,294			
% Increase Per Pupil		20%	-7%	15%			
% Increase Per Pupil FY 20 to FY 22(2 Year)				28%			
Increase per pupil Budget 22 to Budget 21				\$2,036			
Percentage Increase Per Pupil Budget 22 to Budget 21				6.54%			

Special Education Student % to All Students	16.3%	16.4%	15.4%	15.8%
Special Education Costs % to Total Budget	20.3%	21.4%	20.1%	21.7%

Total State Placed Student Costs	13	11	11	8
Total Extraordinary Student Costs over \$60k	15	16	13	15
Subtotal	28	27	24	23
Total SPED Program Costs Incl 504	228	217	205	206
Total Students on IEP's	256	244	229	229

Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

PASSWORD MANAGEMENT

POLICY: F44

WARNED: 5.14.21

ADOPTED: _____

EFFECTIVE: _____

Overview

Strong and consistent management of user IDs and passwords enables the WCUUSD to authenticate individual users, trace actions to users, and fully utilize the secure features of the network and system infrastructure of the organization and to protect sensitive information to the fullest extent practical. All employees and personnel that manage or have access to systems and networks must adhere to the password policies defined below in order to protect the security of sensitive information and data.

Purpose

This policy applies to any and all personnel who have any form of user or administrator account requiring a password on any network, system, or system component.

Scope

The scope of this policy includes all personnel who have or are responsible for an account (or any form of access that supports or requires a password) on any system that resides at any WCUUSD facility, has access to the WCUUSD network, or stores any non-public WCUUSD information.

User ID & Password

User-IDs and Passwords: WCUUSD requires that each service user accessing multi-user information systems have a unique user-ID and a private password. The unique user-ID and in some cases, the initial password will be issued by WCUUSD Information Technology Department. All issued passwords must be changed at first login and is enforced through group policy. These user-IDs must then be employed to restrict system privileges based on job duties, project responsibilities, and other business activities. Each service user is personally responsible for the usage of his or her user-ID and password. All activity logged under a user account is the responsibility of the user who owns the account.

Role Accounts/Anonymous User-IDs: With the exception of electronic bulletin boards, Internet web sites, and other systems where all regular users are intended to be anonymous, users are prohibited from logging into any WCUUSD system or network anonymously. Anonymous access might, for example, involve use of "guest" user-IDs. When users employ system commands that allow them to change active user-IDs to gain certain privileges, they must have initially logged-in employing user-IDs that clearly indicated their identities. This might, for example, take place on UNIX systems with the SU command. Demonstration software and/or demonstration systems for customers are exempt in that a customer may access the system anonymously; however, all

administrative tasks performed by WCUUSD employees, representatives, contractors, or otherwise must not be anonymous.

Difficult-to-Guess Passwords: To ensure that password systems do the job they were intended to do; users must choose passwords that are difficult-to-guess. This means that passwords must NOT be related to one's job or personal life. For example, a car license plate number, a spouse's name, or fragments of an address must not be used. This also means passwords must not be a word found in the dictionary or some other part of speech. For example, proper names, places, technical terms, and slang must not be used. The password "WCUUSD" must never be used (regardless of upper or lower case) on network (public or private) connected systems, even for demonstration accounts or public access. The password length must be a minimum of eight alphanumeric characters with the maximum number of characters being system dependent. Creating passwords that are at least 15 characters or more can ensure a more secure environment. If words are used in your password, ensure that you are using non-compound words.

Random Characters Must Be Used: At least one special character and one numeric character should be used to increase the difficulty in guessing passwords. An example would be the numeric character '3' in place of the letter 'E'. Special and Numeric characters include numbers, punctuation marks, and delimiting characters such as the "@" symbol.

Passwords Change Frequency: Passwords should only be changed when there is a reason to believe that a password has been compromised. Changes should occur every year for privileged accounts. This must be enforced by software controls on multi-user systems and within the Active Directory domain. Additionally, passwords must not be re-used. All multi-user systems, which have the capability to prevent the re-use of passwords, will not allow a user to enter a password that has been recently used, within 5 uses. Additionally, software controls may be employed that prevent the repeated changing of passwords to facilitate the minimum number of changes within a short period of time.

Password Storage: Passwords must not be stored in readable form in batch files, automatic log-in scripts, software macros, terminal function keys, in computers without access control systems, or in other locations where unauthorized persons might discover them. Similarly, passwords must not be written down in some readily decipherable form and left in a place where unauthorized persons might discover them.

Sharing Passwords: If users need to share computer-resident data, they should use electronic mail, group-ware databases, public directories on local area network servers, and other similar mechanisms. Although user-IDs are shared for electronic mail and other purposes, passwords must never be shared with or revealed to others. Users should not disclose passwords to administrative staff or to managers, even when requested to do so – the password for a user account is not required for administrative purposes and any request for your password should be viewed as suspicious. The exception to this is the 'Administrator' or 'root' password, which is shared by users who require special access. Sharing a password (or any other access mechanism such as a dynamic password token) exposes the authorized user to responsibility for actions that the other party takes using the disclosed password. If a service user believes that someone else is using his or her user-ID and password, the service user must immediately notify the administrator for the information system in question. If a password is discovered written down in an easily accessible location (for example on a whiteboard, or written on a sticky note attached to the bottom of a keyboard) the account will be treated as if it had been disclosed and will be disabled.

Multi-Factor Authentication

The implementation of Multi-factor authentication is highly encouraged whenever applicable not only for work accounts but for personal accounts too.

Privileged User-IDS and Passwords: Certain privileged accesses on production systems require the use of the administrative or Super-User (root) accounts. Knowledge and use of such user-IDS shall be restricted to a need-to-know basis. All users granted such access shall have their names added to the authorized administrative user list and shall be removed when access is no longer required. If a privileged user-ID/password has been determined to be compromised, then the scope of the compromise must be assessed and all passwords relating to the compromised system must be changed as appropriate.

Password Policy Conformance Auditing: From time to time the Information Technology Department or the Security Team may audit the multi-user computer systems for password policy conformance. If a password is not long enough (16+ characters) or does not contain enough special characters or is based on a dictionary word and is easily guessed, the account related to the weak password will be required to choose a more secure password. Audits may also include checking the vicinity of one's workspace for passwords that have been written down (sticky note on keyboard) but will not include a search of personal effects or within desk drawers.

Password Account Blocking: After six consecutive login failures an account will be blocked from further access for a minimum of 30 minutes (not including Network Infrastructure). If a user has had an account disabled in such a manner, they must contact the Information Technology Helpdesk following the IT Support Request Process to have the account re-enabled if it is necessary for the account to be accessible within the lockout time frame.

Violations of Password Policy: In the event that a password has been disclosed, either by accident or by the negligence of a user, the account in question must be disabled. In order for a service user to regain access to computing resources, an internal ticket request must be submitted by the user's manager before the account may be re-enabled for their use. Repeated violations or disclosure of access control information to an outside party will result in disciplinary action up to and including termination of employment. If your account has been disabled or you suspect that it has been disclosed, please immediately contact the Help Desk (ithelp@u32.org)

Required**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****ELECTRONIC COMMUNICATION BETWEEN
EMPLOYEES AND STUDENTS****POLICY:** B8**WARNED:** 5.14.21**ADOPTED:** _____**EFFECTIVE:** _____**I. Statement of Policy**

The Washington Central Unified Union School District (WCUUSD) recognizes electronic communications, and the use of social media outlets create new options for extending and enhancing the educational program of the school district. Electronic communications and the use of social media can help students and employees communicate regarding: questions during non-school hours regarding homework or other assignments; scheduling issues for school-related co-curricular and interscholastic athletic activities; school work to be completed during a student's extended absence; distance learning opportunities; and other professional communications that can enhance teaching and learning opportunities between employees and students. However, the WCUUSD recognizes employees and students can be vulnerable in electronic communications.

In accordance with Act 5 of 2018 this model policy is adopted to provide guidance and direction to WCUUSD employees to prevent improper electronic communications between employees and students.

II. Definitions. For purposes of this policy, the following definitions apply:

- A. **Electronic communication.** Electronic communication is any computer-mediated communication in which individuals exchange messages with others, either individually or in groups. Examples of electronic communication include, but are not limited to, email, text messages, instant messaging, voicemail, and image sharing and communications made by means of an internet site, including social media and social networking websites.
- B. **Social media.** Social media is any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, websites and internet forums. Examples of social media include, but are not limited to, Facebook, Twitter, Instagram, YouTube, and Google+.
- C. **Employee.** Employee includes any person employed directly by or retained through a contract of employment the district, an agent of the school, a school board member, and including supervisory union employees.
- D. **Student.** Student means any person who attends school in any of the grades Prekindergarten through 12 operated by the district.

III. Policy on Electronic Communication Between Students and Employees.

All communication between employees and students shall be professional and appropriate. The use of electronic communication that is inappropriate in content is prohibited.

A. Inappropriate content of an electronic communication. Inappropriate content of an electronic communication between an Employee and a Student includes, but is not limited to:

1. Communications of a sexual nature, sexual oriented humor or language, sexual advances, or content with a sexual overtone;
2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
3. Communications regarding the employees' or student's past or current romantic relationships;
4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;
5. Communications that are harassing, intimidating, or demeaning;
6. Communications requesting or trying to establish a personal relationship with a student beyond the employees' professional responsibilities;
7. Communications related to personal or confidential information regarding employee or student that isn't academically focused; and
8. Communications between an employee and a student between the hours of 10 p.m. and 6 a.m. An Employee may, however, make public posts to a social network site, blog or similar application at any time.

B. Procedures. The superintendent shall develop procedures for both the receipt and handling of reports filed under this policy (see IV.A. and B. below).

IV. Enforcement Responsibilities

A. Student communications violation of this policy. In the event a student sends an electronic communication, that is inappropriate as defined in this policy or that violates the procedures governing inappropriate forms of electronic communication to an employee, the employee shall submit a written report of the inappropriate communication ("Report") to the principal or designee by the end of the next school day following actual receipt by the Employee of such communication. The principal or designee will take appropriate action to have the student discontinue such improper electronic communications.

While the school district will seek to use such improper electronic communications by a student as a teaching and learning opportunity, student communications violation of this policy may subject a student to discipline. Any discipline imposed shall take into account the relevant surrounding facts and circumstances.

B. Employee communications violation of this policy. In the event an employee sends an electronic communication that is inappropriate as defined in this policy or that violates the procedures governing inappropriate forms of electronic communication to a student, the student shall or the student's parent or guardian may submit a written report of the inappropriate communication ("Report") to the principal and/or the person designated by the principal to receive complaints under this policy promptly. The report shall specify what type

of inappropriate communication was sent by the employee with a copy of the communication, if possible.

Inappropriate electronic communications by an employee may result in appropriate disciplinary action.

- C. **Applicability.** The provisions of this policy shall be applicable at all times while the employee is employed by the district and at all times the student is enrolled in the school district, including holiday and summer breaks. An employee is not subject to these provisions to the extent the employee has a family relationship with a student (i.e. parent/child, nieces, nephews, grandchildren, etc.).
- D. **Other district policies.** Improper electronic communications that may also constitute violations of other policies of the district, i.e. unwelcome sexual conduct may also constitute a violation of the school's separate policy on the Prevention of Harassment, Hazing and Bullying of Students. Complaints regarding such behavior should be directed as set forth in the school's Procedures on the Prevention of Harassment, Hazing and Bullying of Students.

V. Reporting to Other Agencies

- A. **Reports to Department of Children and Families [DCF].** When behaviors violative of this policy include allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. §4911, et seq., must report the allegations to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. §6901 et seq.
- B. **Reports to Vermont Agency of Education [AOE].** Accordingly, if behaviors violative of this policy in a public school involve conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the superintendent and the superintendent shall report the alleged conduct to the AOE.
- C. **Reporting Incidents to the Police.** Nothing in this policy shall preclude persons from reporting to law enforcement any incidents and/or conduct that may be a criminal act.
- D. **Continuing Obligation to Investigate.** Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this or any other policy, such as the Policy on the Prevention of Harassment, Hazing and Bullying, to pursue and complete an investigation upon receipt of notice of conduct which may constitute a policy violation.

<i>Legal Reference(s):</i>	2018 Acts and Resolves No. 5 (located at https://legislature.vermont.gov/Documents/2018.1/Docs/ACTS/ACT005/ACT005%20As%20Enacted.pdf)
	16 V.S.A. § 1698
	16 V.S.A. § 570

Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

ACCEPTABLE USE POLICY

POLICY: D40 _____

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

Overview

WCUUSD's intentions for publishing an Acceptable Use Policy are not to impose restrictions that are contrary to WCUUSD's established culture of openness, trust and integrity. IT is committed to protecting WCUUSD's employees, partners and the company from illegal or damaging actions by individuals, either knowingly or unknowingly.

The question of Internet safety includes issues regarding the use of the Internet, Internet-capable computing devices, and other electronic devices in a manner that promotes safe online activity for children, protects children from cybercrimes, including crimes by online predators and cyberbullying, and helps parents shield their children from materials that are inappropriate for minors. To promote the safe and appropriate online behavior of students and staff as they access material from the Internet, the district will use the following four-part approach. However, given the ever-changing nature of the Internet, the district cannot guarantee that a student will never be able to access objectionable material.

Internet/Intranet/Extranet-related systems, including but not limited to computer equipment, software, operating systems, storage media, network accounts providing electronic mail, WWW browsing, and FTP, are the property of WCUUSD. These systems are to be used for business purposes in serving the interests of the company, and of our clients and customers in the course of normal operations. Please review Human Resources policies for further details.

Effective security is a team effort involving the participation and support of every WCUUSD employee and affiliate who deals with information and/or information systems. It is the responsibility of every computer user to know these guidelines, and to conduct their activities accordingly.

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Purpose

This policy applies to employees, contractors, consultants, temporary and other workers, including all personnel affiliated with third parties. This policy applies to all equipment that is owned and/or leased by WCUUSD.

Scope

This policy applies to the use of information, electronic and computing devices, and network resources to conduct WCUUSD business or interact with internal networks and business systems, whether owned or leased by WCUUSD, the employee, or a third party. All employees, contractors, consultants, temporary, and other workers at WCUUSD and its subsidiaries are responsible for exercising good judgment regarding appropriate use of information, electronic devices, and network resources in accordance with WCUUSD policies and standards, and local laws and regulation. This policy applies to employees, contractors, consultants, temporaries, and other workers at WCUUSD, including all personnel affiliated with third parties. This policy applies to all equipment that is owned or leased by WCUUSD.

Right to Search, **Examine** and Monitor – No Expectation of Privacy

All devices that connect to the WCUUSD network are discoverable. To ensure compliance with WCUUSD internal policies as well as applicable laws and regulations, and to ensure service user safety, WCUUSD administration reserves the right to monitor, inspect, and/or search at any time all WCUUSD information systems. This examination may take place with or without the consent, presence, or knowledge of the involved service users. ~~The information systems subject to such examination include, but are not limited to, electronic mail system files, personal computer hard drive files, voicemail files, printer spool files, fax machine output, desk drawers, and storage areas. All searches of this nature will be conducted after the approval of the Legal and Human Resources Departments.~~

All district-owned and personally owned Internet-capable devices in all district facilities accessing the Internet through district network resources will be filtered and monitored (and could be discoverable) to prevent access to obscene, racist, hateful, violent, or other objectionable material as specified in the FCC Children's Internet Protection Act or district policies.

Since WCUUSD's computers and networks are provided for business and educational purposes only, service users should have no expectation of privacy associated with the information they store in or send through these information systems. WCUUSD administration additionally retains the right to remove from its information systems any material it views as offensive or potentially illegal. WCUUSD reserves the right to turn over potentially illegal material to law enforcement for civil and or criminal prosecution.

Internet Access / Acceptable Use for Personal Activity

Service users are generally provided with Internet access to perform their job duties, but this access may be terminated at any time at the discretion of a service user's supervisor. Service users must take

special care to ensure that they do not represent WCUUSD in an official capacity on Internet discussion groups and in other public forums, unless they have previously received administration authorization to act in this capacity. All information received from the Internet should be considered to be suspect until confirmed by reliable sources; there is a great deal of inaccurate and deliberately misleading information available on the Internet. Separately, service users must not place WCUUSD material (software, internal memos, press releases, databases, etc.) on any publicly accessible computer system such as the Internet, unless both the information Owner and the Information Technology Department have first approved the posting. On a related note, sensitive information must not be sent across the Internet unless it is in encrypted form.

Supervision

When students and staff access the Internet from any district facility, district staff will make a reasonable effort to supervise student access and use of the Internet. If material is accessed that violates district policies, procedures and/or the network use agreement, then district staff may instruct the person to cease using that material and/or implement sanctions contained in district policies, procedures and/or the network use agreement.

Unbecoming Conduct

Prohibited Activities: Users must not test or attempt to compromise computer or communication system security measures unless specifically approved in advance and in writing by the WCUUSD IT Team or is specifically a part of their job duties. Incidents involving unapproved system cracking (hacking), password cracking (guessing), file decryption, bootleg software copying, or similar unauthorized attempts to compromise security measures may be unlawful and will be considered serious violations of WCUUSD internal policy. Likewise, short-cuts bypassing systems security measures, as well as pranks and practical jokes involving the compromise of systems security measures are absolutely prohibited.

Harassing or Offensive Materials: WCUUSD computer and communications systems are not intended to be used for and must not be used for the exercise of the service users' right to free speech. Sexual, ethnic, and racial harassment --including unwanted telephone calls, electronic mail, and internal mail -- is strictly prohibited and may be cause for disciplinary action. Service users are encouraged to promptly report as such communications to their supervisor and the Human Resources Department. WCUUSD retains the right to remove from its information systems any material it views as offensive or potentially illegal.

Appropriate Behavior: To avoid legal problems, whenever any affiliation with WCUUSD is included with an Internet message or posting, "flaming" or similar written attacks are strictly prohibited. Likewise, service users must not make threats against another user or organization over the Internet. All Internet messages intended to harass, annoy, or alarm another person are similarly prohibited.

Business Activities not Related to WCUUSD: It will be a violation of policy for any user to conduct business other than that of Washington Central Unified Union School District on WCUUSD Information Systems.

Recommend

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

CHANGE MANAGEMENT

POLICY: F40

WARNED: 5.14.21

ADOPTED: _____

EFFECTIVE: _____

Overview

The objective of change management in this context is to ensure that standardized methods and procedures are used for efficient and prompt handling of all changes to control IT infrastructure, in order to minimize the number and impact of any related incidents upon service.

Purpose

To control all changes to equipment, software or procedures will be established and followed for change, integrating operational and application change control procedures, and logging all changes.

Change Advisory Board (CAB)

A CAB is a group of people who run formal CAB meetings to assess, prioritize, authorize, and schedule changes as part of the change control process.

There are two components of a best practice CAB: 1) The right people and 2) An effective CAB meeting structure.

The CAB should include at least one representative from all groups affected by the changes on the agenda (including non-IT groups and student(s) if applicable) and can include managers or non-managers, such as a network engineer or teacher or administrator. It is likely to include groups from functional and technical disciplines such as the IT Helpdesk, application support, server support, etc. An affected manager of a change (or team leader) who was invited but cannot attend a meeting may designate an alternate to attend in their place. Please ask the CAB owner (chairperson) for guidance as needed on this item (or any item in this policy document).

The CAB owner acts as a chairperson and should be a CAB member. This person is typically a change manager or on the change management team.

The responsibilities of the CAB members include the following:

- Review changes prior to the meeting.
- Assess and recommend the approval or rejection of proposed changes in a timely manner. If a CAB member doesn't approve a change, make sure they explain why.
- Attend scheduled CAB meeting(s) or send a qualified representative.
- Act as a liaison between the CAB and its team regarding change management policies, procedures, questions, or enhancements.

The responsibilities of the CAB owner include the following:

- Develop the vision and strategy for CAB meetings.
- Lead CAB meetings and make sure the required representatives attend (representatives from all groups affected by changes).
- Define and communicate the CAB members' roles and responsibilities.
- Document and communicate the CAB meeting agenda before CAB meetings and decisions after the meeting.

Regular CAB meetings should take place at least monthly; however, a weekly or biweekly schedule is recommended.

All teams affected by a change should be represented in the CAB meeting.

The CAB Meeting Agenda should include the following:

- All high-risk changes and changes marked as required by the CAB - A review of all failed and backed out changes
- Change management process updates
- Reviews for each change that include:
 - A risk/impact assessment (on the district)
 - The effects on the infrastructure and customer service as defined in the Service Level Agreement (SLA) as well as on capacity and performance, reliability and resilience, contingency plans, and security
 - The impact on other services that run on the same infrastructure (or on software that is in the cloud)
 - A resource assessment, including the IT, district, and other resources required to implement and validate the change
 - The effect, risk, and/or impact of not implementing the change
 - Other changes being implemented on the schedule of change
 - Technical capability and technical approval required

A change that goes into production can impact many teams, including central office, parents, administrators, students, IT, and other groups. If you don't consider all technical impacts of a change, there is a higher risk of a system outage or malfunction. This makes an effective CAB essential because it provides awareness of the changes for impacted teams and makes sure all technical aspects of a change are considered.

Types of Significant Change

There are three types of significant change that should be considered:

Standard Change – Standard Change is a consistent or routine change that takes place on a regular interval (weekly, monthly, quarterly, yearly) that should be formally reviewed and approved before being implemented. These changes have fairly common steps and guidelines and are generally low risk to the environment and seldomly require modification.

Once approved, this change does not need to go back to a change advisory board (CAB) or administration team for regular approval.

However, the schedule for change must be published and communicated on a regular basis. Additionally, if a standard change causes an issue or outage, it must be brought back to the CAB for review and discussion.

Examples of Standard Change:

- Lifecycle replacement of hardware
- Routine Software Patching and Updates
- Firewall Changes not requiring a service outage
- DNS entries

Normal Change – Normal Change is a change that may be common, but may also be unique in its construct. A normal change should be reviewed (and approved/scheduled or denied) by the CAB or administration as it may contain risk to the environment such as system downtime, data loss, security risk, enumeration or dissemination of PII, PHI, or other types of information.

Examples of Normal Change:

- Storage or Virtualization Platform replacement
- Application upgrade that impacts functionality or the data model of a system
- Telephone system enhancement or upgrade work that may cause an outage

Emergency Change – Emergency Change is a Normal Change that must be introduced and implemented as soon as possible, even before the CAB or administration team needs to approve or deny the change. The CAB owner will quickly determine if emergency change is warranted for a particular circumstance. These changes typically represent a crisis or opportunity that must be addressed without undue risk to the district. While the change may need to be implemented before a CAB meeting, the change **MUST** still go through the CAB or administration team **AFTER** implementation so they can review the efficacy of the change and the emergency nature of it and provide their approval or dissent to the change. **YOU MAY NOT SKIP THIS PART OF THE PROCESS.**

Examples of Emergency Change:

- Implementing a security patch to a zero-day exploit
- Isolating the network from a large-scale Distributed Denial of Service (DDOS) Attack

Change Management Requirements

There shall be a formal approval for proposed changes that could potentially impact the operational environment. Prior to any operational change there shall be a risk assessment that:

- Identifies significant changes.
- Records significant changes.
- Assesses the potential impact of such changes.

- Procedures and responsibilities for aborting and recovering from unsuccessful changes
- All changes shall be reviewed in advance and requires the written approval of the or designee.
- All changes shall be communicated to all relevant individuals.

Change Policies Computers/Workstations

There shall be a formal approval for proposed Local Administrator Access: WCUUSD service users will not have the right to change the local administrator passwords on WCUUSD provided desktop computers. Service Users may request access to the local administrators group from the Information Technology Department, however, this will void the computer and the service user from being supported by the Information Technology Department. Systems that have been modified and require the assistance of the Information Technology Department will be re-loaded with the original software configuration that the Information Technology Department supplies to service users when issued a new system.

Configuration Changes: The standard network and systems configuration on WCUUSD laptops is configured so that in most cases the computer can be transferred from network to network without substantial configuration changes.

Changes to Hardware: Computer equipment supplied by WCUUSD must not be altered or added to in any way (e.g., upgraded processor, expanded memory, or extra circuit boards) without prior knowledge and authorization from the Information Technology Department.

Changes NOT Related: Any changes that are not related to the changes listed above must adhere to and comply with the District Change Management Policy.

Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

BACKUPS

POLICY: F43

5.14.21

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

Individual User Responsibility: WCUUSD users must ensure that information that represents any part of a plan, system design, or that relates to the management of accounts are adequately protected from loss. District file servers and information stored in Google GSuite in the cloud are frequently backed up and archived; this is the suggested method for ensuring that information loss is prevented. If a user is unable to ensure adequate loss protection, they should contact the WCUUSD Information Technology Helpdesk (ithelp@u32.org) for assistance in resolution of this problem.

Not Responsible for Backups of District or Personal Data stored locally on devices: WCUUSD information systems are for official district use. Personal, non-school or work-related data should not be stored on district systems. WCUUSD will not backup user's district, school or personal data files or programs that are not stored on WCUUSD servers (or in the Google G-Suite environment) or have no relevance to WCUUSD business. Employees, Staff members, students, etc. who store personal, non-school or work-related data on their school devices do so at their own risk and expense. Examples include but are not limited to encoded music files, digital images personal pictures and games. The Information Technology Department may remove such items from WCUUSD systems at their discretion without prior warning to individuals.

General Storage Rules

- Maintain records in an appropriate storage form (i.e., Storage area network, network attached storage, paper, magnetic tape, microfilm, flash drive, optical disk) for the recommended length of time indicated by this policy.
- All records being prepared for storage should be described and include the following information on a label in order to facilitate their reference, review, and destruction:
 - The inclusive dates
 - Originating department name
 - Type of media
 - Date of destruction
 - Contact name and telephone number.
- Ensure the appropriate forms of records are complete and copies of such records can be reproduced in a complete and readable form upon request.
- Store all records in a manner that permits the efficient retrieval of stored records and the efficient return of records borrowed from storage.

- Restrict access to stored records to those individuals who have an appropriate need and permission to retrieve the records.
- Ensure all records are stored in a climate-controlled location with protection from hazards (i.e., theft, water, fire).
- Confirm that records copied onto an alternative storage medium (storage area network, network attached storage, microfiche, diskette, tape) are complete and readable before the original paper record is destroyed. All records stored in an alternate format must be available for reading and/or duplicating within a reasonable timeframe. Once records have been transferred, the original version can be destroyed according to this policy.
- Protect computerized data with password, code or card system.
- The Uniform Preservation of Business Records Act requires retention of general business records for three years from the creation of such records if no retention period is specified by regulation.
- Credit card transaction data should be stored only as long as required for financial tracking and auditing purposes. The specific credit card holder information such as the account number, expiration date, or other magnetic stripe information should never be stored in electronic format unless specific approval is received from the IT Department and the WCUUSD Policy Committee.

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

DISTRICT TAKE HOME DEVICE &
PERSONAL DEVICE POLICY

POLICY: D3

WARNED: 5.14.21

ADOPTED: _____

EFFECTIVE: _____

Overview

The mission of the District Take Home Device & Personal Device Policy in WCUUSD is to create a collaborative learning environment for all learners. This environment will support students and teachers in the use of technology to enhance student learning and engagement in the classroom. It will create equity and level the playing field for all learners by providing every student with a device to use both in school and at home.

In 2019 the District expanded the use of Chromebooks and the ability for students to take home the devices to support their schoolwork. Students at all WCUUSD schools will have the opportunity to check out a district-owned Chromebook (Grades 3-12) or Tablets (Grades PreK-2) for the school year. This device will allow filtered access via the district network to educational resources and materials needed for students to be successful. It will also allow all student access to G Suite for Education, online textbooks, educational web-based tools, and many other useful websites.

Education and Access

G Suite for Education is a closed system whereby only students and staff have access. It includes applications that enable students to:

- Create projects
- Collaborate with their classmates
- Send emails to students and teachers
- Submit assignments

As a G Suite for Education District, we are able to monitor student Chromebook activity through web-based management tools.

Before each Chromebook device connects to the Internet, it must pass through district network firewalls and filters. This happens whether the device is browsing at school or home using another WiFi router that is providing the Internet connection. We are currently using Content Keeper for Chromebook and other background tools.

Daily Care and Maintenance

Students are responsible for the general care of the Chromebook they have been issued by the school. Chromebooks that are broken, or fail to work properly, must be submitted to administrators in the schools who will provide it to the IT department. Do not take District owned Chromebooks to an

outside computer service for any type of repairs or maintenance. Do not attempt to repair the device yourself. We understand accidents happen. Report them immediately so that the district can fix the device.

- Students are responsible for bringing fully charged Chromebooks for use each school day.
- Chromebooks must have a District asset tag on them at all times and this tag must not be removed or altered in any way. If removed there may be disciplinary action.
- No food or drink is allowed next to your Chromebook while it is in use.
- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook. Plug-in connectors are **fragile** and must be handled with care.
- Never transport your Chromebook with the power cord plugged in. Never store your Chromebook in your carry case or backpack while plugged in.
- Clean the screen with a soft, dry microfiber cloth or anti-static cloth. No liquids.
- Student should never leave a Chromebook unattended, such as in a vehicle or any unsupervised area.
- Transport Chromebooks with care, Chromebook lids should always be closed and tightly secured when moving.
- Never move a Chromebook by lifting from the screen. Always support a Chromebook from its base with the lid closed and open or close it using two hands.

Chromebook screens can be easily damaged! The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not store the Chromebook with the screen in the open position or tablet mode.
- Do not place anything on the Chromebook that could put pressure on the top or screen.
- Do not poke the screen with anything that may mark or scratch the screen surface.
- Do not place anything on the keyboard before closing the lid (e.g., pens or pencils)
- Do not place the device near magnets or anything with high electric current.
- Do not place anything in the sleeve or backpack that may press against the cover.

Digital Citizenship and Internet Safety

WCCUSD asks that all computing equipment is used for educational purposes or to support those employees who provide educational services. We expect device holders to use electronic resources safely and responsibly. We ask that students engage a trusted adult if you are unsure about something related to the use of your computer or electronic resources. We ask that you do not share your account information or the account information of others. Never post or share pictures of yourself or others unless you have school permission. Please tell a trusted adult if you come across something that is dangerous or disturbing. All school rules for how you behave and how you treat others apply for in-person and for electronic communications.

Security, Filtering, and Monitoring

The school district is required by law to provide certain levels of filtering and monitoring of the use of all district owned technology and electronic resources. All students are expected to support these efforts to provide a safe and legal electronic learning environment. It is expected that parents/guardians will monitor the student's use of the Internet at home so that the district-owned device is not used to access illegal or inappropriate websites or download any material from those sites. Please be aware of these cautions.

- Do not use district equipment or electronic resources for commercial or personal gain.
- Do not use district resources and email addresses for political purposes, like trying to influence elections.

- Do not use district resources for anything illegal or indecent such as bullying, posting inappropriate images or text, or passing along information that is harmful or inappropriate.
- Do not participate in any activity to alter, bypass or attempt to bypass the school district network, security settings, filters, safety settings, or user roles.
- Do not install or download personal software or applications (apps), games, or operating systems.

Lost or Damaged Equipment

Students and parents are responsible for district-owned technology that is issued to them, just as they are for other district-owned items such as textbooks, athletic equipment, or library books. The district will repair or replace the device, but students and parents may be responsible for the cost of those repairs or replaced devices. Please remind your student to report a missing Chromebook to the library staff or classroom teacher (in-person or via email) as **soon** as it's misplaced. We can help them locate. After 24 hours we will disable the device.

The WCUUSD Transportation Staff have been asked to return any found devices to the U-32 Technology Office.

Submit Chromebooks that need repair, with the sleeve and power cord to the Building Technology Specialist, teacher-librarian, or classroom teacher depending on your school. If we are able to fix the device, we will do so and return it. If we are unable to fix the problem, we will issue a new device. Physical damage or lost equipment may cost a student or employee a replacement fee.

Use of Personal Electronic Devices

In accordance with all district policies and procedures, students and staff may use personal electronic devices such as, but not limited to, laptops, mobile devices, cell phones, and e-readers to promote student learning and to further the educational and research mission of the district. The use of personally owned devices at school by staff and students is voluntary and a privilege, and subject to all school district policies and procedures. School staff will retain the final authority in deciding when and how students may use personal electronic devices on school grounds and during any school-related activity.

The district assumes no liability or responsibility for any act of a staff, student or guest user that is inconsistent with school district policies and procedures. Any individual who brings personally owned devices onto school property is solely responsible for that equipment.

If the District has reasonable cause to believe a staff member or student has violated school district policies or procedures authorized personnel may confiscate and hold a staff member, student's or guest user's mobile or personal device in accordance with school district policies and procedures for privacy and security.

Law Enforcement Requests Regarding District Devices

From time to time, the district may receive an equipment access or seizure request from law enforcement. In order to respond to these requests in a structured way, no employee, vendor, or consultant should act independently on these requests. Absolutely no district devices or accounts are to be given to law enforcement without permission of the Superintendent or Superintendent's

designee. All requests for equipment, software, or account access, including subpoenas should be directed to the Office of the Superintendent.

Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

ELECTRONIC MAIL

POLICY: F47

WARNED: 5.14.21

ADOPTED: _____

EFFECTIVE: _____

Overview

Electronic email is pervasively used in almost all industry verticals and is often the primary communication and awareness method within the district. At the same time, misuse of email can post many legal, privacy and security risks, thus it's important for users to understand the appropriate use of electronic communications.

Purpose

The purpose of this email policy is to ensure the proper use of WCUUSD email system and make users aware of what WCUUSD deems as acceptable and unacceptable use of its email system. This policy outlines the minimum requirements for use of email within WCUUSD Network.

Scope

This policy covers appropriate use of any email sent from a WCUUSD email address and applies to all employees, vendors, and agents operating on behalf of WCUUSD.

Definitions

FERPA - The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to

disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

HIPAA - The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that required the creation of national standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge. The US Department of Health and Human Services (HHS) issued the HIPAA Privacy Rule to implement the requirements of HIPAA. The HIPAA Security Rule protects a subset of information covered by the Privacy Rule.

PCI - The Payment Card Industry Data Security Standard (PCI DSS) is a set of security standards designed to ensure that ALL companies that accept, process, store or transmit credit card information maintain a secure environment.

The Payment Card Industry Security Standards Council (PCI SSC) was launched on September 7, 2006 to manage the ongoing evolution of the Payment Card Industry (PCI) security standards with a focus on improving payment account security throughout the transaction process. The PCI DSS is administered and managed by the PCI SSC (www.pcisecuritystandards.org), an independent body that was created by the major payment card brands (Visa, MasterCard, American Express, Discover and JCB.).

The PCI DSS applies to ANY organization, regardless of size or number of transactions, that accepts, transmits or stores any cardholder data.

FOIA - The **Freedom of Information Act (FOIA)**, is a federal freedom of information law that requires the full or partial disclosure of previously unreleased information and documents controlled by the public organizations. The act defines agency records subject to disclosure, outlines mandatory disclosure procedures, and defines nine exemptions to the statute. The act was intended to make U.S. government agencies' functions more transparent so that the American public could more easily

identify problems in government functioning and put pressure on Congress, agency officials, local officials and the president to address them.

Policy

- All use of email must be consistent with WCUUSD policies and procedures of ethical conduct, safety, compliance with applicable laws and proper district practices.
- WCUUSD email account should be used primarily for WCUUSD district-related purposes; personal communication is permitted on a limited basis, but non-WCUUSD related business uses are prohibited.
- All WCUUSD data contained within an email message or an attachment must be secured according to the Data Protection Standard, state and federal laws and should adhere to all FERPA, HIPAA, FOIA and PCI requirements.
- Email should be retained only if it qualifies as a WCUUSD district record. Email is a WCUUSD district record if there exists a legitimate and ongoing district reason to preserve the information contained in the email.
- Email that is identified as a WCUUSD district record shall be retained according to WCUUSD Record Retention Schedule.
- The WCUUSD email system shall not to be used for the creation or distribution of any disruptive or offensive messages, including offensive comments about race, gender, hair color, disabilities, age, sexual orientation, pornography, religious beliefs and practice, political beliefs, or national origin. Employees who receive any emails with this content from any WCUUSD employee should report the matter to their supervisor immediately.
- Users are prohibited from automatically forwarding WCUUSD email to a third-party email system. Individual messages which are forwarded by the user must not contain WCUUSD confidential or above information.
- Users are prohibited from using third-party email systems and storage servers such as Google, Yahoo, and MSN Hotmail etc. to conduct WCUUSD business, to create or memorialize any binding transactions, or to store or retain email on behalf of WCUUSD. Such communications and transactions should be conducted through proper channels using WCUUSD-approved documentation.
- Using a reasonable amount of WCUUSD resources for personal emails is acceptable, but non-*work-related* email shall be saved in a separate folder from work related email. Sending chain letters or joke emails from a WCUUSD email account is prohibited.
- WCUUSD employees shall have no expectation of privacy in anything they store, send or receive on the district's email system.
- WCUUSD may monitor messages without prior notice. WCUUSD is not obliged to monitor email messages.

The Internet has been plagued with hoaxes alleging various security problems. Many of these hoaxes take the form of phishing attacks or chain letters, which request that the receiving party send the message to other people. Service users in receipt of information about system vulnerabilities should forward it to the WCUUSD Information Technology Helpdesk (ithelp@u32.org), who will then determine what if any action is appropriate. Service users must not personally redistribute system vulnerability information.

Distribution of Unsolicited WCUUSD Marketing: Service users must not use facsimile (fax) machines, electronic mail, instant messenger, auto-dialer robot voice systems, or any other electronic communications systems for the distribution of unsolicited advertising material.

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

INCIDENT RESPONSE POLICY AND PLAN

POLICY: F48

WARNED: 5.14.21

ADOPTED: _____

EFFECTIVE: _____

Overview

In accordance with security best practices, all security incidents will be formally documented and responded to. This policy provides some general guidelines and procedures for dealing with computer security incidents.

Purpose

The WCUUSD is committed to maintaining the security of electronic information. Formal practices of tracking and mitigating security incidents will aid in assessing potential risks and vulnerabilities to data. As such, WCUUSD will continually assess risks and improve security measures.

Incident Examples

Some examples of possible incident categories include:

- Compromise of system or data integrity
- Denial of system resources.
- Illegal access to a system (either a penetration or an intrusion).
- Malicious use of system resources
- Inadvertent damage to a system.
- Malware or virus detection.

Some possible scenarios for security incidents are:

- Loss of a laptop or device containing, HIPAA, PII and/or other WCUUSD – data.
- Suspicious activities or anomalies that are identified through intrusion detection, firewall or other network device logs. You have discovered a major virus has infected multiple systems.
- Damage, intentional or accidental, to equipment or system affecting its ability to perform its job.
- Unauthorized wireless access points.

Incident Reporting

All suspected policy violations, system intrusions, virus infestations, and other conditions which might jeopardize WCUUSD information or WCUUSD information systems must be immediately reported to the WCUUSD Information Technology Helpdesk (ithelp@u32.org), who will coordinate with the WCUUSD Director of Technology and/or Superintendent.



Melissa Tuller <mtuller@u32.org>

Middlesex board opening

1 message

Ainsley Burroughs <aburrbte@buusd.org>

Mon, Jun 7, 2021 at 10:46 AM

To: fdiazsmith@u32.org

Cc: mtuller@u32.org

Dear Board Members,

I am writing to inform you of my interest to join the Washington Central Unified Union School District school board. I recently moved to Middlesex with my partner, Silas, and son, Knox. We are very excited that Knox will be embarking on his education career this fall as a Kindergartener at Rumney. While my roots in Middlesex are just starting to grow, I was born and raised in Montpelier and am very familiar with this community and school district.

I would love to be more involved in the school system and feel that becoming a School Board member would provide me this opportunity. As a teacher myself at Barre Town Elementary School, I am very passionate about making our school systems the best they can be for every student. I believe that access to a good public education is the best gift that we can give to our youth.

I am skilled at communication and understand that value in asking questions and listening to the perspective of others. I am organized, a good note taker and a good facilitator. Additionally, I have experience as a teacher on the negotiation committee and am very familiar with this process.

I look forward to hearing from you,
Ainsley Burroughs

To: Washington Central Unified Union School Board

From: Chris Cadorette, Calais resident

Re: letter of interest to interim fill board seat

Date: June 1, 2021

Hello,

I am writing this letter to express my interest in filling the Calais board seat for the recently retired Dot Naylor.

I previously filled an interim seat on the CES board prior to the merger, and then was elected to fill that seat at the subsequent town meeting. Once the merger occurred, I lost my bid to fill one of the Calais seats on the new board to Dot.

I have been involved with CES since my family moved back to Calais in 2014; I have been the president of the Calais PTO, have volunteered as a coach, and most recently was the WCUSD Athletics and Activities Director for Berlin, Calais, Doty and Rumney (position I will hold until the end of the school year for 2021). I am also the Head JV football coach at U-32 and have been on the coaching staff there since 2015.

If selected, my intent would be to fill the interim seat until it is up for election, then to run for a full board seat at the election.

Thank you for considering. I look forward to speaking with you about my interest and qualifications.

Chris Cadorette, MPA

Dear Flor,

I am writing to express my interest in appointment to the open Calais representative position resulting from Dorothy Naylor's resignation/retirement.

My prior board experiences include Good Beginnings of Central Vermont and the Vermont Speech and Hearing Association.

Other volunteer commitments have included participation on numerous hiring committees at Calais Elementary School, a curriculum review led by Jen Miller-Arsenault, coordination of the volunteer-led Four Winds nature education program at Calais Elementary School from 2017-2019 and currently, coordinating the Everyone Eats food distribution in East Calais Village.

I hold a Level 1 Educator Licensure with an Educational Speech Language Pathologist (SLP) Endorsement, as well as an SLP license from the Vermont Office of Professional Regulation.

I have prior experience as an employee of the District, having served Calais Elementary School as Speech Language Pathology assistant during the 2009-2010 school year.

Currently, I work as a medical Speech Language Pathologist serving adults in their homes as an employee of Central Vermont Home Health & Hospice.

My two sons, Amariah (22) and Shiloh (14) attended Calais Elementary School. Shiloh is a rising 9th grader at U32.

I hold a strong interest in supporting the success of public education, as a parent of a school age child, local community member, citizen and former public school educator.

Further, I am committed to volunteerism and offer any board which I pursue, my focused, energetic and thoughtful engagement.

I recently met with Dorothy and Scott, giving me good perspective on the climate of the board and the time commitment required.

I am available to participate as soon as possible and plan to attend the June 2nd meeting.

Sincerely,

Maggie Weiss

Hm # 802-456-8141 (no cell in East Calais)
Cell # 802-505-0184

To the members of the WCUUD School Board,

I am writing to express my interest in joining your team as a board member from Worcester. As a Doty and U-32 graduate, with two children currently at Doty, I am deeply invested in the wellbeing and excellence of this school district and of its students, staff, and teachers. Additionally, as a current family physician and former high school teacher with a masters in secondary science education, I hold a great respect for the importance of schools in terms of the education they provide, the creativity they nurture, the community they foster, and the role they play in the mental health and wellbeing of our children and adolescents. I strongly support the district's mission statement, *"WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities."*

I have enclosed my resume for reference. Although I have never served on a school board, I believe that with my experience as a student and now parent in this district, as well as my professional experience in both teaching and medicine, I could bring an important perspective to this role. Thank you for considering me as a potential board member. Please feel free to contact me at (802) 522-7802 or Mckalyn.garrity@gmail.com. I look forward to hearing from you.

Sincerely,

Mckalyn Garrity Leclerc

Ursula Stanley
34 S. Bear Swamp Rd.
Middlesex, VT 05602
6/6/2021

Ms. Flor Diaz Smith
Board Chair
WCUUSD School Board

Dear Ms. Flor Diaz Smith:

Please accept this as my letter of interest in the newly open school board seat for Middlesex. I am interested in serving on the board to ensure all of our students in the district have access to quality education.

I have a BS degree from Clarkson University. I am current a stay-at-home mom to two children, both students in the district. I have several years of experience working as an engineer and have strong critical thinking skills, which will help me review information and ask clarifying questions.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Ursula Stanley', with a stylized, cursive script.

Ursula Stanley

cc: Melissa Tuller

WCUUSD Schoolboard
1130 Gallison Hill Rd
Montpelier, VT 05602

Patrick Whelley, PhD
186 Wood Rd,
Middlesex VT
05682

June 18, 2021

Dear Chairperson Flor Diaz-Smith,

I'm writing to express my interest in serving on the WCUUSD Schoolboard. I understand there is a new vacancy from Middlesex. It is important for our town to have a full complement of board members and I would be honored to serve Middlesex by serving on the board.

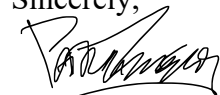
My family and I live on Wood Rd in Middlesex and I work (remotely) for the University of Maryland as a research scientist and NASA contractor. I hold a PhD in geology and have taught both classroom and field-based science courses. Throughout my career, I have volunteered at public science outreach events exposing families to geology, Earth hazards and planetary science. Through these interactions I have seen the advantages that kids get when their schools are supportive of their curiosity and creativity.

My formal education occurred at public schools, and I grew up with parents working in public schools. I know first-hand the importance of community involvement and engagement in the local schools and understand the amazing resource schools can be. I want to be a part of a schoolboard that helps their schools reach their full potential through equity, inclusivity, and community.

My wife and I are passionate about education and want to do our part to ensure our kids and the children in our town are encouraged to follow their curiosity and creativity. Serving our community on the schoolboard is an excellent opportunity to have some real input in shaping the schools our kids will rely on.

Please accept this letter of interest in serving on the WCUUSD Schoolboard

Sincerely,



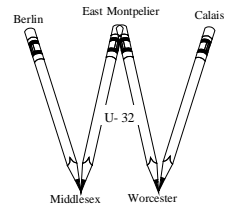
Patrick Whelley, PhD

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

Bryan Olkowski
Superintendent



Washington Central Unified Union School District Board Meeting Minutes Unapproved 5.19.21 5:00 PM -9:00 PM

Board Members: Flor Diaz Smith, Lindy Johnson, Scott Thompson, Diane Nichols-Fleming, Kari Bradley, Jonas Eno-Van Fleet, Dorothy Naylor, Christopher McVeigh, Jill Olson, Jonathan Goddard

Administrators: Superintendent Bryan Olkowski, Human Resources Coordinator Carla Messier, Principal Steven Dellinger-Pate, Interim Director of Technology James Garrity, Principal Aaron Boynton, Principal Alicia Lyford, Principal Cat Fair, Principal Gillian Fuqua, Principal Casey Provost, Director of Curriculum, Instruction, and Assessment Jennifer Miller-Arsenault, Associate Principal Jody Emerson, Special Education Coordinator Julia Pritchard, Director of Special Services Kelly Bushey, Director of Student Services Lisa LaPlante, Business Administrator Lori Bibeau

Others/Public: Amy Young, ORCA Media, Allison Levin, Ben Weiss, Christina George, David Powelson, Elizabeth Wirth, Ellen Dorsey, Madeleine Dougherty, Townes DeGroot, Tyler Smith, David Delcore, Lisa Hanna, Sonya Rhodes, Chris Winters, Dinah Yessne, Adrian Wade-Keeney, Allison Fayle, Anne Decker, Caitlin Morgan, Caroline Grace, Carrie Fitz, Cathy Guiffre, Christiana Martin, Christine Babcock, Claire Gallagher, Daniel Diddlemeyer, Danielle Laquerre, David Powelson, Deanna Murray, Drew Junkins, Ellen Dorsey, Emily Heckler, Erica, Erin Mooney, Honi Bean Barrett, Jane Boucher, Janine Griggs, Jennifer Fitch, Jessica Heinz, Jill Abair, Jill Drury, Julie O'Keefe, Kara Rosenberg, Karen Lieberman, Kate Liptak, Kate McCann, Kayla Pierce, Kristin Brian, Alan Hefferon, Arlyn Brucoli, Beatrice David, Brian Fischer, Brian O'Connor, Samantha Mishkin, Steven Ushakov, Sue Pryce, Ted Nathanson, Mary Bove, Mary Ellen Hill, Michael Sherwin, Michelle Ksepka, Mark Brown, Mark Kline, Nicole Schaeffer, RA, Roger Grow, Lara Slezar, Laura Giammusso, Lynn Spencer, Mary Beth Langevin, Kristine Chartrand, Jenn Ingersoll

1. Call to Order: Flor Diaz Smith called the meeting to order at 5:04 p.m.

2. Executive Session- Superintendent Evaluation/Negotiations:

At 5:05 p.m., Jonas Eno-Van Fleet moved to go into Executive Session for the purpose of discussing Negotiations and Superintendent Evaluation. The board invited Carla Messier, Lori Bibeau and Superintendent Olkowski into the Negotiations portion of Executive Session. Seconded by Stephen Looke. Superintendent Olkowski indicated that if the board intended to discuss his employment then he is entitled to be included in the session, and to have legal representation.

Flor Diaz Smith explained that discussion surrounding the evaluation instrument and process falls squarely under 1 VSA Section 313 (a)(3), which makes an exception to the open meeting requirement for the purpose of discussing "...the appointment or employment or evaluation of a public officer...". This motion carried and the board went into Executive Session at 5:06 p.m.

At 6:09 p.m. the board returned from Executive Session.

3. **Welcome:** Flor Diaz Smith welcomed those present. There were approximately 90 people in attendance.

3.1. Reception of Guests

3.2. Public Comments: Flor Diaz Smith noted that we are allowing 15 minutes of public comments to begin the meeting; this is a change in the agenda format from most recent meetings. Chris Winters stated that he had shared an email earlier. He stated, we are now learning how the newly consolidated district is working; he noted that growing pains are to be expected. He stated that, during the discussion around Act 46, a large concern was the lack of local decision making, feedback and communication. He asked the board to reconsider cutting hours from the Berlin arts program; it would be a mistake and would send the wrong message to the community about how the board intends to do business going forward. He hopes to have a district wide conversation about equity and about the arts and enrichment programs. He noted that what might feel like a small scheduling decision right now will have a much larger impact. The board needs full transparency and buy-in from the community. Lisa Hanna read a statement to the board. She spoke about the need to enlist more stakeholder voice. She stated her hope that the board would take into consideration the recent communication from the teachers and staff, and honor the voices of the stakeholders. She asked the board to view this as a critical moment. Allison Levin asked that the board reject the recommendations and she stated one reason: the board is making a big decision but is not providing any other choices or “Plan B.” She urged the board to reject the recommendation of the memo, and to restore the positions so that we can have a full discussion about how to achieve equity in all of the schools in the district. Kate McCann, Co-president of educator’s union stated that she vigorously opposed the recommendation to cut positions in the arts. She characterized Superintendent Olkowski as showing poor communication skills and lack of transparency. She stated that he has worked to undermine the collaborative process at WCUUSD. As a result we have lost several top notch administrators, teachers, and staff. Drew Junkins, Co-department head in the Math Department at U-32 spoke about the lack of communication and about the lack of safety and trust that staff feel at this time. Claire Gallagher spoke about the addition of more hours of literacy and math in the daily schedule - what do we need more of? We need more collaboration with allied arts and more opportunities for collaboration. What she has loved about the district has been the value of well-rounded education. Kara Rosenberg thanked the board for moving public session to the beginning of the agenda. She spoke to the framing of the issue that teachers are against consolidation. She stated this is not the case. Teachers ask for leadership that uses transparency. She spoke about the transparent process of interest based bargaining that takes place each year during negotiations. She stated that trust is paramount, and the only way to develop trust is to be transparent, again and again. To show that we are acting with common decency and concern. At 6:26, public comments ended.

3.3. Agenda Revisions: none were presented

4. Reports

4.1. Student Reports: Townes DeGroot shared that SBAC testing has been taking place for the past few weeks. Advanced Placement tests are also taking place right now. He shared about some of the end of year plans such as graduation and prom. He also shared some recent events in middle school. He noted that the U-32 Chronicle has been documenting this year; he invited those present to read the student journalism.

4.2. Superintendent

4.2.1. COVID-19 Update: Elizabeth Wirth provided an update. She shared that at the moment we are preparing for a vaccine clinic at U-32 next week. About 80 students have signed up to date. She stated that she is very encouraged by the participation in vaccination efforts and is hopeful that next year the high school will be in a much different place as far as COVID-19 safety. There have been no cases since April vacation; she celebrated this!

Chris McVeigh stated that we will miss Elizabeth Wirth next year. He asked whether parental consent is required for students under age 18. Yes - students either bring a signed consent form in person or parents may attend with their children. Superintendent Olkowski thanked Elizabeth Wirth for her hard work this year around COVID-19. He thanked administration and teachers for their hard work as well

4.2.1.1. Vaccination Clinics

4.2.2. Art/Music Leadership Team Follow Up: Superintendent Olkowski stated that, when considering reductions in staff, he has been reflecting: When is it appropriate to notify the school board? When is it appropriate to notify staff? When is it appropriate to notify the union? When is it appropriate to notify families and parents? He stated that he had followed the bargaining agreement. He spoke about the greater context of the budget season, about the effect of COVID-19, about his desire to not have staff lose jobs, especially during the pandemic, as well as the concern about the budget not passing (in light of discussions around tax rate and per pupil spending). COVID-19 shuttered our schools and we have been working in a state of emergency. WCUUSD is one of five districts in Vermont that provided in-person learning to students K-8 throughout the pandemic. He noted that parents and the community are invited to school board meetings, and the budget has been provided and discussed during these meetings and during forums. He reiterated his concern that if the budget did not pass, we would be required to cut positions. He stated that he has reflected over the past few weeks. He spoke about his decision to follow the timeline in the collective bargaining agreement. In hindsight, he shared that he realizes he did not provide enough time for effective and thoughtful communication. He shared that the teacher's association, school board members, and some administrators have told him that things have been done differently in the past. He shared his hope that all stakeholders will work with him and the leadership team. He stated that the leadership team has been working on this recommendation for several years.

Aaron Boynton, Principal at Berlin, shared on behalf of the elementary principals that we hear you on transparency and we hear you on fostering well rounded students. He stated that we do not want to make cuts or reduce the experiences for the students. He shared that the teachers have been working together to navigate the newly consolidated district. He stated that student time will not change for art at Berlin. For instrumental music, the schedule for next year will retain the same offerings for students - groupings may be different. He apologized for miscommunication and misunderstanding; he reiterated that we all want what is best for the kids and what is best for the teachers who support our kids. Cat Fair, Calais Principal, stated that we are not cutting the arts at Calais School. Casey Provost, Rumney Principal, indicated that while Rumney is looking at a half day reduction, students will not have decreased opportunities in music. The schedule will be tighter but the programs will continue. Gillian Fuqua, Doty Principal, shared that there are no changes to Doty's music or art programming. She would like to use this as an opportunity to partner with the music program and look at how to provide parity to students across the district, and develop a vibrant and strong K-8 music experience. Alicia Lyford, East Montpelier Principal, indicated that there are no reductions in art or music next year. She stated her hopes through this experience are that we can work in collaboration with the music teachers. If changes to the music programming need to be made then the experts who teach these arts need to be involved in the conversation. Chris McVeigh shared his concerns around the explanations that positions will be cut but offerings to students will not be cut. He stated that it sounds like there was not collaboration with music and art staff before the cuts were presented, and he feels that the board was not made aware of the cuts. He is hopeful that the positions will be restored and that we can go forward planning together a music and arts program across the district. Diane Nichols-Fleming stated that she was not aware of cuts to positions in the arts programs in the proposed budget. She is asking where the cuts are reflected in the budget. This is one of the

transparency concerns that she has. She asked, what does the learning forward and re-entry after COVID-19 look like, and did we consider this enough when we were planning and approving the budget? Can the ESSER funds help with this dilemma? Lindy Johnson stated that the board was told that there would not be program cuts. She shared that when we have addressed program cuts in the past, the teachers that have been affected were given much more advance notice so they could pursue opportunities. She stated that there needs to be a more thought out time frame with more input from teachers, staff, and community. She wonders whether we are going to burn out our staff by asking more of them; she is concerned about how we are treating our employees when they are only notified by April first about changes that will affect them.

Stephen Looke shared that this was not a surprise to him; he had heard this and the board had discussed this in December. The number of FTEs had been discussed by the board, and the board had voted to support this in December.

Scott Thompson shared his experience over a year ago when the board had voted to earmark money to expand the strings programs. This turned out to be, while a well-intentioned decision, a wrong decision, as we are now a consolidated district and these decisions can't be made without collaboration and much discussion across the district and within the complicated system. He expressed his support for the leadership team to keep the budget as it is, but looking forward, what can we learn this time and how can we get to a better place in the future? It will take time, hard work, and sustained focus.

Jonas Eno-Van Fleet stated the board did not talk about RIFs in the budget in December. He disagreed with Stephen Looke's characterization. He recalled that board members had asked, if there are repercussions of the budget as presented, then they would like to know. He feels that the board was deceived in order to pass the budget because it was known that this would be a controversial subject. He stated that while he appreciates the memo from the elementary principals and appreciates their convincing testimonials tonight, he feels that the board was misled.

Dorothy Naylor indicated that, in December and going forward, she understood what was going on with the proposed budget. She stated that she appreciates how closely the elementary principals have come together; they "saw the handwriting on the wall" regarding scheduling and student enrollment. She spoke about the challenge with scheduling and improving student outcomes in literacy and math. She reiterated Alicia Lyford's sentiment about this having been difficult, but learning from the experience and doing better going forward. She does not think that the board should make a change to what the leadership team has recommended.

Lori Bibeau shared that there was a budget line that showed staffing changes which showed a reduction. She stated that it was not intentional that RIF was not noted; at the time, we believed that the reductions would be made by not renewing temporary contracts. She shared that principals have been working on this since 2018. She shared the timeline - it wasn't until mid-March that it became known that RIFs would be needed. She stated that these conversations around music and arts were happening before the current superintendent was on board.

Gillian Fuqua explained that the reductions are in "non-student-contact" times. Chris McVeigh asked for clarification around what "non-student-contact" time means. Gillian Fuqua shared that there is not always parity across staff around "non-student-contact" time aside from planning time and duty free lunch that is allowed in the contracts. Cat Fair further explained this issue, and the fact that there has been a lack of parity across staff regarding "non-student-contact" time; this is where cuts have been made, to move toward parity. Alicia Lyford explained, for example, considering time studies. She explained that there is still disparity across the schools and within the schools around this issue.

Chris McVeigh moved to restore the cuts that were made to the arts and music programs across the district. Seconded by Jonas Eno-Van

Fleet. Discussion: Chris McVeigh stated that we have prided ourselves in collaboration amongst all interest groups. He does not see that type of collaboration having happened in this circumstance. It does not build trust. He would like to restore

the positions and then address this going forward with more transparency and more collaboration. Flor Diaz Smith called for a roll call vote. She explained that if board members vote in favor of this motion then they are voting to not accept the recommendation of the leadership team.

Scott: no

Diane: yes

Chris: yes

Stephen: no

Lindy: yes

Dorothy: no

Jonathan: yes

Jill: no

Kari: no

Jonas: yes

Flor: no

The NOs have it. **The motion failed.**

4.2.3. Equity Scholar in Residence (ESR) Memorandum of Understanding: Superintendent Olkowski had shared the MOU for the board's consideration. This is a district-wide MOU. He is asking for the board's authorization that he sign this document. **Scott Thompson moved to approve the superintendent to sign the MOU as presented. Seconded by Chris McVeigh.** Discussion: Chris McVeigh asked about some of the details of the MOU, for example, around the ESR being a third party contract. He asked some other clarifying questions. Some discussion followed about the need for this position to be a third party so that they can address equity issues without fear of appraisal. Superintendent Olkowski stated that he will work with Washington Central Friends of Education about an insurance issue that Chris McVeigh brought up. **A vote was called and this motion carried unanimously.**

4.2.4. Equitable Education Systems Grant Application: Superintendent Olkowski had shared information about this grant application. Kelly Bushey shared more details briefly. Superintendent Olkowski thanked Kelly Bushey for her leadership on this effort.

4.2.5. U-32 Gender Neutral Bathrooms Update: Principal Dellinger-Pate had shared a memo about student accessibility to all facilities. At this time the adjustments are in signage and some structures that don't require additional funding. He anticipates coming to the board in the future to ask for financial support. Superintendent Olkowski thanked Steven Dellinger-Pate for his work on this.

4.2.6. Strategic Planning: Superintendent Olkowski shared that we are awaiting results from the curriculum audit which will help to inform strategic planning. He expects to dedicate time in the future with the leadership team to begin the work of strategic planning, which will include multiple stakeholders. He had shared a memo with the board, dated May 14, 2021: *The Strategic Planning Process*. Chris McVeigh asked whether there will be information, provided in writing, about how the process will be transparent and collaborative.

4.3. Education Quality

4.3.1. Discussion of WCUUSD Physical Education/Health Student Learning Outcomes:

Kari Bradley suggested that the board table this discussion until we have the time to give it the proper attention, given the late hour. He was considering scheduling a special meeting to consider this. Diane Nichols-Fleming suggested that at the next Ed Quality meeting, we spend the first 15 minutes with long range planning. She invited board members to attend any of the Education Quality meetings.

4.4. Finance Committee

4.4.1. Central Office Ventilation Bid: Flor Diaz Smith shared that the Finance Committee has approved this bid to Thomas Mechanical, and Temperature Controls of Vermont in the amount of \$ 97,836 plus a contingency amount for a total of \$107,620.

4.4.2. Authorize the Superintendent to sign contracts for WCUUSD: **Scott Thompson moved to authorize the Superintendent to sign all documents and contracts on**

- behalf of Washington Central Unified Union School District. Seconded by Chris McVeigh, this motion carried unanimously.
- 4.4.3. Blanket Authorization for Check orders:** Lori Bibeau shared that board members will be asked to provide authorization; this is annual practice.
- 4.4.4. Annual Bids**
- 4.4.4.1. Revenue Anticipation Note & Investment Bid:** Scott Thompson moved to approve the Revenue Anticipation Note and Investment Bid for Community Bank, NA. Seconded by Chris McVeigh. This motion carried unanimously. Scott Thompson moved to authorize the board chair to sign the loan documents on behalf of the board, by electronic means. Seconded by Diane Nichols-Fleming, this motion carried unanimously.
- 4.4.4.2. Audit Services Bid:** Kari Bradley moved to authorize awarding the Audit Services bid to RHR Smith for a 3 year period (FY 22 to FY24) with the option to extend 2 additional years (FY25 to FY26). Seconded by Chris McVeigh, this motion carried unanimously
- 4.4.4.3. Property, Liability, and Workers Compensation Insurance Bid:** Chris McVeigh moved to appoint Denis Ricker Brown as the WCUUSD insurance agent for a one year period: July 1, 2021-June 30, 2022 To award both property, liability and related insurance bid to Liberty Mutual Insurance Company and workers compensation insurance bid to AIM Mutual Insurance Company and other Insurance Carriers as provided in the proposal for a one year period: July 1, 2021-June 30, 2022, for a total of \$194,726, and to authorize the superintendent to sign. Seconded by Dorothy Naylor, this motion carried unanimously.
- 4.4.4.4. Authorize Superintendent to approve bids for Fuel Oil, Propane, Wood Chips, Wood Pellets, and Paper:** Lindy Johnson moved to authorize the Superintendent to award bids for Fuel Oil, Propane, Woodchips, Wood Pellets and Paper on behalf of Washington Central Unified Union School District. Seconded by Dorothy Naylor. This motion carried unanimously.
- 4.4.5. Infinite Campus Online payment system update:** Lindy Johnson moved to authorize the district payment for transaction fees for parent and staff payments using the Infinite Campus payment processor. Seconded by Scott Thompson, this motion carried unanimously.
- 4.4.6. Rumney Para Educator Position:** Chris McVeigh moved to authorize the hiring of the Para Educator position at Rumney School for the 2021-22 School Year. (budgetary impact: approximately \$55,700) Seconded by Scott Thompson. Discussion: Lindy Johnson asked whether any of the COVID-19 funds can be used for this position. Lori Bibeau indicated that she is still looking into that and will update the board in June. **This motion carried; Kari Bradley abstained from the vote.**
- 4.4.7. Calais Para Educator Position:** Dorothy Naylor moved to authorize the hiring of the Para Educator position at Calais Elementary School for the 2021-22 School Year. (budgetary impact: approximately \$24,508) Seconded by Scott Thompson, this motion carried unanimously.
- 4.4.8. East Montpelier Pre-K Para Educator Position:** Scott Thompson moved to increase the Para educator position as presented in memorandum by Alicia Lyford. (budgetary impact: approximately \$11,971) Seconded by Diane Nichols-Fleming, this motion carried unanimously.
- 4.5. Policy Committee :**Chris McVeigh presented the following policies
- 4.5.1. First Reading for policy to be adopted on 6.16.21:** F44 Password Management, B8 Electronic Communication between Employees and Students. Chris McVeigh invited questions or comments from board members about these policy drafts. He thanked James Garrity for his work and input concerning these policies. Jim Garrity commended the Policy Committee members for their active engagement in considering these policies. Diane Nichols-Fleming asked about some of the specifications around

password resets or updates. Lindy Johnson expressed her concern that we are creating a great number of policies which do not reflect past practice. Chris McVeigh replied that the intent is to protect the system and the integrity of the system. Lindy Johnson shared that her experience on the Policy Committee was that the committee used VSBA recommended policies to craft WCUUSD policies. Chris McVeigh asked whether board members would like to have more time to consider the policies, for example, offer a third reading, as they are lengthy. Some discussion followed around the need for these new policies to keep up with technology. These policies will be moved to a second reading.

4.5.2. Second Reading for Policy to be Adopted: F40 Change Management, F43 Backups, D3 District Take Home Device & Personal Device, F47 Electronic Mail, F48 Incident Response Policy and Plan: These policies will be moved to a third reading. Chris McVeigh invited feedback to any of these policies, after board members have had time to review.

4.6. Negotiations Update: Jonas Eno-Van Fleet reported that we have continued to negotiate with teachers and ESP for what is hoped to be a two year contract; he hopes that we are all operating with good faith and hopes and anticipates that we will come to a conclusion soon.

5. Board Operations

5.1. Superintendent Evaluation Update: Flor Diaz Smith shared that June 23 from 5-6 p.m. will be the next meeting to include Superintendent Olkowski. Diane Nichols-Fleming reported that we agreed to continue the evaluation process as it is currently delineated but will plan forward with a process that works for all parties.

5.2. Calais Board Appointment Update: Flor Diaz Smith shared that we do not have any updates; no interested candidates. Flor Diaz Smith shared that Christina Pollard has resigned her position on the board, as she is hired as an employee of WCUUSD.

5.3. Governance: Karoline May will be at the next board meeting and there may be an update around the work related to governance. Scott Thompson shared that the Bill to reform equalized pupil weighting system has passed both house and senate; a task force will recommend an action plan and implementing legislation. He thanked the WCUUSD board, including Dorothy Naylor, and other boards in Vermont, who have worked to make this change. Dorothy Naylor and Flor Diaz Smith shared some details around this development.

6. Consent Agenda:

6.1. Approve Minutes of 4.28.21 and 5.10.21: Scott Thompson moved to approve the minutes of April 28, 2021, and May 10, 2021. Seconded by Diane Nichols-Fleming, this motion carried unanimously.

6.2. Instructional Coach Job Description: Diane Nichols Fleming moved to approve the job description for Instructional Coach. Seconded by Scott Thompson. This motion carried unanimously

6.3. Approve Board Orders: Lindy Johnson moved to approve the board orders for a total of \$579,587.03. Seconded by Diane Nichols-Fleming, this motion carried unanimously.

7. Personnel

7.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE: Superintendent Olkowski thanked Carla Messier, Melissa Tuller and Michelle Ksepka for their work. Lindy Johnson moved to approve new teacher nominations:

Annie Ledue – U-32 Math/Science Teacher

Shannon MacKinnon – East Montpelier Elementary FT Special Educator

Christina Pollard – Doty Memorial Pre-K Teacher

Blakely Gilmore – Calais Elementary 1st and 2nd Grade Classroom Teacher

Andrea Dobson – Calais Elementary Nurse

Samantha Jackson – Calais Elementary 3rd and 4th Grade Classroom Teacher.

Rebecca Hill-U-32 Nurse

Seconded by Dorothy Naylor, this motion carried unanimously.

Lindy Johnson moved to accept the following resignations:
Marcy Larrabee – Calais Literacy Interventionist
Meghan Falby – U-32 Health Education Teacher
Hayley Fitzgerald - U-32 Special Education Teacher
Ashley Gilstad – WCUUSD Special Educator
Ted Nathanson – WCUUSD Special Educator
Erica Rose – Doty Art Teacher
Lisa Levangie – Calais Kindergarten Teacher.
Seconded by Dorothy Naylor, this motion carried unanimously.

Lindy Johnson moved to approve the New Hires: –
Katrina Rob – Berlin 1st and 2nd Grade Classroom Teacher (Transfer from Calais Elementary)
Mark Kline – Director of Technology
Erica Rose – Calais Elementary Art Teacher .3 FTE/ Berlin Art Teacher .5 FTE
Seconded by Dorothy Naylor.

Discussion: Some clarifying discussion followed around the process of transferring within a certain period, versus resigning and moving to another school as a new hire. Superintendent Olkowski shared that the transfer window ends on April 15th. **This motion carried unanimously.** Superintendent Olkowski thanked Jim Garrity for his work and leadership on technology, and welcomed Mark Kline as Director of Technology. He shared that there will be some crossover time for the two to work together to ease the transition. Jonas Eno-Van Fleet noted that the board will need to plan a special meeting, hopefully, to approve the Collective Bargaining Agreements.

8. Future Agenda Items:

- 8.1.** WCUUSD Name
- 8.2.** Assessment Needs for Building Bright Futures
- 8.3.** Diversifying Educator Work Force
- 8.4.** Net Metering Proposal
- 8.5.** Strategic Planning
- 8.6.** Annual Snapshot

9. Board Reflection: Jonas Eno-Van Fleet shared that over the past few weeks there has been a great deal of communication about concerns in the district. He expressed that he is saddened and disappointed that there does not seem to be a will on the board to dig into the questions and concerns that have been raised. He feels that it is the board's responsibility to hear the voices and honor the concerns.

Dorothy Naylor shared that this is her last board meeting. She stated that she has enjoyed her time on the board, and she hopes that Calais will have some board representation come forward. She feels that we need to find a way to get community involvement and representation on the board. Lindy Johnson stated that she is glad public comment took place at the beginning of the meeting. She thanked the many people who provided input about the issue of arts and music that has been discussed. She stated that, being on the board, it is our job to hear from the public - the good and the bad. She expressed that she appreciates being contacted by the public. Scott Thompson thanked Dorothy Naylor for her work on the board on behalf of the town of Calais and on behalf of the district. He expressed his hope that some of the people who have communicated their concerns will consider joining the board. He noted that this has been a really hard year; everybody is tapped out. He stated that, as much as we can manage, we need to make it work; there is potential to do tremendous things. Flor Diaz Smith thanked everyone in the community for input. She reflected that we have heard the voices that music and the arts are valued, and that we will continue to address this in our strategic planning.

10. Adjourn: Diane Nichols-Fleming moved to adjourn at 8:52. Seconded by Dorothy Naylor, this motion carried unanimously.

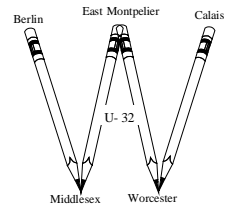
Respectfully submitted,
Lisa Stoudt, Board Recording Secretary

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Bryan Olkowski
Superintendent



Washington Central Unified Union School District Special Board Meeting 6.2.21 5:00-7:30 PM

Board Members: Flor Diaz Smith, Lindy Johnson, Scott Thompson, Diane Nichols-Fleming, Kari Bradley, Jonas Eno-Van Fleet, Christopher McVeigh, Jill Olson, Jonathan Goddard, Vera Frazier

Administrators: Superintendent Bryan Olkowski, Human Resources Coordinator Carla Messier, Principal Steven Dellinger Pate, Interim Technology Director James Garrity, Principal Aaron Boynton, Principal Alicia Lyford, Principal Cat Fair, Principal Gillian Fuqua, Principal Casey Provost, Director of Curriculum, Assessment and Instruction Jennifer Miller-Arsenault, Associate Principal Jody Emerson, Special Education Coordinator Julia Pritchard, Director of Special Services Kelly Bushey, Director of Student Services Lisa LaPlante, Business Administrator Lori Bibeau, Amy Molina

Others/Public: Amy Young, ORCA Media, Ben Weiss, David Powelson, Elizabeth Wirth, Ellen Dorsey, Madeleine Dougherty, Tyler Smith, David Delcore, Lisa Hannah, Chris Winters, Adrian Wade-Keeney, Caitlin Morgan, Caroline Grace, Cathy G, Christine Babcock, Deanna Murray, Drew Junkins, Erin Mooney, Honi Bean Barrett, Jill Abair, Jill Drury, Kara Rosenberg, Kate McCann, Brian Fischer, Steven Ushakov, Mary Bove, Michael Sherwin, Michelle Ksepka, Nicole Schaeffer, Kristine Chartrand, Jenn Ingersoll, Bekah Mandell, Patrick Whelley, Kathleen Bookchin, Kyle Landis-Marinello, Adam French, Alden Bird, Alison Cornwall, Aly, Anne Carter, April Davis, Barrett Jones, Ben Larrow, Brennan Lynch, Brittany Perry, Caitlyn Usticke, Chauntelle, Cindy and Mack Gardner-Morse, Colleen Purcell, Dan Schall, Danielle LaFleur Brooks, David Lawrence, Deborah Bloom, DL, Ellen Knoedler, Emily Levin, Erin Galligan-Baldwin, Hannah Brown, Heather Bower, Heather McLane, Holly Lane, Jeffrey Tuneberg, Jennifer Campbell, Jennifer Donovan, Jess Wills, John Boyd, Kathleen Bookchin, Kathryn Biggam, Katy Chabot, Kelly MacMartin, Kevin Nadzam, Kyle and Talitha Landis-Marinello, LP, Laura L, Lisa Wilson, Liz Guilfoyle, Maggie McGlynn, Mark Brown, Marylynne Strachan, Mckalyn Garrity Leclerc, Meg Allison, Mish Boreanaz, Myles Chater, Owen, Rachel Hernandez, Randy Brown, Richard Maizell, Rosemary Leach, Talitha L-M, Tammy Joslyn, Ted Nathanson, Tracy Martin, Ursula & Chris Stanley, Virginia Breer, Emily Smith, Kaili Kuiper, Lara Slesar, Will Baker, Laura Lafaille, Shelley Vermilya, Linda Emmons, Bekah Mandell, Lauren Melkonian, Melissa Haupt, Sarah Volinsky, Zach Gonzalez, Micha, Alyson Mahony, Andrew Davis, Christiana Martin, Amy Urling, Ela Chapin, Elizabeth Mark, Shana Kotelchuck, Mary Monteith, Allison Fayle, Max's iphone, Chris Blackburn, Justin, Daniel Diddlemeyer, Megan McLane, Karen Lieberman, Barrett Jones

1. **Call to Order:** Flor Diaz Smith called the meeting to order at 5:04 p.m.
2. **Executive Session – Student Matter, Negotiations, & Personnel:**

Chris McVeigh moved to go into Executive Session for the purpose of discussing a student matter, negotiations, and personnel. **Seconded by Jonas Eno-Van Fleet, this motion carried unanimously and the board went into Executive Session at 5:05 p.m.** During Executive Session the Board discussed negotiations, a personnel matter, and two student matters. The board came out of Executive Session at 6:14.
3. **Welcome**
 - 3.1. **Reception of Guests:** Flor Diaz Smith welcomed those present and thanked everyone for being patient during a longer Executive Session than had been anticipated.
 - 3.2. **Public Comments**

Zach Gonzalez: read a statement related to the Curriculum Management Audit. He urged the board to reject the findings.

Hannah Brown: supported what Zach had reported - it is important to share this information in terms that the public can understand, not in education jargon. She stated that she has deep concerns with making broad decisions based on data from the past year, given the pandemic.

Lisa Hanna: asked the board to consider what the core beliefs of WCUUSD are - what do we value? What are the implications of the language in the report? She stated that we value open communication, teacher voice, student agency/ engagement, teacher expertise, students as whole people. She asked, who needs to be invited to the table to shape our next steps?

Anne Carter: -stated that she saw a position on School Spring for a math curriculum position. She expressed concern with seeking this position, given the work that WCUUSD has done over the past years under the guidance of the current Director of Curriculum. Do we need to reinvent the wheel? She stated that as an instructional coach, she wonders why the superintendent did not seek her input or share his intentions.

Steven Ushakov: read a letter on behalf of some staff at U-32. He spoke about the shared trauma that teachers have experienced, and continue to experience this year. He spoke about the inappropriateness of having a curriculum audit during this time. He stated that curriculum review should be done thoughtfully, carefully, and seriously. He spoke about the impact this has had on staff morale. He offered suggested alternatives: classroom observations during summer services, using curriculum camp, observe via zoom or other online means. He noted that there is such a thing as “bad data,” and “bad data” will drive bad decisions.

Patrick Whelley: stated that a curriculum review is inappropriate this year. He took issue with some of the specific findings from the report.

Madeleine Dougherty: spoke about concerns with the focus on preparing students for assessments. She noted that private interests do not always align with the interests and values of public education.

Bekah Mandell: asked for the complete document, not just the summary document. She asked how suggested interventions are going to address the gap related to students who qualify for free and reduced lunch. She expressed concern about staff being in the school during the audit, and asked why parents were not notified (related to student safety re: COVID-19). She stated that this process has not felt transparent. She expressed that it has been hard to stay connected to the work of the board, since board consolidation has happened.

Mckalyn McClerc: indicated that she has been shocked at the lack of transparency in the process. She asked for evidence about what makes U-32 unique. She hopes that the audit takes into consideration the uniqueness of U-32.

3.3. Agenda Revisions: Flor Diaz Smith indicated that the board will move personnel action to the first action item on the agenda.

4. Reports

Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE: Jonas Eno Van Fleet moved to approve the following new teacher hires:

Elizabeth Guido, Amanda Morse, Jennifer Ingersoll, Michael Abadi, and Mckensie Kurnow. Seconded by Scott Thompson. Discussion: Diane Nichols-Fleming asked whether the two positions should be noted: Amanda Morse and Jenn Ingersoll, contingent upon hiring Special Education and English teachers. Jonas Eno-Van Fleet amended his motion to reflect this contingency. **This motion carried unanimously. Jonas Eno-Van Fleet moved to accept the following resignation: Kate Liptak – Berlin Elementary music teacher. Seconded by Scott Thompson.** Discussion: Diane Nichols-Fleming noted, with thanks and appreciation. Vera Frazier indicated that she is really sad that this position we are in, has led her to this resignation. **This motion carried unanimously.**

Jonas Eno-Van Fleet moved to approve the proposed change in FTE for Tyler Smith. Seconded by Scott Thompson, this motion carried unanimously. Jonas Eno-Van Fleet moved to approve the following new hires: Christopher O'Brien, Karoline May, Jessica Wills. Seconded by Scott Thompson. Discussion: Chris McVeigh asked Superintendent Olkowski to describe the principal search process for the Rumney position. Superintendent Olkowski described the process. He had required performance tasks that involved other principals from WCUUSD. Chris McVeigh expressed concern around potential conflict of interest. Jonas Eno-Van Fleet asked for clarification around the search process for the principal and the assistant principal position. Stephen Looke stated that it would be prudent for the board to examine potential conflicts of interest for employees in the district and to develop some process around decision making in these cases. He noted that this is not a unique circumstance, where a staff member at a school has a child or children attend the same school. **This motion carried unanimously. Jonas moved that the board accept the Superintendent's recommendation for the three student matters that were discussed during executive session. Seconded by Diane Nichols-Fleming, this motion carried unanimously.** Superintendent Olkowski had shared a memo to the board about the process to date in the hiring of a Business Administrator in light of Lori Bibeau's retirement. He asked the board to authorize him to offer contracts for interim positions during the vacancy and search process. Chris McVeigh asked for clarification. Some discussion followed around the possibility of a temporary contract to Lori Bibeau for some cross-over time period. Lindy Johnson expressed concern over approving a contract when the board does not know the details of the position. Kari Bradley asked whether this can wait for two weeks. He stated that there is not enough detail on the proposal for him to feel comfortable taking action. He asked, what are we risking by having the contingency plan in place, as proposed? Flor Diaz Smith asked for a firmer contingency plan for the board to consider. Jonas Eno-Van Fleet asked whether there is anything that precludes a retiree from working with the district as a consultant. Stephen Looke stated that he does not wish to hinder the ability of the district to continue to function; however, he would like a more fleshed out proposal. Lindy Johnson asked why we would need contracts when we are talking about employees who are already in place. The board will revisit this at the next board meeting.

4.1. Education Quality

4.1.1. Discussion of Student Achievement Data and Curriculum Management:

Superintendent Olkowsi indicated that he sees this as a tool to improve our practice. He previewed the presentation and introduced Jeff Tuneberg. Mr. Tuneberg presented a slideshow overview of the Curriculum Review. He stated that the report and the executive summary should be available to the district sometime next week. He invited questions from board members. Jonas Eno-Van Fleet asked - can you describe the educational philosophy that is at the foundation of the rubrics from the evaluation? What types of recommendations are you NOT making to us? Do you have data about how others have used these reports? Can you speak to the importance of leadership and stakeholder buy-in? Mr. Tuneberg noted that “culture trumps strategy” - so culture, and leadership, make a difference. Some discussion followed. Jill Olson stated that she is looking forward to seeing the full report. She noted that the presentation felt very “jargony” and she is hoping that the report will help her better understand. Diane Nichols-Fleming stated that she would have appreciated having the report in advance of the presentation. She stated that the questions are not being resistant; they are an attempt to better understand. She stated that she looks forward to the meat of the report. She asked, as a board, what are our next steps? When do we dig into this? She stated that the board had been very clear to teachers about their expectations during COVID-19, and she does not feel that some of the evaluative comments in the presentation were appropriate and fair, given the pandemic. Kari Bradley asked about the response planning. Which of the recommendations would provide the most benefit? The most optimal place to start? The high impact areas that might provide optimal benefit for more modest cost? Mr. Tuneberg replied that a policy decision around curriculum management would be the first step to give direction to administration. He noted that response planning is a 3 to 5 year process. Vera Frazier asked whether interventionists were included in the math and literacy audit. He noted that they were included in survey information and in providing student artifacts. Chris McVeigh asked, in terms of a response, shouldn't we have teaching staff input? Mr. Tuneberg indicated that the superintendent's response should be sought first, and teaching staff input can be sought as a reflection to the superintendent's response. Flor Diaz Smith invited input from the community.

Ben Weiss: Was this a curriculum review or governance review? He noted that he would have appreciated having the report in advance. He shares the concern about the achievement gap. He stated that teachers do not appreciate speaking out at board meetings and taking a risk in job security. He noted that the board has been asking for teachers to be more present and involved in board meetings; yet when 200 teachers provide input to the board (vote of no confidence) they have received no response from the board. He asked where teachers are supposed to go with concerns and input. He asked the board to think about ways the lines of communication can be open, and not remain closed.

Holly Lane: Followed up on the idea of stakeholder buy-in. She wonders how the board and superintendent, who seems to be prioritizing a low-trust culture, see this succeeding. She stated that she is hugely concerned. If there is no confidence, there is no buy-in. She stated that we are looking at numbers and not the whole picture and the actual people.

Kathleen Bookchin: Spoke about the need for public discourse. She expressed concern - why was this review completed during a pandemic year? She responded to the finding that the district is lacking in a district-wide approach. Our district has not had a chance yet to be one district. She stated that, as a parent and taxpayer, she feels that we just paid for something that was done at an inappropriate time. She noted that her child's photo is in the handout and that she has not provided consent. She suggested that those present tune into the national debate around standardized testing. She does not feel that this curriculum review addresses the things that she cares about as a parent: e.g. disparity re: poverty, disparity re: schools within the district. She spoke about concerns such as nutrition, outdoor learning, and science - these are things that matter to her.

Kyle Landis-Marinello: indicated that the timing for the report could not have been worse. He stated that this does not help with the efforts to come together on the heels of Act 46.

Kara Rosenberg: This is a deficit review, looking for what is wrong. When you ask "what is not good enough?" you will find what is not good enough. This is not an asset review, thinking about how to use the resources that we have - this is a huge change from the way we have operated. "The worst thing we can do to children is to not prepare them to take a test." She took umbrage with that statement from the presentation. She noted that Act 77 is a state law. She stated that as a teacher she has a desire to improve, always. She asked "Do we have the climate in this district to achieve such change?" She does not think so.

Emily Levin: She thanked teachers for their herculean effort. She stated that this presentation feels very out of touch. She expressed that she values the unique needs and interests of each child, not a cookie cutter approach. She expressed concerns around the disparities that are reflected in the data, however, she feels that the teachers need to be at the center of the process to improve equity.

Drew Junkins: Regarding "buy in" - he does not think it is present at this time as there is not trust for the superintendent.

Katy Chabot: The board is not the expert in education, the educators are the experts and they should be brought into the process. This report removes teachers from this, and brings outside people who do not have current experience in education. She stated that anything that keeps teachers out of the process is going to be ineffective. The board should celebrate and keep empowered the excellent and highly qualified teachers.

David Lawrence: Everything that we had feared about Act 46 seems to be coming true. Community participation in the oversight of our school district has been decreased. He stated that he is impressed with the amount of people who have attended this meeting. He stated that he often attends board meetings, but this presentation tonight took him by surprise. He asked the board to encourage public participation. How are we going to foster it? He noted that the principal selection process at Rumney has been extremely disappointing. There has been recent experience in how to involve the community in the process and this was disregarded in this case.

Marylynne Strachan: Stated that the curriculum review has been in discussion for several years. She noted that there is an equity gap and that not many of those present have lived it. She stated that it is time to move forward and engage in a curriculum review, professional development, and how to move forward to close the equity gap. She thanked everyone for their engagement and invited them to consider the data. She stated that she has sent multiple emails to the board, the superintendent and administrators, about how her children are flourishing and how they were held back by practices that were in place.

5. Board Operations:

5.1. Negotiations

5.2. VSBA Resolutions: Scott Thompson moved that the board join the resolution regarding S.13, as prepared, around pupil weighting, asking for the entire VSBA membership to support the study's findings and advocate for an expedient and thoughtful implementation. Seconded by Chris McVeigh. This motion carried unanimously. The resolution will be submitted to VSBA before June 15th so it can be included in the annual VSBA meeting in the fall.

6. Personnel (this took place earlier in the meeting)

6.1.

6.2. Business Administrator Update

7. Future Agenda Items

7.1. WCUUSD Name

7.2. Assessment Needs for Building Bright Futures

7.3. Diversifying Educator Workforce

7.4. Net Metering Proposal

7.5. Strategic Planning

8. Board Reflection:

Flor Diaz Smith stated that at this late hour we are going to wrap up the meeting. She noted that board meetings are not the best way to engage the community and that the board is working on creating better ways to engage the community.

9. Adjourn: Lindy Johnson moved to adjourn at 9:28 p.m. Seconded by Jonas Eno-Van Fleet, this motion carried unanimously.

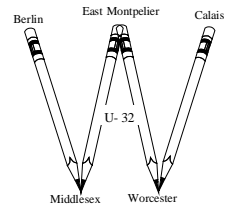
Respectfully submitted,
Lisa Stoudt, Board Recording Secretary

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Bryan Olkowski
Superintendent



Washington Central Unified Union School District Special Board Meeting 6.8.21 8:00-11:00 AM

Board Members: Flor Diaz Smith, Chris McVeigh, Lindy Johnson, Scott Thompson, Diane Nichols-Fleming, Jonas Eno-Van Fleet, Dorothy Naylor, Stephen Looke, Vera Frazier

Administrators: Superintendent Bryan Olkowski, Technology Consultant Jim Garrity, Business Administrator Lori Bibeau, Curriculum Director Jen Miller-Arsenault, Director of Special Services Kelly Bushey, Human Resources Coordinator Carla Messier, Associate Principal Jody Emerson, Amy Molina, Principal Steven Dellinger-Pate, Principal Aaron Boynton, Principal Cat Fair, Principal Gillian Fuqua, Principal Casey Provost, Principal Alicia Lyford, Lisa LaPlante, Julia Pritchard, Elizabeth Wirth, Michelle Ksepka

Others/Public: ORCA Media

1. **Call to Order:** Flor Diaz Smith called the meeting to order at 8:00 a.m.
2. **Executive Session –Employment of Public Employees:** At 8:01, Jonas Eno-Van Fleet moved to enter into Executive Session to consider information and issues relative to the employment of public employees pursuant to 1 V.S.A. Section 313 (a) (3), and to include each of Bryan Olkowski, Kelly Bushey, Steven Dellinger-Pate, Jen Miller-Arsenault, Jody Emerson, Gillian Fuqua, Lisa LaPlante, Amy Molina, Elizabeth Wirth, Julia Pritchard, Casey Provost, Aaron Boynton, Cat Fair, Alicia Lyford, Michelle Ksepka, Carla Messier, and Lori Bibeau to attend the Executive Session as a person who has information which may be of value to the board. Seconded by Dorothy Naylor, this motion carried unanimously. At 11:00 Jonas Eno-Van Fleet moved to leave Executive Session. Seconded by Chris McVeigh, this motion carried unanimously. During Executive Session the Board discussed the employment of public employees.
3. **Adjourn:** Jonas Eno-Van Fleet moved to adjourn at 11:01. Seconded by Lindy Johnson, this motion carried unanimously.

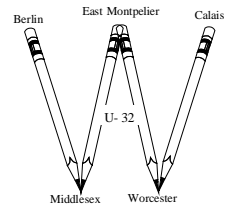
Respectfully submitted,
Jonas Eno-Van Fleet, WCUUSD Board Clerk

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Bryan Olkowski
Superintendent



Washington Central Unified Union School District Special Board Meeting 6.16.21 8:00-9:00 AM

Board Members: Flor Diaz Smith, Chris McVeigh, Lindy Johnson, Scott Thompson, Diane Nichols-Fleming, Jonas Eno-Van Fleet, Dorothy Naylor, Stephen Looke, Vera Frazier, Kari Bradley, Jill Olson, Jonathan Goddard

Administrators: Jim Garrity, Alicia Lyford, Gillian Fuqua, Alicia Lyford, Superintendent Bryan Olkowski, Lori Bibeau, Cat Fair, "Guest"

1. **Call to Order:** Flor Diaz Smith called the meeting to order at 8:00 a.m.
2. **Executive Session – Personnel:**

At 8:01, Dorothy Naylor moved to go into Executive Session to discuss personnel matters, to include Superintendent Bryan Olkowski. Seconded by Chris McVeigh, this motion carried unanimously. Flor Diaz Smith noted that the Executive Session to consider information and issues relative to the employment of public employees was pursuant to 1 V.S.A. Section 313.

At 9:11 Jonas Eno-Van Fleet moved to leave the Executive Session. Seconded by Lindy Johnson, this motion was carried unanimously. During the Executive Session the Board discussed information and issues relative to the employment of public employees.
3. **Personnel, Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE:** Jonas Eno-Van Fleet moved to approve new teacher nominations for Sarah Sprague, Doty Art Teacher (.2 FTE) and Matthew Bruce, U-32 English Teacher. Seconded by Lindy Johnson, this motion carried unanimously.

Jonas Eno-Van Fleet moved to approve long term substitute Matthew Cecere, U-32 Social Studies LTS. Seconded by Chris McVeigh, this motion carried unanimously.

Jonas Eno-Van Fleet moved to approve the new hires of Kerra Holden, Director of Special Services, Susanne Gann, Business Administrator, and Erika Moore, U-32 School Social Worker. Seconded by Chris McVeigh, this motion carried unanimously.

Chris McVeigh moved to approve .86 FTE new para educator support for Doty Elementary. Seconded by Dorothy Naylor, this motion carried unanimously.
4. **Adjourn:** Jonas Eno-Van Fleet moved to adjourn at 9:16. Seconded by Diane Nichols-Fleming, this motion carried unanimously.

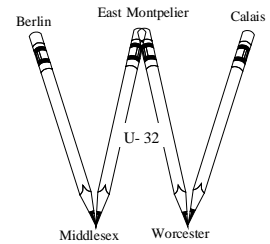
Respectfully submitted,
Jonas Eno-Van Fleet, WCUUSD Board Clerk

Washington Central Unified Union School District

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

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

Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent of Schools
RE: Collective Bargaining Agreements
DATE: June 18, 2021

All Board members have previously received both collective bargaining agreements and should closely review the text for errors in anticipation of motions to approve the collective bargaining agreements pending union ratification.

Superintendent's Motion:

Motion to approve the collective bargaining agreements, contingent upon future union ratification.

AGREEMENT

between the

WASHINGTON CENTRAL EDUCATORS UNION

and the

EDUCATIONAL SUPPORT PERSONNEL OF

Berlin, Calais, Doty, East Montpelier, Rumney and U-32 Middle/High School

and the

WASHINGTON CENTRAL UNIFIED UNION

SCHOOL BOARD

July 1, ~~2020~~

~~-2021~~ through June 30, ~~2021~~
2023

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ARTICLE 1 – RECOGNITION

- 1.1 The Board recognizes the Union as the exclusive representative of permanent full and permanent part-time District Education Support Personnel (ESP) employed by the District, including custodial staff, maintenance and mechanics, office manager, administrative assistant staff, paraeducators, (including BI, PCA, pre-Kindergarten assistants and individual assistants), food service workers, assistant cook, cook and cook/food services agent. Under this agreement, all rights as a paraeducator will be extended to the Behavior Interventionists, Personal Care Attendants, pre-K assistants and individual assistants employed by the District. See job descriptions and/or Appendix B for further information.
- 1.2 The following positions are excluded from this agreement: All central office support staff, administrative assistants to the Principal, as well as lead custodian/maintenance staff.
- 1.3 **See also Appendix A, Article 11, which is incorporated by reference into this Agreement to the extent possible by statute.**

ARTICLE 2 – DEFINITIONS

- 2.1 **Board:** The corporate governing body of the Washington Central Unified Union School District.
- 2.2 **Administrator:** A person employed by the Board, the majority of whose time is assigned to administrative, managerial or supervisory duties and who is employed as a superintendent, assistant superintendent, principal, assistant principal, coordinator, or director.
- 2.3 **Educational Support Professional (ESP/Employee):** A person employed by the Board in the bargaining unit who is not employed as a licensed teacher, department

director, department head or lead custodian/maintenance, excluding the positions identified in 1.2 of this Agreement.

a. Requirements/Assignments/Compensation for BI's and PCA's

- i. To serve in either of these roles, paraeducators must participate in a District approved training prior to assignment and pay differential.
- ii. Upon appointment to these positions (BI or PCA) the employee shall be compensated with a ten percent (10%) differential increase in their hourly rate (per Appendix C) when serving the role.
- iii. If the position is no longer required due to change in a student's enrollment or program, the BI and/or PCA will be reassigned to a BI/PCA/Special Education or general paraeducator position. Should that not be possible, article 8.3 will be enforced.
- iv. The employee will be provided with a two week notice at which time the 10% differential will be removed from the compensation if they are no longer assigned as a BI or PCA.
- iv.—

Commented [JEF1]: I made some small language changes in here for clarity, that I don't think the union will blink at

b. Behavior Interventionists –

- i. The Behavior Interventionist's (BI) primary role is to carry out a co-regulation and/or behavior plan as determined by a team and documented in a student's plan (IEP, 504, etc.). This plan is developed by a highly specialized professional with master level expertise in behavior management or trauma informed practices. The primary role of a BI is to support students and maximize learning and success of a student with challenging behavior. The BI's will implement an individualized support plan in a variety of settings within the school and community.

c. Personal Care Attendants –

- i. A Personal Care Attendant's (PCA) primary role is to support a student with intensive needs who is in need of daily support with personal care needs (toileting, feeding, etc.) as required by and documented in a student's plan (IEP, 504, etc.). A PCA delivers educational and support services, as

directed by the special education teacher. The goal is to support the student and maximize learning and success through positive and meaningful experiences in and outside of the classroom. The PCA will support the implementation of an Individualized Educational Plan designed by licensed professional staff in a variety of settings across the school and community.

d. Any paraeducator who takes district approve BI/PCA training shall be compensated with a two percent (2%) increase in their hourly rate (per Appendix C). This paraeducator can be assigned as a Behavior Interventionist, Personal Care Attendant, one-on-one, or general paraeducator. As long as the paraeducator's certifications are current they will receive the 2% increase. If a paraeducator's certification lapses, the 2% increase will be eliminated and the paraeducator will go back to step placement pay. As much as possible these trainings will be offered during scheduled work days, or the paraeducator will be compensated at the regular hourly rate. The District will be responsible for making any necessary training available to both new hires and current employees, as needed.

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Commented [JEF2]: I tried to make the language here consistent with 2.3 a ii

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Commented [JEF3]: This isn't a "stipend" it's a rate increase, right?

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2.4 **Negotiations:** The process of meeting, conferring, consulting and discussing in good faith for the purpose of reaching an agreement as to matters of salary, related economic conditions of employment, grievance procedures, and other mutually agreed upon subjects not in conflict with laws or statutes of the State of Vermont.

2.5 **Days:**

- a. Unless otherwise specified, "days" shall mean school days when school is in session, and weekdays when school is recessed for the summer.
- b. Maintenance mechanics and custodians may have a 40-hour workweek that will be scheduled as needed Monday through Saturday.

2.6 **Singular:** Whenever the singular is used in this Agreement, it is to include the plural.

- 2.7 **Full-time Employment:** Forty (40) hours per week constitutes full-time employment for a full year ESP; thirty-five (35) hours per week constitutes full-time employment for a school year ESP. ESPs regularly scheduled to work at least thirty-five (35) hours per week are eligible for full-time employment benefits.
- 2.8 **Designee:** Whenever the term “Board”, “Superintendent”, “Principal” or “Union” is used herein it shall be understood that the term includes any person acting as the designee or agent of such entity or official, unless otherwise precluded by this agreement.
- 2.9 **School District:** Washington Central Unified Union School District comprises Berlin Elementary School, Calais Elementary School, Doty Memorial School, East Montpelier Elementary School, Rumney Memorial School and U-32 Middle and High School.
- 2.10 **Prorated:** If an ESP works part-time or does not work a full contract year, benefits are prorated based on their contract percentage as compared to the full-time ESP position. Please see your school’s Principal’s Administrative Assistant for your exact paid leave and professional development amounts.

ARTICLE 3 – RIGHTS OF THE PARTIES

- 3.1 **Rights of the Union**
- a. The Union shall have the right to use such facilities and equipment as is normally located for ESPs' use within the schools and school technology equipment. Such use of facilities or equipment shall be at unassigned times and upon appropriate request to the principal or designee; however, such use shall not interfere with the teaching of pupils or interrupt normal school operations.
 - b. Any cost for required custodial services, or cost for repair or replacement of equipment or materials damaged by the negligent use of the equipment or facilities, will be borne by the Union.

- c. Duly authorized representatives of the Union shall be permitted to transact official business on school property at unassigned times; provided this shall not interfere with normal school operations.
- d. The Union shall have the right to use the staff workroom or lounge for the posting of notices of its activities and matters of Union concern.
- e. An ESP has the right to become a candidate for public office to the extent permitted by state and federal law.
- f. The Union may use the ESP's mailboxes and e-mail for communications.
- g. The Union retains all rights granted by law.

3.2 **Rights of the Board**

- a. Except as specifically and directly modified by express language in a specific provision of this contract, the Board retains all rights and powers it has, or may hereafter be granted, by law. Such rights include the exclusive right to set its policy, to manage its business, to direct the working forces, to determine the number of its ESP, to determine the qualifications of its ESP, to assign ESP to jobs, to determine the hourly, daily, and weekly schedules of work, to determine the methods, processes and means of accomplishing work, and to enforce discipline for violation of rules and other misconduct.
- b. The Board may require employees to complete time reports and other employment related forms as the Board deems necessary for the proper administration of the District.

ARTICLE 4 - FAIR PRACTICES

- 4.1 The Union agrees to maintain its obligation to represent all ESP by continuing to admit persons to membership without discrimination on the basis of race, religion, creed, color, national origin, sex, gender identification, sexual orientation, political affiliation, marital status, ancestry, place of birth, age or disability, and to represent equally all ESP without regard to membership or participation in, or association with, the activities of any ESP organization.
- 4.2 The Board agrees to continue its policy of nondiscrimination against ESP on the basis of race, religion, creed, color, national origin, sex, gender identification, sexual orientation, political affiliation, marital status, ancestry, place of birth, age, disability, or membership or participation in, or association with the activities of any ESP organization.

ARTICLE 5 – DUES DEDUCTION

- 5.1 The Board agrees to the principle of payroll deduction of Union dues in amounts to be determined by the Union, on forms mutually agreed to by the parties.
- 5.2 In accordance with the date of the Agreement entered into, by and between the Board and the Union, the Union shall produce for the Board a Dues Authorization Form. The form shall have the authorized signature of the ESP, the amount to be deducted from the ESP's salary, and the date of authorization.
- 5.3 The Board shall deduct the appropriate amount of dues from the salary of any ESP beginning with a first pay period after the date of the authorized dues Check-Off Form. These deductions will be withheld using the same dates as the payroll dates.
- 5.4 The Board shall pay to the Union on a monthly basis all dues properly collected.

ARTICLE 6 – INDIVIDUAL CONTRACT RENEWAL

6.1 The Board shall issue an individual employment contract to the ESP of the bargaining

unit annually. Contracts for the following school year shall be issued on or before May

1. All individual contracts shall be subject to the reduction in force provisions of this Agreement. ESP will return their signed individual employment contracts on or before June 1. An ESP may request an extension of the return date by written request to the Superintendent made prior to the date the signed contract was due.

6.2 If an ESP wishes to resign a position, they shall notify the Principal, in writing, giving at least ten (10) days' notice thereof. Once an ESP has tendered their resignation, either verbally or in writing, it may only be rescinded with the approval of the Superintendent. Verbal resignations will have a 24 hour reconsideration period.

6.3 A. The probation period begins on the first day of work.

B. All new ESP will serve a three-month probationary period with an evaluation at the culmination of the three-month period. If necessary the ESP will serve and an additional three month probationary period with written notification. An additional three-month probationary period may be of up to nine months may be added by the Administration with written notice if necessary.

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C. No ESP who has successfully completed the probationary period shall be disciplined, suspended, dismissed, or reprimanded without just and sufficient cause.

D. Prior to the dismissal of an ESP during the probationary period, the ESP has the right to have a review with the supervisor, an administrator and a Union representative. The ESP may waive this right.

E. If an ESP is dismissed during the probationary period, the reason for the dismissal will be documented. Such action by the Board shall not be made the subject of a grievance under this Agreement.

ARTICLE 7 – EVALUATIONS AND DISCIPLINE

- 7.1 The purpose of evaluation is to maintain a competent qualified staff and to promote its continuing development.
- 7.2 Newly hired ESP will be given a copy of their job description, the current ESP collective bargaining agreement, and the current evaluation rubric for their position upon initial employment, if requested. ESP contracts will also indicate where that information may be found online. ESP will receive copies of the revised job description when it changes. A meeting will happen between the ESP and supervisor to revise and/or discuss the job description if it no longer accurately reflects the position for said calendar year.
- 7.3 Supervision should be ongoing with constructive feedback given whenever it is needed to help the ESP to perform to the best of their ability. A written evaluation will be given as follows:
- a. Evaluations for all ESP will be completed by April 1 of the current school year in which the evaluation is due. A standard evaluation form will be used.
 - b. Evaluations for Pre-Kindergarten Assistants, Paraeducators, Individual Assistants, Academic Coordinators and Behavior/Personal Care Attendants will follow the process articulated in the District wide Paraeducator Supervision and Evaluation: Evaluation and Reflection checklist, to include use of the Focused Assistance/Improving Current Practice document, as amended from time to time. At least annually, there will be a meeting of the Union and Administration, with equal representation, to review the evaluation process and forms.
 - c. ESP will be evaluated by a single supervisor; however, the evaluator may seek out and incorporate feedback about the ESP's performance from other school employees who interact with the ESP on a regular basis. The identity of other school employees whose feedback is sought and incorporated into the ESP's evaluation shall be made known to the ESP. The ESP being evaluated may identify other staff that shall be consulted during the evaluation process. Supervision, evaluation and goal setting

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will be based upon procedures developed by the administration; evaluation and goal setting, however, will not occur in the same year.

- d. Paraeducators and Behavior/Personal Care Attendants with less than two years' experience in the District will be evaluated annually based on the current evaluation instrument. Paraeducators and Behavior/Personal Care Attendants with two or more years of experience in the District will be subject to formal evaluation of their performance every other year, unless there is a reason to place the Paraeducator or Behavior/Personal Care attendant on a focused assistance plan. In the alternating years the Paraeducator and Behavior/Personal Care Attendants will participate in the goal setting and self-reflection process.
- e. If an ESP receives an unsatisfactory evaluation, the ESP can ask for a review by an Administrator other than the person who prepared the unsatisfactory evaluation. The ESP shall have the right to have a Union Representative present at any supervisory meetings relating to this evaluation process.
- f. It is agreed that ESP will not be expected to use non-contracted hours to achieve school year goals.

7.4 Discipline Procedures:

- 1. First offense: A verbal warning will be given to the ESP.
- 2. Second offense: Either a verbal warning with documentation or a written reprimand will be given, depending on the seriousness of the issue. The document will be placed in the ESP's official personnel file.
- 3. Third offense: A written reprimand will be given and it will go into the ESP's official personnel file.
- 4. Fourth offense: ESP will receive an unpaid suspension or be subject to termination, depending on circumstances.

While the employer will normally follow progressive discipline, the employer reserves the right to bypass any or all steps of the discipline procedure, and reserves the right to impose any level of discipline it deems appropriate to the situation, provided that there is just cause for the discipline.

A written reprimand is good for one year provided there is no re-occurrence of the conduct at issue. After a year, the written reprimand would drop back to a level 2 offense (verbal warning with documentation). The written reprimand will stay in the file for seven (7) years, at which time the written reprimand will be removed at the request of the ESP.

ARTICLE 8 – REDUCTION IN FORCE

- 8.1 In the event that a reduction in force is deemed necessary by the Board, the president of the Union shall be notified within five (5) days of when the Board took this action.
- 8.2 Reduction in force shall first be accomplished by staff turnover whenever possible.
 - a. ESP will have reduction in force rights in their current job classification within the District. If ESP turnover does not eliminate the need for a reduction in force, the ESP with the least seniority in the affected classification shall be laid off, provided that remaining ESP are qualified to perform the work. However, a more senior ESP may be laid off before a less senior ESP if the Board can show that there is a demonstrably significant difference in training, knowledge, experience and performance between that senior ESP and each less senior ESP of those employed in the classification. Seniority will be followed when training, knowledge, experience and performance are equal.
 - b. (1) For purposes of this Article, seniority within the District will be computed from the beginning of the ESP's most recent period of continuous employment within the District in the job classification. This period of continuous employment will begin to accrue as of the first day worked for the District. Seniority will be determined by the first day of work. If it is equal, it will be determined by the date the ESP signed the

contract with the District. In the event an ESP accepts a bargaining unit position in a different classification within the District they shall begin to accrue seniority in the new classification, but shall retain their former seniority in the previous classification, which shall be restored to them in the event the ESP returns to a position in the previous classification within the District without a break in service.

(2) The provisions of this sub-section shall become applicable at such time as the Superintendent provides Special Education and other remedial services as required by Act 153 or 46, as may be amended. All Paraeducators and Behavior/Personal Care Attendants covered by this Agreement, either currently or as a result of compliance with Act 153 or 46 (as may be amended) shall become employees of the District. For purposes of this Article, seniority among Paraeducators and Behavior/Personal Care Attendants employed by the District will be computed from the beginning of the Paraeducator's and Behavior/Personal Care Attendant's most recent period of continuous employment in the job classification within the District. This period of continuous employment will begin to accrue as of the first day worked for the District. Seniority will be determined by the first day of work. If it is equal, it will be determined by the date the Paraeducator or Behavior/Personal Care Attendant signed the contract with the District. The job classifications covered by this section and the use of the general term 'paraeducator' shall include Paraeducators, Individual Assistants, Pre-Kindergarten Assistants, Behavior Interventionists and Personal Care Attendants.

- c. Upon an ESP changing jobs within the District, due to RIF or Recall from RIF all of the ESP's leave benefits shall carry forward to the ESP's new job/classification, insofar as the new position has comparable benefits; otherwise, leave would be handled as if the ESP separates from employment with the District.
- d. Seniority will continue to accrue during all paid leaves of absence. Seniority will not be broken by unpaid leaves of absence, or by layoff, but such time will not be counted in computing seniority.

- e. Seniority in the District will be established annually as of February 1 for the preceding fiscal year.
- f. ESP regularly scheduled to work at least thirty-five (35) hours per week accrue seniority on a full-time basis; ESP regularly scheduled to work less than thirty-five (35) hours per week accrue seniority on a pro-rata basis.
- g. When seniority is equal, input from evaluations and recommendations by immediate supervisor will be taken into consideration and the Superintendent will make the final decision.

- 8.3 An ESP hired to work specifically with an individual student may be laid off with two weeks' notice in the event the student moves, transfers, or there is a change in the student's Plan so that the individual ESP is no longer required. An ESP so notified may apply for any open bargaining unit position within the District for which they are qualified, and shall be given preference in the filling of the position. The ESP will be made aware of this clause at the time of hire and/or assignment to position.
- 8.4 If there is a vacancy in a negotiating unit position within the District, laid off ESP who are currently qualified to perform the work in the job classification and who were laid off will be recalled in seniority order. Laid off ESP shall retain the right to recall for a period of two (2) years beginning September 1 following the effective date of layoff. Notice of recall will be given by certified mail to the last address given to the Board by the ESP. A copy of the notice of recall will be given to the Union. If an ESP refuses a recall one time to a position with comparable pay and FTE or does not respond within the 12-day period, the ESP will be removed from the 2-year recall list.
- 8.5 In the event that the laid off ESP is unable to obtain other group health insurance, the Board shall permit the ESP to continue in the current medical insurance plan under COBRA at the group rate which the school District pays, provided this does not conflict with the insurance carrier's regulations.

ARTICLE 9 – CONDITIONS OF EMPLOYMENT

- 9.1 A. Work Year: The work year for all school year ESPs shall consist of all student contact days, and such other days as may be deemed necessary for in-service training, professional development or other activities required by the District. For full-time employees the number of work days and the number of hours scheduled for each work day shall be as outlined in Appendix B.
- B. Part time ESP may be scheduled to work fewer days per school year or fewer hours per day. The number of hours scheduled for each work day shall be included in each ESP's individual contract.
- C. In the event an employee is asked to work additional days beyond the contracted work year the employee shall be compensated at their regular rate when the duties are a continuation of the contracted school year duties.
- D. An ESP's contract shall specify the primary location(s) of the work assignment(s).
- E. By mutual agreement of the employee and the Superintendent a flexible work schedule could be developed. This will include the possibility of job sharing a position.
- F. All Paraeducators, Behavior/Personal Care Attendants will be notified by September 1, which days will be scheduled for in-service.
- G. In-service days will be the same across the District.
- 9.2 **Additional Time:** Any additional hours or days beyond contract requested by the Administration shall be scheduled at a mutually agreed upon time and shall be paid at the ESP's hourly rate.
- 9.3 **School Closing:** When schools are closed due to severe weather conditions or ~~other~~ circumstances other than a declared emergency, the ESP, with the exception of custodians and 12-month ESPs, will not be required or requested to work on that day. Should the dismissal time at the end of the school day be altered in response to emergency conditions, including but not limited to snow conditions, the workday for

Commented [JEF6]: GREEN LIGHT FOR 9.3

ESP, with the exception of custodians and maintenance mechanics and 12-month ESPs (see Sub-sections 9.3 a and c), will end upon departure of all the buses. A contract day is fulfilled when the early release or late start is counted as a student day.

- a. A supervisor may require certain ESP to work as needed during late start, early release or school closing. ESP who are required to work while other ESP in the same classification are released will receive compensation for the extra time, paid as either straight time (1.0 hourly rate) or overtime (1.5 hourly rate), as applicable.
- b. For 12-month ESP, if the Washington Central Unified Union School District Central Office is closed due to severe weather conditions, schools will also be considered closed. The contract day will be considered fulfilled and the ESP will not have to work the remaining hours to receive a day's pay. Any time the Principal sends ESP home due to emergency conditions, the ESP will be paid for the remainder of the hours they are scheduled to work.
- c. If a 12-month ESP reports to work and the school is subsequently closed due to inclement weather or other circumstances, the Principal or designee may authorize the supervisor(s) of such ESP to release them from further work obligations that day without loss of the full day's pay.

9. 4 **Mileage:** a. Transportation costs authorized in writing, and incurred in connection with the school program will be reimbursed at the rate established by the IRS at the rate current at the time of the transportation.

Commented [JEF7]: GREEN LIGHT FOR 9.4

b. An employee who is transferred between schools during the school year will be compensated until the end of the school year, or until the employee is transferred back to their original location, for any additional mileage travelled between the employee's home and the new work locations which exceeds the mileage the employee would normally travel between home and the original work location. Reimbursement shall be at the prevailing IRS mileage rate.

Commented [JEF8]: Added this language

9.5 **Calendar:** The Superintendent shall consult with the Union representatives regarding the school calendar. This will align with the new Teachers' Contract.

9.6 **Biweekly Payment:** ESP's on permanent contract will receive 26 (twenty-six) substantially equal payments. The ESP will have direct deposit in a savings or checking account, and will execute applicable authorization to implement direct deposit. Copies of paystub information will be sent via email with a downloadable PDF for employee records. ~~Employees hired prior to July 1, 2019 will also have the option for a payroll check.~~ All summer biweekly salary payments will be distributed on or before the last scheduled work day. The final paycheck for the month of June will be issued in the normal payroll cycle.

Commented [JEF9]: GREEN LIGHT FOR 9.6

9.7 **Deductions:** Upon request by the individual ESP's, payroll deductions in the following areas will be honored:

Section 125 – pretax cafeteria plan:

- Premium Expense Reimbursement Account (Health and Dental)
- Dependent Care Flexible Spending Account
- Health Flexible Spending Account (“FSA”)

The specific terms of the various Reimbursement and spending accounts identified above can be found in the Section 125 Cafeteria Plan documents, which shall govern in the event of any discrepancy or ambiguity.

403(b) Investment Accounts with Vendor(s) as agreed per plan document
Computer Purchase Program
Education Union dues

9.8 **Workday, duty free lunch:** The workday for each ESP shall be determined by the Board annually at the time individual contracts are issued. The workday for all staff employed at least five (5) hours per day shall include a paid, 30 continuous minute duty-free lunch, to be scheduled between 10:30 a.m. and 12:30 p.m. at U-32, and during the time the cafeteria is open for lunch at the elementary schools.

9.9 **Professional Development:**

Prepayment or reimbursement shall be made to an ESP for professional development activities such as trainings, workshops, conferences, and courses related to the improvement of their current work. Professional development activities require pre-approval from the principal or designee. Each ESP is eligible for professional development activities up to an amount equivalent to four (4) CCV credits per year related to the improvement of their current work. Required professional development activities will count towards this total.

9.10 **Retirement:**

- a. Any ESP may make a voluntary deposit of their own funds to a 403(b) Pretax Retirement Fund via payroll deduction. The allowable amount of such deposits may be limited by the terms of the retirement plan or by IRS Regulations.
- b. The Union and the Board agree to maintain a 403(b) retirement plan for the benefit of the ESP employed by the District. For each full-time ESP hired before 7/1/2019 who has been employed at least two (2) years the Board contribution to this Plan shall be six and one-quarter percent (6.25%) of the base wages paid per the individual ESP's contract with the District. Once the account is established, the contribution will be deposited each pay period to the account of that ESP. All such employer contributions shall become immediately vested in full. (Only one employer match allowed, either 403(b) or VMERS, but not both).
- ~~c. New participants will be processed in December and June of each year with contributions retro active to the date of the ESP's 2nd (second) anniversary. Once the account is established, the contribution will be deposited each pay period to the account of that ESP. this goes away as of 7/1/21~~
- d. Employees hired beginning July 1, 2019, are required to participate in the VMERS retirement plan B with the board contribution the same percentage (~~6~~ 6.25%)
- e. ESP employees hired before July 1, 2019 have the option to participate in (9.10b) 403(b) retirement plan or (9.10d) VMERS retirement plan B.

Commented [JEF10]: More curiosity, these are not negotiated changes, I'm sure you've told me and it's gone in one ear and out the other, but what's the origin of these changes to 9.10?

- f. Rumney ESP employees hired before July 1, 2019 and participating in VMERS retirement plan A can continue to contribute to VMERS retirement plan A unless otherwise required by applicable policies of VMERS.

9.11 **Miscellaneous Benefits:**

- a. All ESP shall have the right to ride the school bus, subject to space availability. The ESP will show valid school ID or a signed note from the principal or designee.
- b. The cost of any physical or medical examination required by the District or by State law shall be paid for by the District.
- c. The District shall provide six (6) uniform shirts, with replacement as needed, for all custodial, maintenance and cafeteria ESP. These will be gender specific and in a fabric that is approved by a majority of these employees. A group purchase with the school logo will be made by the District. Uniforms will be maintained by the employee and are required to be worn while on duty. ~~All buildings and grounds and maintenance personnel will be reimbursed for safety boots (plain black or brown) upon approval of their supervisor following purchase and with appropriate receipts. The cost shall not exceed \$200 per year. All custodial, maintenance, and cafeteria ESP will be provided one (1) pair of job performance appropriate footwear (as determined by their supervisor) annually. The footwear will be available through a selection of footwear provided by a District approved vendor. This footwear~~ These boots will become part of the District uniform.
- d. A mutually agreed upon dress code will be developed with ESP representation and School Administration.
- e. All newly hired ESP shall be reimbursed the cost of their pre-employment criminal background check following one (1) year of employment. Reimbursement to the staff member will be made in the first payroll period of November following one (1) year of service.

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f. Elementary Paraeducators and Behavior/Personal Care Attendants will be provided with an electronic device to perform professional duties.

9.12 **Background checks:** The Superintendent reserves the right to conduct criminal record checks and to review applicable data banks for information relating to substantiated charges of neglect or abuse to the extent allowed or required by law. Employees and applicants for employment will execute such authorizations as may be necessary to accomplish that objective.

Notwithstanding any other provision of this Agreement the Board may issue a conditional contract of employment to an applicant subject to receipt of the applicant's criminal records check and/or substantiation of abuse from the Vermont Child Protection Registry, the Vulnerable Adult Registry or the Sex Offender Registry. The Parties agree that if an applicant is discovered to have a criminal record, or a substantiated case of neglect or abuse, the conditional contract may be terminated, and in that event the applicant shall have no further rights under this Agreement.

9.13 ESP may be reassigned to other duty by their supervisor provided they have the training needed.

9.14 **Crime and Fidelity Insurance:** An ESP required to be responsible for cash processing will be covered under the District's Crime and Fidelity Insurance. Any ESP required to make bank deposits shall be allowed to do so during the workday, and will be fully compensated for travel pursuant to the provisions of Section 9.4 herein, to be paid on a monthly basis.

ARTICLE 10 – COMPENSATION

10.1 During the school year beginning July 1, ~~2020~~2021 through June 30, ~~2021~~2023, the hourly rates for staff members employed under this Agreement by the WCUUSD Board of Directors shall be as set forth in Appendix C.

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10.2 a. The superintendent has the authority to place each new ESP on the salary schedule based on the ESP's comparable prior education and experience, but not higher than a current ESP employed in the same classification within the District with like experience.

b. ESP's who are hired with previous experience in the District shall receive credit for that experience.

c. The Union will be notified prior to the creation of any new position or classification. Upon request, the administration will meet with representatives of the Union to discuss the proposal.

10.3 a. Overtime will be paid for hours actually worked over 40 (forty) hours per week. The Board retains the right to schedule assigned overtime work to full year and extended school year ESPs. The Board will first seek qualified volunteers for additional work, and will offer the work in seniority order to qualified employees. In the event no employee accepts the additional work offered, the employer may require the least senior qualified employee to perform the work.

~~b.~~ b. Non-classroom Class 1 and non-classroom Class 2 ESP will receive one 15-minute duty-free break, which is not to be used to extend lunch, and they will receive a 30-minute duty-free lunch period.

c. Changes in the academic daily schedule or school year calendar may be grounds for opening up this section of the contract.

d. Any shift change will be mutually agreed to by the respective ESP and their supervisor.

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ARTICLE 11 – INSURANCE

11.1 Health Insurance

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1. During the period July 1, 2020 through December 31, 2020 the premium sharing and responsibility for out of pocket (OOP) expenses relating to the health insurance program shall be as follows:

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Effective July 1, 2020 ESPs may enroll in one (1) of the four (4) group health plans offered by VEHI. The District will contribute an amount of money toward the cost of health insurance premium for the plan selected by a full-time ESP equal to 80% of the premium costs for the VEHI Gold CDHP Plan. A ESP electing coverage under the VEHI Gold CDHP Plan or a more expensive group health Plan offered by VEHI will pay the difference in premium cost between the cost of the Plan selected and the amount contributed by the District. An ESP selecting coverage under a less expensive Plan offered by VEHI may apply the District's premium contribution to the cost of the Plan selected in an amount up to but not to exceed the full cost of the annual premium for that Plan. (See Appendix D)

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An eligible ESP may select single, two person, parent and child(ren) or family coverage under any of the available plans offered by VEHI.

In addition to the premium contributions referenced above, the District will establish and maintain a Health Reimbursement Arrangement (HRA) for ESPs who select coverage under any of the Plans offered by VEHI. ESPs and the District will share responsibility for the payment of deductibles, co-payments and/or co-insurance required under each Plan offered by VEHI as follows:

Gold CDHP Plan: Maximum out of pocket (OOP) costs of \$2,500 single coverage, \$5,000 other coverages. The Board is responsible for the first 100% of OOP costs required under the level of coverage selected, which is currently \$2500 for single and \$5000 for all other coverage levels (i.e., two person, parent/child/ family). The Board will fund these amounts through a Health Reimbursement Arrangement (HRA).

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Platinum Plan: Maximum out of pocket (OOP) costs of \$2,800 single coverage, \$5,600 other coverages. The Board will have the same monetary obligation to fund the first dollar of OOP costs required under the Platinum Plan that the Board has under the Gold CDHP Plan, based on the level of coverage selected. ESPs will be

financially responsible to pay the difference in last dollar OOP costs associated with the Platinum Plan, based on the level of coverage selected. The Board will fund its share of the OOP costs under the Platinum Plan through an HRA.

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Gold Plan: Maximum out of pocket (OOP) costs of \$3,100 single coverage, \$6,200 other coverages. The Board will have the same monetary obligation to fund the first dollar of OOP costs required under the Gold Plan that the Board has under the Gold CDHP Plan, based on the level of coverage selected. ESPs will be financially responsible to pay the difference in last dollar OOP costs associated with the Gold Plan, based on the level of coverage selected. The Board will fund its share of the OOP costs under the Gold Plan through an HRA.

Silver Plan: Maximum out of pocket (OOP) costs of \$4,000 single coverage, \$8,000 other coverages. The Board will have the same monetary obligation to fund the first dollar of OOP costs required under the Silver Plan that the Board has under the Gold CDHP Plan, based on the level of coverage selected. ESPs will be financially responsible to pay the difference in last dollar OOP costs associated with the Silver Plan, based on the level of coverage selected. The Board will fund its share of the OOP costs under the Silver Plan through an HRA.

- 21.** Effective January 1, 2021, pursuant to 16 V.S.A chapter 61 (Commission on Public School Employee Health Benefits) health care benefits and coverage, excluding stand-alone vision and dental benefits, but including health reimbursement arrangements and health savings accounts, shall be governed by the written agreement incorporating the terms of the statewide health insurance bargaining found in Appendix A of this collective bargaining agreement.

- 2.** Effective January 1, 2021 the Health Insurance Program for full time ESPs shall be as follows:

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- a.** ESPs may enroll in one (1) of the four (4) group health plans offered by VEHI. The District will contribute eighty percent (80%) of the premium cost of the VEHI Gold CDHP Plan toward the premium cost of either the VEHI Platinum, Gold or Gold CDHP Plan as selected by the ESP for any tier of coverage. An

ESP electing coverage under either the VEHI Platinum, Gold or Gold CDHP plan will pay the difference in premium cost between the cost of the Plan selected and the amount that would have been contributed by the District to the cost of the same coverage under the Gold CDHP Plan. The District will contribute eighty percent (80%) of the premium cost of the VEHI Silver CDHP Plan toward the premium cost of the VEHI Silver CDHP Plan as selected by the ESP for any tier of coverage. An ESP electing coverage under the VEHI Silver CDHP plan will pay the difference in premium cost between the cost of the Plan selected and the amount contributed by the District to the cost of that coverage.

- b. An eligible ESP may select single, two-person, parent and child(ren) or family coverage under any of the available plans offered by VEHI.

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In addition to the premium contributions referenced above, the District will establish and maintain a Health Reimbursement Arrangement (HRA) for ESPs who select coverage under any of the Plans offered by VEHI. ESPs and the District will share responsibility for the payment of deductibles, co-payments and/or co-insurance required under each Plan offered by VEHI as follows:

Gold CDHP Plan: Maximum out of pocket (OOP) costs of \$2,500 single coverage, \$5,000 other coverages. The Board is responsible for the first \$2,200 of OOP costs for single and the first \$4,400 of OOP costs for all other coverage levels (i.e., two person, parent/child/ family). The Board will fund these amounts through a Health Reimbursement Arrangement (HRA). ESPs are responsible to pay the remaining OOP costs: single \$300, two person, parent/child, family \$600.

Silver CDHP Plan: Maximum out of pocket (OOP) costs of \$4,000 single coverage, \$8,000 other coverages. The Board is responsible for the first \$2,200 of OOP costs for

single and the first \$4,400 of OOP costs for all other coverage levels (i.e., two person, parent/child/ family). The Board will fund these amounts either through a Health Reimbursement Arrangement (HRA) or a Health Savings Account (HSA) at the discretion of the individual ESP. ESP will be financially responsible to pay the difference in last dollar OOP cost associated with the Silver CDHP Plan based on level of coverage selected – single \$1,800, two person, parent/child, family \$3600.

Platinum Plan: Maximum out of pocket (OOP) costs of \$2,800 single coverage, \$5,600 other coverages. The Board will have the same monetary obligation to fund the first dollar of OOP costs required under the Platinum Plan that the Board has under the Gold CDHP Plan, based on the level of coverage selected. ESPs will be financially responsible to pay the difference in last dollar OOP costs associated with the Platinum Plan, based on the level of coverage selected – single \$600, two person, parent/child, family \$1,200. The Board will fund its share of the OOP costs under the Platinum Plan through an HRA.

Gold Plan: Maximum out of pocket (OOP) costs of \$3,100 single coverage, \$6,200 other coverages. The Board will have the same monetary obligation to fund the first dollar of OOP costs required under the Gold Plan that the Board has under the Gold CDHP Plan, based on the level of coverage selected. ESPs will be financially responsible to pay the difference in last dollar OOP costs associated with the Gold Plan, based on the level of coverage selected – single \$900, two person, parent/child, family \$1, 800. The Board will fund its share of the OOP costs under the Gold Plan through an HRA.

There will be no pro-ration of the District's contribution toward HRA funding for ESPs who become employed or eligible for insurance after January 31 of any Plan Year.

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Funds in the HRA will be available and may be used solely to pay for qualified medical and prescription drug expenses that track towards the annual deductible, co-payment or co-insurance expenses required by the Plan selected. There shall be no payments caps on a “per participant” basis other than the maximum HRA contribution made by the District.

Payments for eligible OOP charges incurred will be made automatically to the Provider.

The WCUUSD Flexible Benefits Plan document will allow employees to roll over funds from one calendar year to the next to the extent allowed by law.

Unspent funds in the District’s HRA will not roll over or accumulate from year to year, but will revert to the District, subject to a ninety (90) day run out period.

Any substantive or procedural issue related to the operation or administration of the HRA Plan not specified herein is left to the discretion of the District.

The Board will be responsible for the administrative costs of operating the HRA plan.

~~b.~~ c. In cases where ESP who are either married to each other or are civil union partners and are both employed under the terms of this agreement, one ESP shall select primary coverage and the other shall be covered as a dependent.

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~~e.~~ d. All premium rebates received will be divided and distributed between the District and the ESP’s employed thereunder based on the respective percentage of premiums paid by each party.

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~~d.~~ e. Employees can convert employee-paid health and dental insurance premiums, deductibles, co-payments, co-insurance and uninsured medical and dental expenses to pre-tax expenses in the WCUUSD Flexible Benefits Plan. The set-up and maintenance costs for said plan will be borne by the Board. ESP’s shall pay their share of health and dental insurance premium costs through the WCUUSD Flexible Benefits Plan established for that purpose.

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f ESP eligible for health insurance benefits who neither elect coverage nor receive coverage as a dependent shall receive thirty-five hundred dollars (\$3,500.00) in addition to their salary, provided the ESP demonstrates proof of health insurance coverage for the ESP and their dependents from another source.

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~~b~~ g. Effective January 1, 2021: A ESP's domestic partner and/or the children of that domestic partner is considered a dependent for the purpose of health insurance benefits under this Agreement. An ESP seeking to obtain health insurance benefits for their domestic partner shall satisfy the following criteria and submit the attached affidavit, signed by both parties, to the district business office. The monetary value of the health benefits provided to ESPs on behalf of their domestic partner may constitute taxable income and the ESP receiving the value of such benefits is solely responsible for any resulting tax liability. The following criteria must be met:

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(1) The ESP and the domestic partner are each other's sole domestic partner and have been in an enduring domestic relationship sharing a residence for not less than six (6) consecutive months before enrolling in the district's health insurance plan; and

(2) The ESP and the domestic partner are 3 at least eighteen (18) years of age or older; and

(3) Neither the ESP nor the domestic partner is married to anyone; and

(4) the ESP and the domestic partner are not related by blood closer than would bar marriage under Vermont Law; and

(5) The ESP and the domestic partner are competent to enter into a legally binding contract; and

(6) the ESP and the domestic partner have agreed between themselves to be responsible for each other's welfare.

(7) Children of a ESP's domestic partner are eligible for coverage hereunder provided that they meet the eligibility criteria for dependent children under the eligibility provisions for school health benefit coverage; the child or children can be claimed as a dependent by the ESP and/or the domestic partner for federal income tax purposes; the child or children reside with the ESP and the domestic partner; and the ESP and the domestic partner have agreed between themselves to be jointly responsible for the child or children's welfare.

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11.3 Insurance Benefits for Part-time ESP

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e: Effective January 1, 2021: A ESP employed under this Agreement shall receive pro-rated insurance benefits if he/she is contracted to work at least 17.5 hours a week. The Board will pay a percentage of the premium amount the Board would have contributed on behalf of a full-time ESP for the plan selected, pro-rated to the part-time ESP's full-time equivalency, and the ESP shall pay the remainder. The Board HRA or HSA contribution shall be paid in full, and shall not be subject to pro-ration.

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- 11.42 a. In the event that an ESP covered by this Agreement is disabled as a result of a serious illness causing continuous absence, the Board agrees, upon the submission of proper medical certification, to pay the Board's share of continued participation in the health insurance plan for up to three (3) months after the ESP's sick leave is used up. This benefit shall be concurrent with any rights or benefits for which an ESP may be eligible under the Vermont Parental and Family Leave Law or Federal Family Medical Leave Act (FMLA). The Board also agrees to allow the ESP to remain in the group policy if they choose and pays their own premium to the maximum period provided by law, provided this does not conflict with the insurance carrier's regulations.
- b. Upon the death of an ESP who has health benefits, the District will continue to pay its share of the premium for two-person or family benefits for 90 days after the death of the employee.

- 11.35 **Dental Insurance:** The Board agrees to hold a Master Policy for a dental insurance plan, and it will absorb the administrative costs, including any payroll deduction of

premium costs, for such a plan. The Board shall pay one hundred percent (100%) of a single membership for full-time ESP employed at WCUUSD. If any ESP chooses to add one or more dependents, they shall pay any additional costs over a Single membership. Coverage for ESP not previously included under the terms of the dental plan will begin in the first full month following ratification of this agreement, or at such later date as may be consistent with the regulations of the insurance carrier.

11.46 **Workers' Compensation:** All ESP will be covered by Workers' Compensation Insurance as a protection against personal injury while on duty.

11.57 **Disability Insurance:** The Board agrees to provide group long term disability ("LTD") insurance coverage to all ESP who are scheduled to work at least 24 hours per week on a regular basis. Disability coverage will begin after meeting the eligibility requirement for receiving benefits under the disability plan as determined by the disability insurance carrier. The LTD Plan will include a ninety (90) calendar day elimination period. The benefit will cover sixty-six and two-thirds percent of monthly earnings with a maximum benefit of \$6,000 per month. The current LTD Plan includes a \$10,000 employee life insurance benefit.

ARTICLE 12 – GRIEVANCE PROCEDURE

12.1 Definition.

- a. Any claim by the Union or an ESP that there has been a violation, misinterpretation, or misapplication of the terms of this Agreement, or a violation of its or their right to fair treatment, shall be a "grievance." However, grievances, with respect to any matters that are not a specific part of this Contract, shall not be subject to resolution by arbitration, and the resolution of such non-contractual matters shall not be deemed to establish precedent.
- b. Grievant: The person or persons making the claim.
- c. Time Limits: All the time limits consist of school days except that when a grievance is submitted on or after June 1, time limits shall consist of all weekdays so that the matter may be resolved before the close of school or as soon as possible thereafter.

School days for purposes of the grievance procedure shall mean ESP employment days.

- d. **Union Representation:** At least one (1) Union representative shall have the right to be present for any meetings, hearing, appeals, or other proceedings relating to a grievance which has been formally presented. Nothing contained herein will be construed as limiting the right of any ESP having a grievance to discuss the matter informally with their supervisor and having such grievance adjusted without intervention of the Union; provided, the Union has been notified of the adjustment and the adjustment is not inconsistent with the terms of this Agreement.

- 12.2 **Procedure.** A grievance shall be in writing and it shall specify the issue being grieved, the provisions of the Agreement which have been violated, and the remedy requested. No grievance shall be given formal consideration unless it is filed at Step 1 within thirty (30) days after the grievant had knowledge, or should have had knowledge, of the occurrence that gave rise to the grievance.

Step 1--The ESP or the Union may present the grievance, in writing, to the Principal who will arrange for a meeting within five (5) days after receipt of the grievance. The Union's representatives have the right to attend the meeting. The Principal must provide the grievant and the Union with a written answer on the grievance within three (3) days after the meeting. Such answer shall include the reasons upon which the decision was based.

Step 2--If the grievance is not resolved at Step 1, then the Union shall have the right to refer the grievance to the Superintendent, or their official designee, within six (6) days after the Step 1 meeting. The Superintendent shall arrange for a meeting with the representatives of the grievant to take place within five (5) days of their receipt of the appeal. Each party shall have the right to include in its representation such witnesses and counselors as it deems necessary to develop facts pertinent to the grievance. Upon conclusion of the hearing, the Superintendent will have ten (10) days in which to provide them written decision to the Union.

Step 3--Arbitration--If the Union is not satisfied with the disposition of the grievance at Step 2, or the Step 2 time limits expire without the issuance of the Superintendent's written answer, then the Union may submit the grievance to final and binding arbitration under the Voluntary Labor Arbitration Rules of the American Arbitration Union which shall act as the administrator of the proceedings. If a demand for arbitration is not filed within fifteen (15) days of the date for the Step 2 reply, then the grievance will be deemed withdrawn.

- 12.3 Neither the Board nor the Union will be permitted to assert any grounds or evidence before the arbitrator that was not previously disclosed to the other party during this grievance procedure.
- 12.4 The arbitrator shall have no power to alter the terms of this Agreement. However, it is agreed that the arbitrator is empowered to include in any award such financial reimbursements or other remedies as they judge to be proper.
- 12.5 Each party shall bear the full costs for its representation in the arbitration. The cost of the arbitrator and the American Arbitration Union will be divided equally between the parties. Should either party request a transcript of the proceedings, then that party will bear full costs for that transcript. Should both parties order a transcript then the cost of the two transcripts will be divided equally between the parties.
- 12.6 The Board acknowledges the right of the Union's grievance representative to participate in the processing of a grievance.
- 12.7 No reprisals of any kind will be taken by the Board or by the school administration against any ESP because of their participation in the grievance procedure.
- 12.8 The Board and the Administration will cooperate with the Union in the investigation of any grievance, and, further, will furnish the Union with such information as is requested for the processing of any grievance. Should any new information be uncovered during an investigation, the parties may agree to remand the grievance to a previous step of the procedure for further consideration. Should the investigation or processing of any

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grievance require that an ESP or a Union representative be released from their regular assignment, they shall be released without loss of pay or benefits.

- 12.9 All documents, communications and records dealing with the processing of a grievance will be filed separately from the personnel files of the participants.
- 12.10 A grievance may be withdrawn at any level without establishing precedent.
- 12.11 There shall be only one official personnel file, and this file shall be maintained in the superintendent's office. Upon reasonable request and at non-working times an employee may review the contents of their personnel file, and may receive a copy of such documents at their expense. A Union and/or administration representative may be present during such review. For convenience, a copy of the ESP's personnel file may also be maintained in the principal's office.

ARTICLE 13 – LEAVES AND ABSENCES

- 13.1 **General:** Leave for ESP as provided in this article is earned and taken on a pro-rata basis, consistent with the full time schedule for the employee's classification.
- 13.2 **Holiday:** Holidays for ESP who work twelve (12) months shall be as follows: Labor Day, Veterans' Day, Thanksgiving Day, and the Friday following Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, Presidents' Day, Town Meeting Day, Memorial Day, Independence Day, and Bennington Battle Day. Holidays which fall on Saturday shall be celebrated on Friday, and holidays which fall on Sunday shall be celebrated on Monday. The Administration may require some or all ESP to work on a holiday, in which case the ESP shall be paid at their regular rate and shall also receive a "floating holiday" to be used at a mutually agreeable time within the next twelve months. The Administration shall give at least two (2) weeks prior notice to any ESP required to work on a holiday; an ESP may be excused from work on a holiday for good cause shown, provided that the ESP notifies the administration at least one week prior to the holiday in question.
- 13.3 **Sick Leave:**

- a. Newly hired ESPs shall be credited with fifteen (15) sick leave days annually. Unused sick leave may be accumulated to a maximum of 720 hours (8 hour position) or 630 hours (7 hour position).
- b. When the effective date of employment is after the beginning of the work year, the ESP shall be given a pro-rata allowance of sick leave for the remainder of the year based on the number of workdays remaining in the school's fiscal year for that ESP.
- c. An ESP who leaves part way through the contract year will receive a prorated amount of days based on the days fulfilled for their contract and will pay days used back if needed.
- d. No ESP may use more sick leave than is required to meet the elimination period provided under the long term disability plan.
- e. A doctor's certificate may be requested by the employer if the ESP's use of sick leave indicates a pattern of possible leave abuse.
- f. Leave for temporary disability related to pregnancy or childbirth shall be in accordance with Article 13, Section 13.8 of this Agreement.
- g. Any ESP member may donate up to twenty-four (24) sick hours to any other ESP member across the District who has used all sick leave days allotted to them according to the following provisions:
- 1) No one person may receive more than eighty (80) donated days per year; provided, however, that no ESP shall be eligible to receive more sick days than are necessary to meet the 90 day elimination period for the disability insurance program.
 - 2) The recipient of donated sick leave must have exhausted personal sick leave.
 - 3) The recipient must provide a doctor's certification of medical disability at the time the request for donated sick leave is made. At the option of the Board, a second opinion may be required. If a second opinion is required by the Board, the Board agrees to reimburse the ESP based on validated receipts for any out-of-pocket expenses that the ESP incurs. This shall include co-pay, mileage if outside of a 30-mile radius of their school District, and overnight stays.
 - 4) ESP may donate sick time to a member of the bargaining unit called up for

duty in the armed forces as provided in Article 13, § 13.12, Military Leave, after the individual has exhausted all leave.

- 5) An ESP may not use donated sick leave in order to take time off for elective medical procedures.

13.4 **Family Illness:**

Up to fifteen (15) days per contract year of an ESP's personal sick leave may be used for serious illness or a temporary disability of a member of an ESP's immediate family.

Immediate family is defined as: spouse or civil union partner, parents/step-parents, children/step-children, foster children, siblings, current mother/father-in-law, grandparents, grandchildren, current brother/sister-in-law, current son or daughter-in-law. The school board may approve more days for family illness on a case-by-case basis.

- a. The Administration may request a doctor's certificate regarding the health status of the family member in order to justify access to this benefit.
- b. ESP shall provide the name and relationship of the person who is sick to be eligible to use sick leave under this section.

13.5 **Bereavement Leave:** Up to five (5) consecutive days may be granted for each death in the ESP's 'immediate family' as defined below. Nonconsecutive days are allowed for a later committal. One (1) day shall be granted for each death in the ESP's 'other family' as defined below. Two (2) additional days may be granted for travel with the approval of the Superintendent, or designee.

- a. Immediate family is defined as: spouse or civil union partner, parents/step-parents, children/step-children, foster children, siblings, current mother/father/son or daughter-in-law, grandparents, grandchildren, current brother/sister-in-law. Other family is defined as: Aunt, uncle, niece, nephew, cousins and step siblings.
- b. ESPs must provide the name and relationship of the deceased to be eligible for bereavement leave.
- c. The Superintendent or designee may approve a request for bereavement leave upon

the death of an unrelated person who was in a significant familial relationship to the employee.

13.6 **Personal Leave:** Up to three (3) days per year without loss of pay shall be granted for leaves for personal, emergency, legal, business, household, or family matters under the following provisions:

- a. Whenever possible, prior notice shall be given at least 24 hours in advance to the ESP's principal or designee.
- b. Personal leave days may not be granted solely to extend a holiday weekend or school vacation period, but may be granted at such times for a purpose consistent with this section.
- c. Such leave will be in addition to any other leave provided in this Article. Unused personal leave shall not be cumulative from year to year.
- ~~e.d.~~ One (1) unused personal day per year may be paid out at the current per-day sub rate.

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13.7 **Professional Development Leave:** The Superintendent or designee may approve leave with pay to allow an ESP to attend professional education conferences or meetings, or school visitations, or any other activity deemed to be of value to the school District. Normally, an ESP will be expected to apply at least five (5) days in advance for professional leave. The Superintendent or designee may also approve funds to defray the cost of approved professional development activities associated with such leave.

13.8 **Family Medical / Parental Leave:**

The family medical and parental leave provisions herein are available to ESP's employed at least 0.5 FTE, regardless of their length of service with the District. Leave hereunder shall run concurrent with any statutory family medical leave or parental leave for which an ESP may be eligible under the federal Family and Medical Leave Act (FMLA) or Vermont's Parental and Family Leave Act (VPFLA). Except as provided in

section 13.8(b) this Article does not create additional leave entitlements for eligible employees beyond those established by statute.

a. Family Medical Leave

(1) An ESP shall be entitled to a leave for up to twelve (12) weeks (60 working days), unpaid, during any twelve (12) month period in the case of a serious health condition of the employee or in the ESP's immediate family. During this period the ESP may use up to six weeks (30 working days) of sick leave or other accrued leave. A serious health condition is defined as an illness, injury, impairment for physical or mental conditions that involves inpatient care in a hospital, hospice or residential medical-care facility, or continuing treatment by health-care providers.

(2) Providing care for a serious health condition does not diminish the benefit under the sick leave Article for use by the ESP themselves or in other instances of family illness, except as to the number of sick days used.

b. Parental Leave

ESP's shall be entitled to a leave for up to twelve (12) weeks (60 working days), unpaid, during any twelve (12) month period: (1) during the ESP's pregnancy, or following the birth of a child, or (2) following the placement of a child with the ESP for adoption or foster care. During these periods of parental leave, the ESP may use up to eight weeks (40 working days) of sick leave or other accrued paid leave.

When leave begins less than six weeks before the last working day of the school year or begins more than two weeks prior to the first working day of the school year, only six weeks of leave will be paid leave.

c. Unpaid Leave

No provisions of this Article or the contractual definitions of "serious health condition" shall be determined to diminish the entitlement of any eligible ESP to unpaid leave under Vermont's Parental and Family Leave Act (VPFLA) or under the Family Medical and Leave Act (FMLA). Leave taken under this Article shall be credited against any leave entitlement under the VPFLA or the FMLA to the full

extent of the law, provided the District has notified the employee in advance of the approved leave period that said leave will be counted against their entitlement. Benefits during unpaid leave will be as mandated in the VPFLA and the FMLA for eligible ESPs.

- d. ESPs requesting leave under this section shall provide supporting medical documentation as required by the District.

13.9 **Medical Certification:** In appropriate cases (i.e., where there is a reasonable basis to believe that the employee may not be fit for duty) the Superintendent may require an ESP to provide medical certification, in writing, attesting to the ESP's ability to perform the essential duties of their position.

13.10 **Extended Leave of Absence:** An unpaid leave of absence for a term not to exceed one (1) academic year [except as modified in accordance with Section 13.8] shall be granted upon the request of an ESP for reasons of pregnancy; child care, if the leave is requested immediately after birth or adoption; or personal illness. The Board, at its discretion, may grant an extended leave of absence for other purposes including, but not limited to, professional study.

The conditions of an extended leave are as follows:

- a. The ESP shall request said leave at least thirty (30) days in advance, except in the case of an emergency.
- b. An ESP on an unpaid leave of absence may return to their position at the beginning of any semester, provided notice was given to the administration at the time the leave commenced.
- c. An ESP on leave of absence may continue to participate in the medical insurance plan herein provided at their own expense, subject to the regulations of the insurance carrier, and provided said ESP pays the premiums due prior to the regularly scheduled group premium payment being made by the Board.
- d. Failure of the ESP to notify the Board of their intent to return by April 1 shall relieve the District of all contractual obligations. Such notification shall be by certified mail

or hand delivered and date stamped at the Superintendent's Office.

- e. The ESP granted such leave is guaranteed a return to the same or a substantially equivalent position and placement on the next salary step.

13.11 **Jury Duty:** When an ESP is called to jury duty, the District shall pay the ESP regular base wages, less such compensation as may be paid for jury duty. The ESP shall retain any amounts paid for expenses, such as meal allowances or mileage.

13.12 **Military Leave:**

- a. The Board will grant a leave of absence to the extent required by law to an ESP who is called up for active duty in the Armed Forces of the United States, or to serve in the Vermont National Guard, Army Reserve, or other Reserves. The Board will adhere to all federal and state laws upon an ESP's return to employment from any such military leave of absence.
- b. When an ESP or member of an ESP's immediate family (i.e., child, spouse, parent) is called to active military service for a period of six (6) months or longer, the ESP may use up to five (5) days of sick leave (in addition to any accrued personal leave or vacation leave available to the ESP) prior to the ESP's or the ESP family member's date of departure to attend to personal and family matters related to the military activation. The paid leave shall be taken in one (1) day increments. In the event the ESP has no accrued sick leave, other staff in the District will be allowed to donate sick leave to the ESP.

13.13 **Unauthorized Leave:** If any ESP is absent and no accrued paid leave balance applies to the absence, salary shall be reduced by the per diem rate of pay for each day of such absence. Per Diem rate of pay is computed by dividing base annual salary by contract number of days. An ESP absent without leave may be subject to disciplinary action.

13.14 **Vacations:** Commencing after the first six (6) full or partial months of employment beginning the first day of work in the District, each ESP who works full-time year round shall accrue vacation up to the following maximum number of days per year:

<u>Years Employed</u>	<u>Maximum Days Accrued Per Year</u>
After 6 months to less than 1 year	5 days
Beginning 1 year to completion of 4 years	10 days
Beginning 5 years to completion of 10 years	15 days
Beginning 11 years	20 days

In the event an ESP was eligible to receive twenty-five vacation days at the start of the 2010-2011 school year said ESP shall continue to receive vacation days at that level.

Earned vacation days may be taken at any time during the fiscal year, provided the leave has been previously approved by the ESP's supervisor. Vacation days not taken due to workload at the request of a supervisor shall be paid at the ESP's per diem rate of pay. Such work, in lieu of vacation, shall be on a voluntary basis. Any vacation days not used during the fiscal year (July 1 to June 30) must be used by November 1st of the following year. An ESP shall forfeit any vacation days not taken during the next succeeding fiscal year after it is earned. A vacation day shall be equal to an ESP's regularly scheduled workday.

An ESP who separates from employment with the District in good standing shall be paid for all accrued, unused vacation time. ESPs who leave part way through a contract year will receive payment for a prorated amount of vacation days based on the days fulfilled for their contract and will reimburse the District for vacation days used in excess of the number of days earned.

- 13.15 **Severance Pay:** After serving five (5) years in the District, a full-time ESP separating from employment in good standing shall be paid the sum of fifteen dollars (\$15.00) per day for each day of accumulated sick leave up to a maximum of fifty (50) days.

ARTICLE 14 – NOTICE OF VACANCIES AND TEMPORARY EMPLOYEES

- 14.1 If a vacancy occurs in a school covered by this Agreement, a notice of said vacancy will be posted in each school building within the District. Applicants for

Commented [JEF18]: GREEN LIGHT FOR 14.1

the vacancy shall be considered by the Superintendent or designee in the following order: (1) applicants from within the district; and (2) other applicants. The Superintendent or designee, however, shall make the final decision. For purposes of this section, a vacancy is defined as an opening created by the death, retirement, or resignation of an ESP, or a new position created by the Board.

~~ESP covered by this Agreement shall be notified of all vacancies which occur in schools covered by this Master Agreement as they become available and shall have the option of applying for any available positions. In filling of vacancies, priority consideration will be given to persons already employed in the school with the vacancy, provided that their qualifications for such vacancies are at least equal to those of other applicants.~~

14.2 All vacancies shall be visibly posted in the following areas as available: on the staff bulletin boards in the front office, staff lounge, on the internet with a link on the District website and custodial break room for at least three (3) working days prior to the closing of the application period. A copy of the vacancy notice will be given to the Union presidents. During the summer months, the notice will be mailed to the President(s) of the Union.

14.3 The District shall have the option to hire a person on a temporary full or part-time basis to perform the work of an ESP in order to meet needs that were not or could not have been anticipated.

A person hired on a temporary full or part-time basis may be employed for a maximum of thirty calendar (30) days. For employees hired in a temporary status due to an FMLA leave situation, they may be hired for a maximum of ninety calendar (90) days. At the close of a temporary period, the District must either create a new position or eliminate the temporary position. If the District creates a regular full or part-time position, and the temporary person is hired to fill the newly created position, their service as temporary employee shall be credited toward the completion of the four-month probationary period, and they shall be paid in accordance with the terms of the negotiated salary schedule. Seniority shall accrue from the date of hire in the regular position.

Temporary employees shall be paid an hourly wage rate consistent with the salary schedule.

Members of the bargaining unit who have been laid-off and who retain recall rights shall be offered positions as temporary employees prior to the openings being advertised to the general public or being awarded to non-members of the bargaining unit. Individuals on recall shall be offered temporary positions in the District on the basis of seniority. Individuals on recall do not waive or lose any rights guaranteed under the Master Agreement by accepting or rejecting a temporary position.

14.4 If a position of need is identified in the district (that is not a vacancy as defined by 14.1), that position will be posted. If there are appropriate volunteers for the position they shall be transferred. The preference will be for a voluntary transfer. Appropriate volunteers will be given preference by seniority.

Commented [JEF19]: Adding new 14.4, per page 7 of Lisa's notes

If there is no appropriate volunteer for a position of need, then the Superintendent will have authority to transfer employees to positions of need. Preference for transfer will be prioritized by the least amount of seniority.

ARTICLE 15 – GENERAL

- 15.1 If any provision of this Agreement or any application thereof to any ESP or group of staff is held to be contrary to law, then such provision or application will not be deemed valid and subsisting, except to the extent permitted by law, but all other provisions or applications will continue in full force and effect. The parties will meet not later than ten (10) days after any such holding for the purposes of renegotiating the provision(s) affected.
- 15.2 This Agreement may only be modified in whole or in part by the parties, by an instrument in writing, duly executed by both parties.
- 15.3 This Agreement incorporates the entire understanding of the parties on all matters that were the subject of negotiations. During the term of this Agreement, neither party will

be required to negotiate with respect to any such matter whether or not covered by this Agreement.

ARTICLE 16 – NO STRIKE PLEDGE

The Board and the Union agree that disputes that may arise between them shall be settled without strike or lockout. The Board agrees it will not lock out any or all of its ESPs during the term of this Agreement, and the Union agrees on behalf of itself and its membership that there shall be no strikes, slow-downs, or interference of the normal operation of the school during the term of this Agreement.

ARTICLE 17 – LABOR MANAGEMENT COMMITTEE

The Board and the Union agree to maintain a District Labor-Management Committee. The purpose of the Committee is to discuss, explore, and study issues referred to it by the parties of this Agreement in an effort to foster positive communications. The Committee shall have no authority to change, delete or modify any of the terms of this Agreement, nor to settle grievances arising under this Agreement. The Union representatives shall include all sitting Union President(s) and Vice President(s) who shall serve as a “floating” member on the Labor Management Committee.

ARTICLE 18 – EARLY RETIREMENT OPTIONS

During the life of this agreement the District board may, at its sole discretion, design and offer an early retirement program to ESP employed by the Board who have worked a minimum of fifteen (15) years within the School District. The early retirement program will only be available to the ESP if the School Board affirmatively votes to adopt an early retirement program to be applicable for any given school year.

ARTICLE 19 – ACKNOWLEDGMENT OF ARBITRATION

In accordance with 12 V.S.A. § 5652(b) the Board and the Union understand that this Agreement contains an agreement to arbitrate. After signing this Agreement, the Board and the Union understand that they will not be able to bring a lawsuit concerning any dispute that may

arise which is covered by the arbitration agreement, unless it involves a question of constitutional or civil rights. Instead, the parties agree to submit any such dispute to an impartial arbitrator in accordance with the provisions contained in Article 12, Grievance Procedure.

ARTICLE 20 - DURATION OF AGREEMENT

The provisions of this Agreement will be effective as of July 1, ~~2020~~2021 and will continue and remain in full force and effect until June 30, ~~2021~~2023. Said Agreement will automatically include additional periods of one (1) year unless either the Board or the Union gives notice, in writing, to the other, no later than November 1 prior to the expiration date or any anniversary thereof, of its desire to reopen this Agreement and to negotiate over terms of a Successor Agreement.

IN WITNESS WHEREOF, the Board and the Union have caused their duly authorized representatives to enter into this Collective Bargaining Agreement this _____ day of _____, ~~2020~~2021.

For the Board of School Directors

BY _____
WCUUSD School Board Chair
~~Scott Thompson~~Flor Diaz-Smith

For the Union:

BY _____
WCEU ESP Co-Vice-President
Christina George

BY _____
WCEU ESP Co-Vice-President
Rebecca Pellegrini

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WASHINGTON CENTRAL EDUCATORS UNION

And The

THE

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT BOARD

TEACHERS' AGREEMENT

July 1, 20201 to June 30, 20231

AGREEMENT

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AGREEMENT

THIS AGREEMENT FOR THE ~~2020-2021~~ 2021-2023 SCHOOL YEAR IS MADE AND ENTERED INTO by Washington Central Unified Union School District School Directors, the “Board”, and Washington Central Educators Union and Vermont-NEA/NEA, the “Association.”

ARTICLE 1--RECOGNITION

The School Board of Washington Central Unified Union School District hereby recognizes the Washington Central Educators Union for the purpose of collective negotiations pursuant to Title 16, Chapter 57 of the Vermont Statutes Annotated, as the exclusive representative of a unit consisting of all teachers of Washington Central Unified Union School District (WCUUSD), certified by the State of Vermont, excluding administrative personnel as defined by Chapter 57 of 16 V.S.A.; the Directors of Curriculum, Guidance, Special Education, Technology and Athletics and Student Affairs; and substitute teachers not under contract to the district. (All certified teachers are represented by Washington Central Educators Union).

ARTICLE 2--DEFINITIONS

- 2.1 Board: The corporate governing body of the school district signatory hereto.
- 2.2 Teacher: Any person employed on a full or part-time basis by the Board as a teacher who is licensed according to the statutes of the State of Vermont. Unless otherwise indicated, the employees in the above unit will be hereafter referred to as “teacher.” Whenever the singular is used in this Agreement, it is to include the plural.
- 2.3 Administrator: A person employed by the Board, the majority of whose time is assigned to administrative, managerial or supervisory duties, and who is employed as a superintendent, assistant superintendent, principal, assistant principal, coordinator, or director.
- 2.4 Negotiations: The process of meeting, conferring, consulting and discussing in good

faith for the purpose of reaching an agreement as to matters of salary, related economic conditions of employment, grievance procedures, and other mutually agreed upon subjects not in conflict with laws or statutes of the State of Vermont.

- 2.5 Days: Unless otherwise specified, “days” shall mean student contact days when school is in session, and weekdays when school is recessed for the summer, exclusive of legal holidays as defined in V.S.A. T. 1, § 371(a).
- 2.6 Association: Washington Central Educators Union, Vermont-NEA/NEA.

ARTICLE 3--RIGHTS OF THE PARTIES

Rights of the Association

- 3.1 The Association shall have the right to use such facilities and equipment as are normally located for teachers' use within the schools and school audio-visual equipment. Such use of facilities or equipment shall be at unassigned times and upon appropriate request to the Principal; provided such use does not interfere with the teaching of pupils or interrupt normal school operations. Any custodial cost or cost for repair or replacement as the result of such use of the equipment or facilities, beyond a reasonable amount, will be borne by the Association. The Association will reimburse the district for costs of toll calls, copies or facsimile transmissions.
- 3.2 Duly-authorized representatives of the Association shall be permitted to transact official business on school property at unassigned times; provided this shall not interfere with the teaching of pupils or assigned duties or interrupt normal school operations during school hours.
- 3.3 The Association shall have the right to use the teachers' lounge for the posting of notices of its activities and matters of Association concern.

- 3.4 A teacher has the right to become a candidate for public office, subject to the constraints of any applicable state or federal law.
- 3.5 The Association may use the teachers' mailboxes or other media for communications to teachers. The Association retains all rights granted by law. The Board does not guarantee the privacy of such communications.

Rights of the Board

- 3.6 Except as specifically and directly modified by express language in a specific provision of this contract, the Board retains all rights and powers it has, or may hereinafter be granted, by law.
- 3.7 The Board may contract for services normally provided by members of the bargaining unit when no qualified licensed teacher is currently on the recall list and no qualified licensed teacher applies for an offered position within the bargaining unit after a "good faith" search. Prior to engaging any such consultant, the Superintendent shall notify the Association, in writing, of its intent at least ten (10) calendar days prior to making a contract offer. The Superintendent shall meet and confer with the Association during this ten day period about its decision to offer a contract if a timely request is made. It is agreed that the use of consultants to provide bargaining unit services shall be a temporary measure to provide services to students while the Board continues to seek and employ a licensed person. The District's contract with said consultant may continue up to and including the end of that contract year, and may be renewed if the criteria continue to be met in any succeeding year. The Board agrees that the use of contracted consultants shall not replace or reduce a member of the bargaining unit.

ARTICLE 4--FAIR PRACTICES

- 4.1 The Association agrees to maintain its obligation to represent all teachers by continuing

to admit persons to membership without discrimination on the basis of race, religion, creed, color, national origin, ancestry, place of birth, age, sex, gender identification, sexual orientation, disability or marital status and to represent equally all employees without regard to membership or participation in, or association with, the activities of any employee organization.

- 4.2 The Board agrees to continue its policy of not discriminating against any employee on the basis of race, religion, creed, color, national origin, ancestry, place of birth, age, sex, gender identification, sexual orientation, disability, marital status, or membership or participation in, or association with, the activities of any employee organization.

ARTICLE 5--CONTRACT RENEWAL

- 5.1 The Board shall issue employment contracts to currently employed staff no later than April 15.
- 5.2 Any teacher who is not to be re-employed for reasons having to do with performance shall be notified on or before April 1. Such notices shall be by certified mail and include the reasons for the Board's action. Any teacher not re-employed through a reduction in force shall also be notified by April 15 by certified mail.
- 5.3 Except as provided in § 5.4 for probationary teachers, no teacher shall have his or her contract non-renewed or be disciplined, suspended, dismissed, or reprimanded without just and sufficient cause.
- ~~5.4~~ Newly hired teachers shall serve a probationary period of two (2) years. However, one year of probationary service may be waived at the discretion of the Superintendent, as follows:

- a. following evaluation and one (1) year of teaching, an exceptional teacher may be granted a non-probationary appointment; and
- b. a newly hired teacher with at least three (3) years of teaching experience may be hired to serve a probationary period of one (1) year.

Upon hiring, a teacher shall be notified of the terms of probation. Teachers serving an initial probation period shall receive a minimum of two (2) written performance evaluations per year. If during the probationary period a teacher's employment is not renewed by the Board, such action by the Board shall not be made the subject of a grievance under this Agreement, provided the procedures outlined in this section have been followed.

- 5.5 Upon receiving a contract, the teacher shall indicate acceptance of the offer by signing and returning the contract no later than thirty (30) calendar days after receiving the contract. Newly hired teachers shall indicate acceptance of the offer by signing and returning the contract no later than fifteen (15) calendar days after receiving the contract.
- 5.6 If an unanticipated vacancy occurs after July 1, or after the start of the teachers' work year, the Board may choose to fill the position with a one-year non-renewable contract. The start of the teachers' work year will be considered the first in-service day required of all teachers prior to the arrival of students.
- 5.7 A non-renewable contract may be offered to a teacher who is hired to replace a teacher who has been granted a leave of absence by the Board. A teacher on a non-renewable contract will be covered by all terms and conditions of this Agreement except the following: Articles 5.1-5.4, Article 7, Article 10.2, and Article 12.6. A teacher employed under a non-renewable contract who is then hired to fill a regular teaching position with a regular contract, without a break in continuous service, shall be credited with seniority from the teacher's date of hire under the non-renewable contract.

5.8 Transition of Positions

Upon transition to the merged district, those employees will retain their current placement on the salary schedule and all benefits, including accrued leave and retirement benefits as provided under state law. Each of the transitioned employees will start employment at WCUUSD with seniority equivalent to the seniority he or she had accrued as of the last day that the position was at the school district. From that point forward, reduction in force, layoff and recall procedures as defined in Article 7 of this agreement will apply to the group and its members as employees of WCUUSD.

ARTICLE 6--TEACHER EVALUATION

6.1 The purpose of evaluation of the teaching staff shall be to maintain a well-qualified, competent staff and to promote its continuing development. This should be a professional process in which the teacher and evaluator cooperate to achieve these purposes.

6.2 -a. Evaluations of all professional staff will be done in conformance with the WCUUSD Supervision and Evaluation Document as amended by the Supervision and Evaluation Committee. The Supervision and Evaluation Committee will be determined by the Labor Management Committee.

b. Notice of meetings of the Supervision and Evaluation Committee shall be set at least thirty (30) days in advance by the superintendent or designee. Any proposed changes to the WCUUSD Supervision and Evaluation Document shall be subject to: (a) a thirty (30) day comment period; and (b) reconvening of the Task Force to review the comments and then act on the proposal.

c. Any major or substantial change in the Supervision and Evaluation document, i.e., the

development or adoption of a new system, to be used in the evaluation of teachers will be devised jointly by the Supervision and Evaluation Committee. Said document or system shall be approved by the Administration, Board and the Association.

6.3 — Summative evaluations shall be conducted by licensed administrators. Informal evaluation may be performed by a variety of means. Covert methods shall not be used for either formal or informal observation of teacher performance.

6.4 — Focused Assistance – For a teacher who is placed on Focused Assistance, the process and timeline will be:

- a. The Superintendent or designee will provide the teacher written notice that he or she will be placed on Focused Assistance. This letter will cite the reasons for placement on Focused Assistance, provide corresponding documentation, and contain the dates and descriptions of concerning performance. The notification will be signed, dated, and added to the personnel file.
- b. The assigned administrator and the teacher will develop and sign an Improvement Plan according to the WCUUSD Supervision and Evaluation Document within 10 days of notification.
- c. The timeframe for Focused Assistance begins when the Improvement Plan is signed by both parties unless notification happens after May 1st, in which case the timeframe shall begin in August of the next school year and work on the Improvement Plan may begin by the teacher in the summer.
- d. The assigned administrator will provide the teacher with a written mid-year evaluation and final evaluation for each year of the plan.
- e. The Superintendent will determine contract renewal or non-renewal by April 1st in the second school year of Focused Assistance.

f. The Superintendent will provide the teacher with written notification that Focused Assistance is leading to non-renewal. This notification will include cited reasons, corresponding documentation, date and signature.

g. The teacher goes into the Summative Cycle for the next two years after successfully completing Focused Assistance.

6.5 a. On request, and accompanied by an Association representative, if desired, the teacher may examine his or her personnel file and all documents contained therein except employment references. The teacher shall file a signed statement that he or she has examined the file, the date the file was examined, and the name of the representative who acted as a witness. A teacher will be provided with copies of documents in his/her personnel file upon request.

b. A teacher may file a written statement or objection to any material in the personnel file which the teacher feels to be irrelevant, derogatory, or objectionable.

6.6 The official personnel file shall be maintained in the Superintendent's Office. For convenience a copy of the teacher's personnel file may also be maintained in the Principal's Office. Provisions of this Article shall apply to both the official personnel files maintained at the Superintendent's Office and any and all other files maintained by district administrators.

6.7 Criticism or complaints regarding the performance or conduct of a teacher that comes to the attention of an administrator shall be communicated promptly to the teacher. If action is taken by the Administration which is based on the criticism or complaint, the administrative memorandum and the attendant documents including original complaint(s) shall be included in the file. Criticism or complaints which do not result in administrative action shall be discarded, and no reference to said criticisms or complaints shall be included in the file. If materials are placed in the

teacher's file, the teacher shall sign the file copy and have the opportunity to file a written reply.

- 6.8 Whenever any teacher is required to appear before the Principal, the Superintendent, the Board, or any committee or member thereof with respect to a charge concerning his or her competency or position of continued employment, the teacher shall be entitled to be advised and represented by legal counsel, a representative of the Association or its affiliate, or both.
- 6.9 Any material placed in a teacher's personnel file in accordance with Article 6.7 which did not result in suspension may be removed at the teacher's request seven (7) years after placement of the material.

ARTICLE 7--REDUCTION IN FORCE

- 7.1 In the event that a reduction in force ("RIF") is deemed necessary by the Board, the President of the respective Association shall be notified within five (5) days of when the Board took this action.
- 7.2 Reduction in force shall be accomplished by staff turnover. If a teacher who has been notified of his/her reduction in force is endorsed for a position that subsequently becomes available prior to the end of the school year through turnover, s/he shall be offered that position. If a position is not available due to attrition by the end of the school year, the teacher will have recall rights as provided in Section 7.5.
- 7.3 Reduction in Force Procedure

- a. When a reduction in force is necessary, and information regarding staff turnover is not available prior to the date when RIF notices are sent to teachers, teachers shall be laid off in the reverse order of seniority, provided the teachers who remain hold appropriate endorsements for the teaching positions. Decisions are made based upon the academic area in which a majority of said teacher's teaching assignment is performed, provided the teachers who remain hold appropriate endorsements for the teaching positions. However, a more senior teacher may be laid off before a less senior teacher if the Board can show that there is a demonstrably significant difference in professional performance between that senior teacher and each less senior teacher in the academic area which the majority of the teacher's teaching assignment is performed.

- 7.4 For purposes of this Article, seniority will be computed from the beginning of a teacher's most recent period of continuous employment in the district, and it will begin to accrue as of the date the contract commencing that period of continuous employment was signed by the teacher.

Seniority will continue to accrue during all paid leaves of absence. Seniority will not be broken by unpaid leaves of absence, or by layoff, but such time will not be counted in computing seniority.

Seniority in the district will be established annually as of February 1.

Part-time teachers will accrue seniority on a pro-rata basis.

When seniority is equal, the ability to perform the work in question, as determined by the Superintendent, will be the deciding factor.

- 7.5 Teachers shall retain the right to recall, in reverse order of layoff, to vacant teaching positions in the district and in the area of licensure from which they were reduced for a period of two (2) years from the effective date of layoff, which is September 1. Notice of recall will be given by certified mail to the last address given to the Board by the teacher. A copy of the notice of recall will be given to the Association. If a teacher refuses the position offered, or fails to respond within twelve (12) days of

the mailing of the notice of recall, the teacher shall remain on the recall list for the period provided herein.

- 7.6 In the event that the laid off teacher is unable to obtain other employment, the Board shall permit the teacher to buy the current medical insurance coverage at the group rate which the district pays for the maximum period provided by law.

7.7 Early Retirement Program

During any school year, the WCUUSD School Board may, at its sole discretion, offer the early retirement program below to one or more of its teachers who have at least fifteen (15) years of full or part-time teaching service in the WCUUSD by July 1 of the school year in which the program is offered. The program will only be available if the Board affirmatively votes to adopt the program for that given school year on or before November 1 of that school year.

In those cases where an eligible teacher works part-time in two or more schools, and only one of those schools offers the career change option, the teacher may accept the option offered and continue to teach part-time in the other school. The teacher accepting the option may not increase his/her part-time teaching increment in the other school, or otherwise seek or accept additional full or part-time employment as a teacher in Vermont during the three year period specified herein.

In the event the board votes to offer an early retirement program, the benefit package shall be as follows:

- a. A cash payout that represents fifty percent (50%) of the teacher's current teaching salary during their final year with the district. The payout will be made in three (3) equal installments on September 1 of the next three (3) school years following the teacher's resignation. At the option of the teacher,

the monetary value of the cash payout may be applied by the district, in whole or in part, to the purchase of “air time” from the Vermont State Teachers’ Retirement system on behalf of the teacher.

- b. Twelve (12) months of single health insurance coverage for the teacher under the district’s policy, subject to the regular board-teacher contributions to the cost of premium and maximum out-of-pocket contribution established in this Agreement or, if the teacher chooses the Vermont Teachers’ Retirement System health insurance program, the district will pay twenty (20) percent of the teacher’s premium for single health insurance for one year following the June 30 effective date of the teacher’s resignation, whichever is less. The teacher may purchase dependent coverage, if desired, but he or she will be responsible for the difference in cost between single coverage and either two-person, parent/child or family coverage. The parties agree that the district will not be obligated to provide the insurance benefit referenced above should the employee be eligible for group health insurance coverage from a subsequent employer, or from the Vermont State Teachers’ Retirement system. If allowed under the current insurance plan, the teacher may purchase medical and dental insurance coverage through the district’s group policy for the remainder of the payout period, or whatever shorter period is allowed.
- c. A teacher who meets the criteria delineated herein and who desires to apply for the retirement incentive will submit an application on a form devised by the Board, along with an irrevocable letter of resignation to the Board on or before the deadline established by the Board in its early retirement offering. The teacher’s resignation will be effective June 30, at the conclusion of the school year. The Board may establish the maximum number of participants in the program in any year in which it is offered. If the number of applicants exceeds the number established by the Board, and the Board declines to accept that number of applicants, the program participant(s) will be selected by lottery conducted by the Board. If the teacher is not accepted into the

- early retirement program, his/her letter of resignation will be returned to him/her.
- d. The Board may, at its discretion, increase the maximum number of teachers who may elect this benefit after any initial limits established by the Board have been met.
 - e. A teacher electing the employment change option set forth herein must agree not to seek or accept other employment in Vermont as a teacher for a three (3) year period.
 - f. A teacher who elects this benefit will not be entitled to recall rights.
 - g. In the event that a lottery is necessary to determine the teacher(s) who will participate in the early retirement program, the Association will designate two members to participate along with the designees of the Board to ensure that a fair process is followed.

ARTICLE 8--ASSOCIATION DUES DEDUCTION

The Board agrees to the principle of the payroll deduction of Association dues in amounts to be determined by the Association, on forms mutually agreed to by the parties.

The Board agrees to deduct from teachers' salaries all local, state and national Association dues as teachers individually or voluntarily authorize said deductions. Payroll deduction authorizations for Association dues shall be continuous from year to year unless the teacher leaves the district or notifies the Association, in writing, with a copy to the Superintendent, no later than July 1 of any year to terminate said deductions.

ARTICLE 9--CONDITIONS OF EMPLOYMENT

- 9.1 a. The normal work year for teachers shall consist of up to 190 days, inclusive of up to 180 student days, and be aligned with the normal school calendar established by the Superintendent for most students. Any days not scheduled as students days may be

assigned as non-student work days.

Programs or classes may be developed and scheduled that do not fall within the normal school calendar as described above. A teacher's work year (i.e. 1.0 FTE) may differ from the normal 190 day work year as defined above, with the agreement of the teacher and the Superintendent or designee. The parties agree that there will be no adverse consequences imposed by either party on the teacher, including reduction of FTE or seniority, if a teacher agrees or disagrees (as part of an annual individual employment contract) to an alternative work year.

The non-student work days shall be used as follows: up to 2 days for parent/teacher conferences as determined by the Superintendent or designee; 2 half days for teachers for grading/other professional duties; 1 day prior to the start of school as determined by the teacher and 1 day after the end of the school year scheduled by the Administration with activities as determined by the teacher, and the remaining days to be used for professional development activities as determined by the Administration. The Administration shall schedule the above half days at the end of each semester within the school calendar.

Newly hired teachers are required to participate in induction training days preceding the first teacher workday, as outlined by the WCUUSD calendar. Attendance at these days is mandatory. The superintendent may reschedule or waive attendance at induction trainings. Teachers will be compensated at the per diem rate for participation in induction training days.

- 9.2 The Board and Association agree it is in the best interest of our students, our communities, and education professionals for the schools to be recognized as professional learning communities. In order to encourage an environment that promotes this shared objective, the Board and Association agree to the following principles:

- a. Teachers are professional employees. Teachers will meet their professional obligations and structure their workday to achieve this end. The work week for full-time teachers will be thirty seven and a half (37.5) hours. Start and end times for the work day will be established by the Principal and shall be continuous except as provided in 9.2.b below. The Principal and the Association may agree, at the building level, to structure work days in a flexible manner to accomplish the objectives of the school and its professional educators.
- b. The Principal and Association may agree, at the building level to structure work days in a flexible manner to accomplish the objectives of the school and its professional educators. If requested, the Administration in each building will meet and confer with Association representatives no later than June 10th annually to discuss the student day start and end times in each building for the following school year.
- c. Programs or classes may be developed and scheduled that do not fall within the normal work day as described above. To accommodate an alternatively scheduled program or class, a teacher and the Superintendent or designee may agree to (1) a non-continuous work day, or (2) a work day which begins earlier or later and ends earlier or later, while maintaining an overall average of 37.5 hours per work week.

If a flexible-schedule, or placement, prevents a teacher from having a TA, the Principal will assign other responsibilities in place of the 7% of work time (pro-rated by FTE) assigned for TA responsibilities. Both parties may agree to replace TA with an additional teaching assignment. The parties agree that there will be no adverse consequences imposed by either party on the teacher, including reduction of FTE or seniority, if a teacher agrees or disagrees (as part of an annual individual employment contract) to an alternative work day schedule.

- d. The teaching load, duties and professional responsibilities assigned to part-time teachers shall be equitable, in proportion to those of full-time teachers.

Administration will work to create a balanced schedule when possible for part-time teachers.

- e. The teaching load for full-time high school teachers at U-32 may include six (6) teaching assignments during one semester and five (5) teaching assignments in the other semester. The teaching load for a full-time teacher can range from 40% to 50% of the work week. During any semester when a teacher has six (6) teaching assignments, the teacher will not be assigned any additional supervision duties per Article 9.13 of this Agreement.

To the extent practical, the Administration will strive to minimize the number of different teaching preps assigned to a full-time teacher in a given semester, and will consider alternatives offered by that teacher or the Association to help achieve this.

- f. Professional obligations are the essential duties and responsibilities required to successfully perform the role of a teacher.

- g. Monthly Meetings: Up to four hours of meetings per month may be scheduled by the Administration outside the regular work week, including but not limited to faculty meetings, unit/department meetings, trainings, and committee work. Normally, there will be no more than one such meeting a week.

- h. In addition to the meetings described in 9.2.g herein, all teachers will participate in IEP, 504 and EST meetings as required. Said meetings will be scheduled at the mutual convenience of the teacher and administration, while taking into consideration the needs of the child and the availability constraints of both teachers and parents/guardians. Every effort will be made to avoid setting up

these meetings during the meetings outlined in subsection 9.1 or 9.2.g of this Article.

- i. After a U-32 teacher's schedule (including contact time, professional responsibilities and planning time) is set, the Administration may assign other professional obligations including, but not limited to, department and/or team meetings, school committee meetings, duties and the like if a full-time teacher at U-32 is scheduled to teach less than six (6) courses in a given semester teaching less than 49% of the work week, and has unscheduled time available during the teacher's work day. The Superintendent, or designee, may adjust instructional time and duties to accommodate collaborative initiatives.
- j. All teachers at U-32 who are assigned as Teacher Advisors ("TA") shall have a minimum of 7% of their work week to devote to their TA responsibilities.

9.3 Teachers shall have a daily duty-free lunch period of at least thirty (30) minutes.

9.4 No teacher covered by this Agreement will be required to perform bus duty.

9.5 Supervision of Athletic or Other Co-Curricular Activities

- a. Supervision of athletic or other co-curricular activities beyond the normal teaching day shall be undertaken only by voluntary choice of the teacher.
- b. Teachers assuming athletic or other co-curricular duties at U-32 shall be compensated at a rate specified in Appendix B of this Agreement.

9.6 Transportation costs authorized in writing and incurred in conjunction with the school program will be reimbursed at the rate established by the IRS. Teachers who travel regularly for the district shall be deemed to have authorization for such travel.

9.7 The Superintendent shall consult with the Association representatives regarding the

school calendar prior to submitting a recommendation to the Board. The school calendar adopted by the Board shall be used consistently by the parties to this Agreement. In the event that a statewide or regional school calendar is enacted which is binding on the district, the parties agree that the provisions of this Agreement will be interpreted in a manner consistent with any such law or rule to the extent possible.

9.8 It is agreed by the parties that teachers play an integral role in the selection of textbooks, selection of instructional equipment, and the development of curriculum.

9.9 Direct access to pupil records will be in accordance with federal and state law.

9.10 The salaries of teachers on a standard school year contract shall be paid on a biweekly basis commencing in September of each year. The teacher will receive twenty-six (26) substantially equal payments. The teacher will choose whether to have direct deposit or a payroll check. Salary checks for the WCUUSD will be issued on the same designated day of the week; except when the pay day falls on a holiday, checks will be issued on the preceding day. All summer biweekly salary payments will be distributed before June 30.

9.11 Upon request by the individual teacher, payroll deductions in the following areas will be honored:

Section 125 – pretax cafeteria plan:

- Premium Expense Reimbursement Account (Health and Dental)
- Dependent Care Flexible Spending Account
- Health Flexible Spending Account (“FSA”)

The specific terms of the various Reimbursement and spending accounts identified above can be found in the Section 125 Cafeteria Plan documents, which shall govern in the event of any discrepancy or ambiguity.

Teacher Retirement

403(b) Investment Accounts with Vendor(s) as agreed per plan document
Computer Purchase Program
Educators Union dues

- 9.12 If a vacancy occurs in a school covered by this Agreement, a notice of said vacancy will be posted in each school building within the District. Applicants for the vacancy shall be considered by the Board Superintendent or designee in the following order: (1) applicants from within the ~~school~~ district; and (2) other applicants. The Board Superintendent or designee, however, shall make the final decision. For purposes of this section, a vacancy is defined as an opening created by the death, retirement, or resignation of a teacher, or a new position created by the Board.

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9.13- Reassignments

a. A reassignment occurs when a teacher is moved from their current teaching assignment to an alternate teaching assignment in a different school based on the decision of the Superintendent or designee.

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B. If a vacancy is not filled through the process outlined in 9.12, the vacancy may be filled by means of a reassignment.

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i. Reassignments shall be at the sole discretion of the Superintendent or designee based on their assessment of the instructional requirements and the best interests of the school system. The Superintendent or designee may consider some or all of the following factors before implementing a reassignment: a licensed teacher's endorsement area(s), major or minor field of study, length of service in the District, length of service in the particular school building, and other relevant factors, including without limitation state and/or federal laws, rules, regulations or administrative directives. The Superintendent or designee will provide the applicant with the basis for the decision.

ii. When a reassignment would require the teacher to fill a vacant teaching position at the beginning of the school year the teacher will receive written notification of the

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reassignment as soon as possible but no later than July 31st unless there are extenuating circumstances. It is understood and agreed that compliance with Section 9.12 may result in extension of notice to a teacher later than July 31.

iii. A teacher will receive written notification of a reassignment as soon as possible when a reassignment is to be implemented during the school year.

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iv. A teacher designated for reassignment may request, and upon request shall be granted, a meeting with the Superintendent or designee to discuss the reasons for the reassignment. The teacher may have a Union representative present at such meeting.

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v. Additional preparation time of no less than three and up to ten days paid at prorated per-diem shall be provided for a reassigned teacher at the discretion of the Superintendent or designee.

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vi. Reassigned teachers retain District seniority per section 7.4.

9.14 a. Except as provided in 9.2(e) each teacher at U-32 may be assigned up to an average of 2% of their work week per week of supervision duty. Teachers who are assigned less than an average of 2% of their work week of supervision duty per week will schedule other duties such as student tutoring, new teacher mentoring, and similar assignments of benefit to students or the school community as determined by the Administration. Teachers will be given an opportunity on an annual basis to submit their preferences for assignments to the Administration. The Administration will consider teacher preferences, a teacher's assigned workload (i.e., teaching assignments and other professional obligations) and other relevant information at the time assignments are made, and may reduce or eliminate duty assignments for teachers as appropriate in consideration of their other professional assignments and responsibilities.

b. Elementary school teachers, as a normal practice, may be assigned up to a total of 60 minutes per week of cafeteria and/or recess duty. If circumstances dictate, the Administration may, at its discretion, schedule up to a total of 75 minutes of cafeteria and/or recess duty per week. Cafeteria and/or recess duty assignments

may be increased from 75 up to a total of 90 minutes weekly provided that the Administration accords the Association the opportunity to discuss the proposed increase and to explore, in good faith, alternative ways of structuring the increased duty time.

ce. Part-time employees' duties will be proportional to their contract FTE.

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d. If there is a need for additional duties over what is in the CBA then the district will pay sub rate for prorated time worked over those units.

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9.1514 Preparation Periods

- a. Elementary schools: Each full-time elementary school teacher shall be provided with a minimum of at least thirty (30) continuous minutes of preparation time during the regular student day. If circumstances are such that it would be difficult or impossible to provide a teacher with at least thirty (30) minutes of preparation time on a given school day, the Administration and the teacher will agree on an equitable alternative for preparation time. The building administrator may approve additional preparation time for a teacher as circumstances permit. The Parties agree that preparation time is provided for teacher-directed professional activities including, but not limited to, lesson preparation, classroom organization, grading and the like. Absent extenuating circumstances, preparation time will be in continuous thirty (30) minute blocks of time.
- b. U-32 Teachers: Depending on their teaching assignments, each full-time teacher at U-32 shall be provided 10% to 18% of their time for individual preparation time per five day work cycle. The Parties agree that preparation time is provided for teacher-directed professional activities including, but not limited to, lesson preparation, classroom organization, grading and the like. To

the extent permitted by the teacher's schedule, preparation time will be in continuous blocks of time. Preparation time will be pro-rated for part-time teachers. Teachers in a formal co-teaching arrangement shall have a minimum of 45 minutes per week of common preparation time within the allotted minutes defined above.

c. Definitions and averages:

These are approximate percentages + or - 1%.

	Contact Time	Other professional responsibilities	Planning Time	Other
Teach 5	55%	Up to 16%	At least 18%	11%
Teach 6	64%	Up to 15%	At least 10%	11%
	Instruction, Office Hours, TA, Call Back, Intervention	Common planning time, team meeting, duty,	Individual Planning time	passing, operation and lunch time

[9.16](#)

[9.15](#) Parent – Teacher Conferences

Up to two (2) non-student work days may be scheduled at the discretion of the Administration for parent/teacher conferences in the elementary schools. A teacher is expected to be available for parent/teacher conferences for a period of time approximately equal to the regular work day, but may schedule his or her day as necessary to meet the needs and expectations of parents. Parent/teacher conferences may be conducted prior to and/or after the start of the school day, or on a day other than the regularly scheduled parent/teacher conference day at the discretion of the teacher and in order to accommodate the schedules of parents, provided that this shall not interrupt normal school operations. It is understood that if a teacher completes his/her parent teacher conferences by meeting with parents

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outside the regular work day, or on a day other than the day scheduled for parent teacher conferences, the teacher need not be present at school during any unscheduled or unassigned time on the regularly scheduled parent/teacher conference day.

ARTICLE 10--PROFESSIONAL DEVELOPMENT

10.1 a. Planning of Curriculum and Professional Development: The Superintendent shall establish procedures to incorporate the professional voice of educators into the planning of curriculum and professional development in a manner which harmonizes the needs of the individual educator with the needs of the schools for a coherent plan of systemic improvement. The procedures established by the superintendent shall be subject to review by the Labor Management Committees established in Article 15.4.

b. The actual dates for non-student work days shall be determined by the Superintendent, consistent with the WCUUSD calendar and with the terms of this Agreement.

c. The parties agree that activities for two (2) of the non-student work days shall be determined by the teachers for individual and/or group projects within school buildings, and that one (1) of these days will be scheduled prior to the opening of school and one (1) day will be scheduled after the end of the student school year. The Parties further agree that activities for the remaining professional development days shall be determined by the Administration with input from the Labor Management Committees established in Article 15.4.

10.2 General:

The Board shall make a prepayment for or reimbursement to a teacher for approved

professional development activities, i.e., course work, conferences and workshops. The Superintendent or designee may authorize pre-payment for a course, conference or workshop, subject to the teacher's written agreement to reimburse the district if the course, conference or workshop is not successfully completed and further subject to any applicable laws or regulations applicable to the source of funding. "Successful completion" means attaining a grade of 'B' or better, or a grade of 'P' if the course is taken on a 'pass-fail' basis. A teacher shall be eligible for prepayment for part or all of the costs associated with an approved professional development opportunity by putting this request for prepayment in writing to the Superintendent. The teacher will sign an agreement with the Superintendent so that in the event the teacher fails to complete the course, workshop or other educational training, s/he will have the amount of prepayment paid by the district withheld from his/her paychecks over the remainder of the school year, unless a different repayment schedule is mutually agreed to between the teacher and the Superintendent.

The Superintendent or designee may deny approval for attendance at a course, workshop, or conference which presents scheduling conflicts with the teacher's work schedule.

Part-time teachers will be eligible for reimbursement for professional development activities on a pro-rated basis.

- a. Course Work: The Board shall pre-pay or reimburse teachers taking approved graduate level credits. Reimbursement or pre-payment for graduate level credits shall not exceed the fall in-state credit hour rate for UVM graduate level courses. A teacher is eligible for reimbursement for up to a maximum of six (6) credit hours per year. If a teacher takes six (6) credit hours at a cost which is less than the cost of six (6) credit hours at the approved UVM rate, the Superintendent may approve reimbursement for additional credit hours,

provided that the total cost of all approved credits does not exceed the cost of six (6) credits at the UVM rate. To be eligible for reimbursement and movement on the salary schedules, such credit hours must be for courses which are aligned with the District's Strategic Plan or Action Plan, and/or the professional development needs of the teacher as identified through the teacher's re-licensure or the WCUUSD Supervision and Evaluation Process, taken at the graduate level at an accredited college or university. Undergraduate courses may be approved at the discretion of the Superintendent or superintendent's designee.

- b. The Superintendent or designee may deny approval for any "on-line" course offered by an institution of higher education which is not fully accredited, or from any institution of higher learning if the credit hours or units would not be accepted as graduate level credit hours by the issuing institution. Teachers are responsible for any costs incurred for transportation or lodging associated with courses in which they enroll. Teachers are responsible for the costs of books and materials required for any courses they enroll in, except in cases where books and/or materials are included within the tuition rate, and subject to the maximum payment amounts provided by this section. Teachers are also responsible for miscellaneous costs and fees, such as registration fees, laboratory fees, library fees and the like.
- c. Workshops and Conferences: The Superintendent or designee may approve a teacher's attendance at a conference or workshop which is aligned with the District's Strategic Plan or Action Plan, and/or the professional development needs of the teacher as identified through the teacher's re-licensure or the WCUUSD Supervision and Evaluation Process.
- d. As a result of participating in professional development activities, teachers might acquire materials, and/or equipment, and/or services, either at no cost or

as part of the participation fee. If the professional development activity will be paid for by the school or WCUUSD, and the products or services are equivalent to similar products that could be of institutional use in the schools, the products or services become the property of the school or WCUUSD, respectively. These products and services include such things as print publications, digital devices, peripherals, accessories, software, and subscriptions to online services. Small items such as flash storage, tote bags, and water bottles would not be included. Expenses actually incurred in connection with attendance at an approved workshop or conference will be reimbursed upon submission of appropriate supporting documentation and/or detailed receipts, subject to the following maximum rates:

- (1) Overnight conference: lodging, travel and meals \$175 per day total.
- (2) Day conference: \$45 per day for meals and associated expenses.
- (3) Teachers will not be reimbursed for the cost of alcoholic beverages. In those situations where the cost of food or lodging is likely to be substantially higher than the reimbursement rates established herein, the Principal may approve higher reimbursement amounts on a case by case basis.

- e. The cost of courses, workshops and conferences will be allocated to the fiscal year in which the course, workshop or conference starts.
- f. Prepayment, as used in this Article, shall be made directly to the agency or institution providing the conference or workshop, and not to teachers.

- 10.3 Professional Memberships: Annually, the Board will provide funding for teacher membership(s) in an approved professional association. A Department of U-32 or an elementary school may purchase up to one (1) membership in the same professional organization for each three (3) teachers per subject area. In no case will a Department or elementary school be allocated less than \$100 annually for the purchase of professional memberships.

- 10.4 Professional Texts: The Board and Association agree in principle that professional texts and subscriptions are essential to keeping educators current with best practices, and adequate resources shall be provided to acquire professional texts or subscriptions relative to the mission of school(s). Texts or other materials purchased under this provision shall remain the property of the district.
- 10.5 New Teacher Mentoring Program: The WCUUSD shall develop and implement a mentoring program for new teachers, i.e., those with less than three years teaching experience, and for other newly hired teachers as deemed necessary or appropriate. Mentors shall be trained and supported in this work. Resources shall be provided so that mentors and mentees have time and support to achieve the goals of the program.

ARTICLE 11--INSURANCE

11.1 Health Insurance

Effective January 1, 2021, pursuant to 16 V.S.A chapter 61, (Commission on Public School Employee Health Benefits) health care benefits and coverage, excluding stand-alone vision and dental benefits, but including health reimbursement arrangements and health savings accounts, shall be governed by the written agreement incorporating the terms of the statewide health insurance bargaining found in Appendix A of this collective bargaining agreement.

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During the period July 1, 2020 through December 31, 2020 the Health Insurance Program shall be as follows:

Commented [JSC1]: Given that the Parties agree to Appendix A it seems unnecessary to go on and specify the terms of health insurance coverage in this Article. The danger is that there could be a difference between what is described in the Article and what is required by the Appendix. For example, the Article incorrectly described the premium contribution of the Board to the cost of premium for the Silver CDHP Plan. See my edits below.

- a. Teachers may enroll in one (1) of the four (4) group health plans offered by VEHI. The District will contribute an amount of money toward the cost of health insurance premium for the plan selected by a full-time teacher equal to 80

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% of the premium costs for the VEHI Gold CDHP Plan. A teacher electing coverage under the VEHI Gold CDHP Plan or a more expensive group health Plan offered by VEHI will pay the difference in premium cost between the cost of the Plan selected and the amount contributed by the District. A teacher selecting coverage under a less expensive Plan offered by VEHI may apply the District's premium contribution to the cost of the Plan selected in an amount up to but not to exceed the full cost of the annual premium for that Plan. (See Appendix D)

An eligible teacher may select single, two person, parent and child(ren) or family coverage under any of the available plans offered by VEHI.

In addition to the premium contributions referenced above, the District will establish and maintain a Health Reimbursement Arrangement (HRA) for teachers who select coverage under any of the Plans offered by VEHI. Teachers and the District will share responsibility for the payment of deductibles, co-payments and/or co-insurance required under each Plan offered by VEHI as follows:

Gold CDHP Plan: Maximum out of pocket (OOP) costs of \$2,500 single coverage, \$5,000 other coverages. The Board is responsible for the first 100% of OOP costs required under the level of coverage selected, which is currently \$2500 for single and \$5000 for all other coverage levels (i.e., two person, parent/child/ family). The Board will fund these amounts through a Health Reimbursement Arrangement (HRA).

Platinum Plan: Maximum out of pocket (OOP) costs of \$2,800 single coverage, \$5,600 other coverages. The Board will have the same monetary obligation to fund the first dollar of OOP costs required under the Platinum Plan that the Board has under the Gold CDHP Plan, based on the level of coverage selected. Teachers will be financially responsible to pay the difference in last dollar OOP costs associated with the Platinum Plan, based on the level of coverage selected. The Board will fund its share of the OOP

costs under the Platinum Plan through an HRA.

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Gold Plan: Maximum out of pocket (OOP) costs of \$3,100 single coverage, \$6,200 other coverages. The Board will have the same monetary obligation to fund the first dollar of OOP costs required under the Gold Plan that the Board has under the Gold CDHP Plan, based on the level of coverage selected. Teachers will be financially responsible to pay the difference in last dollar OOP costs associated with the Gold Plan, based on the level of coverage selected. The Board will fund its share of the OOP costs under the Gold Plan through an HRA.

Silver Plan: Maximum out of pocket (OOP) costs of \$4,000 single coverage, \$8,000 other coverages. The Board will have the same monetary obligation to fund the first dollar of OOP costs required under the Silver Plan that the Board has under the Gold CDHP Plan, based on the level of coverage selected. Teachers will be financially responsible to pay the difference in last dollar OOP costs associated with the Silver Plan, based on the level of coverage selected. The Board will fund its share of the OOP costs under the Silver Plan through an HRA.

11.2 Effective January 1, 2021 the Health Insurance Program for full time teachers shall be as follows:

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- a. Teachers may enroll in one (1) of the four (4) group health plans offered by VEHI. The District will contribute eighty percent (80%) of the premium cost of the VEHI Gold CDHP Plan ~~or eighty percent (80%) of the premium cost of the VEHI CDHP Plan~~ toward the premium cost of either the VEHI Platinum, Gold or Gold CDHP Plan as selected by the teacher for any tier of coverage. A teacher electing coverage under either the VEHI Platinum **Gold** or Gold **CDHP Plan** will pay the difference in premium cost between the cost of the Plan selected and the amount that would have been contributed by the District to the cost of the same coverage under the Gold CDHP Plan. **The District will contribute eighty percent (80%) of the premium cost of the VEHI Silver,**

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CDHP Plan toward the premium cost of the VEHI Silver CDHP Plan as selected by the teacher for any tier of coverage. A teacher electing coverage under the VEHI Silver CDHP Plan will pay the difference in premium cost between the cost of the Plan selected and the amount contributed by the District to the cost of that coverage.

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An eligible teacher may select single, two-person, parent and child(ren) or family coverage under any of the available plans offered by VEHI.

In addition to the premium contributions referenced above, the District will establish and maintain a Health Reimbursement Arrangement (HRA) for teachers who select coverage under any of the Plans offered by VEHI. Teachers and the District will share responsibility for the payment of deductibles, co-payments and/or co-insurance required under each Plan offered by VEHI as follows:

Gold CDHP Plan: Maximum out of pocket (OOP) costs of \$2,500 single coverage, \$5,000 other coverages. The Board is responsible for the first \$2,100 of OOP costs for single and the first \$4,200 of OOP costs for all other coverage levels (i.e., two person, parent/child/ family). The Board will fund these amounts through a Health Reimbursement Arrangement (HRA). Teachers are responsible to pay the remaining OOP costs: single \$400, two person, parent/child/family \$800.

Silver CDHP Plan: Maximum out of pocket (OOP) costs of \$4,000 single coverage, \$8,000 other coverages. The Board is responsible for the first \$2,100 of OOP costs for single and the first \$4,200 of OOP costs for all other coverage levels (i.e., two person, parent/child/ family). The Board will fund these amounts either through a Health Reimbursement Arrangement (HRA) or a Health Savings Account (HSA) at the discretion of the individual teacher. Teachers will be financially responsible to pay the

[difference in last dollar OOP costs associated with the Silver CDHP Plan based on level of coverage selected – single \\$1900, two person, parent/child, family \\$3,800.](#)

Platinum Plan: Maximum out of pocket (OOP) costs of \$2,800 single coverage, \$5,600 other coverages. The Board will have the same monetary obligation to fund the first dollar of OOP costs required under the Platinum Plan that the Board has under the Gold CDHP Plan, based on the level of coverage selected. Teachers will be financially responsible to pay the difference in last dollar OOP costs associated with the Platinum Plan, based on the level of coverage selected – [single \\$700, two person, parent/child, family \\$1,400.-](#) The Board will fund its share of the OOP costs under the Platinum Plan through an HRA.

Gold Plan: Maximum out of pocket (OOP) costs of \$3,100 single coverage, \$6,200 other coverages. The Board will have the same monetary obligation to fund the first dollar of OOP costs required under the Gold Plan that the Board has under the Gold CDHP Plan, based on the level of coverage selected. Teachers will be financially responsible to pay the difference in last dollar OOP costs associated with the Gold Plan, based on the level of coverage selected – [single \\$1,000, two person, parent/child, family \\$2,000.](#) The Board will fund its share of the OOP costs under the Gold Plan through an HRA.

There will be no pro-ration of the District's contribution toward HRA funding for teachers who become employed or eligible for insurance after January 31 of any Plan Year.

Funds in the HRA will be available and may be used solely to pay for qualified medical and prescription drug expenses that track towards the annual deductible, co-payment or co-insurance expenses required by the Plan selected. There shall be no payments caps on a "per participant" basis other than the maximum HRA contribution made by the District.

Payments for eligible OOP charges incurred will be made automatically to the Provider.

The WCUUSD Flexible Benefits Plan document will allow employees to roll over funds from one calendar year to the next to the extent allowed by law.

Unspent funds in the District's HRA will not roll over or accumulate from year to year, but will revert to the District, subject to a ninety (90) day run out period.

Any substantive or procedural issue related to the operation or administration of the HRA Plan not specified herein is left to the discretion of the District.

The Board will be responsible for the administrative costs of operating the HRA plan.

b-c. In cases where teachers who are either married to each other or are civil union partners and are both employed under the terms of this agreement, one teacher shall select primary coverage and the other shall be covered as a dependent.

e-d. All premium rebates received will be divided and distributed between the district and the teachers employed thereunder based on the respective percentage of premiums paid by each party.

d-e. Employees can convert employee-paid health and dental insurance premiums, deductibles, co-payments, co-insurance and uninsured medical and dental expenses to pre-tax expenses in the WCUUSD Flexible Benefits Plan. The set-up and maintenance costs for said plan will be borne by the Board. Teachers shall pay their share of health and dental insurance premium costs through the WCUUSD Flexible Benefits Plan established for that purpose.

e-f. Teachers eligible for health insurance benefits who neither elect coverage nor receive coverage as a dependent shall receive thirty-five hundred dollars (\$3,500.00) in addition to their salary, provided the teacher demonstrates proof of qualified health insurance coverage for the teacher and his/her dependents

from another source. The cash payment provided hereunder shall be pro-rated for eligible part time teachers who elect not to take health insurance from the Board. Cash payments to teachers as provided herein may constitute taxable income and the teacher receiving such benefit is solely responsible for any resulting tax liability.

f.g. Effective January 1, 2021: A teacher's domestic partner and/or the children of that domestic partner is considered a dependent for the purpose of health insurance benefits under this Agreement. A teacher seeking to obtain health insurance benefits for their domestic partner shall satisfy the following criteria and submit the attached affidavit, signed by both parties, to the district business office. The monetary value of the health benefits provided to teachers on behalf of their domestic partner may constitute taxable income and the teacher receiving the value of such benefits is solely responsible for any resulting tax liability. The following criteria must be met:

- (1) The teacher and the domestic partner are each other's sole domestic partner and have been in an enduring domestic relationship sharing a residence for not less than six (6) consecutive months before enrolling in the district's health insurance plan; and
- (2) The teacher and the domestic partner are at least eighteen (18) years of age or older; and
- (3) Neither the teacher nor the domestic partner is married to anyone; and
- (4) the teacher and the domestic partner are not related by blood closer than would bar marriage under Vermont Law; and
- (5) The teacher and the domestic partner are competent to enter into a legally binding contract; and
- (6) the teacher and the domestic partner have agreed between themselves to be responsible for each other's welfare.
- (7) Children of a teacher's domestic partner are eligible for coverage hereunder provided that they meet the eligibility criteria for dependent children under the

eligibility provisions for school health benefit coverage; the child or children can be claimed as a dependent by the teacher and/or the domestic partner for federal income tax purposes; the child or children reside with the teacher and the domestic partner; and the teacher and the domestic partner have agreed between themselves to be jointly responsible for the child or children's welfare.

11.23 Insurance Benefits for Part-time Teachers

a. July 1, 2020 through December 31, 2020: A teacher employed under this Agreement shall receive pro-rated insurance benefits if he/she works one-half time (.5 FTE) or more. The Board will pay a percentage of the amount the Board would have contributed on behalf of a full-time teacher, pro-rated to the part-time teacher's full-time equivalency, and the teacher shall pay the remainder.

b. Effective January 1, 2021: A teacher employed under this Agreement shall receive pro-rated insurance benefits if he/she is contracted to work at least 17.5 hours a week. The Board will pay a percentage of the premium amount the Board would have contributed on behalf of a full-time teacher for the plan selected, pro-rated to the part-time teacher's full-time equivalency, and the teacher shall pay the remainder. The Board HRA or HSA contribution shall be paid in full, and shall not be subject to pro-ration.

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11.34 The Board agrees to provide coverage for dental insurance, and it will absorb the administrative costs, including any payroll deduction of premium costs, for such a plan. The Board shall pay one hundred percent (100%) of a single membership. If any employee chooses a family membership, he or she shall pay any additional costs over a single membership.

- 11.45 a. All teachers of the WCUUSD will be covered by Workers' Compensation Insurance as a protection against personal injury while on duty.
- b. A teacher receiving Workers' Compensation benefits may elect to draw from his/her accumulated paid sick days (up to the equivalent of their take home pay) for

any day that the teacher is on Workers' Compensation.

c. A teacher who has returned from Workers' Compensation leave taken for a work related injury will not have time deducted from other leaves provided in this contract for attending appointments related to said injury per 21 VSA §640(c).

- 11.56 The Board agrees to provide disability insurance, and the Association agrees to accept any additional benefits included with the disability policy in place, to all teachers who are eligible to receive benefits under the terms of this Agreement. Disability coverage will begin after meeting the eligibility requirements for receiving benefits under the disability plan, including a ninety (90) day elimination period. Disabilities are only those medical conditions as defined as disabilities by the carrier and covered by said insurance policy. The benefit will cover sixty-six and two-third percent (66 2/3%) of monthly earnings with a maximum benefit of \$6,000 per month.

ARTICLE 12--LEAVES AND ABSENCES

12.1 Sick Leave

General: For purposes of Article 12 of this Agreement, the term "day(s)" shall be defined as working days, exclusive of vacations or other calendar days when teachers are not required to work; and the term "week(s)" shall be defined as a period of five working days. The term "month(s)" shall be defined as calendar months, and "year(s)" shall be defined as school years unless otherwise stated.

- a. Each teacher shall be entitled to fifteen (15) days of sick leave without loss of pay each school year. Sick leave may be used to cover the absence of a teacher due to his/her sickness or disability; for the sickness or disability of a member of the teacher's family to the extent provided in Article 12.4; and as permitted

by state or federal statute. A teacher may designate one (1) sick leave day for religious observance, with notification to administrators on or before October 1 each year.

- b. When the effective date of employment is before January 1, the teacher shall be given credit for the full annual sick leave entitlement. When the effective date of employment is after January 1, the teacher shall be given the pro-rata allowance for the remainder of the year.
- c. Unused sick leave may be accumulated as stated above to a maximum of ninety (90) days.
- d. Each teacher shall be notified annually of his or her available number of sick leave days.
- e. Leave for temporary disability related to pregnancy or childbirth shall be in accordance with Articles 12.5 and 12.6 of this Agreement.
- f. When a teacher experiences a work related injury and absence resulting directly from a physical assault against the teacher in the course of the teacher's good faith performance of employment duties, and is subsequently provided with temporary total or partial disability benefits under the Worker's Compensation statutes, the District will make up the difference between the temporary total or partial disability benefits awarded and the teacher's regular base salary for up to a maximum of one hundred ninety (190) days or the end of the school year in which the assault occurs, whichever is earlier.

12.2 Pay for Accrued Sick Leave

After serving five (5) years in the District, a teacher who retires pursuant to the

Vermont Teacher Retirement laws shall be paid the sum of ten dollars (\$10.00) per day for each day of accumulated sick leave up to a maximum of seventy-five (75) days.

12.3 Donation of Sick Leave

Any teacher may donate sick days to any other teacher within the district who, because of serious illness, has used all sick leave days allotted to him or her according to the following provisions:

- a. No one person may receive more than forty-five (45) days per year, and in no event shall a teacher receive more donated days than are necessary to meet the 90-day elimination period for eligibility in the disability insurance program.
- b. The recipient must have exhausted personal sick leave.
- c. An employee may not receive donated days unless and until the employee has been ill for three consecutive work days subsequent to the exhaustion of personal sick leave, except in the case of a continuing prolonged illness.
- d. The recipient must provide a doctor's certification of medical disability. At the option of the Board, a second opinion may be required.
- e. There shall be no additional sick leave days for elective medical procedures.
- f. The teacher receiving the donation must have made a timely application for long term disability benefits provided under this Agreement, if applicable.
- g. The teacher receiving the donation is not receiving benefits under the long-term disability program provided under this Agreement.

12.4 Family Illness

Up to fifteen (15) days a year of a teacher's personal sick leave may be used to attend to sickness or the temporary disability of a child, spouse or civil union (CU) partner, parent, sibling, father or mother (or CU) in-law, or any person domiciled with the teacher for whom the teacher is responsible. Nothing set forth herein shall be construed to limit a teacher's right to use personal sick leave pursuant to the provisions of any applicable state or federal law.

12.5 Family Leave/Parental Leave

The family medical and parental leave provisions herein are available to teachers employed at least .5 FTE, regardless of their length of service with the District. Leave hereunder shall run concurrent with any statutory family medical leave or parental leave for which a teacher may be eligible under the federal Family and Medical Leave Act (FMLA) or Vermont's Parental and Family Leave Act (VPFLA). Except as provided in section 12.5 (b) this Article does not create additional leave entitlements for eligible employees beyond those established by statute.

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a. Family Medical Leave

- (1) A teacher shall be entitled to a leave for up to twelve (12) weeks, unpaid, during any twelve (12) month period in the case of a serious health condition of the employee or in the teacher's immediate family. During this period the teacher may use up to six weeks (30 working days) of sick leave or other accrued leave. A serious health condition is defined as an illness, injury, impairment for physical or mental conditions that involves inpatient care in a hospital, hospice or residential medical-care facility, or continuing treatment by health-care providers.
- (2) Providing care for a serious health condition does not diminish the benefit

under the sick leave Article for use by the teacher him/herself or in other instances of family illness, except as to the number of sick days used.

b. Parental Leave

Teachers shall be entitled to a leave for up to twelve (12) weeks, unpaid, during any twelve (12) month period: (1) during the teacher's pregnancy, or following the birth of a child, or (2) following the placement of a child with the teacher for adoption or foster care. During these periods of parental leave, the teacher may use up to eight weeks (40 days) of sick leave or other accrued paid leave. When leave begins less than six weeks before the last working day of the school year or begins more than two weeks prior to the first working day of the school year, only six weeks of leave will be paid leave.

c. Unpaid Leave

No provisions of this Article or the contractual definitions of "serious health condition" shall be determined to diminish the entitlement of any eligible teacher to unpaid leave under Vermont's Parental and Family Leave Act (VPFLA) or under the Family Medical and Leave Act (FMLA). Leave taken under this Article shall be credited against any leave entitlement under the VPFLA or the FMLA to the full extent of the law, provided the District has notified the employee in advance of the approved leave period that said leave will be counted against his or her entitlement. Benefits during unpaid leave will be as mandated in the VPFLA and the FMLA for eligible teachers.

12.6 Extended Leave of Absence

An unpaid leave of absence for a term not to exceed one (1) academic year shall be granted upon the request of a teacher for reasons of pregnancy or child care if the leave is requested immediately after birth, adoption or for personal illness. The Board, at its discretion, may grant an extended leave of absence for other purposes

including, but not limited to, professional study.

The conditions of an extended leave are as follows:

- a. The teacher shall request said leave at least thirty (30) days in advance, except in the case of an emergency.
- b. A teacher on an unpaid leave of absence may return to his or her position at the beginning of any semester, provided notice was given to the Administration at the time the leave commenced.
- c. A teacher on a leave of absence may continue to participate in the medical insurance plan herein provided at the teacher's own expense, subject to the regulations of the insurance carrier, and provided said teacher pays the premiums due prior to the regularly scheduled group premium payment being made by the Board.
- d. Failure of the teacher to notify the Board of an intent to return by February 1 shall relieve the District of all contractual obligations. Such notification shall be by certified mail.
- e. The teacher granted such leave is guaranteed a return to the same or a substantially equivalent position and placement on the salary step (immediately following the step attained during the year prior to the leave) appropriate for the years' experience the teacher had been credited. If the teacher chooses to fill a lesser position, the future right to return to the same position is limited to available vacancies.

12.7 Jury Duty

When a teacher is called to jury duty, the District shall compensate the teacher the

differential between the daily rate of the contract salary and such compensation as may be paid for jury duty. This, of course, is in lieu of the teacher's regular salary. The teacher shall retain moneys paid for mileage.

12.8 Sabbatical Leave

Sabbatical leave will be granted to a teacher by the Board subject to the following:

- a. Request must be made to the Superintendent no later than March 1 and action will be taken by April 1.
- b. The teacher must have spent five (5) full years in the District and agree to stay two (2) years after termination of sabbatical leave.
- c. A teacher who applies for sabbatical leave will teach full-time for four (4) years at four-fifths salary. The fifth year, the year of the sabbatical leave, the teacher will receive four-fifths salary on the next step. Upon return, the teacher will be placed on the same step as during the sabbatical leave.
- d. A teacher who receives a sabbatical leave shall be entitled to full re-employment rights and upon return from sabbatical will be returned to the same position as before the leave commenced. Teachers on sabbatical will be allowed to continue participation in the insurance program(s).
- e. A teacher, who at any time decides against the leave, will be paid a lump sum equal to the wages withheld.

12.9 Bereavement Leave

Up to five (5) days may be granted for each death in the Teacher's "immediate family" as defined below. One (1) day shall be granted for each death in the teacher's

"other family" as defined below. Two (2) additional days may be granted for travel with the approval of the superintendent, or designee.

- a. Immediate family is defined as: spouse or civil union partner, parents/step-parents, children/step-children, siblings, current mother/father/son or daughter-in-law, grandparents, grandchildren, current brother/sister in-law and any other person domiciled with the teacher. Other family is defined as: aunt, uncle, niece, nephew, cousins and step siblings.
- b. Teachers must provide the name and relationship of the deceased to be eligible for bereavement leave.
- c. The Superintendent or designee may approve a request for bereavement leave upon the death of an unrelated person who was in a significant familial relationship to the employee.

12.10 Personal Leave

Up to three (3) days a year without loss of pay shall be granted for leaves for personal, legal, business, religious, household or family matters under the following provisions:

- a. Prior notice shall be given at least twenty-four (24) hours in advance to the Principal, except in the case of emergency, in which case notice will be given as soon as possible.
- b. Such leave shall be taken only for matters which cannot reasonably be accomplished outside of the normal teaching day.
- c. Personal leave days are not available for vacation purposes. Personal leave will be in addition to any other leave provided in this Article, and will not be granted for the purpose of extending a vacation, accommodating travel plans, and the

like. A teacher may provide information on the reason for a personal day requested for the workday immediately before or after a vacation.

12.11 Professional Leave

Leave for the purpose of visiting other schools or attending meetings or conferences of an educational nature may be granted in any school year according to the following:

- a. Written request must be submitted to the Principal three (3) days prior to said visitation or conference.
- b. Said visitation or conference must relate to the teacher's assigned level or subject matter.
- c. Prior written approval must be granted by the Administration.
- d. The Administration and teachers shall endeavor to schedule attendance at conferences outside the regular work week or work year to the extent possible.

12.12 Part-time teachers are eligible for paid leave benefits on a pro-rated basis.

12.13 Military Leave

- a. The Board will grant a leave of absence to the extent required by law to an employee who is called up for active duty in the Armed Forces of the United States, or to serve in the Vermont National Guard, Army Reserve, or other Reserves. The Board will adhere to all federal and state laws upon an employee's return to employment from any such military leave of absence.
- b. When an employee or member of an employee's immediate family (child, spouse or civil union partner, parent) is called to active military service for a period of six (6) months or longer, the employee may use up to five (5) days of

sick leave (in addition to any accrued personal leave available to the employee) prior to the employee's or the employee family member's date of departure to attend to personal and family matters related to the military activation. The paid leave shall be taken in one (1) day increments. In the event the employee has no accrued sick leave, other staff in the school will be allowed to donate sick leave to the employee.

ARTICLE 13--GRIEVANCE PROCEDURE

13.1 Definition

- a. Any claim by the Association or a teacher that there has been a violation, misinterpretation, or misapplication of the terms of this Agreement, or a violation of its or the teacher's right to fair treatment, shall be a "grievance." However, grievances, with respect to any matters which are not a specific part of this Agreement, shall not be subject to resolution by arbitration, and the resolution of such non-contractual matters shall not be deemed to establish precedent.
- b. An "aggrieved person" is the person or persons making the claim.
- c. Time Limits: All the time limits consist of school days, except that when a grievance is submitted on or after June 1, time limits shall consist of all weekdays, exclusive of legal holidays as defined in V.S.A. T. 1, § 371(a) so that the matter may be resolved before the close of school or as soon as possible thereafter. School days for purposes of the grievance procedure shall mean teacher employment days.
- d. Association Representation: At least one (1) Association representative shall

have the right to be present for any meeting, hearing, appeal, or other proceeding relating to a grievance which has been formally presented. Nothing contained herein shall be construed as limiting the right of any teacher having a grievance to discuss the matter informally with a supervisor and to have such grievance adjusted without intervention of the Association, provided the Association has been notified of the adjustment and the adjustment is not inconsistent with the terms of this Agreement.

- 13.2 Procedure: A grievance shall be in writing and it shall specify the issue being grieved, the provisions of the Agreement which have been violated, and the remedy requested.

Step 1: The teacher or the Association may present the grievance, in writing, to the Principal who will arrange for a meeting within five (5) days after receipt of the grievance. The Association's representatives, the aggrieved teacher, the Principal and their representatives shall be present for the meeting. The Principal must provide the aggrieved teacher and the Association with a written answer on the grievance within three (3) days after the meeting. Such answer shall include the reasons upon which the decision was based. No grievance shall be given formal consideration unless it is filed at Step 1 within thirty (30) days after the grievant had knowledge, or should have had knowledge, of the occurrence that gave rise to the grievance.

Step 2: If the Association is not satisfied with the disposition of the grievance at Step 1, or the Step 1 time limits expire without the issuance of the Principal's written answer, then the Association shall have the right to refer the grievance to the Superintendent, or his/her official designee. This referral shall be made in writing within ten (10) days of receipt of the Principal's written answer or within ten (10) days of the expiration of the Step 1 time limits if no written answer is received. If a

referral is not made within the time limits defined above, then the grievance will be deemed to be withdrawn.

The Superintendent shall arrange for a meeting with the representatives of the grievant to take place within five (5) days of receipt of the appeal. Each party shall have the right to include in its representation such witnesses and counselors as it deems necessary to develop facts pertinent to the grievance. Upon conclusion of the hearing, the Superintendent will have ten (10) days in which to provide a written decision to the Association.

Step 3: Arbitration--If the Association is not satisfied with the disposition of the grievance at Step 2, or the Step 2 time limits expire without the issuance of the Superintendent's written answer, the Association may submit the grievance to final and binding arbitration under the Voluntary Labor Arbitration Rules of the American Arbitration Association which shall act as the administrator of the proceedings. If a demand for arbitration is not filed within fifteen (15) days of the date for the Step 2 reply, then the grievance will be deemed withdrawn.

- 13.3 Neither the Board nor the Association will be permitted to assert before the Arbitrator any grounds or evidence which was not previously disclosed to the other party.
- 13.4 The Arbitrator shall have no power to alter the terms of this Agreement. However, it is agreed that the Arbitrator is empowered to include in any award such financial reimbursements or other remedies as s/he judges to be proper.
- 13.5 Each party shall bear the full costs for its representation in the arbitration. The cost of the Arbitrator and the American Arbitration Association will be divided equally between the parties. Should either party request a transcript of the proceedings, then that party will bear full costs for that transcript. Should both parties order a transcript, the cost of the two transcripts will be divided equally between the parties.

- 13.6 The Board acknowledges the right of the Association's grievance representative to participate in the processing of a grievance.
- 13.7 Class grievances involving an administrator above the building level may be filed by the Association at Step 2. Grievances involving dismissal or non-renewal shall be filed directly at Step 3 within fifteen (15) days of receipt of any School Board decision pursuant to 16 V.S.A. Section 1752.
- 13.8 No reprisals of any kind will be taken by the Board or by the School Administration against any teacher because of participation in the grievance procedure.
- 13.9 The Board and the Administration will cooperate with the Association in the investigation of any grievance, and they will furnish the Association with such information as is requested for the processing of any grievance. Should any new information be uncovered during an investigation, the parties may agree to remand the grievance to a previous step of the procedure for further consideration. Should the investigation or processing of any grievance require that a teacher or an Association representative be released from a regular assignment, the teacher or representative shall be released without loss of pay or benefits.
- 13.10 All documents, communications and records dealing with the processing of a grievance will be filed separately from the personnel files of the participants.
- 13.11 A grievance may be withdrawn at any level without establishing precedent.
- 13.12 Acknowledgement of Arbitration: In accordance with 12 V.S.A. §5652(b), the Board and the Association understand that this agreement contains an agreement to arbitrate. After signing this agreement, the Board and the Association understand that they will not be able to bring a lawsuit concerning any dispute that may arise which is covered by the arbitration agreement, unless it involves a question of civil

or constitutional rights. Instead, the parties agree to submit any such dispute to an impartial arbitrator in accordance with the provisions contained in this Article.6/18/2021 4:55 PM

ARTICLE 14—SALARY

14.1 Salary

- a. Teacher salaries for the ~~2020-2021~~2021-2023 school year is set forth in Appendix A which is attached hereto and made a part hereof. Extra-curricular salaries are set forth in Appendix B which is attached hereto and made a part hereof. Department Head salaries are set forth in Appendix C which is attached hereto and made a part hereof.

In the previous 2012-2013 to 2015-2016 Agreement, when salary columns were reduced, some teachers were grandfathered on the salary scale, and this is how it was done:

Any teacher who is in the B45/M00 column for the 2012-2013 school year without a Master's Degree shall remain in the M00 column for the 2013-2014 and subsequent school years, unless they change horizontal placement per Article 14.2 of this Agreement. Any teacher who is in the B60/M15 column for the 2012-2013 school year without a Master's Degree shall remain in the M15 column for the 2013-2014 and subsequent school years, unless they change horizontal placement per Article 14.2 of this Agreement. Any teacher who is in the B75/M30 column for the 2012-2013 school year without a Master's Degree shall remain in the M30 column for the 2013-2014 and subsequent school years.

In 2013-2014 and subsequent school years, teachers in a Bachelor's column

must have a Master's Degree to be eligible for a change in horizontal placement to a Master's column per Article 14.2 of this Agreement. Teachers who were grandfathered to Master's columns under the life of this Agreement must obtain a Master's Degree to move horizontally to any Master's column. However, once that Master's Degree is earned, any credits previously earned which are beyond the requirements of the Master's Degree can be applied to a change in horizontal placement.

b. Salary increases

Step movement: Unless otherwise negotiated, teachers will move vertically one step within their respective columns each year of the contract to the extent they are eligible.

- c. Co-curricular and department head salaries will increase by ~~3.7%~~ **3.0** for the ~~2020-2021~~ **2021-2022** and **3.5%** for the **2022-2023** school year. The parties recognize and acknowledge that the Administration has the right to reorganize the administrative and/or co-curricular structure at U-32 without prior negotiations. In the event of a reorganization of the administrative structure, the parties agree to negotiate the appropriate salary or stipend for the resulting positions. Said positions shall remain part of the bargaining unit. In the event of the reorganization or restructuring of the co-curricular categories and/or positions, the parties agree to negotiate the appropriate stipend for such categories and/or positions.

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The parties also agree that in the event the Co-Curricular Committee recommends salaries for any or all co-curricular positions which are higher than those negotiated herein, the Board may unilaterally adopt and implement the higher salaries by policy without prior negotiations. Any salary enhancements adopted by the Board shall be published as an addendum to Appendix B and shall become part of this Agreement.

- 14.2 Changes in horizontal placement on the salary schedule for the ensuing year require notification to the Superintendent and Principal by December 1 of the contract year prior to the anticipated horizontal placement change and submission of documentation by October 1. Upon receipt of documentation, the salary adjustment shall be retroactive to the beginning of the school year. Graduate credits or hours authorized by the Superintendent which are relevant to the teachers' assignments will be accepted for movement on the salary schedule. Undergraduate credits may be used for movement on the salary schedule if the teacher demonstrates to the Superintendent that the course is appropriate and necessary; the Superintendent shall have the final discretion that the course is appropriate and necessary.
- 14.3 Part-time teachers receive salary on a pro-rated basis in accordance with their contracted FTE. Part-time positions will receive full step advancement for salary computation. In the event a part-time teacher from within a district is placed in a full-time position during the school year, placement on the schedule shall be on the same step the teacher currently occupies on the schedule; if the part-time teacher is hired to fill a full-time position for the upcoming school year, he/she will advance to the next step upon appointment.
- 14.4 Upon initial employment, a new teacher shall have his or her relevant experience and education evaluated by the Superintendent and be placed on an appropriate step and column of the salary schedule, determined by years of experience. No new teacher, however, shall be placed on an experience step of the salary schedule at a step higher than a currently employed teacher with comparable experience and education.
- 14.5 The Board, based upon a teacher's unsatisfactory evaluation, may require a teacher to take a course(s) to improve the teacher's classroom abilities. (An unsatisfactory evaluation is one in which the administrator states in the evaluation that the overall

evaluation was unsatisfactory.) Teachers required to take courses under this section may borrow, if necessary, against the next year's professional development money, as provided in Article 10.2.

- 14.6 A teacher who works, with the approval of the Administration, in addition to the number of days set forth in Article 9.1 of this Agreement will be compensated at the applicable per diem rate of pay. The per diem rate for summer work shall be based upon the contracted teacher's salary for the fiscal year in which the work is performed.
- 14.7 A teacher employed before July 1, 1992 who did not contribute to social security on that date shall be entitled to receive an annuity payment. The amount of the annuity shall be four percent (4%) of the teacher's salary. The teacher shall also contribute four percent (4%) to the annuity, and shall so demonstrate. The annuity shall be payable only at age sixty-two (62).
- 14.8 Teachers who have attained National Board Certification or submitted a portfolio by June 30, 2012 shall be provided with a \$1,750 additional salary stipend each year that the certification remains in force. Teachers who attain National Board Certification after June 30, 2012, or previously National Board Certified Teachers who begin employment with the school district after June 30, 2012, shall be provided with a \$1,500 additional salary stipend each year that the certification remains in force. The additional compensation set forth herein will be pro-rated for part time teachers to the percentage of the teacher's FTE. No application, testing or other fees for the National Board Certification process shall be paid for by WCUUSD.
- 14.9 Teacher Leaders

Each elementary school may select one (1) teacher to serve as a teacher leader from

those who apply for this position to assist/lead in the areas of curriculum, instruction, assessment and professional development. Teacher leaders shall not be empowered to do staff evaluations or otherwise supervise staff. U-32 may select up to four (4) teachers from those who apply for this position. Teachers with a minimum of three (3) years of relevant teaching experience in the District may apply for such positions and will be selected by the Principal and the Director of Curriculum. Appointment of teacher leaders will be made on an annual basis. Individual contracts for teacher leaders shall be separate from their individual teaching contracts, and will include at least five (5), but not more than ten (10) additional work days to be scheduled outside of the regular school day/year (i.e. summer work, day before Town Meeting, Saturdays). Each teacher leader shall be eligible to receive per diem pay for each of the up to ten (10) additional days worked as teacher leaders. Such additional days will be scheduled jointly by the respective teacher leaders and the building principal in each district.

Job descriptions for the position of Teacher Leader will be developed and agreed upon by an equal number of administrators and representatives of the Association.

14.10 School Psychologist

School psychologists that are employed by WCUUSD will remain members of the bargaining unit. The compensation is set by the Superintendent and may be outside the current salary schedule, consistent with the principle that people with the same responsibilities and of comparable experience and education are comparably compensated.

14.11 Alternate B15 Column for employees hired prior to July 1, 2012

a. Eligibility

A teacher who is eligible for this provision

1. has a date of hire prior to July 1, 2012 Collective Bargaining Agreement and
2. is on the salary schedule in the A00-B15 column of the salary schedule in Appendix A

b. Step Placement

Any teacher who meets the criteria above and who is

1. in the column B-15 for the 2016-2017 school year shall be placed on the Alternate B-15 Salary Column.
2. any teacher who meets the criteria above and who is in the column A00-B00 who subsequently earns enough credits to move to B-15 will be placed on the Alternate B-15 column.

- c. The Grid Calculation for the Alternate B-15 column is the same as the B-15 except for steps K-O, an additional \$1,000 is added to the formula for each step.

- d. Teachers on the Alternate B-15 Salary Schedule shown in Appendix A shall be eligible for annual step increases consistent with Article 14.1b.

ARTICLE 15--GENERAL

- 15.1 If any provision of this Agreement or its application is held to be contrary to law, then such provision or application will not be deemed valid and subsisting, except to the extent permitted by law, but all other provisions or applications will continue in full force and effect. The parties will meet not later than ten (10) days after any such holding for the purpose of renegotiating the provision(s) affected.
- 15.2 This Agreement may only be modified in whole or in part by the parties, by an instrument in writing, duly executed (signed and dated) by both parties.

15.3 This Agreement incorporates the entire understanding of the parties on all matters which were the subject of negotiations. During the terms of this Agreement, neither party will be required to negotiate with respect to any such matter whether or not covered by this Agreement.

15.4 Labor Management Committees

a. School Labor Management Committees

The parties agree to establish a School Labor Management Committee at each site.

1. Purpose

The purpose of the Committee shall include, but not be limited to:

- Promote mutual understanding of the functional, professional and personnel issues of schools and the interests of teachers and administrators in addressing those issues;
- Resolve functional, professional and personnel problems at the school building level;
- Provide teacher advice in planning anticipated change in educational policy, programs and curriculum;
- Make recommendations to the Labor Management Committee (see 15.4.b)

2. Committee Make-up

Each of these committees will be composed of at least three members, 2 appointed by the Association, and an appropriate Administrator. Additional members may be added by consensus. A quorum of the committee shall be two members, provided there is at least one representative of the Association and one Administrator.

3. Procedures

The Association representative at each school will convene an initial and/or organizational meeting of the School Labor Management Committee by October 1st.

Each committee shall determine its schedule of meetings. The Committee will take minutes at all meetings. The Superintendent and the Association President(s) will be ex officio members of the Committee and, as such, will receive copies of the minutes.

4. School Labor Management Committees have no authority to add to, detract from, or change the terms and/or conditions of the existing Agreement between the parties.

b. Labor Management Committee

The Committee shall act as a forum to identify problems and facilitate investigation of alternatives for problem resolution at the district level. Interest based/integrative methods shall be used in this work.

1. Purpose

The purpose of the Committee shall include, but not be limited to:

- A. providing an avenue for dialogue and problem-solving between the Association(s), the Administration and the Boards;
- B. discussing educational changes in the district;
- C. reviewing School Labor Management Committee recommendations which have system-wide implications;
- D. promoting the sustainability and success of School Labor Management Committees;
- E. reviewing educational policies, programs and practices, and recommendations for changes;
- F. permitting input by stakeholders on matters of an educational nature.

2. Committee Make-up

The membership of the Labor Management Committee shall be comprised of the following:

- Superintendent
- One president or co-president of the Association(s)

• ~~One representative appointed by the WCUUSD Board~~

- Additional members by consensus of the above, providing balanced representation of stakeholders, appointed at the organizational meeting each year, including ESP members according to the terms and conditions of the ESP Collective Bargaining Agreement.

Members shall be empowered to make decisions and recommendations on behalf of their constituencies. A quorum of the Committee shall be the first three members listed above.

Additional members of the bargaining unit and/or administrative members may be used as consultants when appropriate. When deemed appropriate by the Committee, a single issue task force may be established for the purpose of examining an issue and reporting its findings to the Committee. This task force may include members who are not members of the Committee.

3. Procedures

- A. The Superintendent will convene an organizational meeting no later than September 15th each year. Functions of the organizational meeting include establishing a schedule of subsequent meetings, and agreeing on consensus-based decision making procedures.
- B. The Committee will prepare and distribute a written progress report to the full WCUUSD Board, the Association, and the Leadership Team shortly after each committee meeting.
- C. The Committee shall work by consensus; when consensus is reached, the Committee will develop a written recommendation(s).
- D. The parties will act initially on the written recommendation within thirty (30) calendar days of receipt.

4. The Labor Management Committee has no authority to add to, detract from, or change

the terms and/or conditions of the existing Agreement between the parties; nor will it have any authority to add to, detract from, or impair in any way the legal responsibilities of the Board of Education or the Association.

5. Any educational restructuring recommended by the Labor Management Committee which has an impact on the terms and conditions of this agreement or the ESP agreement, may be implemented only after a memorandum of agreement has been negotiated and ratified by the Association and the Board.

c. Mutual Obligations

1. Members of the Committee(s) have an obligation to the success of the work. While personal affairs may from time to time legitimately interfere with this obligation, the Committees shall establish norms for attendance to enable the Committees to fulfill their function.

2. The Board and the Association(s) recognize the value that professional participation on these committees provides for both individual professional development and building the leadership capacity of the system. Participation in the work of these committees requires a major commitment of time on the part of the bargaining unit professional. Teacher contribution on either type of committee shall be considered by administration as significant evidence of achievement in Domain 4 of the Danielson Rubric for purposes of evaluation.

ARTICLE 16--NO STRIKE PLEDGE

The Board and the Association agree that disputes that may arise between them shall be settled without strike or lockout. The Board agrees it will not lock out any or all of its teachers during the term of this Agreement, and the Association agrees on behalf of itself and its membership that there shall be no strikes, slow-downs, or interference of the normal operation of the school during the term of this Agreement.

ARTICLE 17--DURATION

The provisions of this Agreement will be effective as of July 1, 202⁹¹, and will continue and remain in full force and effect until June 30, 202⁴³. Said Agreement will be automatically renewed and will continue in full force and effect for additional periods of one (1) year unless either the Board or the Association gives notice, in writing, to the other no later than November 1, prior to the expiration date or any anniversary thereof, and its desire to reopen this Agreement and to negotiate over terms of a successor Agreement.

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals this ____
day of _____, 20210.

WASHINGTON CENTRAL EDUCATORS UNION

BY: _____

BY: _____

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
BOARD OF SCHOOL DIRECTORS

BY: _____

Appendix A

Terms and Conditions as Required by the Arbitration Award and Resolution of Negotiations Between the Commission of Public School Employee Health Benefits Pursuant to the Provisions of 16 V.S.A. Chapter 61

Article I. Recognition:

1.1 In accordance with 16 V.S.A. Chapter 61 (Act 11 of the 2018 Special Session of the Vermont General Assembly) (hereafter Act 11), the five (5) representatives of participating employees on the Commission on Public School Employee Health Benefits (Employee Commissioners) are recognized as the exclusive bargaining representative of eligible employees for all aspects of representation within the jurisdiction created by Act 11. The five publicly elected school board member Commissioners appointed by the Vermont State School Boards' Association (Employer Commissioners) are recognized as representing the interests of the employing and governing school districts and supervisory unions throughout the State of Vermont within the jurisdiction created by Act 11. Together, the Employee Commissioners and the Employer Commissioners constitute the Commission on Public School Employee Health Benefits (Commission).

Article II. Definitions:

2.1 The following definitions shall be applicable to this document of the Commission (Document):

- a) Licensed Teachers: Employees of Vermont school districts and supervisory districts providing employment services requiring a professional teaching license from the Vermont Agency of Education (AOE).
- b) Licensed Administrators: Employees of Vermont school districts and supervisory districts (District Employees) providing employment services requiring a professional administrator's license from the AOE.
- c) Support Staff: A municipal employee as defined in 21 V.S.A. Section 1722.

Article III. Scope of Bargaining:

- 3.1 a) Determining eligibility for health benefit plans and tiers of coverage for school employees;
b) Standardizing the duration of health insurance coverage during a term of employment;
c) Negotiating per the standards set forth in 21 V.S.A. Section 2103 as the same may be amended from time to time.
d) Researching, vetting and establishing a system of third-party administration that is efficient and competent, technologically sophisticated and manageable, and accountable to employers and employees;

3.2 The parties agree that nothing herein is intended to preempt or regulate an aspect of educational system employment that is outside of the statutory jurisdiction conferred upon the Commission.

Article IV. Plan Offerings:

4.1 All participating employees who are eligible for coverage will be able to select one of the four plans offered by the Vermont Education Health Initiative (VEHI): Platinum, Gold, Gold Consumer-Driven Health Plan (CDHP) or Silver CDHP.

Article V. Eligibility for Health Benefit Coverage:

5.1 Beginning on January 1, 2021, all public-school employees who work on average a minimum of 17.5 hours per week during the school year or calendar year shall have the right to enroll in a health benefit plan with an employer subsidy to pay for premium and out-of-pocket (OOP) costs. Employees may elect coverage for themselves, their spouses, domestic partners and other qualified dependents from any of the four (4) tiers (e.g., single, two-person, parent/child[ren] and family) in any of the four (4) plans (e.g., Platinum, Gold, Gold CDHP or Silver CDHP) offered by VEHI. Spouses of employees shall include those by marriage, domestic partnerships, or civil unions.

5.2 Full-time status for determining the amount of employer-subsidized coverage for premium costs will be based on full time or full time equivalent (FTE) definitions as locally negotiated or determined.

- 5.3 Employees who work less than full time but a minimum of 17.5 hours per week during the school year or calendar year shall be entitled to pro-rata health benefit contributions toward premiums. Employer contributions to a health reimbursement arrangement (HRA) or health savings account (HSA) will be made in full and not pro-rated.
- 5.4 Employees will not be subject to a probationary period before being permitted access to health insurance coverage for which they are eligible.
- 5.5 Health insurance coverage for new employees or employees newly eligible for health insurance coverage will start at the earliest possible date consistent with current VEHI/Blue Cross Blue Shield of Vermont (BCBSVT) enrollment rules.
- 5.6 An employee seeking to obtain benefit coverage for the employee's domestic partner and the child(ren) of that domestic partner must satisfy the following criteria and submit the attached affidavit to the district business office.

Domestic Partner/Child(ren) of Domestic Partner

The employee and the domestic partner are each other's sole domestic partner and have been in an exclusive and enduring domestic relationship sharing a residence for not less than six consecutive months before enrolling in their school district's health benefit plan; and

The employee and the domestic partner are 18-years old or older; and

Neither the employee nor the domestic partner is married to anyone; and

The employee and the domestic partner are not related by blood closer than would bar marriage under Vermont law; and

The employee and the domestic partner are competent to enter into a legally binding contract; and

The employee and the domestic partner have agreed between themselves to be responsible for each other's welfare.

The employee may be required to produce documentary evidence in support of a Domestic Partnership affidavit and is required to notify their employer within

thirty (30) days after the termination of a Domestic Partnership.

Child[ren] of Domestic Partner:

The child[ren] otherwise meets the eligibility criteria for dependent child[ren] under the eligibility provisions for school health benefit coverage; and The child[ren] can be, and is, claimed as a dependent by the employee and/or the domestic partner for federal income tax deduction purposes; and

The child[ren] resides with the employee and the domestic partner; and

The employee and the domestic partner have agreed between themselves to be jointly responsible for the child's welfare.

5.7 Duration of Insurance Availability: the health insurance offered under this Document shall be co-terminus with a covered employee's status as an eligible educational employee and will terminate when such status terminates. Nothing herein, however, is intended to affect a former employee's rights under COBRA or to adversely affect a district or the applicable bargaining unit from negotiating continuing responsibility for COBRA payments in connection with any separation from employment.

Article VI. Premium Cost-sharing: Employers and Employees:

6.1 For Teachers, Licensed School Administrators: Each employer will contribute eighty (80%) percent of the Gold CDHP or eighty (80%) percent of the Silver CDHP for any tier of coverage. The amount of money available for Gold CDHP can be credited at the employee's discretion toward the premium costs for a tier of coverage in the Platinum or Gold (non-CDHP) VEHI plans.

6.2 For all Other School Employees: The premium split for support staff will be status quo in the separate districts through December 31, 2021, but in no case shall exceed twenty (20%) percent of Gold CDHP or Silver CDHP plan for any tier of coverage. Beginning on January 1, 2022 all support staff who are not at the 20% premium contribution level will increase the employee contribution by not more than two (2%) percentage points, not to exceed twenty (20%)

percent for any tier of coverage. The amount of money available for Gold CDHP can be credited at the employee's discretion toward the premium costs for a tier of coverage in the Platinum or Gold (non-CDHP) VEHI plans.

Article VII. Out-of-Pocket Cost Sharing: Employers and Employees

7.1 For employees and their dependents enrolled in the VEHI Gold CDHP, employers will pay medical and pharmacy out-of-pocket (OOP) costs with first dollar contributions through a HRA in the following amounts: for licensed administrators and teachers: \$2100 for single-tier coverage and \$4200 for all other tiers of coverage; for support staff \$2200 for single-tier coverage and \$4400 for all other tiers of coverage. This amount of money can be credited at the employee's discretion toward the OOP any other VEHI plan. For employees enrolled in the VEHI Silver CDHP, employers will pay medical and pharmacy OOP costs with first dollar contributions through an HRA or HSA, at the individual employee's discretion, in the following amounts: For licensed teachers and administrators: \$2100 for a single tier and \$4200 for all other tiers; for support staff \$2200 for a single tier and \$4400 for all other tiers.

Article VIII. Employees Under Part-time Contract in Two or More Districts/Supervisory Unions:

8.1 **Cost Sharing:** Employees who have part-time contracts with multiple school district employers, but who meet the minimum eligibility standards hereof on the basis of all such contracted for work, shall be eligible for health insurance coverage according to this Document ("Eligible Employee with Multiple Employers") as follows: Each district will bear a proportional premium, OOP and administrative fees sharing responsibility equal to the part time percentage of the employee's contract. For example, if district "A" has a 60% employment contract/relationship with the school employee, District "A" will be responsible for 60% of the total district costs sharing responsibility set forth herein.

8.2 **Plan Administration for Multiple District Employee:** For an Eligible Employee with Multiple Employers, administration of the employee's health insurance benefits will be the primary responsibility of the district with the largest contractual relationship. In the event two or more districts have identical contractual relationships with the employee, the district that

first employed the employee will have responsibility of administering the employee's insurance benefits.

8.3 **Transfers Between Educational Employers:** If an Eligible Employee with Multiple Employers transfers between two employers bound by this Document during the course of any one calendar year the employee's coverage under the plan shall remain unchanged. However, the employer obligations under this Document shall be appropriately pro-rated between the two employers and the new employer shall take on applicable administrative responsibilities.

Article IX. General:

9.1 All terms and conditions of this Document will be incorporated by reference into existing collective bargaining agreements in accordance with applicable laws.

9.2 All terms and conditions of this Document will be incorporated by reference into school policies or individual employment contracts that govern health benefits for school employees not in recognized bargaining units in accordance with applicable laws.

9.3 Nothing in this Document shall be construed to deny, restrict or add in any way the right to health insurance coverage through an employer's health care plan that employees and their dependents are entitled to under federal COBRA rules, the federal Family Medical and Leave Act (FMLA), Vermont's Family and Medical Leave Laws, or other state and federal statutes.

Article X. Duration of Statewide Document:

10.1 Two and one-half years commencing July 1, 2020 (per statute) with the stipulation that the status quo prevailing in the various districts with respect to health care will remain in effect between July 1, 2020 and December 31, 2020 and to then implement the new state-wide changes on January 1, 2021 in order to correspond to the health care plan's calendar year status and IRS regulations regarding HRA/HSA funding.

Article XI. Transitioning to a Statewide Third Party Administrator Services in the Interim:

11.1 Employers shall pay the administrative expenses charged by the Third Party Administrator (TPA).

11.2 Autopayment to providers will be the default payment method unless requested otherwise by the bargaining unit.

11.3 The TPA chosen shall be able to provide debit cards to facilitate payments when auto-payment is not an option. Debit cards must be provided to employees prior to January 1st of each year of this Document.

DRAFT

WCUUSD School Board
Superintendent Personnel Summary and Recommendations
June 23, 2021
(as of June 23, 2021)

- 1. New Teacher Nominations** (for 21-22 school year)
Jeremy Avoli- U-32 Physical Education & Health Education Teacher
- 2. Retirement**
- 3. Resignations**
- 4. Leave of Absence Request**
- 5. Change in FTE**
- 6. Long Term Substitutes** (21-22 School year)

Maxwell Segalla – U-32 English Long-Term Substitute
- 7. New Hire –**

Washington Central Unified Union School District
Employee Nomination Form

Name: Maxwell F Segalla

School: U-32

Employer: WCUUSD

Position: English Long-Term Substitute

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

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

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

[If leave of absence or resignation, name of employee: Amy Koenigbauer (via C Blackburn)

Educational Preparation:

College/Technical

Degree/Certificate

Date Attained

University of Vermont, Burlington VT

B.E. Secondary English

Dec 2019

Experience: Jan 2020-Present - Paraeducator, Frederick H Tuttle Middle School, South Burlington VT;
Aug-Dec 2019 - Student Teacher, Frederick H Tuttle Middle School, South Burlington VT;

Years of Related Experience: 0 Years

Salary Schedule Placement:

Start Date:

B00 Step A

August 19, 2021

Salary or Wage Rate:

Date of Board Appointment:

\$236.40 Per Diem (\$44,916.00 (FY21)

June 23, 2021

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

Contract Comments: No contract, per diem

Interviewed by: Steven Dellinger-Pate, Jody Emerson, Amy Molina, Erin Mooney, Chris Blackburn, Karen Liebermann, Jaz Zendik

This candidate is recommended for employment by: Bryan Olkowski

Cc (check as appropriate):

☒ PERSONNEL

☒ PAYROLL

☐ SPED

☒ UNION

☒ BUILDING PRINCIPAL

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

Name: Jeremy C Avoli

School: U-32 Employer: WCUUSD

Position: Physical Education & Health Education Teacher

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

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

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

[If leave of absence or resignation, name of terminated employee: Hunter Hedenberg

Educational Preparation:

College/Technical	Degree/Certificate	Date Attained
<u>Castleton University, Castleton VT</u>	<u>B.S. PE & Health Education</u>	<u>Dec 2019</u>

Experience: Jan-Mar 2020 - Substitute Teacher, Rutland County Public Schools, Rutland VT; Oct 2019-Jan 2020 - Student Teacher, Rutland County Public Schools, Rutland VT; Jul 2017-Present - Group Leader, GRCSU Tapestry Program, West Rutland VT; Sep-Oct 2019 - Student Teacher, Mill River Unified Union School District, Clarendon VT.

Years of Related Experience: 0 Years

Salary Schedule Placement:	Start Date:
<u>B00 Step A (FY21)</u>	<u>August 19, 2021</u>

Salary or Wage Rate:	Date of Board Appointment:
<u>\$44,916.00 (FY21)</u>	<u>June 23, 2021</u>

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

Contract Comments: _____

Interviewed by: Steven Dellinger-Pate, Jody Emerson, Brian Divelbliss, Lauren Caswell, Steve Towne, David Powelson, Sue Ognibene, Chris Cadorette, Allie Guthrie

This candidate is recommended for employment by: Bryan Olkowski *B. Olkowski*

Cc (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☒ UNION ☒ BUILDING PRINCIPAL

upd accept