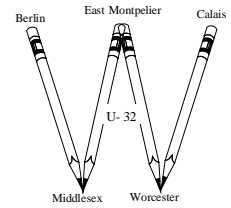


# Washington Central Unified Union School District

*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 Special Board Meeting Agenda

6.2.21 5:00 PM – 7:30PM

### **Virtual Meeting Information:**

<https://tinyurl.com/stt34ue9>

**Meeting ID: 891 5737 0464**

**Password: 662128**

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

### **Open Meeting Law temporary changes as of 3/30/20:**

Boards are not required to designate a **physical** meeting location. Board members and staff are not required to be present at a designated meeting location.

**Our building will not be open for meetings.  
All are welcome to attend virtually.**

1. Call to Order 4 minutes
2. Executive Session – Student Matter, Negotiations, & Personnel 20 minutes
3. Welcome 15 minutes
  - 3.1. Reception of Guests
  - 3.2. Public Comments
  - 3.3. Agenda Revisions
4. Reports (Discussion/Action) 80 minutes
  - 4.1. Education Quality (Discussion)
    - 4.1.1. Discussion of Student Achievement Data and Curriculum Management – pg. 3  
(Please be sure to review the material)
5. Board Operations (Discussion/Action) 20 minutes
  - 5.1. Negotiations
  - 5.2. VSBA Resolutions – pg. 64
6. Personnel (Action) 10 minutes
  - 6.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE – pg. 66
  - 6.2. Business Administrator Update – pg. 76
7. Future Agenda Items
  - 7.1. WCUUSD Name
  - 7.2. Assessment Needs for Building Bright Futures
  - 7.3. Diversifying Educator Work Force
  - 7.4. Net Metering Proposal
  - 7.5. Strategic Planning
8. Board Reflection
9. Adjourn

## 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

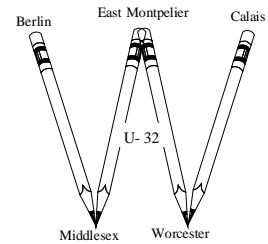
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---

1130 Gallison Hill Road  
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Phone (802) 229-0553  
Fax (802) 229-2761

Bryan Olkowski  
Superintendent



## MEMORANDUM

TO: WCUUSD School Board  
FROM: Bryan Olkowski, Superintendent  
DATE: May 28, 2021  
RE: Data Presentation

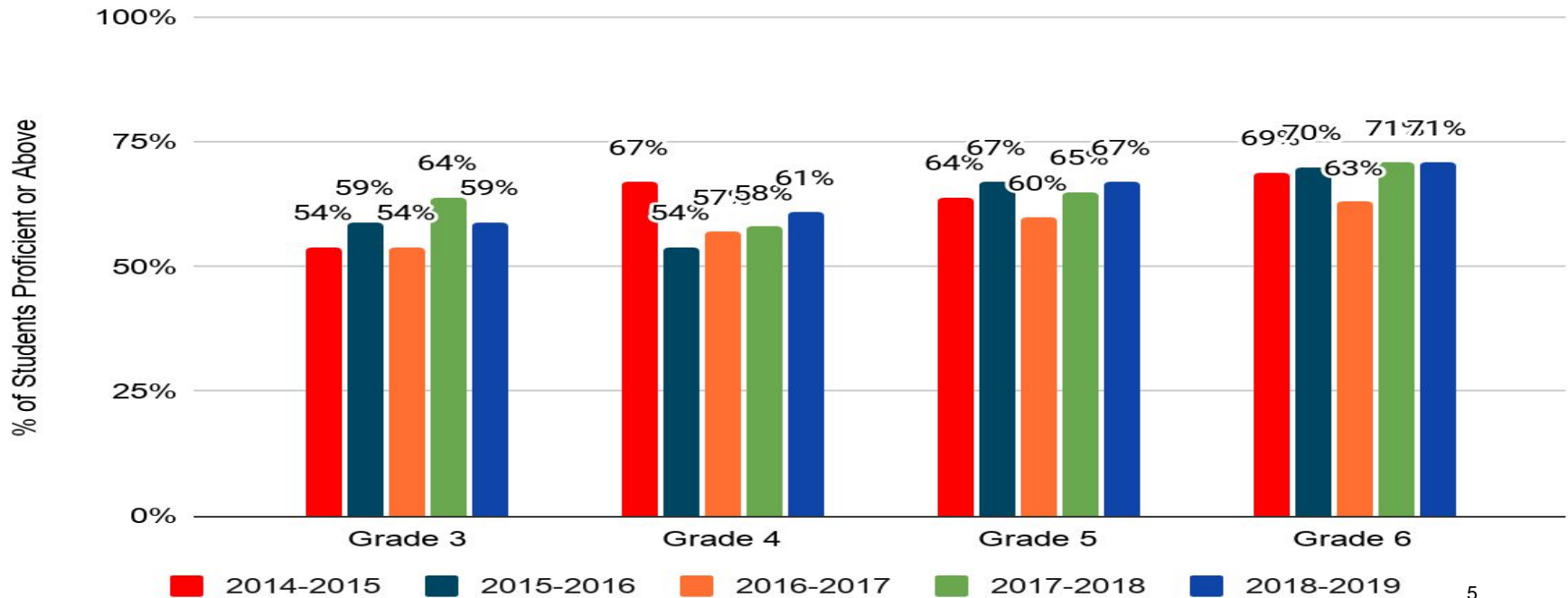
The enclosed presentation is compiled with data from the AOE Annual Snapshot, state-wide testing and local assessments. While I am not going to talk about all of the data at our meeting, I would like to point out a few slides before the lead auditor makes his presentation on the Curriculum Management Review. The data covers multiple years and shows that there are consistent achievement and opportunity gaps and inequities within our district for many of our students. With our amazing staff, resources, and communities, I know we can do better.

It is my hope and intention to work with all stakeholders using the collective knowledge of our district and communities to improve achievement and opportunities for all students in every school in our district. The Curriculum Management Review will be an important artifact to consider as we collectively engage to fully realize the School Board's Student Achievement Goal.

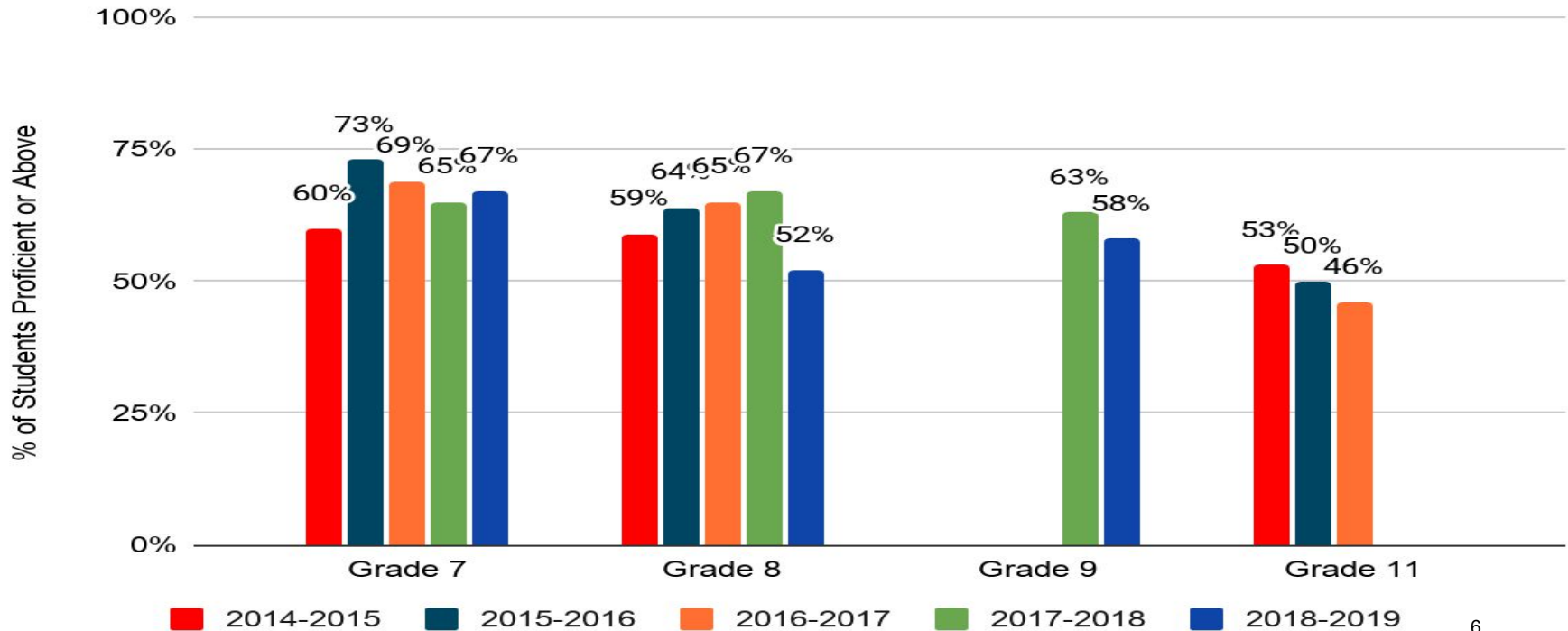
# Data Report

June 2021

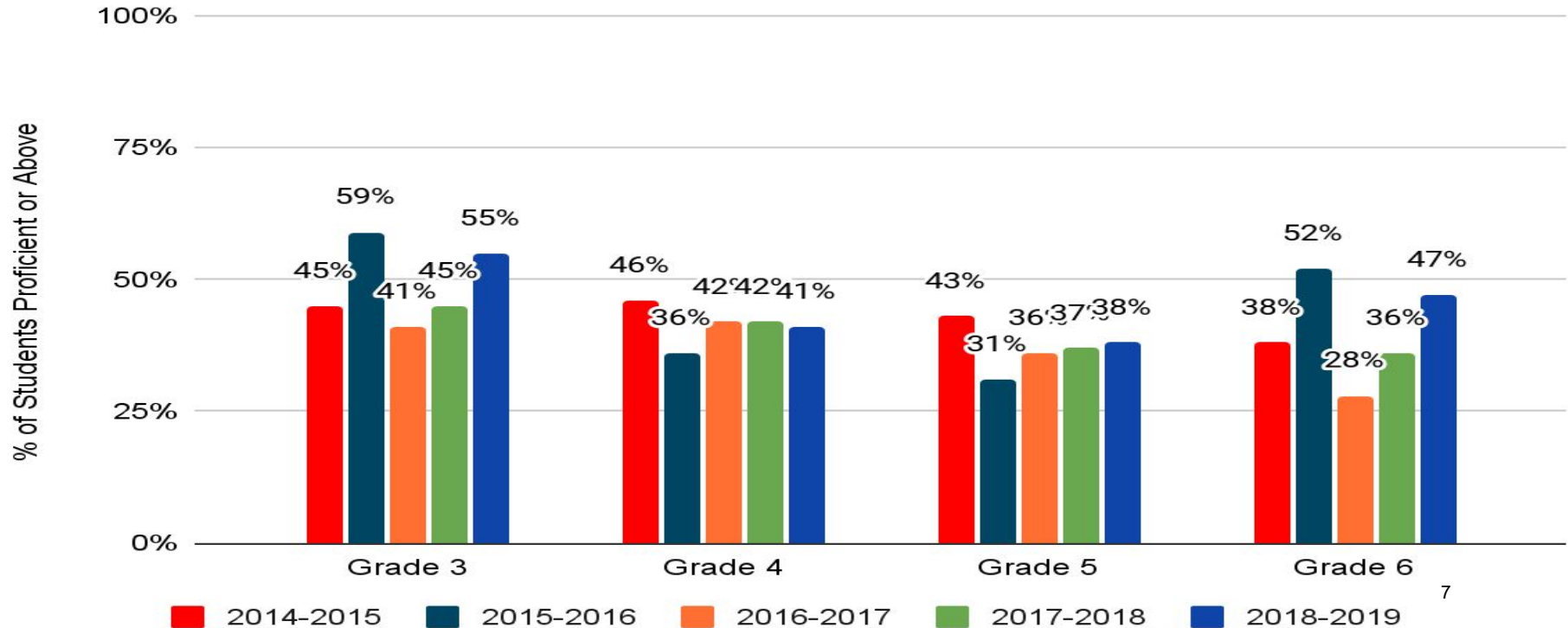
# 5-Years of Elementary ELA SBAC Data by Grade Level



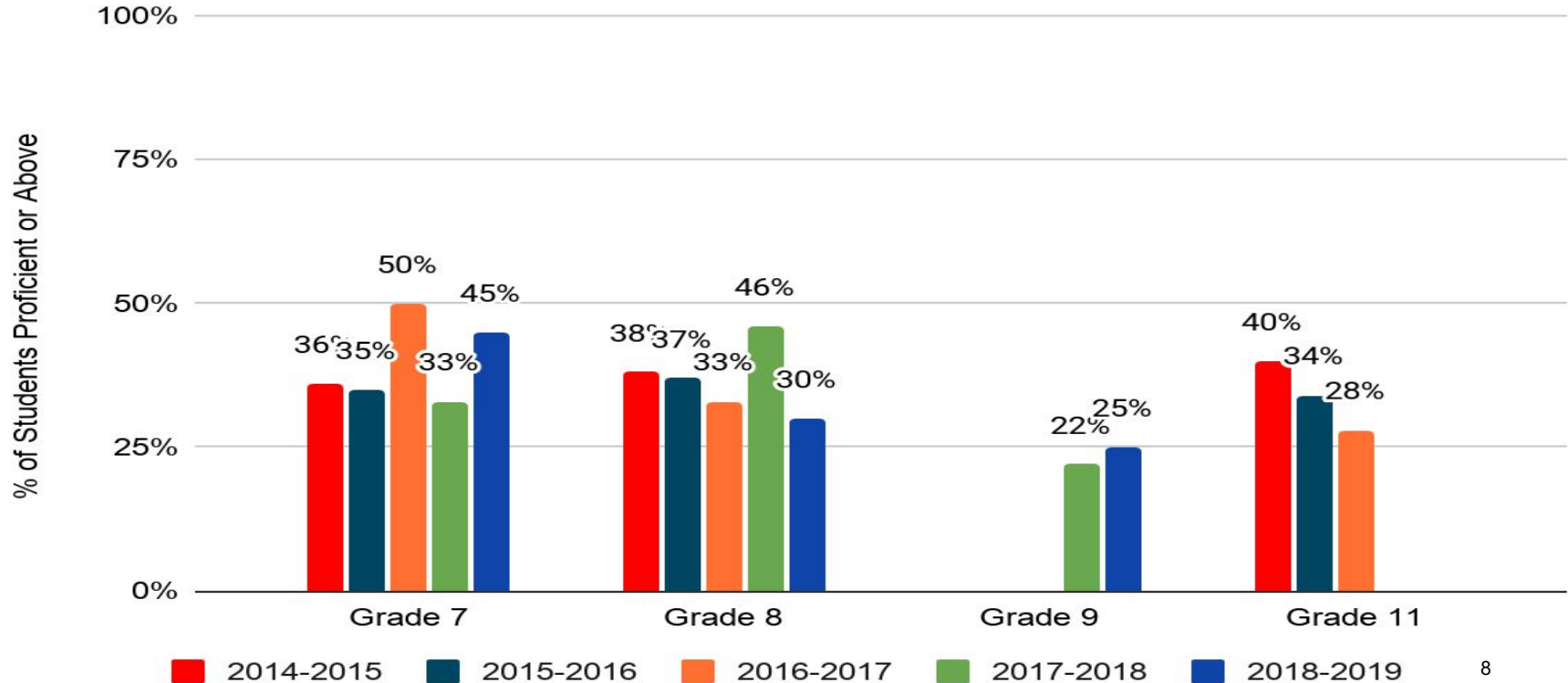
# 5-Years of U-32 ELA SBAC Data by Grade Level



# 5-Years of Elementary Math SBAC Data by Grade Level

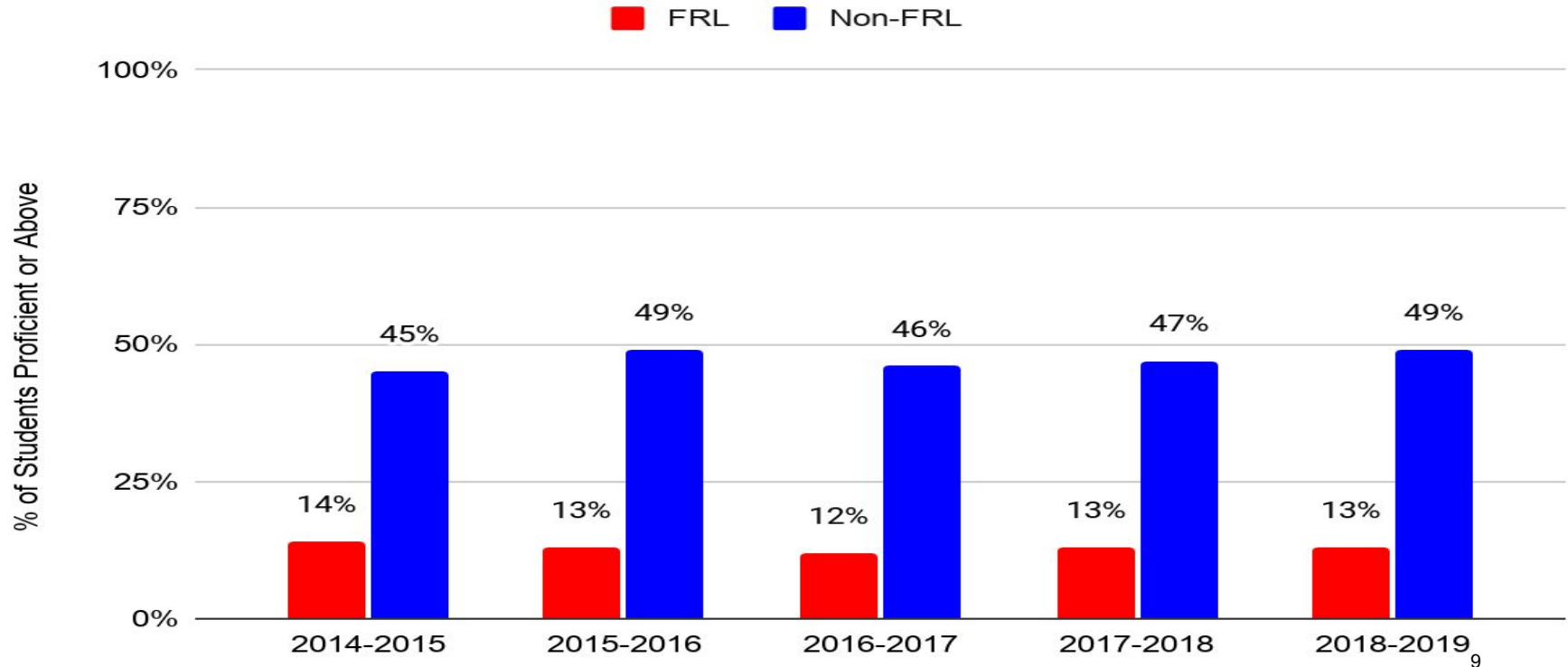


# 5-Years of U-32 Math SBAC Data by Grade Level

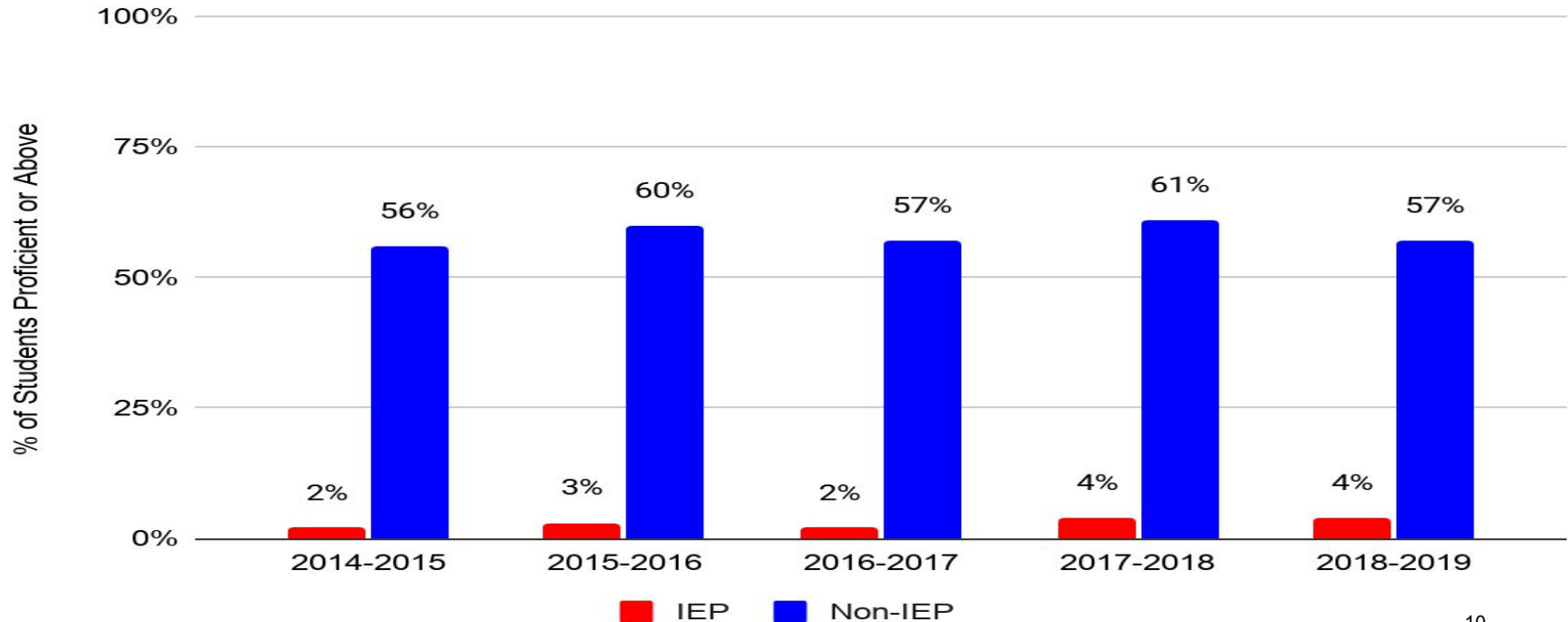




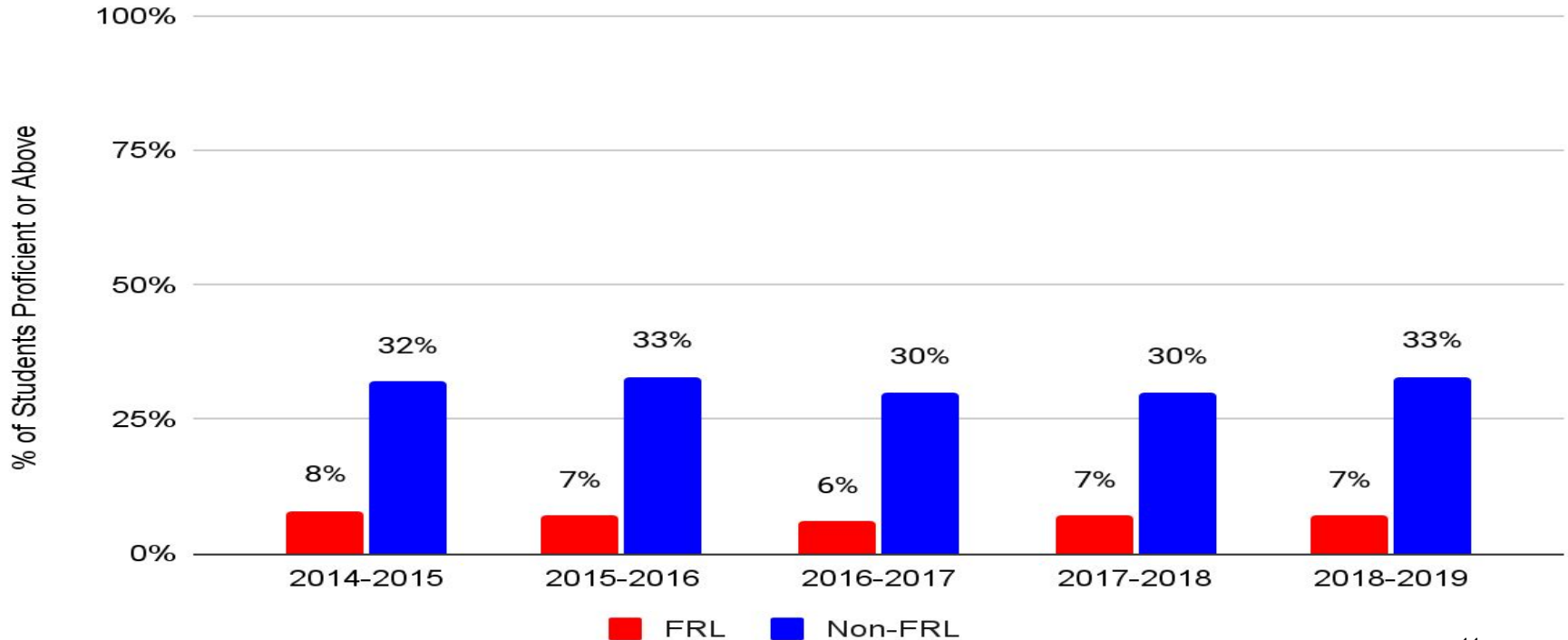
# 5-Years ELA SBAC FRL vs. Non-FRL All Grades



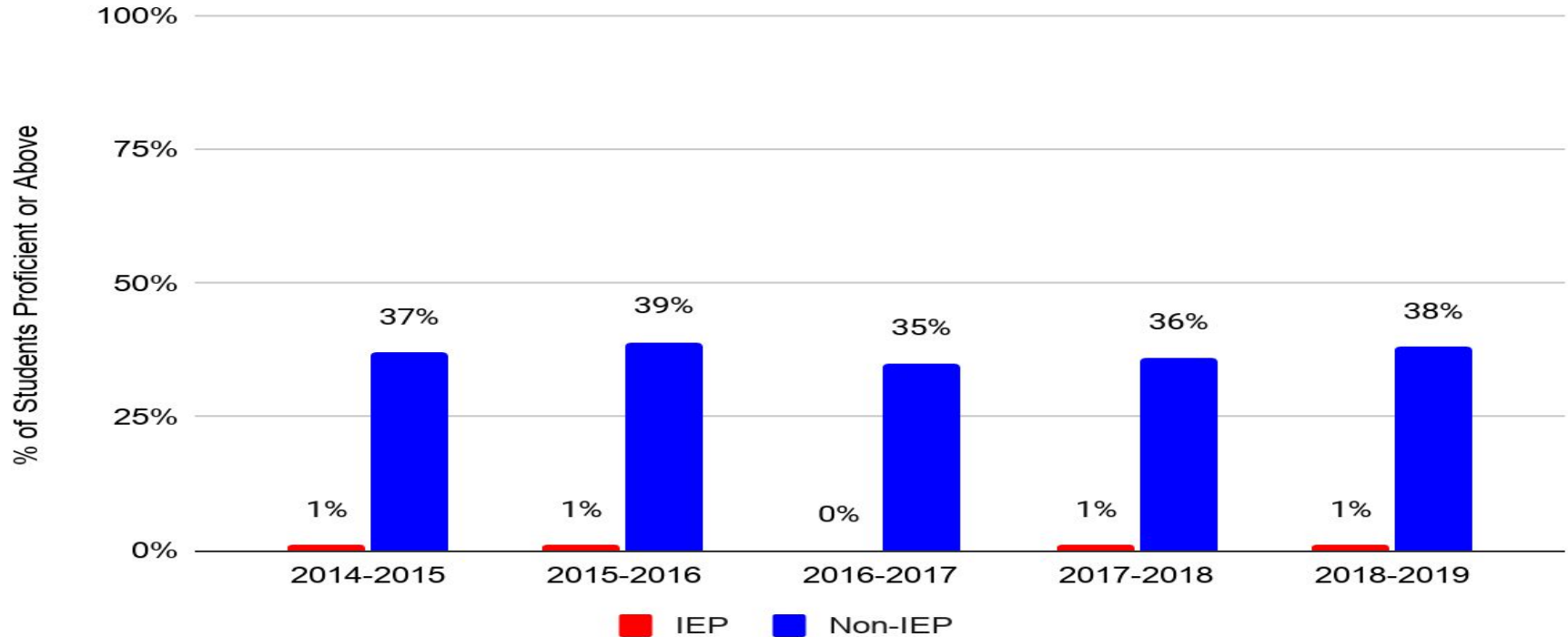
# 5-Years ELA SBAC IEP vs. Non-IEP All Grades



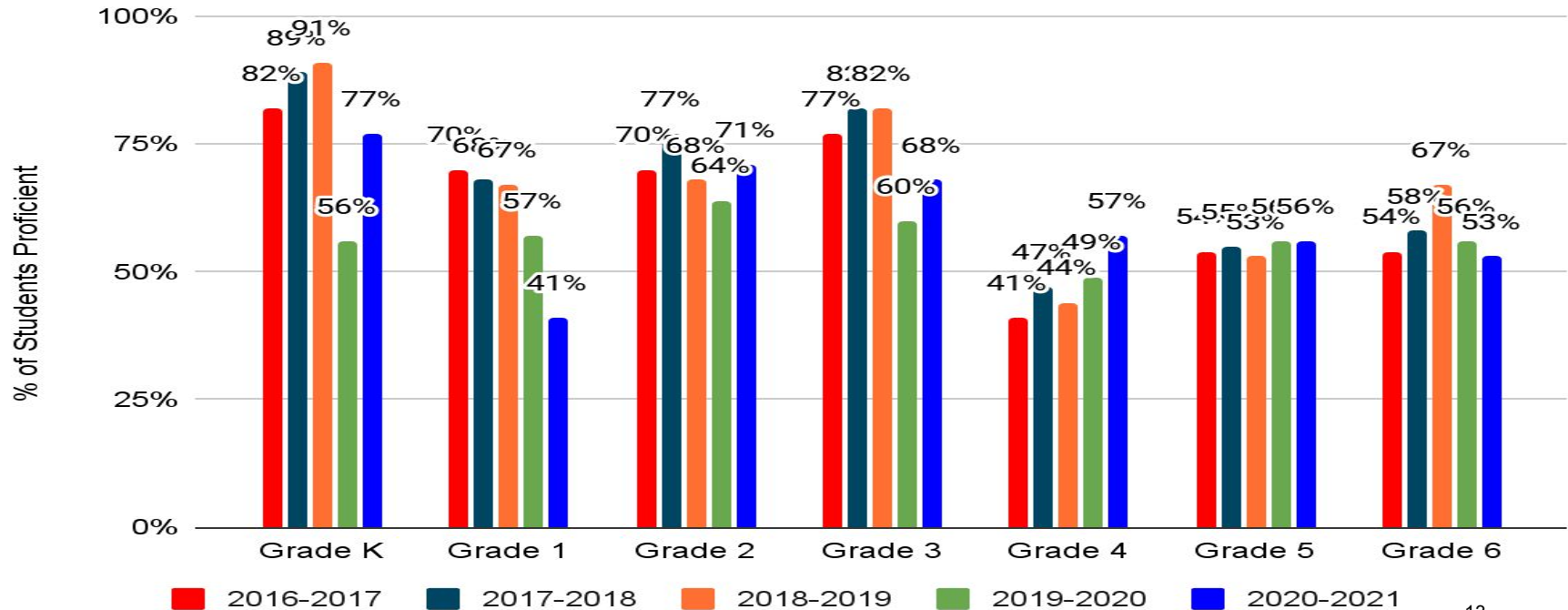
## 5-Years of Math SBAC FRL vs. Non-FRL All Grades



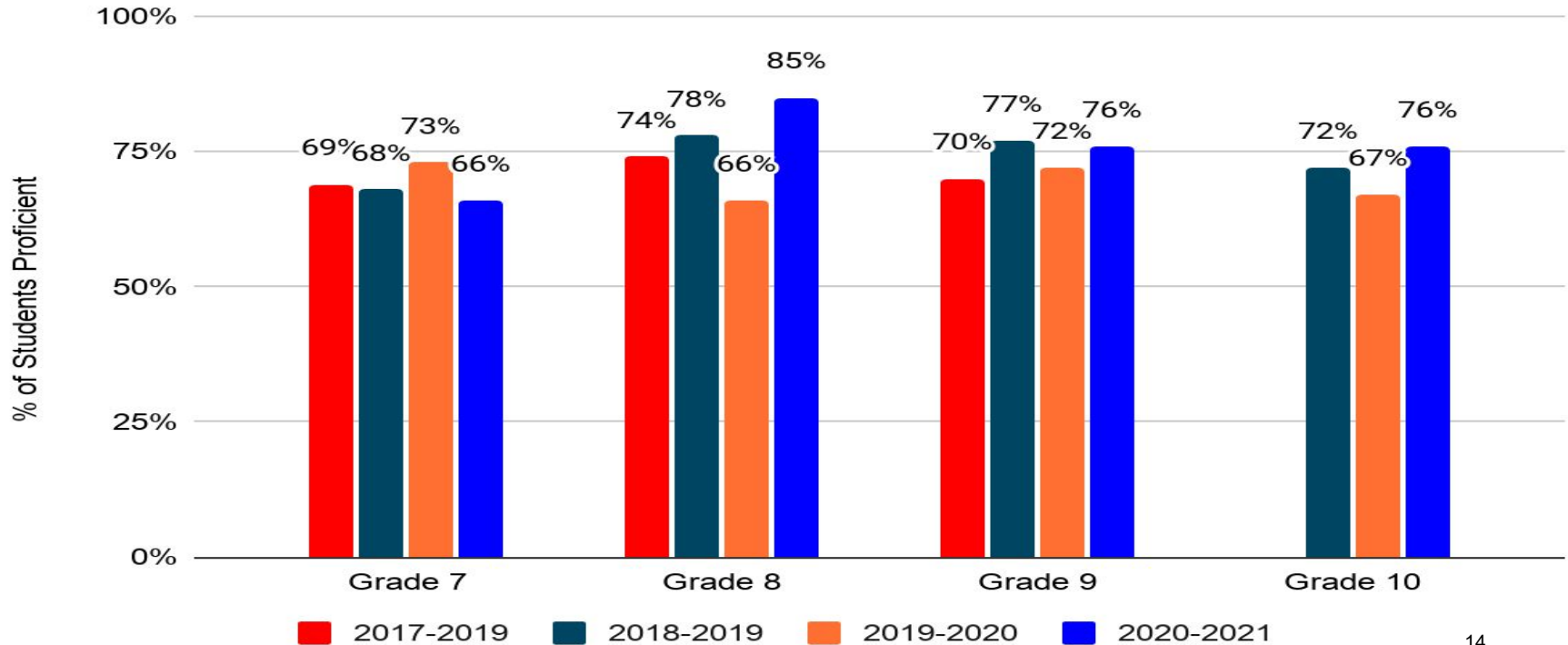
# 5-Years of Math SBAC IEP vs. Non-IEP All Grades



# 5-Years of Elementary Local Literacy Assessments

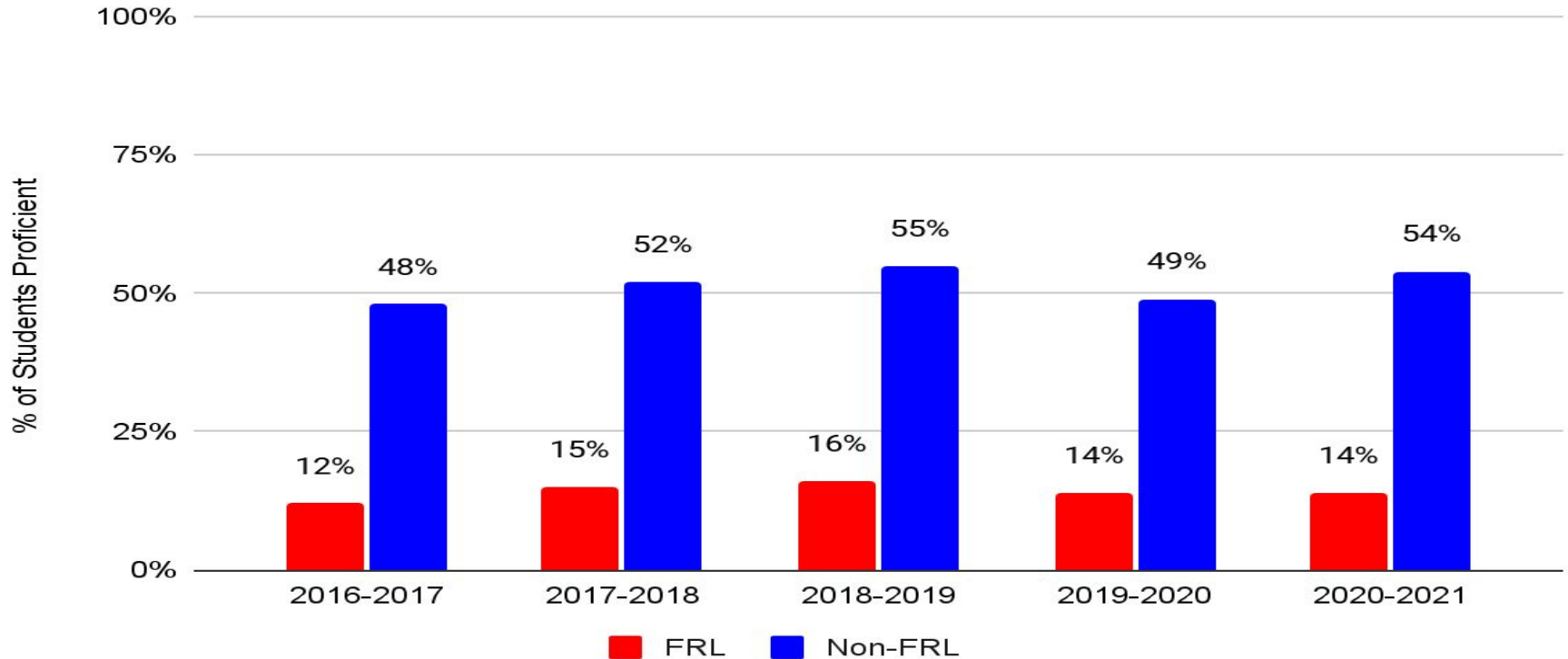


# 4-Years of U-32 Local Literacy Assessments

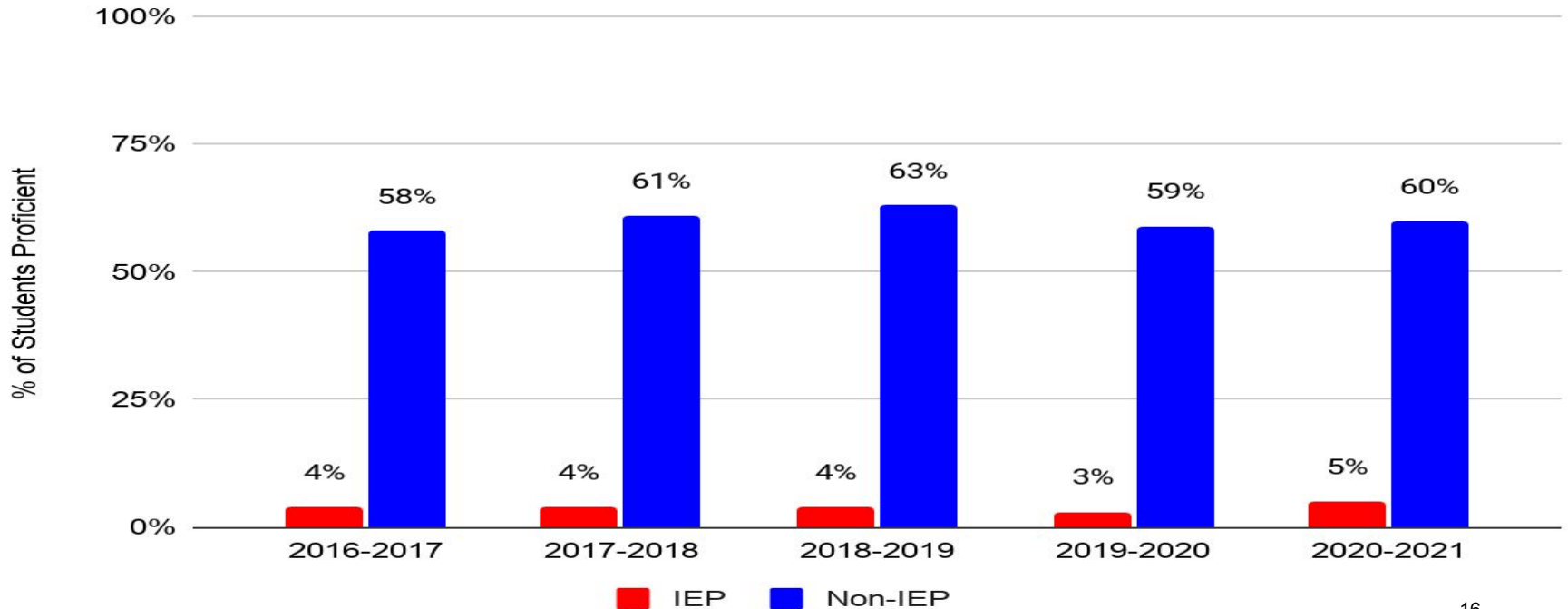


# 5-Years of Local Literacy Assessments

## FRL vs. Non-FRL All Grades

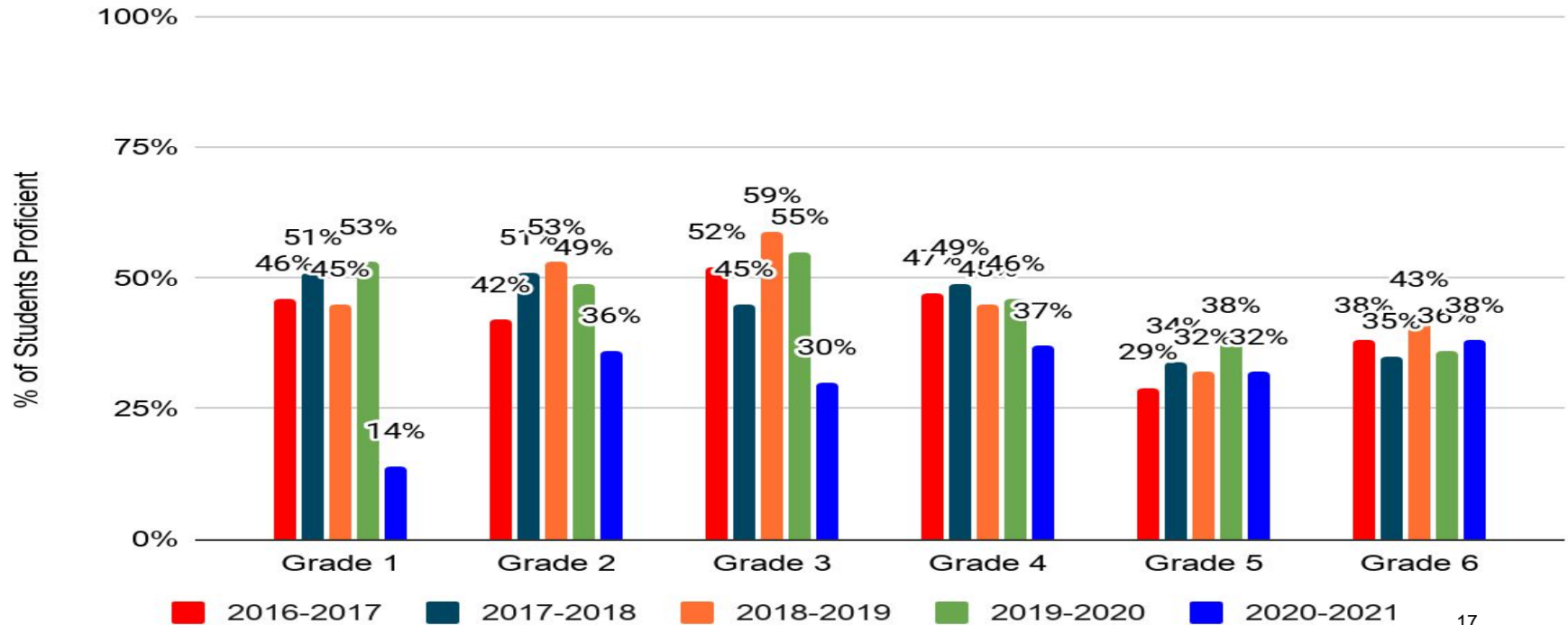


# 5-Years Local Literacy Assessments IEP vs. Non-IEP All Grades

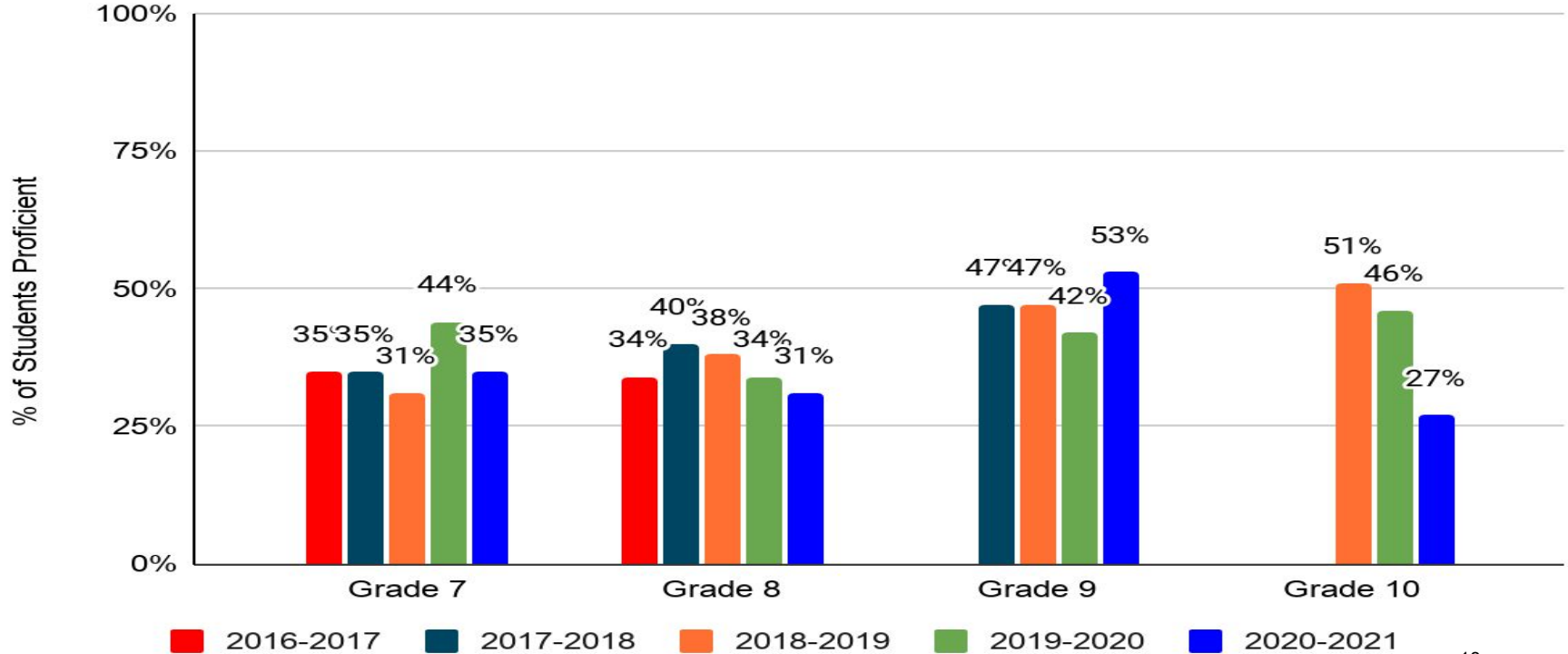




# 5-Years of Elementary Local Math Assessments

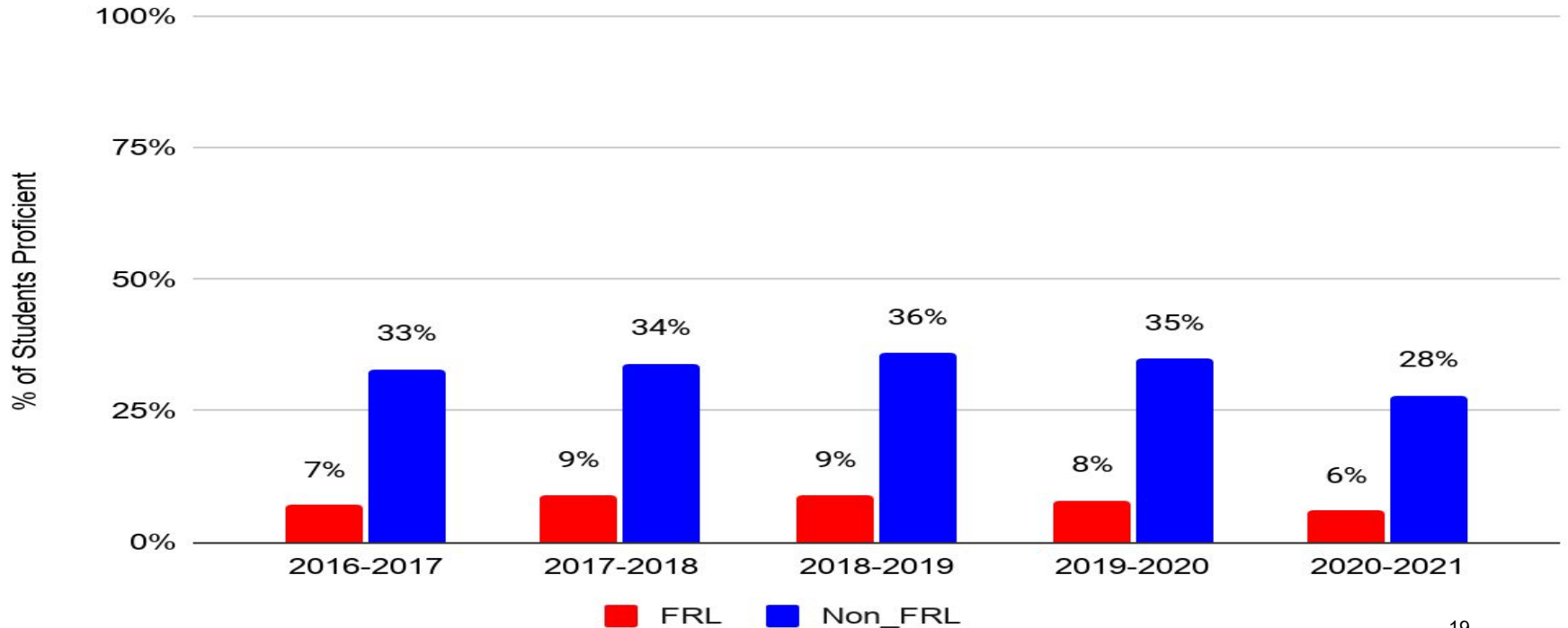


# 5-Years of U-32 Local Math Assessments

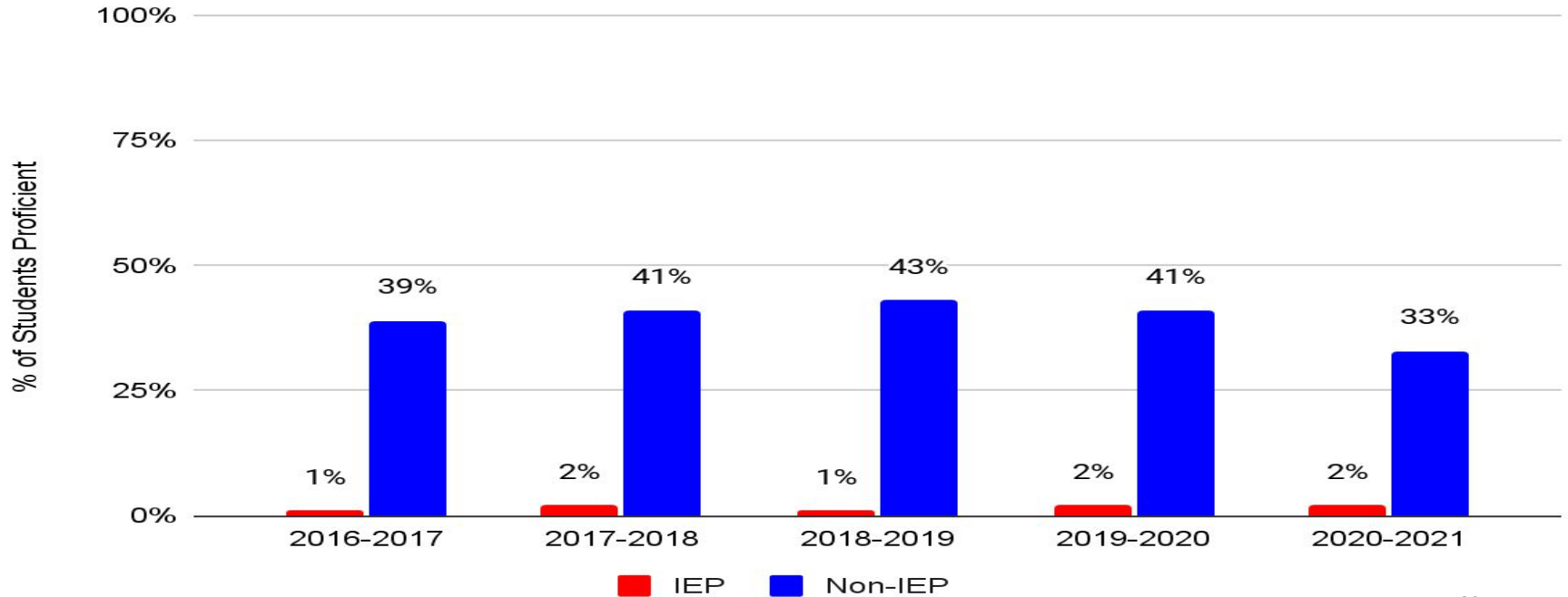


# 5-Years of Local Math Assessments

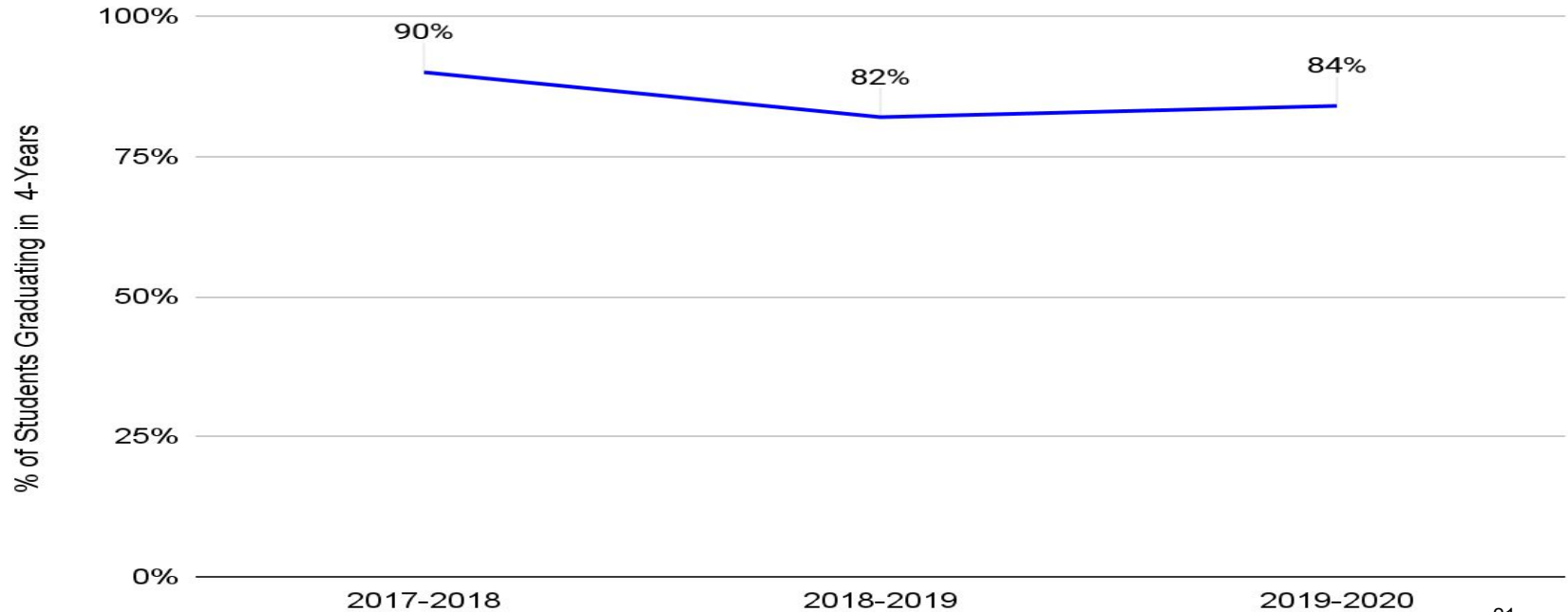
## FRL vs. Non-FRL All Grades



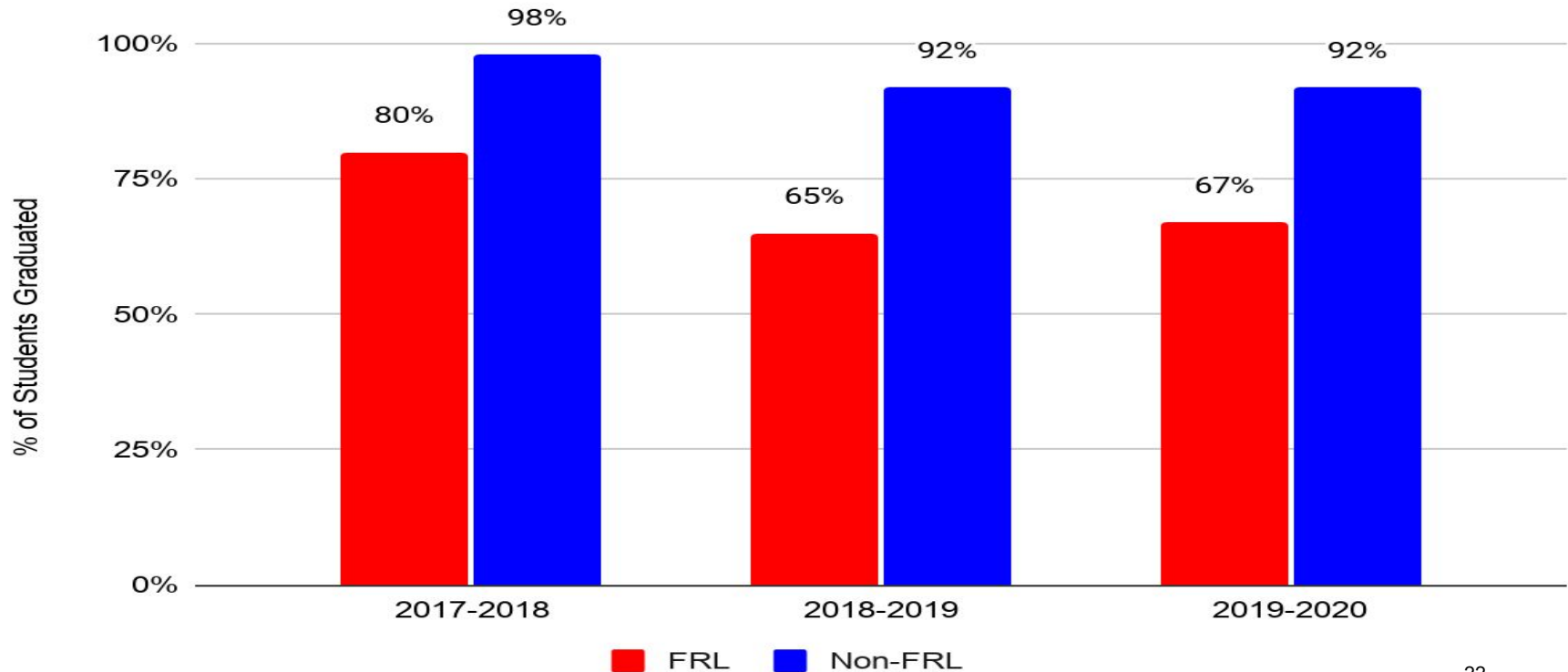
# 5-Years Local Math Assessments IEP vs. Non-IEP All Grades



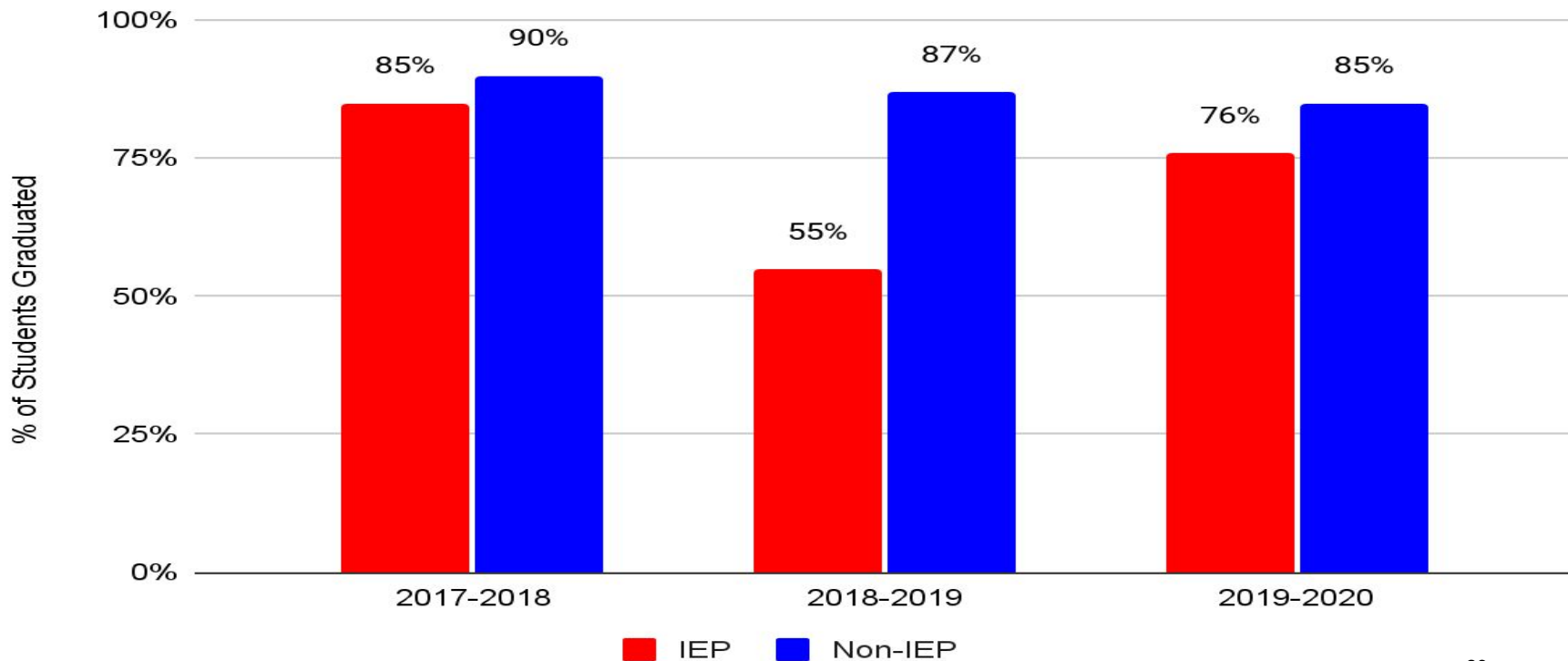
# 3-Year Graduation Rate



# 3-Year Graduation Rate FRL vs. Non-FRL



# 3-Year Graduation Rate IEP vs. Non-IEP



# The Curriculum Review



*Washington Central Unified Union School District*



# The Curriculum Review Presentation

Part 1: The review philosophy

Part 2: The review process

Part 3: WCUUSD findings

Part 4: WCUUSD recommendations

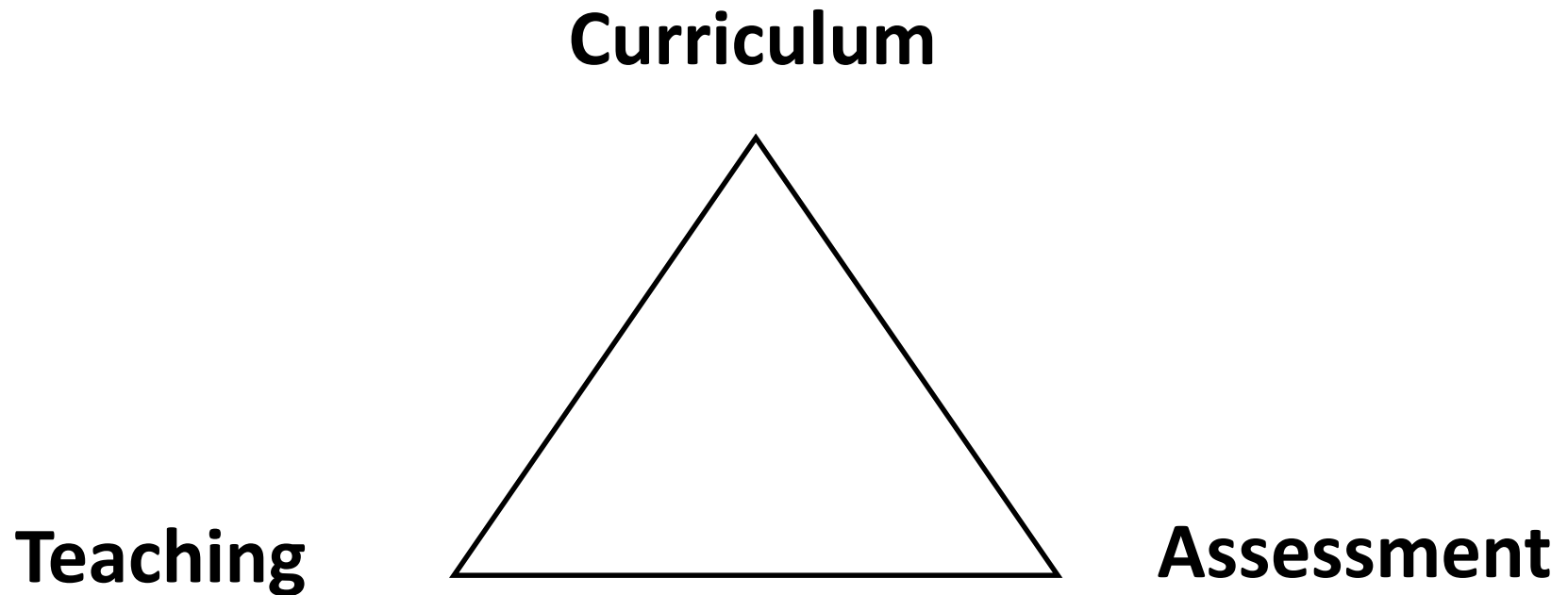
Part 5: Next steps

# The Curriculum Review: What is it?

- An independent, third-party, unbiased view of how well the district is delivering it's goals and mission to the students.
- We ask “What is it you are trying to do?”



# Foundation of the Model: Alignment of the Written, Taught, Tested Curriculum



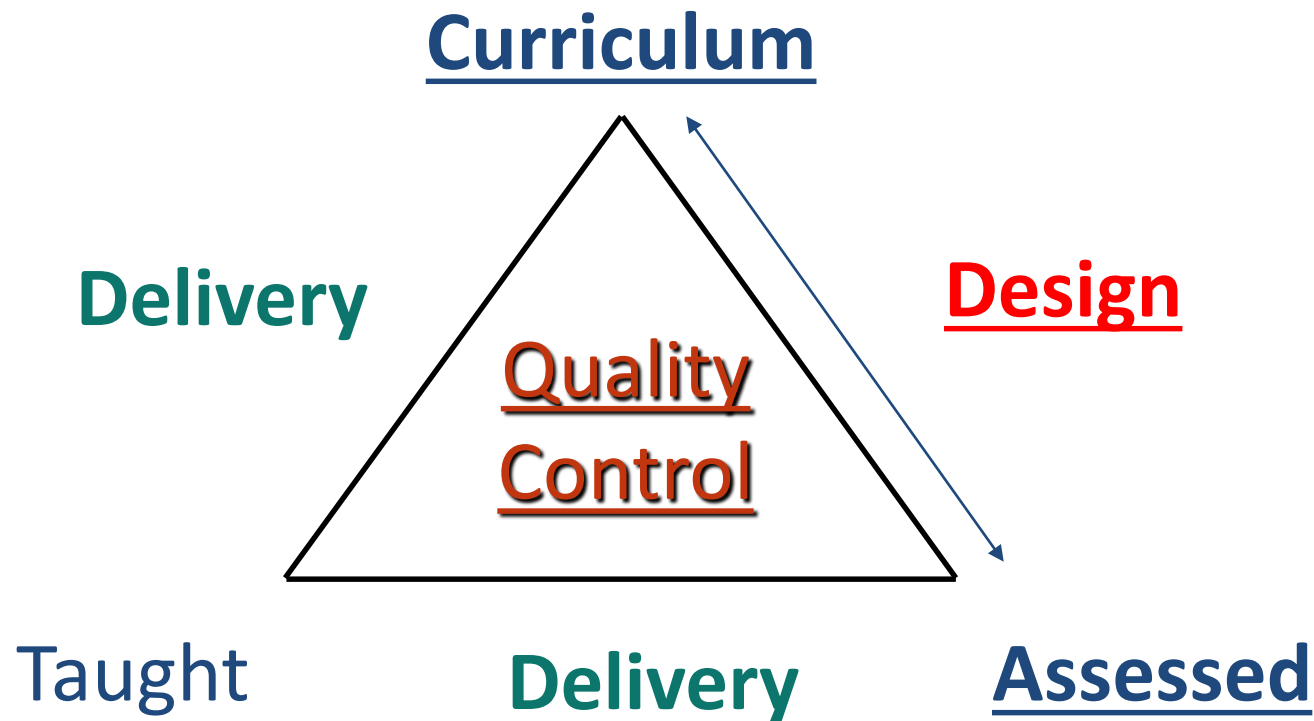
- **Curriculum—the work plan**
- **Teaching—the work**
- **Assessment—the work measure**

# ALIGNMENT: Quality Control

- ALIGNMENT is the key to assuring improved achievement.
- ALIGNMENT must be *supported* and *facilitated* at the district level.
- ALIGNMENT must be *realized* by teachers and principals in the schools.
- Everything taught in the classroom prepares students for **ANYTHING** they may encounter on *any* assessment (no surprises!!)

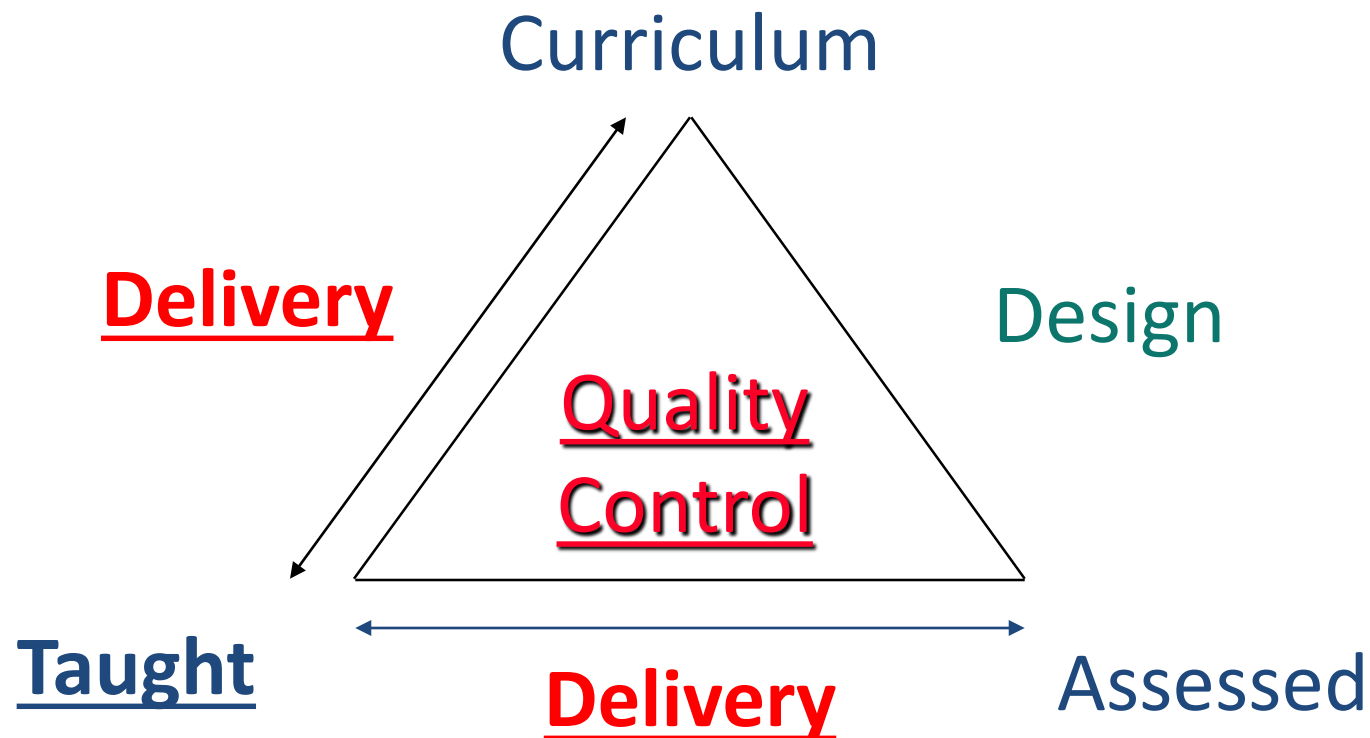
# Design Alignment: DISTRICT

The relationship between the Curriculum (the work plan) and the Test (work measurement).



# Delivery Alignment: SCHOOL

The relationship of what is *Taught* to  
(a) the Test and (b) the Curriculum



# Alignment in Delivery

- As much about **WHAT** is taught (curriculum) as it is about **HOW** (teaching/learning that occurs in the classroom), and with what kind of **COGNITION**.



**content – context – cognitive type**

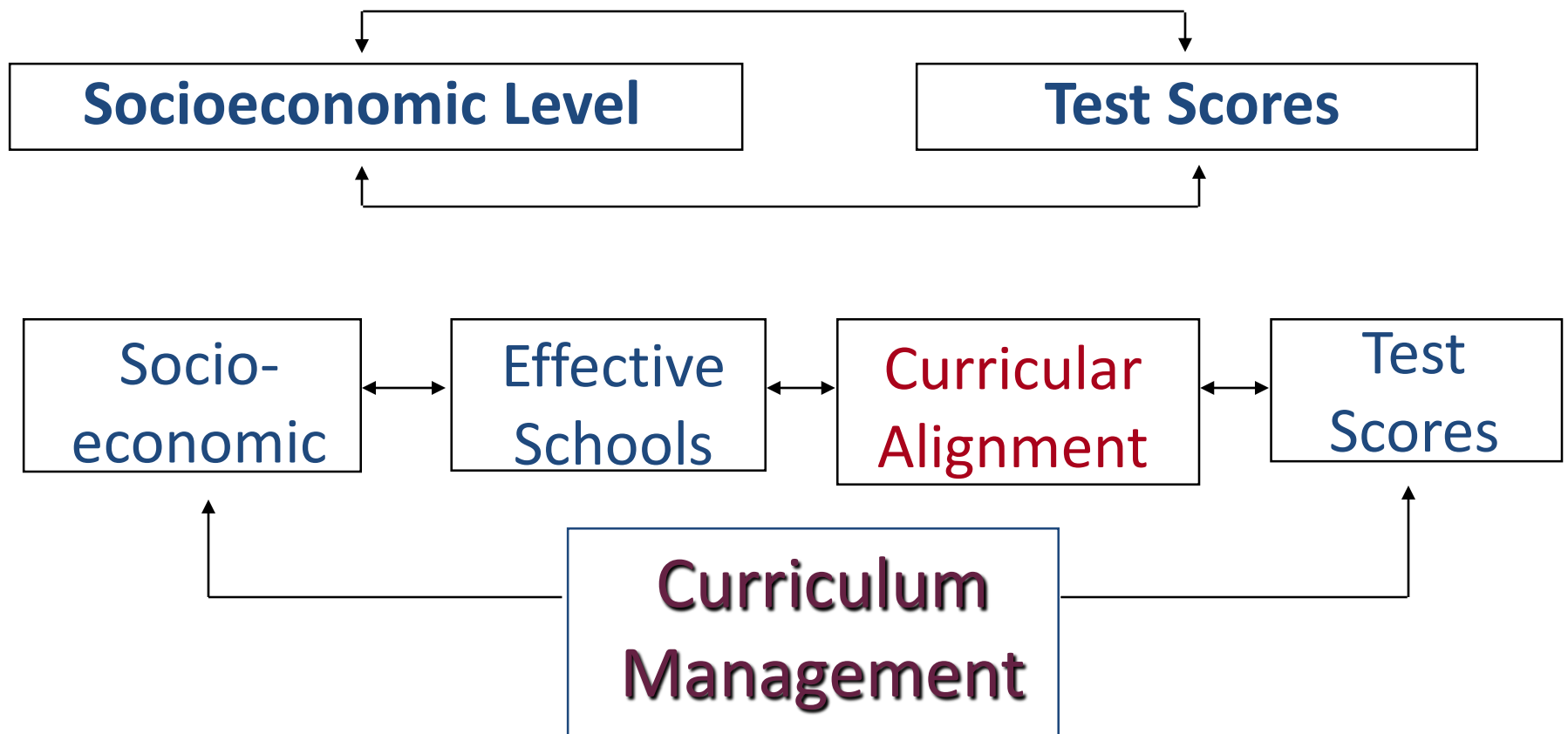
# **TIGHTLY HELD (System-based)**

# **LOOSELY HELD (School-based)**

- **MEANS**
- **INSTRUCTION**
- **STRATEGIES**
- **GROUPINGS**
- **STAFFING**
- **PROCESSES**
- **RESOURCES/  
MATERIALS**



# Breaking the Cycle of Socioeconomic Determinism with Curriculum Alignment



# The Curriculum Review

- Examines how well different departments and levels of the system are working to manage curriculum design and delivery to achieve and to maintain *alignment* — in all three dimensions.



# The Curriculum Review: Process

**Ask: What is WCUUSD trying to accomplish?**

➤ **What written documents support this?**

- 1. Do written documents exist?**
- 2. Are they any good?**
- 3. Are they being used?**

**Not being compared to any**  
**other school district**

# The Curriculum Review: Process

- Findings are supported by triangulated data; three data sources.
  - What we read. Written documents: policies, improvement plans, curriculum documents, handbooks, PD, assessments, mission/vision, etc.
  - What we hear. Conversations with personnel, survey data
  - What we see. Reviewer observations; building tours, classroom visitations

# **The Curriculum Review: Result**

**A written report that contains:**

- Findings covering relevant Standards**
  - Recommendations that include all the Findings**
- Recommendations are directed to the Board of Directors and to the Superintendent**

# The 5 Review Standards



# District STRENGTHS



- **Commitment to the district merger**
- **Focus on long-range planning**



# District STRENGTHS

- **Emphasis on the individual child**
- **Dedication to curricular alignment**





# District STRENGTHS

- **Devoted teachers and staff**



# STANDARD ONE: Control

- **Governance**
- **Effectiveness**
- **Follow-through**
- **Accountability**
- **Mission**



# Standard One Findings

## 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 high 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 organization functions.
- System-level plans for curriculum management, student assessment, instructional technology, and professional development are either missing or of limited quality.

# Standard Two - Direction

- **Direction:**
  - Curriculum Management Planning
  - Existence of Curriculum (Scope/Coverage)
  - Quality and Specificity of Curriculum
  - Consistency/Alignment of Curriculum, Assessments, Resources



# STATE STANDARDS



- The Vermont standards are *not* at the level of specificity required to direct articulated (spiraled and sequenced) instruction.
- Need for a curriculum that refines and connects the student expectations—the *work plan*.





# WHAT CURRICULUM MUST DO IN SCHOOLS (at a system level!)

- **FOCUS**—to identify what is essential and significant—beyond state/common core standards.
- **CONNECT**—to reinforce complex *learning* leading to mastery within and across grade levels and schools.
- **EQUITY**—to ensure that *all students* have access to the curriculum—their right.

# Standard Two Findings

- **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.**

# Standard Two Findings

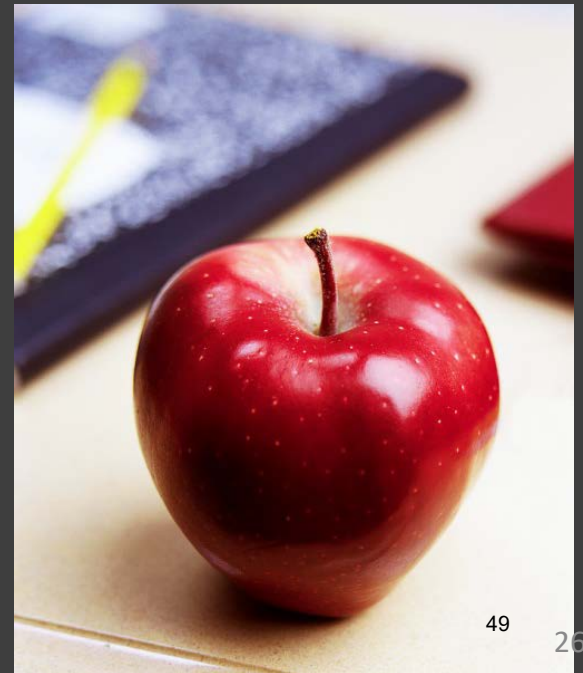
- **Finding 2.2:**
  - **Most reviewed student artifacts were on grade level, but a substantial proportion of elementary artifacts did not fully align to the content of the district Performance Indications. Artifacts generally were of low cognitive demand and employed less-engaging, traditional classroom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



# **STANDARD THREE:**

## **Connectivity and Equity**

- **Equity and Equality**
- **Alignment and Consistency:** in delivery, among written/taught/tested, among departments in the district
- **Instructional Expectations**
- **Staff Development**
- **Monitoring**



# Standard Three Findings

- **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 high student achievement.
  - Classroom visitations revealed instructional practices that are not consistently congruent with district expectations, geared toward low level of cognition, and lacking in differentiation strategies.
  - Inconsistent access to curriculum and resources have been reported in the district; however, no systemic plan is in place to address issues of equity and equality.

# STANDARD FOUR—Feedback

## Design

What is tested?

What kind of assessments are used?

How long have tests been used?

What do the results indicate?

## Delivery

Who uses the data and how?

What decisions are made with the data?



# Standard Four Findings

- **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.**

# STANDARD 5 - Productivity

- Budgeting practices
- Programs and Interventions
- Facilities
- **PRODUCTIVITY—  
doing more  
with the same  
(or less!)**



# Standard Five Findings

- **No Findings**

# Recommendations

- **Four recommendations.**
- **Our best advice for addressing the gaps and issues in findings.**
- **Recommendations are not a “quick fix.” There are no magic programs or tools—just hard work focused on putting structures in place aimed at improving student learning for everyone.**
- **Suggested timeline: 3-5 years to put in place; longer to *institutionalize*.**



# Global themes in recommendations

- **Vision**
- **Mission**
- **Philosophy/Beliefs**
- **Policy**
- **Plans**
- **Systems/Structure**
- **Redefining roles**





# Recommendations

## Recommendation 1: Governance

- **Policy revision and/or development to provide clear direction for curricular issues and educational programming**
- **Develop written district and building plans that meet review criteria, have a reasonable number of objectives, and are well communicated to stakeholders**
- **Ensure departmental plans are aligned to district and school improvement plans and the curriculum management plan (e.g., professional development, program evaluation, instructional technology, student assessment)**

# Recommendations

## Recommendation 2: Curriculum Management

- Design a curriculum management plan that meets review criteria
- Design/revise K-12 curriculum for all subject areas for content, context, and cognition type
- Curriculum to be deeply aligned to state standards
- District wide expectations for instructional resources
- Develop expectations for instructional models that align with district goals
- Strengthen and develop unity in monitoring practices of curriculum and instruction

# Recommendations

## Recommendation 3: Professional Development

- Enhance the existing professional learning plan; align to review criteria
- Link professional development to district priorities, effective instructional practices, and rigorous student activities
- Monitor results of professional development efforts in terms of changed teaching and its impact on student learning

# Recommendations

## Recommendation 4: Assessment

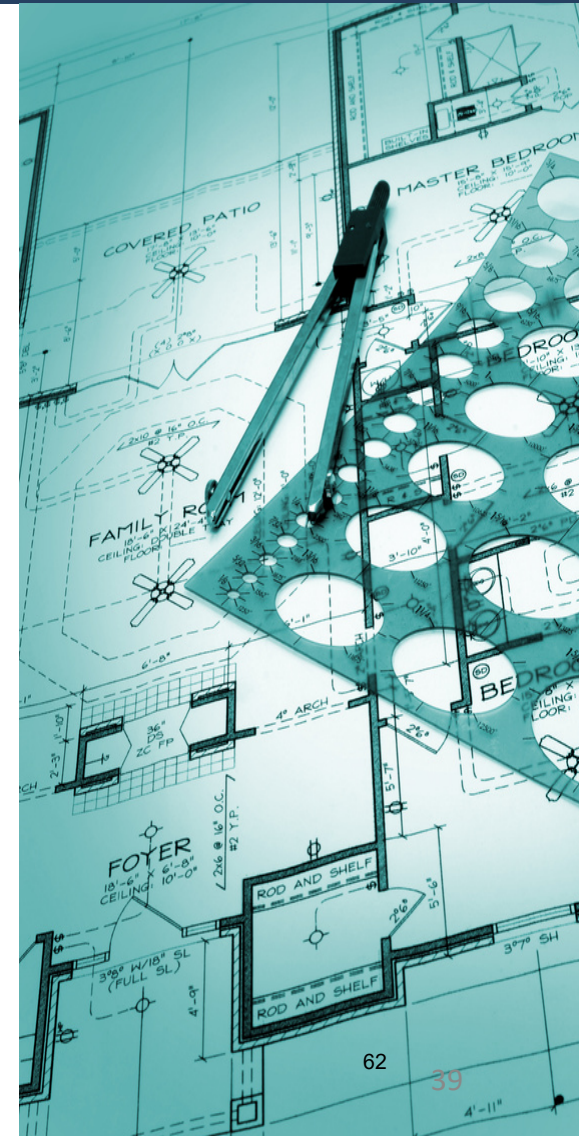
- Design both a student assessment plan and a program evaluation plan which align to review expectations
- Use student assessment data to make informed decisions about curriculum effectiveness
- Develop a formalized process for the selection, implementation, and evaluation of programs
- Use data as part of the feedback loop for the continuation or termination of programs

# How To Read an Audit Report

- **Start with the executive summary**
- **Second, read each finding head and the first 2-3 paragraphs of each finding**
- **Next, read the entire recommendation section**
- **Then, look through the individual findings to see the rationale for the finding, data points**
- **Not a cover-to-cover read**

# What's next?

1. The board receives the report
2. Ask the superintendent to prepare a response:
  - a) Prioritize the areas needing attention
  - b) Which conditions most adversely affect students?
  - c) Which findings most adversely affect the system?
  - d) Develop a board of directors/central office/district plan to address the recommendations



**Jeffrey Tuneberg, Ph.D.**  
**Lead Reviewer**  
**jeffrey.tuneberg@gmail.com**

**Holly Kaptain, Ph.D., Executive Director**  
**Curriculum Management Solutions, inc.**  
**5619 NW 86th St, Suite 500**  
**Johnston, IA 50131**  
**515-276-8911**

Dear Flor and WCUUSD Board,

As you know, Scott and I have been attending weekly meetings and working with the Coalition for Student Weighting to get S.13 passed.

It was passed unanimously by both the VT House and VT Senate last Wednesday.

We received the following note from the Coalition asking all boards to support the Burlington Resolution by June 15<sup>th</sup>. Since you have only one board meeting prior to that, we ask that this be on the agenda for the June 2<sup>nd</sup> Board meeting and that you add WCUUSD Board as supporting it.

Thank you very much.

Dorothy and Scott

“Burlington SD will be submitting a [resolution](#) to the VSBA annual meeting this fall around pupil weighting, asking for the entire VSBA membership to support the study's findings and advocate for an expedient and thoughtful implementation. It will give the resolution more weight to have other boards be "co-signers." So if your board is meeting before June 15th, please have them review the resolution and formally vote to support it.”

**Burlington SD will be submitting a Resolution for submission to full VSBA membership at 2021 annual meeting.**

Whereas Vermont’s students come to school with dissimilar learning needs and socioeconomic backgrounds that may require different types and levels of educational supports for them to achieve common standards or outcomes;

Whereas schools of different sizes and in different geographic locations require different levels of resources due to scale of operations or the price they must pay for key resources;

Whereas Vermont’s formula for calculating funding utilizes weighting factors that were created over twenty years ago and do not reflect contemporary educational policy, circumstances or costs;

Whereas Vermont’s legislature in 2018 directed the Agency Of Education to commission a study to consider and make various recommendations for changes to the census grant funding model, changes or additions to the per pupil weighting factors used to allocate special education funding under the census grant model, and any additional methods for consideration;

Whereas the resultant “Pupil Weighting Factors Report - Act 173 of 2018, Sec. 11” was published in December 2019;

Whereas the report was clear in its recommendations to update Vermont’s funding formula to account for the differing needs of all Vermont students and schools;

“Burlington SD will be submitting a [resolution](#) to the VSBA annual meeting this fall around pupil weighting, asking for the entire VSBA membership to support the study's findings and advocate for an expedient and thoughtful implementation. It will give there solution more weight



to have other boards be "co-signers." So if your board is meeting before June 15th, please have them review the resolution and formally vote to support

Whereas the VSBA and its member districts are committed to advocating for and working to achieve equitable access to education services for all Vermont students;

Now therefore, the VSBA fully supports the findings as presented in the Pupil Weighting Factors Report dated December 24, 2019.

And furthermore, the VSBA requests the Vermont Legislature to thoughtfully and expeditiously establish an implementation plan for the Report's recommendations.

**WCUUSD School Board**  
**Superintendent Personnel Summary and Recommendations**  
**June 2, 2021**  
**(as of June 2, 2021 )**

- 1. New Teacher Nominations** (for 21-22 school year)  
Elizabeth “Lizzy” Guido – U-32 Health Education Teacher  
Amanda Morse – Instructional Coach – WCUUSD  
Jennifer Ingersoll- Instructional Coach-WCUUSD  
Michael Abadi – Special Education Teacher - WCUUSD  
McKensie Curnow – Special Educator – East Montpelier Elementary School
- 2. Retirement**
- 3. Resignations**  
Kate Liptak – Berlin Elementary Music Teacher
- 4. Leave of Absence Request**
- 5. Change in FTE**  
Tyler Smith-Instructional Coach-Berlin .4 FTE (.4 FTE Intervention to .4 FTE Instructional Coach and still .6 FTE Intervention)
- 6. Long Term Substitutes** (Remainder of the 20-21 school year)
- 7. New Hire –**  
Christopher O’Brien – WCUUSD Director of Facilities  
Karoline May – Rumney Memorial School Principal  
Jessica Wills – U-32 Assistant Principal

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

Name: Amanda Morse

School: WCUUSD Employer (if different): WCUUSD

Position: Instructional Coach

Department/Area: \_\_\_\_\_

Type: ☒ Permanent ☐ One-Year 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: \_\_\_\_\_]

Educational Preparation:

College _____	Degree _____	Date Attained _____
Current Employee see file		

Experience: \_\_\_\_\_

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

Salary Schedule Placement:

B15+ Step 0 (FY22)

Start Date:

August 2021

Salary or Wage Rate:

\$ 59,207.00 (FY21)

Date of Board Appointment:

FTE: 1.0 Days / Year: 190 Hours / Day: \_\_\_\_\_

Interviewed by: Jen Miller-Arsenault, Anne Carter, Ellen Dorsey

This candidate is recommended for employment by: Bryan Olkowski, Superintendent *By Olkowski*

cc: (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

*→ This is contingent upon filling the Special Education position. Once filled Amanda will be the Instructional Coach.*

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

Name: Jennifer Ingersoll

School: WCUUSD Employer (if different): WCUUSD

Position: Instructional Coach - U-32

Department/Area: \_\_\_\_\_

Type: ☒ Permanent ☐ One-Year 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: \_\_\_\_\_]

**Educational Preparation:**

College	Degree	Date Attained
Current Employee - See file		

Experience: \_\_\_\_\_

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

**Salary Schedule Placement:**

M30+ Step 1 (FY22)

**Start Date:**

August 2021

**Salary or Wage Rate:**

\$ 61,055.00 (FY21)

**Date of Board Appointment:**

FTE: 1.0 Days / Year: 190 Hours / Day: \_\_\_\_\_

Interviewed by: Jen Miller-Arsenault, Steven Dellinger-Pate

This candidate is recommended for employment by: Bryan Olkowski, Superintendent

cc: (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

*This is contingent upon filling the English position. Once filled Jennifer will be the Instructional Coach.*

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

Name: Karoline May

School: Rumney Memorial Elementary Employer (if different): WCUUSD

Position: Principal

Department/Area: Administration

Type: ☒ Permanent ☐ One-Year 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: Casey Provost

**Educational Preparation:**

College	Degree	Date Attained
Johnson State College	BS Elementary Ed & Math	May 2000
U of NC at Chapel Hill	M Ed School Admin	May 2006

Experience: Roxbury Elementary - Principal July 2014 to Oct 2015 WSS - Dir of Cur & Inst July 2013 to October 2015

Montpelier Pubic School - Interim Dir of Curriculum July 2012-June 2013, Chelsea Public School - Principal July 2008-June 2012

Lyndon Town School - Asst Principal July 2006 to June 2008, Orange County Schools - Principal Intern May 2005 to May 2006

Years of Related Experience: North Carolina Public - Classroom Teacher Aug 2000 to June 2005

Years of Experience: 21 years experience, 5 Teaching, 3 Asst Principal, 13 year Principal  
Salary Schedule Placement: Start Date:

Step July 1, 2021

Salary or Wage Rate:

Date of Board Appointment:

\$ 98,000.00

FTE: 1.0 Days / Year: 261 Hours / Day:

Interviewed by: Jan Miller-Arsenault, Daniel Diddlemeyer, Brigitte Kalat, Mary Monteith, Deanna Murray, Sharon Spector, Elijah Hawkes, Daisy Scarzello  
Det Fair, Aaron Boynton

This candidate is recommended for employment by: Bryan Olkowski, Superintendent

cc: (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

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

Name: Elizabeth "Lizzy" Guido

School: U-32

Employer: WCUUSD

Position: 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: Meaghan Falby

Educational Preparation:

College/Technical

Degree/Certificate

Date Attained

University of Vermont, Burlington VT

M.A.T. Secondary Education

May 2021

University of Vermont, Burlington VT

B.S. Professional Nursing

May 2019

Experience: Nov 2020-present - Registered Nurse, Central Vermont Medical Center, Berlin VT; Sep 2020-present - Student Intern (Science, Health Ed), Mt Abraham Unified School District, Bristol VT; Sep 2019-Sep 2020 - Registered Nurse, University of Vermont Medical Center, Burlington VT; Jun-Aug 2019 - Global Trip Leader, Alford Lake Camp, Hope ME;

Years of Related Experience: 14 Years Recommend 1-2 Years credit for nursing experience

Salary Schedule Placement:

Start Date:

M00-M14 Step B (FY22)

August 19, 2021

Salary or Wage Rate:

Date of Board Appointment:

\$ 48,886<sup>00</sup> (FY21)

June 16, 2021

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

Contract Comments: \_\_\_\_\_

Interviewed by: Steven Dellinger-Pate, Jody Emerson, Brian Divelbliss, Steve Towne, Lauren Caswell, David Powelson, Sue Ognibene, Allie Guthrie, Chris Cadorette

This candidate is recommended for employment by: Bryan Olkowski *[Signature]*

Cc (check as appropriate):

☒ PERSONNEL

☒ PAYROLL

☐ SPED

☒ UNION

☒ BUILDING PRINCIPAL

Washington Central Unified Union School District  
Employee Nomination Form

Name: Christopher O'Brien

School: WCUUSD Employer (if different): WCUUSD

Position: Director of Facilities

Department/Area: Administration

Type: ☒ Permanent ☐ One-Year 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: \_\_\_\_\_]

Educational Preparation:  
College

Degree

Date Attained

Experience: Keurig Dr Pepper July 2000 to August 2020  
Air National Guard 1987 to 2000

Years of Related Experience: 20 years

Salary Schedule Placement:

Start Date:

Step

June 7, 2021

FY 21 contracted days: June 7 to June 30, 2021 - \$6,896.55 prorated annual salary

Salary or Wage Rate:

Date of Board Appointment:

\$ 100,000.00 FY22

FTE: 1.0

Days / Year: 261

Hours / Day: 8

Interviewed by: Gillian Fuqua, Chris Tuller, David Hannigan, Bill Ford, Amy Molina, Carla Messier

This candidate is recommended for employment by: Bryan Olkowski, Superintendent

cc: (check as appropriate):

☒ PERSONNEL

☒ PAYROLL

☐ SPED

☐ UNION

☐ BUILDING PRINCIPAL

Washington Central Unified Union School District  
Employee Nomination Form

Name: Jessica Wills

School: U-32

Employer (if different): WCUUSD

Position: Assistant Principal

Department/Area: Administration

Type:

☒ Permanent

☐ One-Year 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: Jody Emerson)

Educational Preparation:

College

Castleton State College

Degree

BS -Multidisciplinary History, minor Special Ed

Date Attained

2004

Capella University

MS Ed Admin

2020

Experience: Peoples Academy Middle School, Consulting Teacher 2008-2021

Johnson Elementary Kindergarten Teacher Jan 2008 to June 2008

Years of Related Experience: 13 years

Salary Schedule Placement:

Step

Start Date:

July 1, 2021

Salary or Wage Rate:

\$ 90,000.00

Date of Board Appointment:

FTE: 1.0

Days / Year: 261

Hours / Day: 8

Interviewed by: Amy Molina, Gavin Clark, Anne Decker, Zack Gonzalez, Eric Bennet, Larissa Boyd, Jeff Jagersol, Nicole Schaeffer, Ellen Cooke

This candidate is recommended for employment by: Bryan Olkowski, Superintendent

cc: (check as appropriate):

☒ PERSONNEL

☒ PAYROLL

☐ SPED

☐ UNION

☐ BUILDING PRINCIPAL



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

Name: Michael C Abadi

School: U-32

Employer: WCUUSD

Position: Special 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: Hayley Fitzgerald

Educational Preparation:

College/Technical	Degree/Certificate	Date Attained
<u>University of California-Berkeley, CA</u>	<u>Ph.D Education</u>	<u>May 2003</u>
<u>San Francisco State University, CA</u>	<u>Advanced Coursework</u>	<u>1993-1998</u>
<u>Rhode Island College, Providence, RI</u>	<u>Coursework</u>	<u>1991</u>
<u>Lyndon State College, Lyndonville, VT</u>	<u>Teacher Certification</u>	<u>June 1989</u>
<u>Brown University, Providence, RI</u>	<u>B.A. History</u>	<u>May 1988</u>

Experience: May 2010-present - Adjunct Faculty, Vermont Technical College, Randolph VT; Sep 2006-present - Special Education Coordinator, Randolph Technical Center, Randolph VT; Feb 2006-Jul 2009 - Adjunct Faculty, Union Institute & University Montpelier VT; Oct 1997-Jun 2005 - Home/Hospital Teacher, Berkeley Unified School District, Berkeley CA; Feb 1997-May 1999 - Site Supervisor for Spec Ed Practicum Teachers, San Francisco State University, San Francisco CA; Mar 1993-Jan 1997 - Vocational Teacher, Fred Finch Youth Center, Oakland CA; Oct 1989-Jun 1992 - Teacher for BD Students, New Pride School, Providence RI; Oct 1988-May 1989 - Teacher's Aide & Student Teacher, Barnet Village School, Barnet VT.

Years of Related Experience: 30+ Years

Salary Schedule Placement:

M30+ Step O (FY21)

Start Date:

August 19, 2021

Salary or Wage Rate:

\$74,024.00 (FY21)

Date of Board Appointment:

June 16, 2021

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

Contract Comments: \_\_\_\_\_

Interviewed by: Steven Dellinger-Pate, Julia Pritchard, Kerra Holden, Maria Paris, Drew Jenkins, Bradly Parker, Nathan Lovitz

This candidate is recommended for employment by: Bryan Olkowski

Cc (check as appropriate):

☒ PERSONNEL

☒ PAYROLL

☐ SPED

☒ UNION

☒ BUILDING PRINCIPAL

Washington Central Supervisory Union  
Employee Nomination Form

Name: McKensie Curnow

School: E. Montpelier Elementary School

Employer:

(If different)

Position: Full time special educator

Type: ☒ Permanent

☐ One-Year 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: To fill the resignation of Ted Nathanson)

Educational Preparation:

College

Degree

Date Attained

Marywood University

MA

2020

Marywood University

BA

2016

Experience: McKensie has 3 years experience as a substitute teacher and 1.5 years experience as a special educator

Years of Related Experience: 3

Salary Schedule Placement:

Start Date:

MO-M14 Step D (FY 22)

August 2021

Salary or Wage Rate:

Date of Board Appointment:

\$ 51,652<sup>00</sup> (FY 21)

FTE: 1.0

Days / Year: 190

Hours / Day: 7.5

Interviewed by: Alicia Lyford, Michael Sherwin, Beth Parker, David Willard, Jennifer Fitch, Danielle Laquerre, Carrie Fitz, Hilary Paquet

This candidate is recommended for employment by: Bryan Olkowski

*Bryan Olkowski*

Cc (check as appropriate):

☒ PERSONNEL

☐ PAYROLL

☐ SPED

☐ UNION

☐ BUILDING PRINCIPAL

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

Name: Tyler Smith

School: WCUUSD Employer (if different): WCUUSD

Position: Instructional Coach - Berlin

Department/Area: \_\_\_\_\_

Type: ☒ Permanent ☐ One-Year 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: Anne Carter

Educational Preparation:

College

Degree

Date Attained

Current Employee - See file

Experience: \_\_\_\_\_

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

Salary Schedule Placement:

Start Date:

M15-M29 Step M (FY22)

August 2021

Salary or Wage Rate:

Date of Board Appointment:

\$ 66,238.00 (FY21)

FTE: .4

Days / Year: 190

Hours / Day: \_\_\_\_\_

Interviewed by: Jen Miller-Arsenault, Aaron Boynton

This candidate is recommended for employment by: Bryan Olkowski, Superintendent

cc: (check as appropriate):

☒ PERSONNEL

☒ PAYROLL

☐ SPED

☐ UNION

☐ BUILDING PRINCIPAL

## Washington Central Unified Union School District

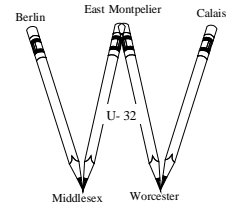
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*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

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

Bryan M. Olkowski  
Superintendent



**TO: WCUUSD School Board**  
**FROM: Bryan M. Olkowski, WCUUSD Superintendent**  
**Lori T. Bibeau, WCUUSD Business Administrator**  
**RE: Business Administrator Position**  
**DATE: May 26, 2021**

**We are writing to apprise you of the status in filling the Business Administrator position. On September 23, 2020, we provided you with a Business Administrator succession plan. Here is the updated timeline to date:**

- A. December 2020-January 2021-The position was posted, advertised locally and nationally and an interview committee was established.
- B. February-March 2021-The interview committee recommended a candidate. The candidate declined the offer for this position.
- C. March 29 2021-Gallagher Flynn and Company, LLP was contracted with to provide assistance with recruitment and to prescreen applicants.
- D. May 2021- The interview committee recommended a candidate. The candidate declined the offer for this position.

At this time there are a few candidates being considered and the recruitment firm is actively recruiting more candidates. At the time of writing this report, it is unknown if, or when, a viable candidate will be hired for the Business Administrator position. Because of the tight timeline, there may not be any time to cross-train with Lori Bibeau prior to June 30, 2021.

We are in the process of developing a temporary plan for coverage that would include two Fiscal Staff members-Virginia Breer, Senior Payroll Accountant and Matthew Kittredge, Financial Accountant. The plan would map out and assign tasks that would cover the summer months and provide coverage to meet the summer deadlines. We are also accelerating the pre-audit work to complete as much as possible prior to June 30, 2021. If needed, our audit firm RHR Smith may also be available to consult during this time of transition. This temporary coverage plan would allow the recruiting company and interview committee to continue to process viable candidates throughout the summer.

We are requesting board approval to move forward with this temporary plan so there will be ample time to complete some cross-training and to find other temporary employees to assist with the coverage for the summer months.

Thank you for considering this request.