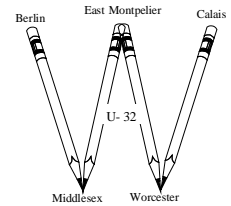


Washington Central Unified Union School District

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

5.19.21 5:00 PM – 9:00 PM

Virtual Meeting Information:

<https://tinyurl.com/yxmo52l6>

Meeting ID: 982 9945 3728

Password: 500273

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 – Superintendent Evaluation 56 minutes
3. Welcome 15 minutes
 - 3.1. Reception of Guests
 - 3.2. Public Comments
 - 3.3. Agenda Revisions
4. Reports (Discussion/Action) 75 minutes
 - 4.1. Student Reports
 - 4.2. Superintendent 15 minutes
 - 4.2.1. COVID-19 Update
 - 4.2.1.1. Vaccination Clinics – pg. 3
 - 4.2.2. Art/Music Leadership Team Follow up – pg. 4
 - 4.2.3. Equity Scholar in Residence(ESR) Memorandum of Understanding – pg. 6
 - 4.2.4. Equitable Education Systems Grant Application – pg. 10
 - 4.2.5. U-32 Gender Neutral Bathrooms Update – pg. 24
 - 4.2.6. Strategic Planning – pg. 25
 - 4.3. Education Quality (Discussion) 30 minutes
 - 4.3.1. Discussion of WCUUSD Physical Education/Health Student Learning Outcomes – pg. 26
(Please be sure to review the material)
 - 4.4. Finance Committee(Discussion/Action) 15 minutes
 - 4.4.1. Central Office Ventilation Bid – pg. 47
 - 4.4.2. Authorize the Superintendent to sign contracts for WCUUSD – pg. 48
 - 4.4.3. Blanket Authorization for Check orders – pg. 49
 - 4.4.4. Annual Bids:
 - 4.4.4.1. Revenue Anticipation Note & Investment Bid – pg. 51
 - 4.4.4.2. Audit Services Bid – pg. 55
 - 4.4.4.3. Property, Liability, and Workers Compensation Insurance Bid – pg. 82
 - 4.4.4.4. Authorize Superintendent to approve bids for Fuel Oil, Propane, Wood Chips, and Wood Pellets – pg. 83
 - 4.4.5. Infinite Campus Online payment system update – pg. 84

- 4.4.6. Rumney Para Educator Position – pg. 85
- 4.4.7. Calais Para Educator Position – pg. 89
- 4.4.8. East Montpelier Pre-K Para Educator Position – pg. 92
- 4.5. Policy Committee (Discussion/Action) 15 minutes
 - 4.5.1. First Reading for policy to be adopted on 6.16.21: F44 Password Management, B8 Electronic Communication between Employees and Students, D40 Acceptable Use – pg. 95
 - 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 – pg. 105
- 4.6. Negotiations Update 5 minutes
- 5. Board Operations (Discussion/Action) 45 minutes
 - 5.1. Superintendent Evaluation Update
 - 5.2. Calais Board Appointment Update
 - 5.3. Governance
- 6. Consent Agenda (Action) 10 minutes
 - 6.1. Approve Minutes of 4.28.21 and 5.10.21 – pg. 120
 - 6.2. Instructional Coach Job Description – pg. 129
 - 6.3. Approve Board Orders
- 7. Personnel (Action) 10 minutes
 - 7.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE – pg. 134
- 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
- 10. Adjourn

WCUUSD Board Norms - Adopted November 18, 2020

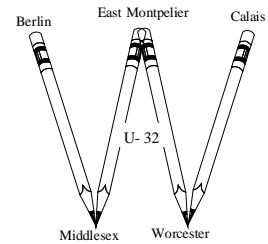
- **Public input** – Notify the community about public forums and opportunities for public comment at board meetings.
- **Community involvement during regular meetings of the board** – Every meeting will include at least one opportunity for public comment. Public comment is an opportunity for board members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

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Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent; Elizabeth Wirth, COVID-19 Coordinator
DATE: May 13, 2021
RE: Vaccination Clinic

In coordination with the Vermont Department of Health, Vermont Emergency Management and the Agency of Education, WCUUSD has scheduled an upcoming vaccination clinic at U-32. This clinic will serve students ages 12 and up in our district, as well as students in other nearby public and independent schools and members of our community – including parents!

We especially look forward to providing vaccines for our 12-15 year-old students, who are newly eligible to receive the [Pfizer COVID-19 vaccine](#). The Health Department and Vermont pediatricians have put together this [two-page information sheet](#) to on the Pfizer COVID-19 vaccine and why it is safe and effective for this age group. If you have more questions there are a number of ZOOM meetings scheduled in the upcoming weeks with local pediatricians to talk more about the [COVID-19 vaccines and your children](#).

Please see details about the vaccination clinic below. If you have any questions, please contact Elizabeth Wirth, COVID-19 Coordinator – ewirth@u32.org. We are eager to support you however we can to help get our students vaccinated for their health and the health of our community.

Clinic Details

Clinic Location: U-32

Clinic Street Address: 930 Gallison Hill Road, Montpelier VT 05602

Clinic Date: Monday May 24

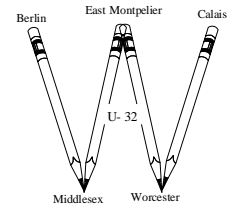
Clinic Hours: 9am-5pm

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Bryan Olkowski
Superintendent



To: WCUUSD School Board
From: Aaron Boynton, Steven Dellinger-Pate, Cat Fair, Gillian Fuqua, Alicia Lyford, Jen Miller
Arsenault, Casey Provost
Re: Music and Art reductions
Date: May 13, 2021

This memo is in response to the board's request to revisit the following allied arts staffing levels for the 2021-2022 school year:

- | | | |
|----------|------------------------------------------------|------------------------|
| • Berlin | Music .9 FTE to .6 FTE | Art .8 FTE to .5 FTE |
| • Calais | Music .4 FTE to .3 FTE | Art .4 FTE to .3 FTE |
| • Doty | Music .3 FTE (no change) | Art .2 FTE (no change) |
| • EMES | Music .6 FTE (no change) | Art .5 FTE (no change) |
| • Rumney | Music .6 FTE to .5 FTE | Art .5 FTE (no change) |
| • U-32 | Visual and Performing Arts 6.8 FTE (no change) | |

Our decision around this recommendation was based on examination of all of our programming and Student Learning Outcomes. We considered best practices in each content area and made decisions based on our theory of action, time studies (current as well as Pre-Covid), and our commitment to student achievement in literacy and math.

As building principals we have a responsibility to ensure that our schools and programs are positioned to address all Student Learning Outcome areas. From our WCUUSD Theory of Action:

If we provide high quality instruction and interventions that are responsive to learners' needs and interests, based on clear learning targets, and measured by a comprehensive and balanced assessment system which includes specific and actionable feedback to all, then we will close the achievement gaps and ensure that all students achieve proficiency in our [WCUUSD] student learning outcomes.

At the last board meeting, several comments from staff and board members came from a place of advocacy for the arts. While we recognize and appreciate this, the job of the leadership team is to focus on the entire educational program, inclusive of the arts, ensuring that we have effective systems that support students from PreK to graduation in all student learning areas. This means that when we make programmatic recommendations or decisions, we must account for how programming in one area has potential implications in others.

Since 2018, the elementary principal's have worked together to develop agreements that provide similar instruction and learning opportunities to students in all five of our buildings. While it may seem like a rather simple task, there are many competing priorities and factors in each of our schools. During the fall of 2019 budget process, we worked together to identify ways to provide high quality instruction and interventions to students; increasing the role of interventionists, increasing the amount of instructional time in our literacy and math blocks, and embedding

interventions in these areas. In December 2020, after closely examining the schedules and use of adult time in each of our buildings in Music and Art, we agreed that our needs for staff-to-student contact time warranted reasonable adjustments to staffing levels.

While remaining committed to all areas of student learning we recognize that instructional time is a finite resource and that student access to allied arts cannot come at the expense of instruction and intervention in the areas of literacy and mathematics.

We appreciate the support of the school board in making decisions that impact teaching and learning. Recognizing that all decisions within a school system have the potential to impact others, we remain committed to collaboration and improving communication practices and will do a better job of being intentional and inclusive in bringing stakeholders together when considering implications for programming.

At this time, the leadership team recommends maintaining the staffing levels in the approved budget for the 21/22 school year.

Memorandum of Understanding

The purpose of this memorandum

is to establish an agreement among:

- Washington Central Unified Union School District (WCUUSD), and
- Washington Central Friends of Education (WCFE), and
- Institute for Liberatory Innovation (ILI)

to make clear the conditions of and support for the experimental implementation of the ILI Equity Scholar in Residence Model on a district-wide basis in the Washington Central School District for the 2021-2022 school year.

All Parties Agree:

1. The basis of this project is an understanding that educational equity is influenced by a number of factors, including but not limited to bias, honest ignorance, disparities in discipline, community factors, extra-curricular opportunities and curriculum. The ESR model is designed to increase educators' confidence and willingness to engage equity issues in their thinking and their work with students, colleagues and community members.
2. The ESR model will be implemented for the entirety of the 2021-22 school year in the six district schools and in support of district office staff.
3. The ESR model will be implemented as defined in materials presented to the superintendent and school board (see appendix).
 - a. The ESR's primary role will be in response to school-based educators' questions, concerns and challenges.
 - b. In this experimental application, the ESR will also respond to district-office educators' questions, concerns and challenges.
4. The ESR is an independent contractor employed by ILI and contracted by WCFE, and therefore not subject to district employment policies,
 - a. *however the ESR is subject to all other school policies, including those related to safety and security.*
5. The ESR's work will be undertaken in collaboration with leaders in individual schools and the district office, overseen by the ILI and WCFE, and governed by their position description in alignment with the ESR model.
6. Implementation of the ESR model with one Equity Scholar in Residence for six schools and the district office is experimental and likely to result in a different experience for educators and a different impact than a one-school implementation. Therefore,

- a. All parties will support as indicated in party-specific sections below a study by the ILI to determine the impact of this experimental application of the ESR model, and
 - b. All parties will receive a report of preliminary findings in January 2022, and final findings in June 2022.
 - c. All parties will consider the implications of the preliminary results of that study for the spring 2022 semester, and in decisions concerning the continued implementation of the model for the 2022-23 school year.
 - d. It is understood that if research results indicate the model is not successful at the district level, parties will need to reassess this agreement.
 - e. Any and all data (e.g. survey and interviews responses and field notes) as well as research findings, are the confidential property of the ILI.
 - i. No data or findings will include identifiable students, nor will it include identifiable educators without their express permission.
- 7. The Equity Scholar in Residence Model, including all materials, definitions, and research finding is the property of the Institute for Liberatory Innovation.
 - a. Any presentation, written or verbal, regarding The Equity Scholar in Residence model, including this instance of implementation, will include attribution of development and ownership of the model to the ILI.
 - b. Any presentation, written or verbal, regarding The Equity Scholar in residence model, including this instance of implementation, will include recognition of the role of U-32 educators in the pilot study that enabled the development of the ESR model.
- 8. Program Cost:
 - a. The total cost to the WCUUSD for implementation of the ESR model and experimental, district-wide application is **\$79,184.00**, broken down as follows,
 - i. \$70,200.00 compensation, taxes and benefits
 - ii. \$500 Associated learning resources purchased by the ESR
 - iii. \$8484.00 Fiscal administration and associated costs (WCFE)
 - b. The ILI reserves to right to charge overhead fees for implementation of the model, however
 - i. The ILI set as a condition of the pilot that because of the role of U-32 educators in the pilot study, the ILI will never charge overhead for implementation of the ESR model in the WCUUSD.
- 9. If any party to this agreement becomes aware of concerns related to this agreement, the Equity Scholar, or the model, that party will contact the two other parties immediately.

- a. All three parties agree to meet at the earliest possible time to discuss and resolve the concern.
- 10. Any party may withdraw their participation in the project if any part of this agreement is violated
 - a. Parties agree to notify other parties as soon as reasonably possible, and to participate in conversation to resolve issues before making a final decision.
 - b. In the unlikely case of violation of school policy that creates a danger to students or other community members, the District may withdraw participation immediately with notice.

Responsibilities of Each Party to this Agreement:

Washington Central Unified Union School District will,

- 1. Ensure that Individual school leaders
 - a. Inform the ESR of school policies, practices and traditions
 - b. Support the ESR in their efforts to develop relationships with school staff
 - c. Invite the ESR to staff meetings as appropriate
 - d. Include the ESR in discussions about emerging equity issues and in discussions about supporting educators to address equity.
- 2. Provide access to staff for ILI to solicit voluntary participation in surveys and interviews in the service of research to assess effectiveness of this all-district application of the ESR model.

Washington Central Friends of Education will,

- 1. Oversee the fiscal operation of this agreement, including liability insurance and all employment functions, e.g. payroll, tax withholding and reporting, and workers compensation.
- 2. Ensure that the ESR abides by all school and district policies, and that they faithfully undertake their role as defined by the ESR position description.
- 3. Oversee implementation of the ESR model based on model descriptions provided to the District and the ESR position description.
- 4. Facilitate collaboration between all parties to this agreement to resolve any concerns about the ESR's work during the course of the school year.
- 5. Collaborate with ILI to secure funding for study of the effectiveness of the ESR model for a district-wide application.

Institute for liberatory Innovation will,


1. Provide a qualified Equity Scholar (or scholars, if that need is established) to serve in the ESR role
 - a. ILI will secure the approval of the District and WCFE of the ESR(s) assigned by ILI to serve the district.
 - b. The ILI will provide the WCFE with the ESR position description.
2. Collaborate with the WCFE to support project management as requested.
3. Lead ongoing research efforts, including,
 - a. Collaborate with the WCFE to raise funds to support ongoing research.
 - b. Secure the approval of WCUUSD for research staff, methods and processes before undertaking any research activity.
 - c. Provide all parties with preliminary research findings by January 30, 2021; and final results by June 1, 2022.
4. Offer presentations regarding the ESR model to WCUUSD community members if requested by the WCUUSD or WCFE.
5. Waive all usual administrative and support fees associated with ESR implementation.

We the undersigned understand and agree to these conditions and responsibilities,

Washington Central Union Unified School District. Bryan Olkowski, Superintendent


Date: _____

Washington Central Friends of Education. Erica Zimmerman, Executive Director



Date: 5/6/2021

Institute for Liberatory Innovation. Lucinda Garthwaite, Director.



Date: 5/6/2021

Equitable Education Systems Grant Application

Project Description and Justification

Washington Central Unified Union School District exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.

In a 2019 talk at TEDxStowe on "Radical Diversity," Kiah Morris, a former Vermont state representative and current Movement Politics Director at Rights & Democracy Vermont, shared that she can "not rest easy over small changes or mediocrity. Understand that if we are to create a vision for what this diverse world looks like, it must be radical, or it will fail." Morris resigned from office in 2018 following a targeted hate campaign from a self-avowed white nationalist in Bennington, VT, and she is still seeking justice from the state's Attorney General. Her vision and courage have inspired our commitment to inclusion in our schools and district. It must be radical, or it will fail. It must be intentional, or it will fail. It must be made through coalition building and collaboration, or it will fail. ¹

On June 4, 2018, our district did something radical. U-32 became the 3rd high school in the country to raise the Black Lives Matter flag. Our student BIPOC affinity group advocated courageously before our school board, sharing that raising the flag would mean "they have a place in school ... that they matter". Student and staff reactions were wide-ranging. While largely

¹ Allison, M. B., & Langella, P. (2021). Inclusion.. In J. Moreillon (Ed.), *Core values in school librarianship: Responding with commitment and courage*. Santa Barbara, CA: Libraries Unlimited.

supportive, many white students felt conflicted. Some expressed support of racial equality but not the method of protest. Others stepped up to learn about allyship and decentering whiteness. There was a small but vocal student contingent openly intolerant, who came to school that morning openly waving the Confederate flag. This act changed the course of conversations in our school for the next 18 months, conversations brave enough to disrupt a status quo that prefers "a negative peace which is the absence of tension to a positive peace which is the presence of justice", in the words of Dr. Martin Luther King, Jr. Ultimately, our students successfully advocated to the policy board to prohibit hate symbols in non-educational contexts, including the Confederate flag, from all our schools and the school board approved an amended Student Self-Expression policy in February of 2020. These dual campaigns - the advocacy required to raise one flag while prohibiting another - have sparked tremendous changes in perceptions of our current policies, practices, and curriculum. What we have realized in the 3 years since this journey of transformational action that has happened - sparked by our students - is that we have only scratched the surface of ensuring our district is equitable and inclusive, antiracist and diverse, and dismantling white supremacy and colonialist ideologies that negatively impact historically marginalized students and staff.

When the Black Lives Matter flag raising was approved by the Board, U-32 was charged with creating an Equity Council. That summer, our district consolidated into a unified school district, and since then, no headway has happened to create an Equity Council. Until now. Since February 2021, a dedicated group of educators and administrators have been involved in studying issues of intersectional justice in our schools.

We have targeted the creation of an **Intersectional Justice Council** as our district's top priority, to address:

- The development, implementation and monitoring of policies, practices and strategies that support culturally-responsive and inclusive school communities and;
- Facilitate the development, implementation and monitoring of culturally responsive and inclusive curriculum and;
- Develop strategies focused on diversifying our educator workforce to address educational equity gaps within our district.

We believe, in the words of Kiah Morris, that our efforts must be radical, or they will fail. We believe that we have rolled up our sleeves as a district to begin the work of interrogating our curriculum, freedom dreaming our collective futures, and providing interventions for historically marginalized students that seek to disrupt inequitable patterns and unequal outcomes. An Intersectional Justice Council will ensure that this work becomes embedded through our school culture, that it is sustained through ongoing prioritization and professional development, and that it is accountable to its stakeholders because it will be made up by our stakeholders - community members, students, teachers, staff, and families.

The overall goal of this project is to create and launch an ***Intersectional Justice Council*** that is composed of the following: students, parents, a board member, a leadership team member, administration, faculty & staff.

Why Intersectional Justice rather than equity counsel? Language matters. Equity can be defined and interpreted in many different ways. Using the language of Intersectional Justice communicates to the system that we are aware of the interconnected nature of race, class, gender, and other identity markers. We are aware that when identities overlap, it has an impact on one's disadvantage and discrimination. We understand that eradicating injustice is multidimensional and layered, and when positioned with a deepening understanding of power and privilege, we can better align our values and priorities to our collective goals and outcomes.

WCUUSD was identified by the Vermont Agency of Education as eligible for equity supports as stated in Vermont's Every Student Succeeds Act plan. Our district was identified due to the gaps in performance between all of our historically marginalized groups. These groups are made up of the following: Free and reduced lunches, African-American, American Indian/Alaska Natives, Asian, Hispanic, Native Hawaiian-Pacific Islander, students on IEPs, and English Language Learners.

Our vision for this work is that all stakeholders: students, faculty, staff, board members, administration, care givers, and community members in WCUUSD, are provided the opportunity to benefit directly from the work of the ***Intersectional Justice Council***.

In the development of this council, those interested in becoming a member of the council would need to express an interest. We would ensure that there is cross representation from all schools, roles, and diverse populations.

The Intersectional Justice Council will be composed of the following members from across the WCUUSD: students, parents, a board member, a leadership team member, faculty & staff, with an intentional focus to include stakeholders from historically excluded groups: Native and Indigenous people, people living in poverty, people of color, people with disabilities, LGBTQIA+ people, immigrants and refugees, and women.

We will be intentional about ensuring inclusion of all our stakeholders: are the people most impacted included in discussions and decision making? What approaches and outreach will help to ensure that those who need to engage are able to participate fully?

We will take action to remove barriers where and when the council gathers in order to best ensure full and active participation: ie, transportation, childcare, accessible time and location, avoiding cultural and religious holidays, etc.

Sharing resources: The Council would be responsible for sharing resources with a contact (to be identified) at the Agency of Education.

Connection to Recovery Plan(replacing the continuous improvement plan CIP): Through this past year the pandemic has had a significant impact on all of the students across our district. The most impact has been on the students that have been identified above as historically marginalized as demonstrated through the data attached. Moving Forward Plan

All members of the WCUUSD school district- Doty Memorial School, Rumney Memorial School,

East Montpelier Elementary School, Calais Elementary School, Berlin Elementary School, and U32 Middle and High School will be in a PreK-graduation partnership on this grant. We currently have an Equity Scholar in residence partnership through the Institute of Liberatory Education (ILI) and we will also partner with an outside organization (i.e., Seed the Way, CQ Strategies, Vermont Education Equity Project, etc) to help guide and support this work.

The funding through this grant would offer a stipend to those that sit on this council, as it will be outside of the typical work day. The funds would also be to support professional development, led by outside organizations (TBD), along with resources that could be used throughout the district. The budget below outlines the breakdown of how these costs will be allocated.

Project Management

Clearly defined roles:

WCUUSD Superintendent: Bryan Olkowski

WCUUSD Director of Curriculum Instruction and Assessment: Jen Miller-Arsenault

WCUUSD Equity Scholar in Residence: Shelley Vermilya

While the council is being established, Shelley Vermilya (Equity Scholar in Residence) and Jen Miller-Arsenault will assume responsibility for the beginning steps. Once the Council is established, the roles and responsibilities of the group will be determined.

Communication Plan: A significant goal of this project is to gain community involvement from within the district and from within the larger community. We will utilize our website, regular newsletters for direct communication as well as our student newspaper, and *The Chronicle* for

student reporting. We will consider all our possible audiences, with a particular focus on those who have been historically excluded, and employ specific communication strategies to reach them (direct outreach, social media, community bulletin boards, Front Porch Forum, etc).

We will use faculty meetings and inservice days to report back to the faculty, staff and community on the progress of this work, focusing on specific equity and inclusion concerns, and recommendations the council identifies. Ongoing and embedded professional development will be coordinated with our community partners, directly tied to these recommendations. At the close of the school year and grant cycle, we will have a celebration to reflect on the progress of this work and set goals for its continuation.

Possible Resources for the Council to consider: Equity Lens Tool

Amelia Abraham VICE documentary Raised Without Gender

Sara Ahmed's *Being the Change: Lessons and Strategies to Teach Social Comprehension*

Jennifer Eberhardt TED How Racial Bias Works and how to disrupt it

Alicia Garza *The Purpose of Power: How to Build Movements for the 21st Century*

Staci K. Haines *The Politics of Trauma: Somatics, Healing, and Social Justice*

Ibram X. Kendi *How to Be an Antiracist*

Robin Wall Kimmerer *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Healing of Plants*

David Lammy TED Climate Justice Can't Happen Without Racial Justice

Bettina Love *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*

Resmaa Menakem *My Grandmother's Hands: Racialized Trauma and the Pathways to Mending our Hearts and Bodies*

On Being podcast: Notice the Rage: Notice the Silence

Cornelius Minor *We Got This! Equity, Access, and the Quest to Be Who Our Students Need Us to Be*

Gholdy Muhammad *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*

Peggy Orenstein *Girls & Sex: Navigating the Complicated New Landscape*

Peggy Orenstein *Boys & Sex: Young Men on Hookups, Love, Porn, Consent, and Navigating the New Masculinity*

Claudia Rankine On Being podcast: How Can I Say This So We Can Stay in This Car Together

Michael C. Reichert *How To Raise A Boy: The Power of Connection to Build Good Men*

Jason Reynolds & Ibram X. Kendi *Stamped: Racism, Antiracism, and You.*

Jason Reynolds On Being podcast: Fortifying Imagination

Layla Saad interviewed by Eric Deggans. NPR Life Kit. *Me and White Supremacy* helps you do the work of dismantling racism. Systems are made by people, we can take responsibility. Trying to create a culture of antiracism.

Nora Samaran *Turn This World Inside Out: The Emergence of Nurturance Culture*

Chloé Valdary TED Talk: Theory of Enchantment.

1. Treat people like humans, not political abstractions. 2. Criticize to UPLIFT not to tear down. 3. Root everything you do in love and compassion. Teachers: Kendrick Lamar and Moana! Complexity of human condition. White fragility treats white people like a conglomerate--- like a stereotype/abstraction. Treat each other like brother and sister—privilege is multifaceted

Sesame Street – Town Hall. Coming Together: Standing Up to Racism (Big Bird actually stands up, fills the screen with yellow) Van Jones, Mayor Bottoms.....giving kids some real talk with Muppets
<https://www.cnn.com/videos/us/2020/06/06/entire-june-6-cnn-sesame-street-racism-town-hall-part-2-vpx.cn/video/playlists/entire-cnn-sesame-street-coming-together-town-hall/>

Themes:

Boys/Men/Masculinities

JJ Bola *MASK OFF: Masculinity Redefined*

The Mask You Live In documentary 2015 director Jennifer Siebel Newsom

Boys State documentary 2020 directors Amanda McBaine, Jesse Moss

The Good Men Project: The Conversation No One Else is Having <https://goodmenproject.com/>

Queer/trans

Disclosure documentary 2020 director Laverne Cox

Roxane Gay *Hunger: A Memoir of (My) Body*

George M. Johnson *All Boys Aren't Blue: A Memoir- Manifesto*

Thomas Page McBee *Amateur: A True Story About What Makes a Man*

I'm Here. I'm Queer. What the Hell do I read? <https://www.leewind.org/>

Making Gay History book and podcast <https://makinggayhistory.com/>

More, more, more

<https://usvshate.org>

<https://teachingtolerance.org>

<https://www.facinghistory.org>

Project Timeline/Benchmarks

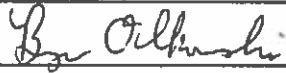
Timeline	Goal/Purpose	Description of Activity and Participants	Deliverable/Product	Measurement, Benchmark of Success
June 2021 (prior to school ending)	Establish the members of the Intersectional Justice Council	Send out explanation of the Intersectional Justice Council and solicit letters of interest	Letters of Interest, Council members identified	Letters of interest from a variety of stakeholders
July/August 2021	To build a cohesive, collaborative group of people to begin the work	A two-three day retreat facilitated by an outside organization (i.e., Seed the Way, CQ Strategies, Vermont Education Equity Project, etc)	Norms established, professional development planned/outlined for the upcoming school year, work plan established, adopt a mission statement, develop a plan for rotation of membership, and outline priorities	Meeting agendas, plans moving this work forward, etc
August/Sept 2021	To Begin to increase the knowledge of all stakeholders across the system	Roll out of professional development for all staff related to this work	Inservice plans	Increase knowledge and understanding across all stakeholders in the district

Ongoing throughout FY 22 school year	Intersectional Justice Council meets on a regular and consistent basis (on a monthly basis, dates/times TBD)	<p>The Council will be working towards the following:</p> <ul style="list-style-type: none"> • The development, implementation and monitoring of policies, practices and strategies that support culturally-responsive and inclusive school communities and; • Facilitate the development, implementation and monitoring of culturally responsive and inclusive curriculum and; • Develop strategies focused on diversifying our educator workforce to address educational equity gaps within our district. 	Examples of policies, practices, and strategies used, curriculum developed and documentation of strategies used to diversify the workforce.	With the implementation of these goals, we will ensure that we have an environment that is safe and equitable for all stakeholders.

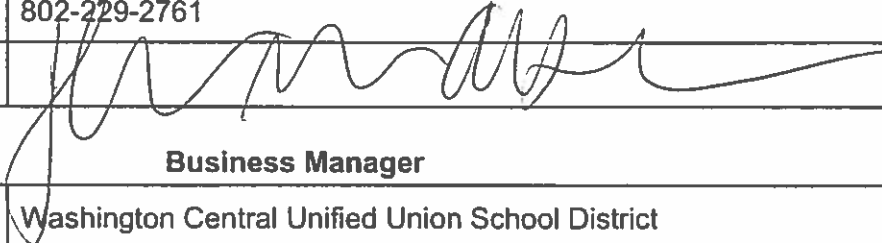
Budget and Budget Justification

Functions	Salaries (100)	Employee s benefits (200)	Professional and Technical services (300) Consultant Contracts	Other Purchased Services (500) Travel Printing	Supplies (600) Food Books Periodical s	Miscellane ous Expenditur es (800) Subgrants, Dues, and Fees	Total
2212- Instruction and Curriculum Development	\$10,000	\$1,000					
2213- Instructional Staff Training			\$25,000				
2219- Other Improvement of Instruction Services				\$4,000		\$5,000	
2230- Instruction Related Technology							
2240-							


Academic Student Assessment							
2290- Other Support Services- Instructional Staff							
2715- Field Trips (Education related)							
2901-Other Support Services					\$5,000		
Total	\$10,000	\$1,000	\$25,000	\$4,000	\$5,000	\$5,000	\$50,000

Institution or Organization	Washington Central Unified Union School District
Name	Bryan Olkowski
Title	Superintendent
Address	1130 Gallison Hill Road, Montpelier
Phone	802-229-0553 ext. 1309
Email	Bolkowski@u32.org
Fax	802-229-2761
Signature	


Lead Grant Contact

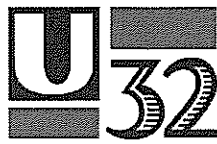
Institution or Organization	Washington Central Unified Union School District
Name	Jen Miller-Arsenault
Title	Director of Curriculum, Instruction, and Assessments
Address	1130 Gallison Hill Road, Montpelier
Phone	802-229-0553 ext. 1310
Email	Jmillerarsenault@u32.org
Fax	802-229-2761
Signature	

Business Manager

Institution or Organization	Washington Central Unified Union School District
Name	Lori Bibeau
Title	Business Manager
Address	1130 Gallison Hill Road, Montpelier
Phone	802-229-0553 ext. 1304
Email	lbibeau@u32.org
Fax	802-229-2761
Signature	


Equitable Education Systems Grant

Supervisory Union/District [LEAD]	Bryan Olkowski
Contact Person	Jen Miller-Arsenault
Business Manager	Lori Bibeau
Phone	229-0553
E-mail	jmillerarsenault@u32.org
Superintendent Name	Bryan Olkowski
Superintendent Email	bolkowski@u32.org
Superintendent Signature (this signature will be obtained through AOE's OneSpan e-signature process via ADS E-Signature)	
Date	May 7, 2021



A Middle and High School Learning Community

Memorandum

To: Washington Central Unified Union School District Board
From: Steven Dellinger-Pate, U-32 Principal 
Date: May 13, 2021
Re: *Access to Facilities For All Students*

A group of U-32 staff including Nate Lovitz (School Counselor/GLAMM Advisor), Shelley Vermilya (Equity Scholar in Residence), Hank Van Orman (Athletic Director), and David Hannigan (Facilities Director) have been working on developing more inclusive bathroom and athletic facilities at U-32. There are ongoing conversations with students and staff members, they are taking feedback from concerned parents, working with advocates from Outright Vermont, and recently toured Montpelier High School who renovated their facilities three years ago.

Some of the ideas that have come to our attention are more simple changes, like signage for some of the bathroom facilities.

"Gender Neutral" to "Single Stall"

"Boys Bathroom" to "Bathroom with Stalls and Urinals"

"Girls Bathroom" to "Bathroom with Stalls Only"

The group has also explored more significant changes; for example, adding private stalls in all of the bathrooms, reconfiguring the main locker rooms to have more private bathroom, shower, and changing spaces, and creating gender neutral locker rooms. MHS did share the local designer and contractor who supported them with their project, and the next step would be to secure funding and get bids on the scope of work.

In the short term, we will be looking at signage and other changes, while longer term we will be looking at changes to physical facilities. We are also creating a group to address access to U-32 from all perspectives. This group will review the access through lenses of like gender, physical needs, and race. We want our school to be both welcoming and physically accessible for all members of our community.

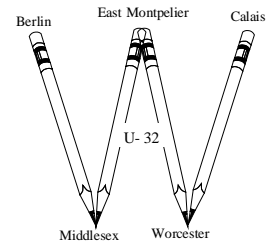
In addition to any changes, we will also need to create ways to educate our community about any changes and why we are making them. I look forward to giving the board updates in the future about our progress.

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
DATE: May 14, 2021
RE: The Strategic Planning Process

I am writing to provide you with an update about the Strategic Planning Process. Over the last few weeks, I have participated in the following activities:

- 1) Met with the Leadership Team to gather their thoughts about the process. The Leadership Team will require additional time to meet to consider options for the district before making any suggestions and/or recommendations to the School Board.
- 2) Attended the Vermont Superintendent Leadership Academy session on Strategic Planning. During this session, I was provided the opportunity to meet with Superintendents throughout Vermont and learned how they involved their school communities in the Strategic Planning process. Many Vermont school districts began their Strategic Planning process by first developing the “Portrait of a High School Graduate” through a very intentional and deliberate planning process. Upon developing the “Portrait of a High School Graduate” these Vermont districts then set forth in a very intentional and deliberate Strategic Planning process where all stakeholders worked to develop Strategic Planning goals around the Portrait of the High School Graduate.

I would like to further explore the Portrait of a Graduate and the Strategic Planning Processes with the Leadership Team and report back to the School Board in a future meeting.

To: School Board

From: Kari, Education Quality Committee

May Student Learning Outcome Review

This month our focus is on student learning of physical education and health. We have 30 minutes allocated which we will use for discussion after a brief presentation related to the packet materials. Please review everything ahead of time including Brian Divelbliss' overview, our standards and achievement data. Check out the committee's [Jamboard](#) to get a sense of our discussion and feel free to add your own comments using the stickynote function.

Here are some headlines from our discussion:

- Our curriculum for this SLO emphasizes lifetime success and skills, making health and PE a key part of the WCUUSD experience
- Health curriculum, instruction and assessment needs to be better coordinated across our elementary schools
- Time (the length of the school day and year) may be a key leverage point in improving student learning, especially if it used in a way that truly engages students

We will again use this question to think strategically as a board about this material:

- *What information from this review do you want to carry forward into our strategic planning?*

The committee also spent time this month planning our next block of work. We decided we will take a two-month hiatus this summer before finishing up the remaining learning outcomes: artistic expression and global citizenship. We think the committee can play a role in helping the board understand the information in our curriculum management review (similar to the finance committee consideration of the financial audit). We would like to spend time learning how students are receiving instruction, where we are having success and where we can most improve. We want to look more closely at special education and interventions as well as the flexible pathways we offer students. We will draft a calendar for the board to monitor the SLOs on a less frequent basis but with a goal of keeping student learning front and center for the board.

The committee also began discussing some of the input from our April board retreat with regards to updating our student learning goal. We will return to this discussion in an upcoming meeting.

Thank you for supporting our SLO review and let us know if you have comments, questions or requests. On June 2 the committee will be reviewing Post-Secondary Plans and Outcomes.

WCUUSD Physical Education and Health SLO

Education Quality Committee
May 5, 2021

STUDENT LEARNING OUTCOMES



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PHYSICAL EDUCATION AND HEALTH

#1

MOTOR SKILLS AND MOVEMENT

Demonstrate competency in a variety of specialized skills necessary for participation in lifetime physical activities.

#4

CORE HEALTH CONCEPTS

Comprehend concepts related to health promotion and disease prevention to enhance health.

#2

APPLICATION OF KNOWLEDGE

Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

#5

INFLUENCES ON HEALTH

Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

#3

PHYSICAL ACTIVITY AND FITNESS

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.



WASHINGTON CENTRAL
SUPERVISORY UNION

Modified [Making Meaning Protocol](#)

As you enjoy this presentation, consider:

- What do you see?
- What questions does this presentation raise for you?
- What strikes you as significant?
- What are the implications for our work?

Feel free to post in the [Jamboard](#) before and during the presentation.



Curriculum Overview

- [Video Overview](#) (3:43) from Brian Divelbliss: U-32 Department Head for Health, Physical Education, and Driver's Education



PHYSICAL EDUCATION AND HEALTH	
PBGR	
Standard 1: Motor Skills and Movement	
	Demonstrate competency in a variety of specialized skills necessary for participation in lifetime physical activities.
Performance Indicators:	
a.	Refine activity-specific movement skills in more than one lifetime physical activity (e.g., outdoor pursuits, individual and/or group performance activities, dance, yoga, strength training, net/wall games, or target games).
b.	Combine and apply movement patterns, from simple to complex, and implement previously learned skills into game situations and in a variety of lifetime activities.
c.	Demonstrate consistent physical participation in a variety of individual and team physical activities.
Standard 2: Application of Knowledge	
	Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
Performance Indicators:	
a.	Demonstrate knowledge associated with exercise in selected individual and/or group activities (e.g., dance, yoga, strength training, net/wall games, target games, and/or outdoor pursuits) appropriately.
b.	Use movement concepts and principles to analyze and improve performance of self and/or others in selected skills.

Curriculum: Standards and Performance Indicators

Aligned to Society of Health and Physical Educators (SHAPE) Standards

1. Motor Skills and Movement: Demonstrate competency in a variety of specialized skills necessary for participation in lifetime physical activities.
2. Application of Knowledge: Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
3. Physical Activity and Fitness: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Core Health Concepts: Comprehend concepts related to health promotion and disease prevention to enhance health.
5. Influences on Health: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

PHYSICAL EDUCATION AND HEALTH	
PBGR	
Standard 1: Motor Skills and Movement	
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Instruction: Elementary School Examples



Instruction: Elementary School Examples

Jump Rope (2:29)



Instruction: Middle and High School Examples

Slackline (0:14)



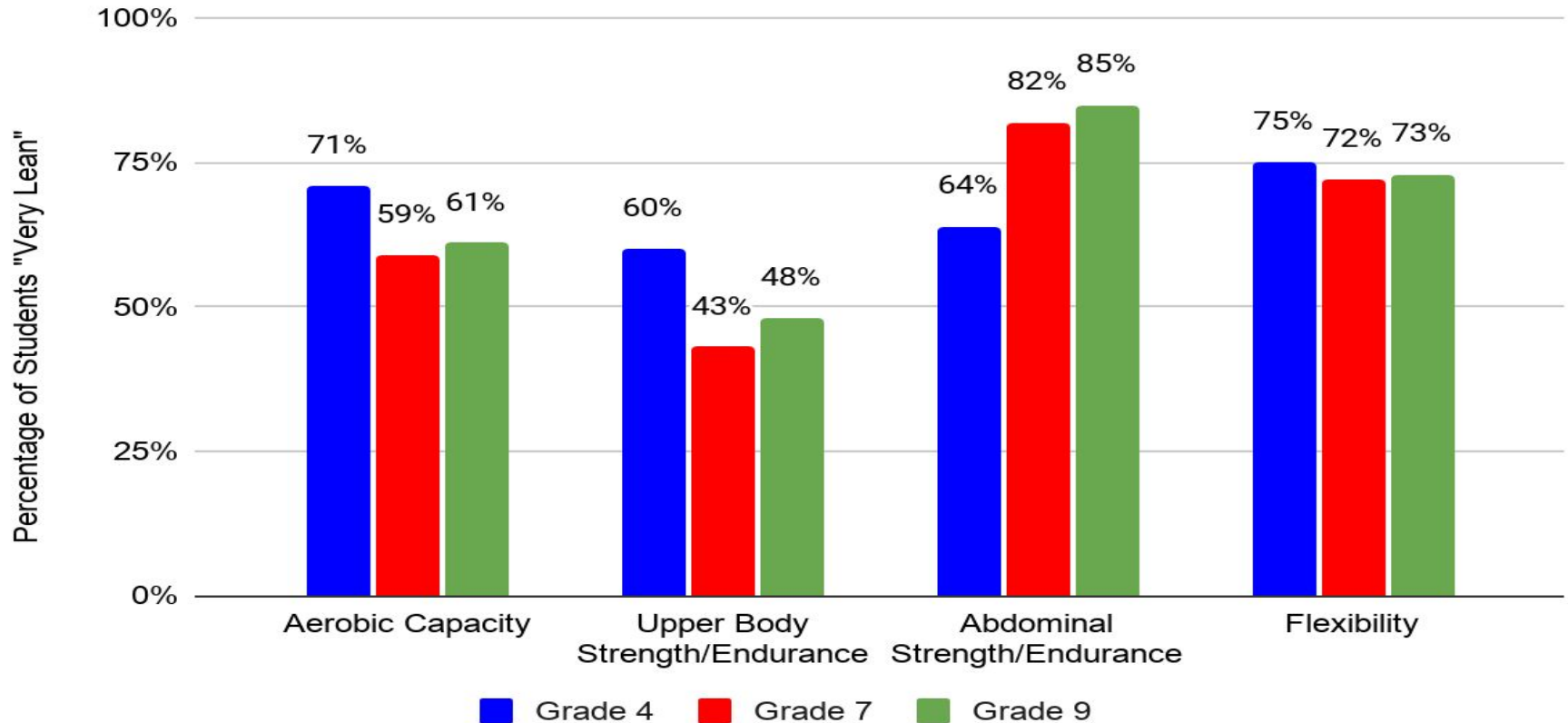
Analysis of Data

- We have fewer sources of data to analyze regarding our students' performance in Physical Education and Health.
- We have no common assessments in elementary school regarding Health Education, and we currently approach Health Education differently in each elementary school.
- Currently, we can only disaggregate FitnessGram data by gender, and the categories are binary.

Vermont Physical Education Assessment (VTPEA)

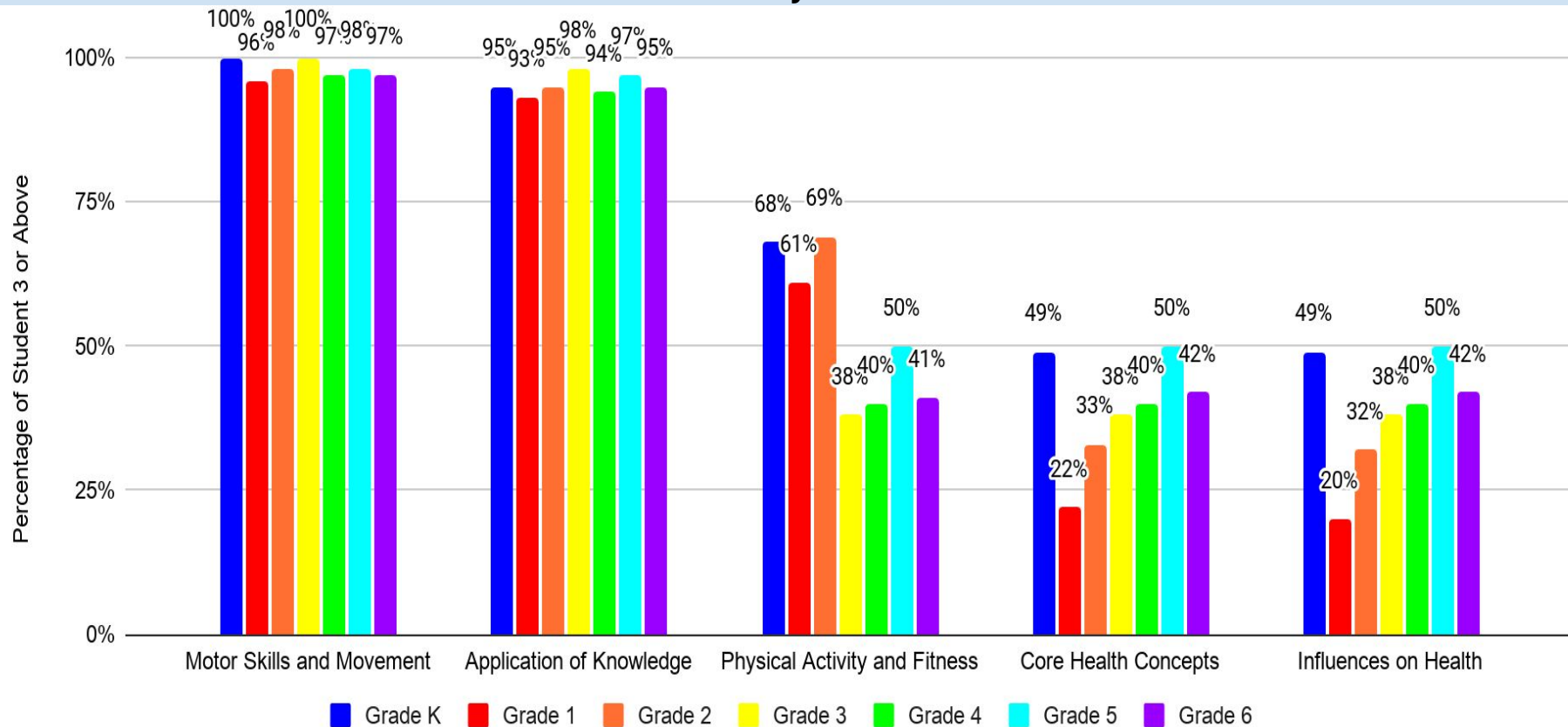
- A suite of assessments including FitnessGram, the Brockport Physical Fitness test, and the Individualized Fitness Assessment
- Assesses the domains of aerobic capacity, abdominal muscular strength and endurance, upper body muscular strength and endurance, and flexibility.
- Administered to students in Grades 4, 7, and 9
- Included in the state accountability system
- Typically administered in April-May each year
- Cancelled in 2020 and 2021

2018-2019 VTPEA Data Grades 4, 7, 9



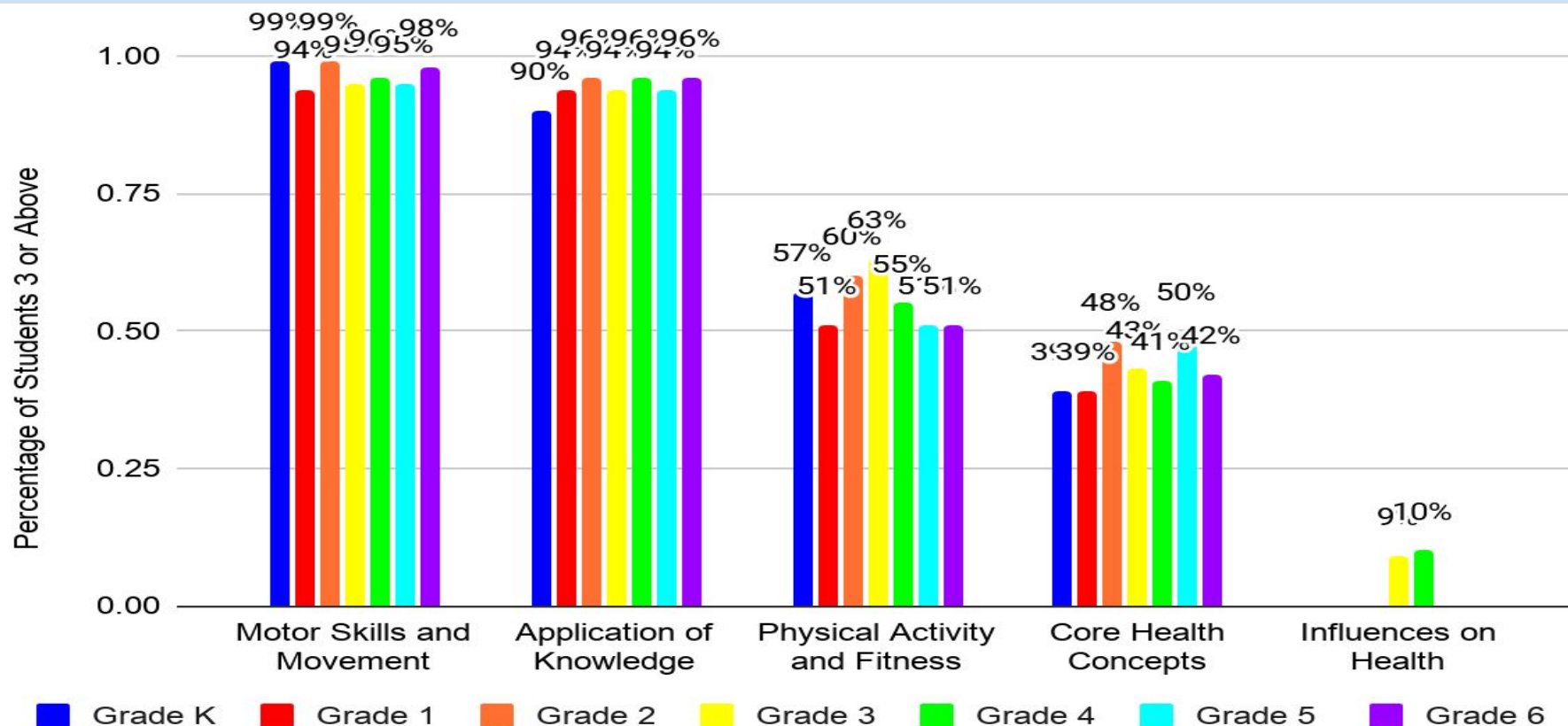
WCUUSD Elementary Report Card Data

January 2020



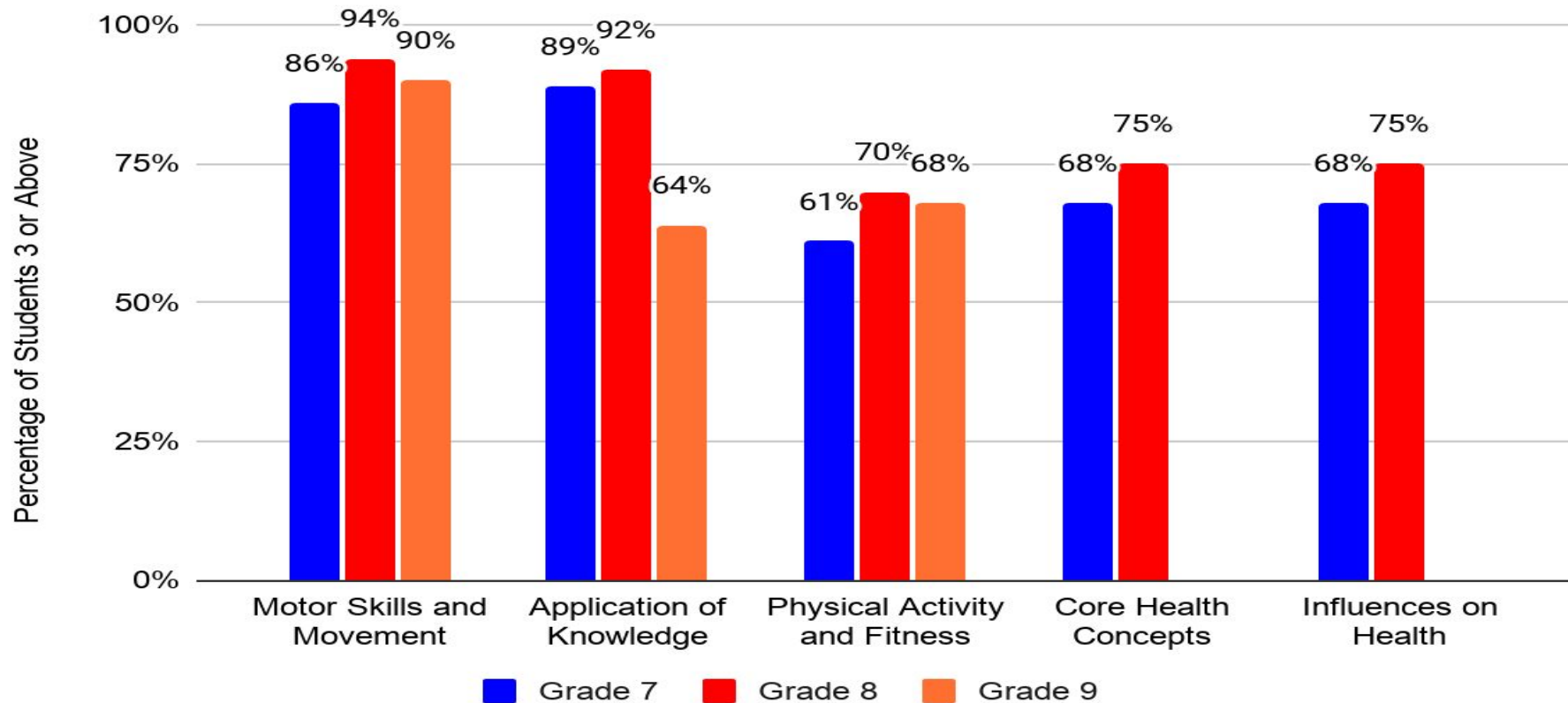
WCUUSD Elementary Report Card Data

January 2021



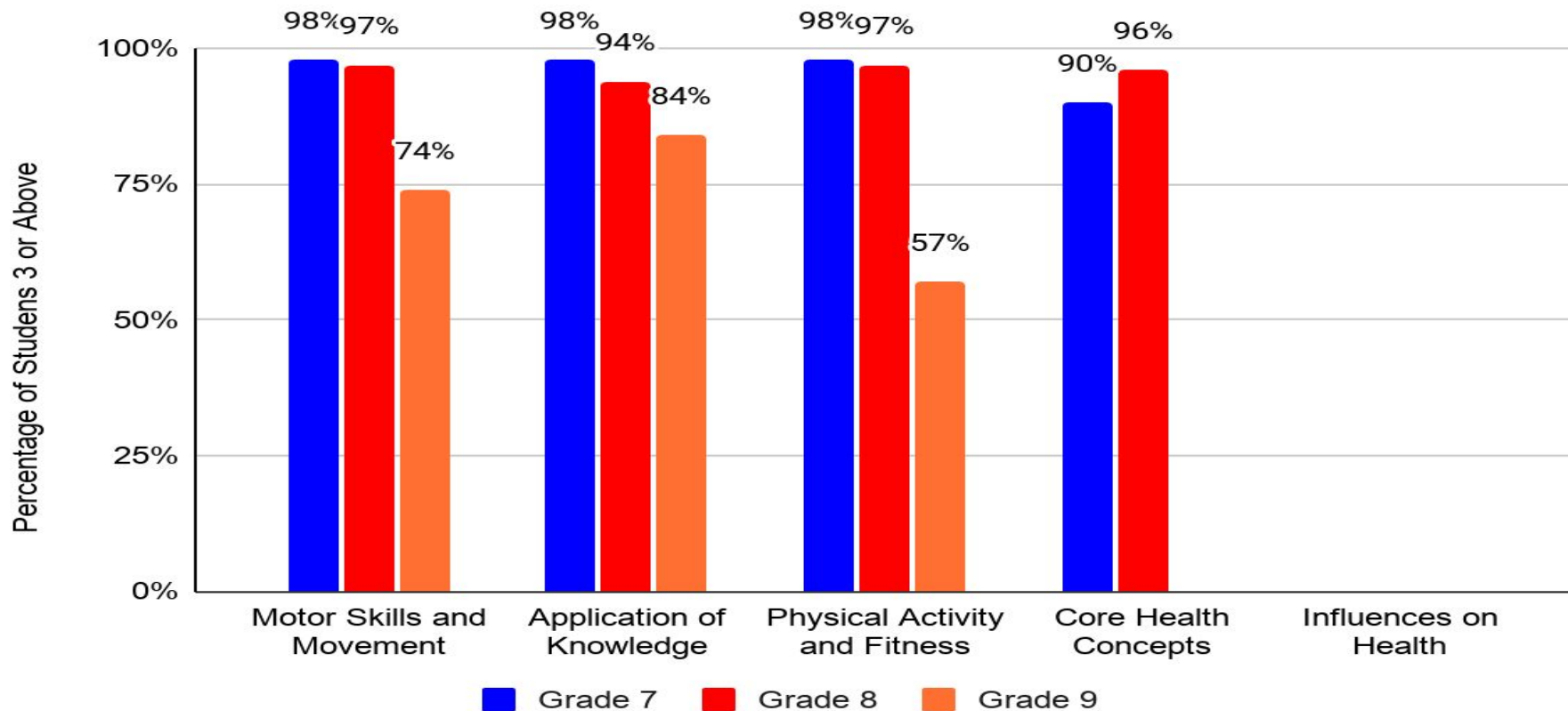
WCUUSD Middle School Report Card Data

June 2020

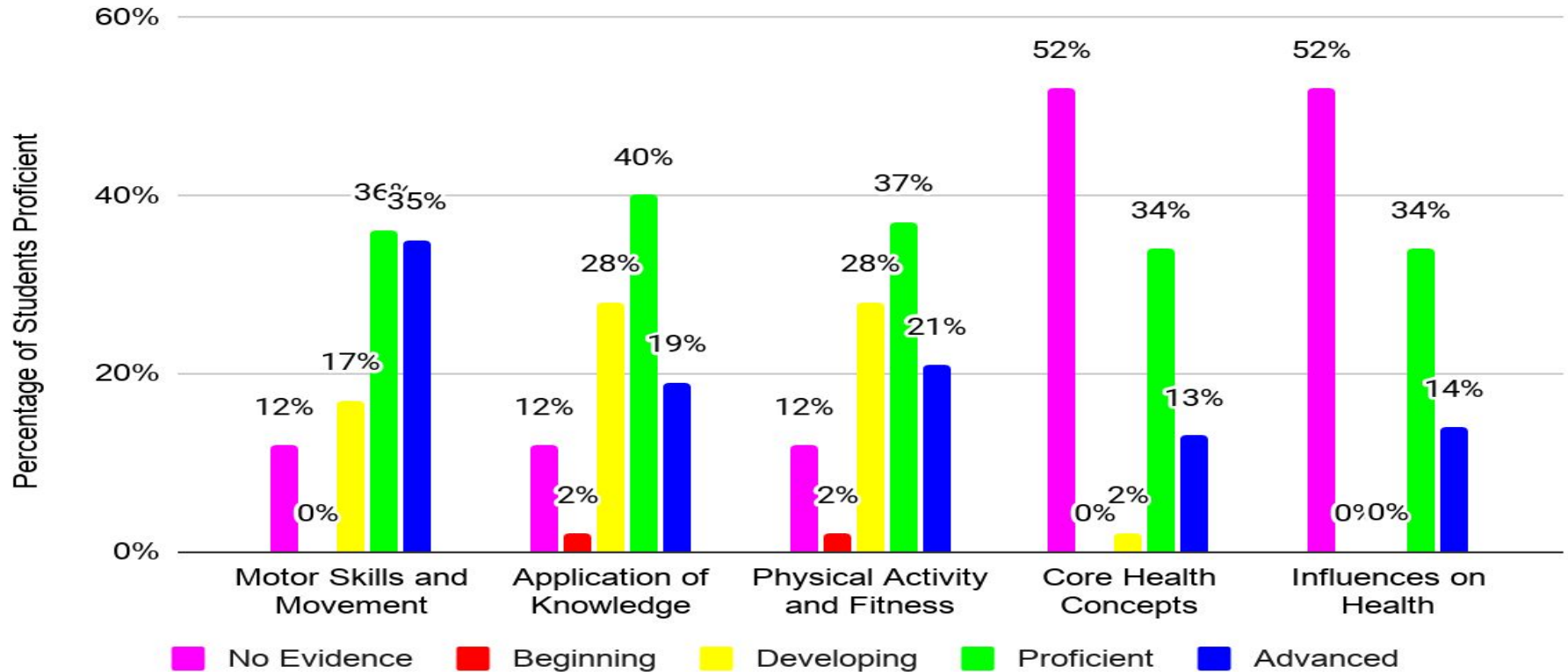


WCUUSD Middle School Report Card Data

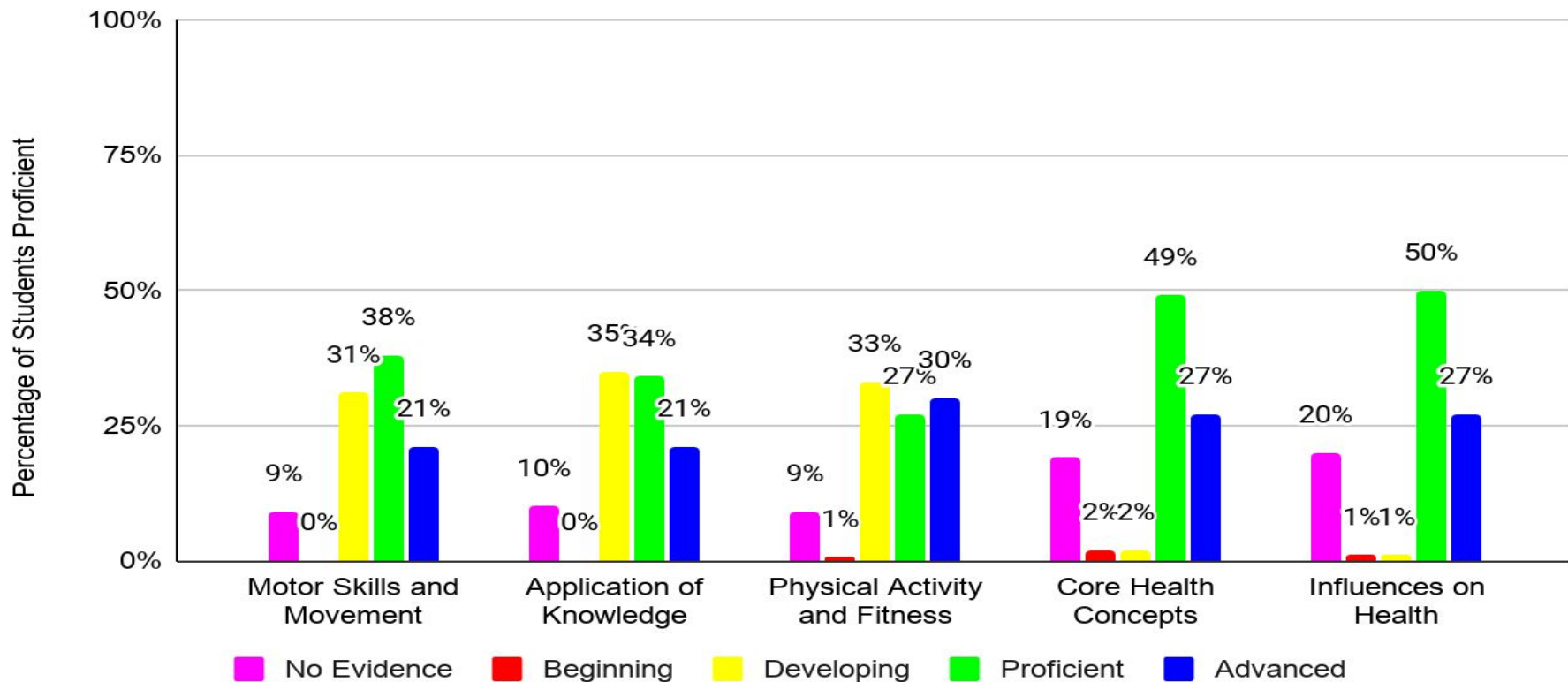
January 2021



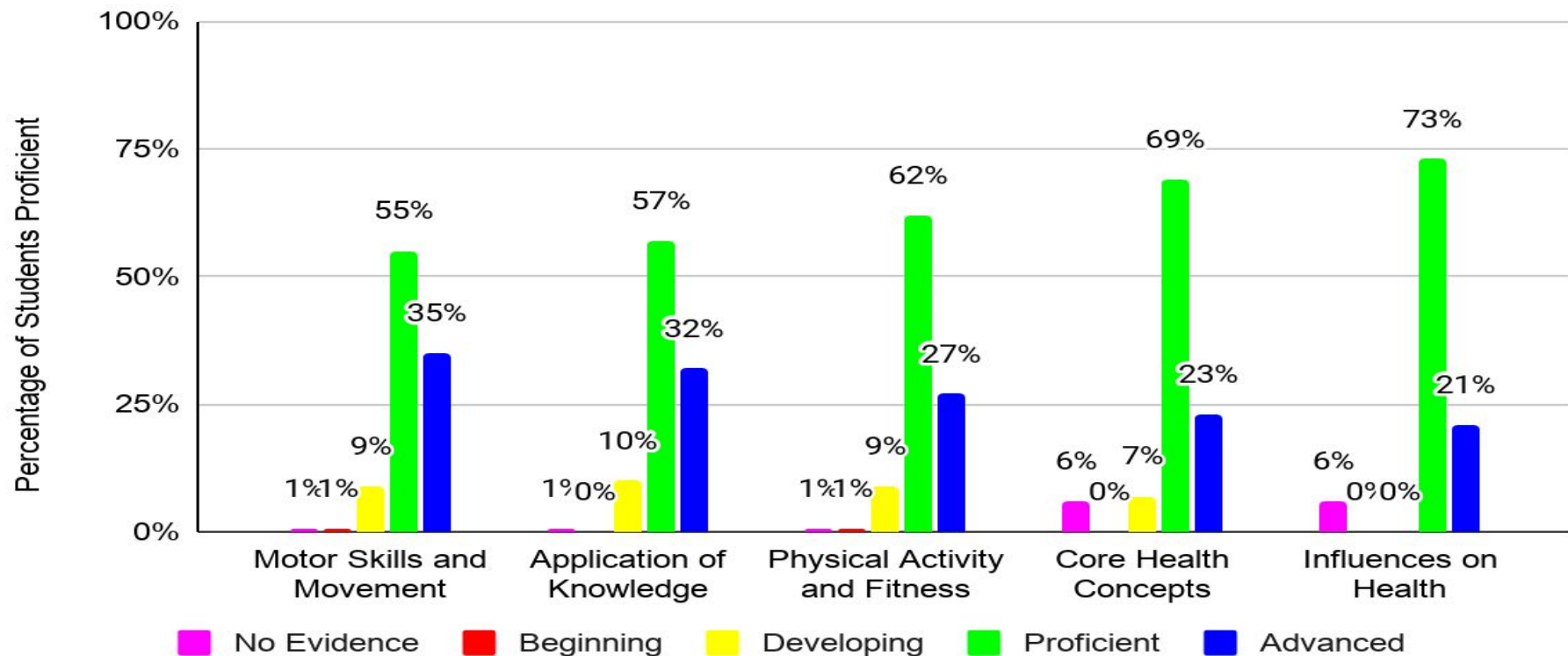
Assessment Data: PBGR's for Current Grade 10 June 2020 (End of 9th Grade)



Assessment Data: PBGR's for Current Grade 11 June 2020 (End of 10th Grade)



Assessment Data: PBGR's for Current Grade 12 June 2020 (End of 11th Grade)



School Board Role

- Health education in elementary school
- Exploration of and support for flexibility and student opportunities regarding time
- What else?

STUDENT LEARNING OUTCOMES



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PHYSICAL EDUCATION AND HEALTH

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WASHINGTON CENTRAL
SUPERVISORY UNION

Modified Making Meaning Protocol

- Review Jamboard results:
 - What did you see?
 - What questions did this presentation raise for you?
 - What struck you as significant?
 - What are the implications for our work?
- Then respond:
 - What sense are you making of this presentation?
 - How will this understanding inform our work?

Next Steps and Debrief

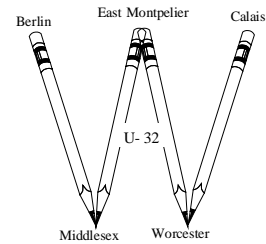
- How will we share this work with the full school board? What are one or two headlines or key points to share with full school board?
- What worked about this process?
- What might we change for next month's SLO presentation?

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

Bryan Olkowski
Superintendent



TO: WCUUSD Finance Committee
FROM: Bryan Olkowski, Superintendent
DATE: April 28, 2021
RE: Central Office Ventilation Bid

The Central Office Ventilation Project was solicited in 2 categories: Mechanical and DDC Controls.

We received bids from Chuck's Heating and Air Conditioning, and Thomas Mechanical for the Mechanical Scope, and Temperature Controls of Vermont for the DDC Control Scope. The following vendors did not bid: Alliance Mechanical, Avonda Air Systems, Automated Logic, and Elliot Controls.

The following were the low base bid amounts including the alternates selected for each scope of work:

- Mechanical-The low base bid amount of \$80,105 was provided by Thomas Mechanical.
- DDC Controls-The low base bid amount of \$17,731 was provided by Temperature Controls of Vermont.

The combined project cost is \$97,836 plus 10% contingency equals a total cost of \$107,620. The Central Office portion of the capital budget was \$117,038 for this project. There will also be professional costs to complete the project. However, there are sufficient funds in the Capital Fund to cover the full estimated cost of this project.

It is recommended for approval of the bids provided by Thomas Mechanical, and Temperature Controls of Vermont contingent upon approval of a waiver from the Agency of Education.

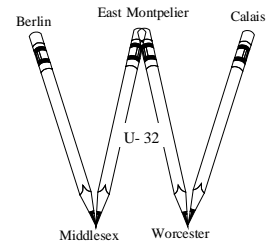
Motion: Approve the bid award to Thomas Mechanical, and Temperature Controls of Vermont in the amount of \$ 97,836 plus a contingency amount for a total of \$107,620. This is contingent on approval of a waiver from the Agency of Education.

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Fax (802) 229-2761

Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
DATE: May 11, 2021
RE: Authorization for Superintendent to Sign all Documents & Contracts on Behalf of WCUUSD

Our audit firm has recommended the WCUUSD School Board authorize the Superintendent to sign all documents and contracts on behalf of the district on an annual basis. Each spring this action is reviewed with the School Board. The following motion is recommended for consideration.

Requested Motion:

To authorize the Superintendent to sign all documents and contracts on behalf of Washington Central Unified Union School District.

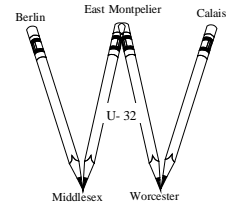
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Washington Central Unified Union School District

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

Bryan Olkowski
Superintendent



EFFECTIVE IMMEDIATELY FY 2021-2022

To: Mary Ormsby/WCUUSD Treasurer

We would like you to consider this a blanket authorization for you to sign all payroll checks, related benefit checks, and accounts payable checks during months that the WCUUSD Board does not meet. The Superintendent or designee also has authorization to process any utility, bond, contract or other payments that are due prior to the regularly scheduled or postponed board meetings to avoid late penalties.

The nature of these obligations requires vendor payment to be made between WCUUSD Board meetings. Any checks that are signed by you without an approved warrant will be reviewed and approved the next time the WCUUSD Board meets.

This will remain in effect until further notice from the WCUUSD Board.

Thank you for your assistance.

Sincerely,

WCUUSD Board of Directors:

_____	DATE: _____
_____	DATE: _____
_____	DATE: _____
_____	DATE: _____
_____	DATE: _____
_____	DATE: _____
_____	DATE: _____

[Type here]

WCUUSD Board of Directors:

_____	DATE: _____
_____	DATE: _____
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May 11, 2021

Lori Bibeau, Business Administrator
Washington Central Unified Union School District
1130 Gallison Hill Road
Montpelier, VT 05602

RE: Revenue Anticipation Note

Dear Ms. Bibeau:

Thank you for giving Community Bank the opportunity to bid on your request for financing for fiscal year ending 6/30/2022. This bid is submitted per your request dated April 26, 2021. The following rates are being offered with the condition that Washington Central Unified Union School District will maintain its operating accounts at Community Bank, N.A.

REVENUE ANTICIPATION NOTE FULLY DISBURSED LOAN WITH INVESTMENT ACCOUNT:

- ❖ *ISSUE DATE:* The Note will be issued on July 1, 2021.
- ❖ *MATURITY DATE:* The maturity date of the Note will be June 30, 2022.
- ❖ *INTEREST RATE:* The rate of interest on the Note on a “**lump sum**” basis based on an actual/365 day year where the District utilizes the investment account as outlined in this letter will be **2.10%**.
- ❖ *DENOMINATION OF NOTE:* There will be one Note issued in the denomination of \$9,924,185.
 - The Note may be prepaid at any time without penalty. However, should the note be paid prior to maturity the Investment Account interest rate will be changed to equal the Operating Account sweep rate.
- ❖ *INVESTMENT DETAILS:* Community Bank, N.A. offers the following fixed rate for the proceeds of the Revenue Anticipation Note should the Lump Sum option listed above be accepted:
 - The fixed rate on all collected funds not to exceed the revenue anticipation borrowings is **2.30%** through June 30, 2022. Balances over the borrowing amount will not earn interest.
 - The School District must maintain its Operating Accounts and Revenue Anticipation Borrowings with Community Bank through June 30, 2022.
 - Up to six withdrawals are allowed monthly. Deposits are allowed as outlined in the cash flow projections.
 - There are no transaction fees assessed by Community Bank.
 - Community Bank will collateralize the funds up to the amount of the revenue anticipation borrowings. Additional paperwork pertaining to the collateralization may be required.

Alternatively:

LINE OF CREDIT:

- ❖ *INTEREST RATE:* The rate of interest on a \$9,924,185 non-revolving Line of Credit Note on an “**as needed (line of credit)**” basis based on an actual/365 day year will be **1.00%**. Interest will only accrue on the amount and days of any borrowings.
- ❖ *ISSUE DATE:* The Note will be issued on July 1, 2021.
- ❖ *MATURITY DATE:* The maturity date of the Note will be June 30, 2022.

OTHER INVESTMENTS:

Community Bank, N.A. will offer the following interest rate for Washington Central Unified Union School District’s General Fund, Capital Sweep Account, HRA Sweep and Operating Reserves Funds:

- The proposed interest rate on all collected funds in excess of target balance is **0.50% variable** through June 30, 2022.
- ❖ *CONFIRMATIONS:* The School District must confirm in writing that:
 - The total indebtedness issued by the School District in calendar year 2021 will not exceed \$10,000,000;
 - The School District will comply with all aspects of the Internal Revenue Code of 1986, as amended, including all provisions relating to arbitrage and rebate. This bid is subject to confirmation by the Bank that the Note represents a valid and binding general obligation of the issuer, and further that the Note is a “qualified Tax Exempt obligation” for the purposes of Section 265(b)(3) of the Code;
 - All public bid, procurement and request for proposals statutes, ordinances and regulations have been complied with; and
 - All federal informational returns with respect to this borrowing will be filed timely.
- ❖ *DOCUMENTATION:* The Bank will prepare the loan documents for execution by the School Board at a duly convened public meeting. At minimum five (5) business days shall be required to prepare for a closing, unless other arrangements are made with the Bank.
- ❖ *SUBMISSION OF FINANCIAL STATEMENTS:* Updated financial statements are required on an annual basis through the term of the Note.
- ❖ *LEGAL OPINION:* This bid is subject to a legal opinion from bond counsel acceptable to the Bank, the cost of which will be borne by the Bank. The opinion must include a statement that the Note represents a valid and binding general obligation of the issuer, that it is lawfully authorized and issued, and that the interest paid thereon is exempt from federal income taxes.
- ❖ *FEES AND CLOSING COSTS:* No additional fees, document charges, nor Bank legal costs will be charged.

Response to this bid is required by 5:00 p.m. on May 21, 2021, which date can be extended with notice, and is subject to withdrawal if any adverse information relating to the issuer's affairs is discovered prior to closing. This preliminary Term Sheet outlines the general terms and conditions under which Community Bank, N.A. may consider providing financing to the Washington Central Unified Union School District. This Term Sheet is intended to be a basis for discussion and should not be construed as a commitment to lend.

I would be happy to answer any questions you may have, and look forward to working together.

Sincerely,

Anita Bourgeois

Anita Bourgeois
Vice President, Retail and Government Banking
Community Bank, N.A.
(802) 865-1641 or (802) 279-1627

Hope Crifo

Hope Crifo, CFA
Municipal Loan Manager
Community Bank, N.A.
(802) 476-1658 or (802) 522-3011

SEEN AND AGREED TO ON BEHALF OF THE SCHOOL DISTRICT:

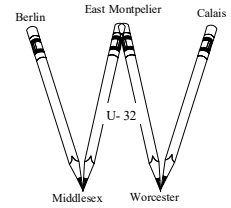
By: _____
Its Duly Authorized Agent

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

Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: Auditing Services Bid
DATE: May 12, 2021

The audit for the Fiscal Year 20-21 is the final year of the RHR Smith auditing services contract. Due to the upcoming retirement of Lori Bibeau, we have completed the bid process for future audit services (FY22-FY26).

Here is a summary of the bid process:

- We solicited bids for guaranteed pricing for a 3 year contract with the option to extend 2 additional years.
- We advertised this opportunity and solicited proposals from 13 audit firms.
- Bids were received from 2 audit firms.
- Using the information received, we are recommending the board award the bid to RHR Smith.

Here are the reasons we are recommending the bid be awarded to RHR Smith:

- 1) The total cost for a 5 year contract with RHR Smith is \$167,500 versus \$163,000.
- 2) The amount of time allotted to the audit by RHR Smith is 1640 hours versus 1400 hours. This amounts to 240 more hours for audit work which explains the higher cost.
- 3) RHR Smith is our current auditor and with the change in Business Administrators, it is helpful to have consistency in auditors.
- 4) To change auditors would take more fiscal staff time, who will be busy working on the financial software conversion in FY 22.
- 5) We have been pleased with the services and support of RHR Smith.

Recommended Board Action:

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).

Washington Central Supervisory Union
Request for Proposal for Auditing Services

Bidder Name:

RHR Smith & Company, CPAs

Audit Proposal for Five Year Guaranteed Pricing School Years 2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025, 2026

Fiscal Year of Audit Reports:

Summary Information	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Washington Central Unified Union School District (A)	\$33,500	\$33,500	\$33,500	\$33,500	\$33,500
Total Hours Included in Above Pricing(B)	328	328	328	328	328
Composite Hourly Rate(A/B)	See proposal	See proposal	See proposal	See proposal	See proposal
Stat Report Preparation(if available)	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300

I certified, I am authorized to sign on behalf of the company and the bid conforms to the bid specs.

 Managing Partner

Authorized Representative Signature and Title

5/11/2021
Date

Ronald H.R. Smith, CPA, CFE

Printed Name Of Authorized Representative

PROPOSAL FOR

FINANCIAL STATEMENT AUDITS

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
Montpelier, Vermont

SUBMITTED BY:

RHR SMITH & COMPANY

Certified Public Accountants

3 Old Orchard Road
Buxton, Maine 04093
May 12, 2021

(207) 929-4606 | (800) 300-7708

Contact:

Ronald H.R. Smith, CPA, CFE
Managing Partner

www.rhrsmith.com

Table of Contents

Letter of Transmittal	1
Technical Proposal	
<hr/>	
History	2
Organizational Size and Structure	2
Service Capabilities	2
Firm Experience	3
Desk Reviews	3
Quality Control	3
Continuing Education	3
Independence and Quality Assurance	4
Contracted Services	4
Licensing	4
Professional Organizations	4
Audit Record Retention	4
Audit Team	6
Staff Reassignment	6
References	13
General Audit Approach	18
Overall Technical Approach	18
Sampling Technique	19
Scope of Work	19
<i>Engagement Summary</i>	19
Engagement Outline	21
Audit Schedule	22
Cost Proposal	
<hr/>	
Estimate of Hours and All-Inclusive Maximum Fee	23
Other Services	23
Invoicing	23



Proven Expertise & Integrity

May 12, 2021

Ms. Lori Bibeau, Business Administrator
Washington Central Unified Union School District
1130 Gallison Hill Road
Montpelier, Vermont 05602

Dear Ms. Bibeau,

Thank you for giving us the opportunity to submit the following proposal to perform the audit of the Washington Central Unified Union School District. The information you requested about our firm, our qualifications and the services we provide are enclosed.

We propose to audit the financial statements of the Washington Central Unified Union School District for the years ending June 30, 2022 through and including the fiscal year ending June 30, 2024 with a possible two-year extension. We will conduct the audit in accordance with Generally Accepted Auditing Standards (GAAS); requirements promulgated by the American Institute of Certified Public Accountants (AICPA), and the Government Auditing Standards Board (GASB); and standards contained in *Government Auditing Standards* issued by the General Accounting Office, the Single Audit Act of the United States Office of Management and Budget, the provisions of the Uniform Guidance, *Audits of States, Local Governments and Nonprofit Organizations*, and related pronouncements regarding any Federal assistance awards.

RHR Smith & Company specializes in governmental audits, serving municipal, county and tribal governments, as well as schools, housing authorities, sewer and water utilities, and nonprofit corporations with a high concentration of these audits in Maine and Vermont. Our unique and innovative approach allows us to build client relationships based on a shared understanding of your entire organization and its needs. We take the time to get to know our clients, making the audit report an important part of organizational education and improvement. Selecting RHR Smith & Company as your independent auditing firm gives you access to talented, experienced professionals who will meet all of your audit and accounting needs and become valuable resources to the Washington Central Unified Union School District.

We look forward to continuing our relationship with the Washington Central Unified Union School District and providing consistent auditing and governmental financial advice as we have in the past. Please do not hesitate to call if you have any questions about this proposal and our services. I can be reached at the office in Buxton at (800) 300-7708. We welcome the opportunity to meet with you and your staff.

Very Best,

A handwritten signature in blue ink, appearing to read "Ron", is placed above the printed name of the sender.

Ronald H.R. Smith, CPA, CFE
Managing Partner

3 Old Orchard Road, Buxton, Maine 04093

T. 800.300.7708 | 207.929.4606 | F. 207.929.4609

www.rhrsmith.com

TECHNICAL PROPOSAL

History

The firm of RHR Smith & Company, Certified Public Accountants was formed by Ronald H.R. Smith in 1997. Since August of 2001, Ronald has been the sole shareholder of the Company. It is a Maine based firm headquartered in Buxton and holds its license to practice in the states of Maine, Vermont, and Massachusetts. Together, Ronald H.R. Smith CPA, CFE, and his staff have over 200 years combined experience providing professional accounting, auditing, computer consulting, and other internal control and financial services.

Organizational Size and Structure

The firm is a professional corporation. Audit opinions are prepared and issued by Ronald H.R. Smith, CPA, CFE, Christina M. Smith, CPA, Miranda MacDonald, CPA, MBA, RTSBA, Jordan Nelle, CPA, and Michael B. Nadeau, CPA, CMA, MBA, SFO. Professional accounting and auditing experience are provided by a staff of 30 accountants. All of our accountants are dedicated solely to our governmental auditing practice which makes us able to handle not only audit matters, but the complex accounting or industry matters which may need to be understood during the relationship. We are comprised of auditors, former government finance directors, former government school business managers, and other former seasoned government fiscal leaders. These 30 individuals pride and commit themselves to the governmental industry. The firm also has a dedicated tax practice comprised of 2 professionals to provide tax consultation, tax preparation, tax advice in all areas of taxation, and tax accounting service.

Service Capabilities

The firm specializes in the area of governmental and nonprofit accounting and auditing. Within this field, the following services are provided:

- Reporting on financial statements in three capacities:
 - Audit
 - Review
 - Compilation
- Compliance auditing to meet federal and state requirements.
- Preparation of financial statements.
- Accounting system design.
- Internal control system design.
- Electronic data processing system study, including assistance in implementation.
- Assistance in budgeting procedures, forecasts, and cash flow analysis.
- Tax and bond anticipation requests including lease and bargain purchase financing.
- IRS Section 125 plan design and implementation.
- Assistance and preparation of GFOA Comprehensive Annual Financial Report.
- Other non-attest accounting and consulting services.
- Free client training workshops.

RHR Smith & Company
Certified Public Accountants

TECHNICAL PROPOSAL

Firm Experience

RHR Smith & Company conducts over 400 audits for government and nonprofit clients. All audit work is overseen by the Managing Partner, Ronald H.R. Smith, CPA, CFE. The audit and client types are profiled below for audits performed during our fiscal year ending September 30, 2018:

AUDIT TYPE	Number	CLIENT TYPE	Number
GAAS	20	Governmental	185
GAS (Yellow Book)	325	School Districts	192
Single Audit	73	Nonprofits	26
ERISA	0	Utilities	14
Compilation & Review	2	Other	3

We assist three of our clients in preparing CAFR reports, and one of our CPA's serves on the CAFR review team.

A list of all our governmental clients is included in this document.

Desk Reviews

The firm has had no federal or state desk reviews or field reviews of its audits during the past three years. None of the employees of the firm are or have been, the subject of disciplinary action taken or pending with state regulatory bodies or professional organizations.

Quality Control

As a member requirement of the American Institute of Certified Public Accountants, the firm is enrolled in the Peer Review Program. Under this program, our firm is required to be audited every three years by another firm of similar size that is independent of our firm. Our quality control reviews include reviews of specific government engagements. Our most recent quality control review was performed in 2018 for the year ended September 30, 2017 and is included in this document on page 5.

Peer Review documents are made available for public access on the AICPA website. The firm of RHR Smith & Company also maintains a very structured internal quality control system designed to meet the standards of the American Institute of Certified Public Accountants.

Continuing Education

All continuing professional education requirements have been met or exceeded with respect to standards set forth by the American Institute of Certified Public Accountants and the U.S. Government Accountability Office, and State of Maine Board of Accountancy. The Engagement Partner is responsible for ensuring that all personnel assigned to the School's audit have the experience and qualifications necessary to complete all audit tasks accurately and efficiently.

TECHNICAL PROPOSAL

Independence and Quality Assurance

Our firm adheres to the most rigid standards, including those of the U.S. Government Accountability Office, in ensuring independence and avoiding any real or apparent conflict of interest. We have policies outlining detailed processes for making determinations regarding independence and conduct extensive training in making those determinations. Staff reviews all firm engagements periodically to evaluate the potential for conflict and provides statements regarding any prior or current relationships with clients.

As to this engagement, we are independent of the Washington Central Unified Union School District. No professional relationship exists between our firm and employees or agencies affiliated with the Washington Central Unified Union School District.

The Engagement Partner is responsible for ensuring that all staff assigned to the School's audit have the experience and qualifications necessary to complete all audit tasks accurately and efficiently.

Contracted Services

Only employees of RHR Smith & Company will be assigned to work on the Washington Central Unified Union School District audit. We do not utilize any contracted services at this time.

Licensing

The firm is registered in the State of Vermont under license number 092.0000697; its Managing Partner, Ronald H.R. Smith, CPA, CFE, is licensed in Vermont, and all personnel is duly authorized to practice in the State of Vermont according to applicable state statutes. Attached at the end of this proposal, you will find a copy of the firm's Occupational License.

Our firm employs five Certified Public Accountants, and three Master's level accountants. License numbers are provided for each CPA assigned to this audit team as part of their biographical information.

Professional Organizations

All professional personnel are members of the American Institute of Certified Public Accountants, and the Maine Society of Certified Public Accountants. Ronald, H.R. Smith, CPA, CFE, is also a member of the Association of Certified Fraud Examiners.

Audit Record Retention

All working papers and reports are retained for a minimum of five years after the end of each audit unless notified in writing by a cognizant agency to extend the retention period. Working papers will be made available, upon request from the School or its designee or the General Accounting Office, at the completion of the audit.

D.E. Rodrigues & Company, Inc.

Certified Public Accountants

215 Pleasant St. Fl. 4 – PO Box 3634
Fall River, Massachusetts 02722

Tel: (508)679-6079 (508)999-0020
Fax: (508)672-4938

Report on the Firm's System of Quality Control

To RHR Smith & Company, CPAs and the Peer Review Committee of New England Peer Review:

We have reviewed the system of quality control for the accounting and auditing practice of RHR Smith & Company, CPAs (the Firm) in effect for the year ended September 30, 2017. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The Firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The Firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the Firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act. As a part of our peer review, we considered reviews by regulatory entities as communicated by the Firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of RHR Smith & Company, CPAs in effect for the year ended September 30, 2017, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency (ies)* or *fail*. RHR Smith & Company, CPAs has received a peer review rating of *pass*.



May 17, 2018

Where Your Financial Success Begins

Member: American Institute of Certified Public Accountants - Division for Firms
Web: WWW.Rodriguesaccounting.com Email: Doug@rodriguesaccounting.com

TECHNICAL PROPOSAL

Audit Team

The following table shows the audit team selected for the Washington Central Unified Union School District, along with their respective roles.

NAME	TITLE	ROLE & RESPONSIBILITY
Ronald H.R. Smith, CPA, CFE	Managing Partner	<i>Engagement Partner:</i> Oversees audit including all work papers and audit documents, attends entrance and exit conferences and other client meetings as needed.
<i>Ron has been an auditor for over 32 years. He is the engagement partner for all audits and also manages many audits.</i>		
Miranda L. MacDonald, CPA, MBA, RTSBA	Audit Manager	<i>Audit Manager:</i> Implements work plan, supervises and reviews field work, coordinates with the client, conducts a test of controls.
<i>Miranda has 18 years of governmental accounting, with expertise in audit, budget and financial management.</i>		
Joshua P. Quinn, MBA	Audit Manager	<i>Audit Manager:</i> Implements work plan, supervises and reviews field work, coordinates with the client, conducts a test of controls.
<i>Joshua has over 17 years of experience in project management and is a former Vermont school Business Manager.</i>		
Michael B. Nadeau, CPA, CMA, MBA, SFO	Quality Reviewer	<i>Quality Reviewer:</i> Supports the functions of the Quality Control Division; reviews workpapers and prepares financial statements for compliance with professional and Firm standards.
<i>Michael has over 30 years of professional financial experience in governmental and corporate accounting.</i>		
Jordan E. Nellé, CPA	Quality Reviewer	<i>Quality Reviewer:</i> Supports the functions of the Quality Control Division; reviews workpapers and prepares financial statements for compliance with professional and Firm standards.
<i>Jordan has 18 years of experience in governmental auditing with specific expertise in general ledger, account reconciliation and budget analysis.</i>		
Cynthia J. Koenemann-Warren, JD, SPHR	Director of Business Services	<i>Director of Business Services:</i> Assists with mentoring/training in areas of Human Resource Administration, Business Operations, School and Municipal Management and other areas as needed.
<i>Cynthia has over 20 years of experience in Human Resource, Education and Municipal Law, Employment Law, Policy and Procedure Development, School Business Operations, Budget Development and Oversight.</i>		

Staff Reassignment

At RHR Smith & Company, we are proud of the experience and longevity of our employees and take our commitment to audit quality and continuity seriously. We rarely find it necessary to reassign team members during an engagement. If we conduct your audit for several years, we may change members of the audit team to ensure independence and quality control. Any staff changes made during an audit are discussed with client management and should be approved in writing by the client.

TECHNICAL PROPOSAL

Ronald H.R. Smith, CPA, CFE
North Yarmouth, Maine
Managing Partner

SUMMARY

Thirty-two years of public accounting experience. Specific expertise in the auditing, computer consulting, internal control testing, and other numerous financial tasks of governmental and nonprofit clients.

PROFESSIONAL HISTORY

1997 – Present	Managing Partner, RHR Smith & Company, Certified Public Accountants, Buxton, Maine
1989 – 1997	Senior Audit and Accounting Manager with Ron L. Beaulieu & Company, Certified Public Accountants, Portland, Maine

EDUCATION

1988, B.S. degree in Accounting, Saint Joseph's College, Standish, Maine

CONTINUING EDUCATION

All continuing professional education requirements have been met or exceeded with respect to standards set forth by the American Institute of Certified Public Accountants and the Government Accounting Office and State of Maine Board of Accountancy.

LICENSE

Certified Public Accountant - State of Maine Certificate Number CP 2285
Certified Public Accountant - State of Vermont Certificate Number 001.0002033
Certified Fraud Examiner - Credential Number 158186

PROFESSIONAL ASSOCIATIONS

- Member of the Maine Society of Certified Public Accountants
- Member of the American Institute of Certified Public Accountants
- Member of the Association of Certified Fraud Examiners
- Member of the GAO Yellow Book Council

TECHNICAL PROPOSAL

Miranda MacDonald
South Burlington, Vermont
Audit Manager

SUMMARY

Eighteen years of governmental accounting. Specific expertise in audit, budget and financial management, internal control testing, accounting and other financial processes related to the needs of governmental and nonprofit clients.

PROFESSIONAL HISTORY

2018 – Present	Audit Manager, RHR Smith & Company, CPA's, Buxton, Maine
2014 – 2018	Accounting Manager, Burlington School District, Burlington, Vermont
2012 – 2013	Director of Finance, Bonham Independent School Districts, Bonham, Texas
2008 – 2012	Accounting Supervisor, Irving Independent School District, Irving, Texas
2003 – 2007	Staff Accountant, Rockwall Independent School District, Rockwall, Texas

EDUCATION

2008, MBA, University of Texas, Dallas, Texas
2003, B.S. degree in Business & Accounting, Texas Tech University, Lubbock, Texas

CONTINUING EDUCATION

All continuing professional education requirements have been met with respect to standards set forth by the American Institute of Certified Public Accountants and the Government Accounting Office, and State of Maine Board of Accountancy.

LICENSE

Certified Public Accountant - State of Texas Certificate Number 093519

PROFESSIONAL ASSOCIATIONS

- Registered Texas School Business Administration (RTSBA)
- Vermont Association of School Business Officials (VASBO)
- Texas Association of School Business Officials (TASBO)

TECHNICAL PROPOSAL

Joshua P. Quinn
Middlebury, VT
Audit Manager

SUMMARY

Former Vermont school Business Manager, with over seventeen years in project management and significant experience in software implementation.

PROFESSIONAL HISTORY

2018 – Present	Audit Manager, RHR Smith & Company, Certified Public Accountants, Buxton, Maine
2016 – 2018	Business Manager, Addison Central School District, Middlebury, Vermont
2006 – 2016	Director of Management Services, Rearch Company, South Burlington, Vermont
2004 – 2006	Project Manager, Bread Loaf Corporation, Middlebury, Vermont

EDUCATION

2014, Masters degree in Business Administration, University of Vermont, Burlington, Vermont

CONTINUING EDUCATION

All continuing professional education requirements have been met with respect to standards set forth by the American Institute of Certified Public Accountants and the Government Accounting Office, and State of Vermont Board of Accountancy.

PROFESSIONAL ASSOCIATIONS

- Member of the Vermont Association of School Business Officials (VASBO)

TECHNICAL PROPOSAL

Michael B. Nadeau, CPA, CMA, MBA, SFO
Jacksonville Beach, Florida
Quality Reviewer

SUMMARY

Over 30 years of as a financial professional with experience in governmental and corporate accounting. Specific expertise in project management and implementation with Tyler Munis and ProFund.Next; SAP - FI/CO and MM modules; Hyperion consolidation software; Finance Manager; InfoMatics Fund accounting software; and FCS accounting software.

PROFESSIONAL HISTORY

2019 – Present	Quality Reviewer, RHR Smith & Company, CPA's, Buxton, Maine
2018 – 2019	Chief Financial Officer, City of Jacksonville Beach, Jacksonville Beach, Florida
2016 – 2018	Business Analyst / ERP Project Manager, City of Jacksonville Beach, Jacksonville Beach, Florida
2015 – 2016	Accounting Supervisor, City of Jacksonville Beach, Jacksonville Beach, Florida
2003 – 2015	Budget & Finance Director, Chittenden South Supervisory Union, Shelburne, Vermont

EDUCATION

Certificate of Advanced Study, School Business Administrator, SUNY at Cortland, Cortland, New York
M.B.A., Business Administration, Chapman University, Orange, California

LICENSE

Certified Public Accountant (CPA) – State of Florida and State of Vermont
Certified Management Accountant (CMA) – Institute of Management Accountants

CONTINUING EDUCATION

All continuing professional education requirements have been met with respect to standards set forth by the American Institute of Certified Public Accountants and the Government Accounting Office, and State of Vermont Board of Accountancy and State of Florida Board of Accountancy.

PROFESSIONAL ASSOCIATIONS

Association of School Business Officials International (ASBO)

TECHNICAL PROPOSAL

Jordan E. Nellé, CPA
Hinesburg, Vermont
Quality Reviewer

SUMMARY

Eighteen years of experience as a financial professional with a focus on governmental accounting. Specific expertise in general ledger, account reconciliation & budget analysis, month and year end close procedures, internal controls, municipal auditing and financial reporting. Experienced with Microsoft Great Plains, Tyler Munis and NEMRC accounting software.

PROFESSIONAL HISTORY

2019 – Present	Quality Reviewer, RHR Smith & Company, CPA's, Buxton, Maine
2018 – 2019	Budget & Finance Director, Champlain Valley School District, Shelburne, Vermont
2012 – 2018	Senior Accountant/Controller, Green Mountain Transit, Burlington, Vermont
2010– 2012	Senior Accountant, Davis & Hodgdon Associates, CPAs, PLC, Williston, Vermont
2003 – 2015	Staff Accountant, Sullivan, Powers & Company, CPAs, Montpelier, Vermont

EDUCATION

Bachelor of Science Degree in Accounting, Champlain College, Burlington, Vermont

LICENSE

Certified Public Accountant (CPA) – State of Vermont

CONTINUING EDUCATION

All continuing professional education requirements have been met with respect to standards set forth by the American Institute of Certified Public Accountants and the Government Accounting Office, and State of Vermont Board of Accountancy and State of Florida Board of Accountancy.

PROFESSIONAL ASSOCIATIONS

Vermont Society of Certified Public Accountants (VTCPA)
American Institute of Certified Public Accountants (AICPA)

TECHNICAL PROPOSAL

Cynthia J. Koenemann-Warren, J.D., SPHR

South Burlington, Vermont
Director of Consulting Services

SUMMARY

Over twenty years as a licensed Attorney with over 15 years of experience in Vermont Supervisory Unions. Specific expertise in Human Resource, Labor Relations, Collective Bargaining, Education and Municipal Law, Employment Law, Personnel/HR Management, Policy and Procedure Development, School Business Operations, Budget Development and Oversight.

PROFESSIONAL HISTORY

2018 – Present	Director of Consulting Services, RHR Smith & Company, CPA's, Buxton, Maine
2017 – 2018	Attorney, Lynn, Lynn, Blackman & Manitsky, Burlington, Vermont
2003 – 2017	Director of Labor Relations, Policy & Legal Services, Chittenden South Supervisory Union (now CVSD), Burlington, Vermont
2001 – 2003	Director of Human Resources, Lamoille North Supervisory Union, Hyde Park, Vermont
1999 – 2003	Member/Chair, Montpelier Board of School Commissioners, Montpelier, Vermont

EDUCATION

1998, J.D., Vermont Law School, South Royalton, Vermont
1995, B.A. degree in History/Pre-Law, Elmira College, Elmira, New York

CONTINUING EDUCATION

All continuing professional education requirements have been met with respect to standards set forth by the American Institute of Certified Public Accountants and the Government Accounting Office, and State of Maine Board of Accountancy.

LICENSE

Licensed Attorney – Vermont Judiciary # 3509

PROFESSIONAL ASSOCIATIONS

- Society of Human Resource Management (SHRM)
- Vermont Association of School Business Officials (VASBO)
- Vermont Judiciary

RHR Smith & Company
Certified Public Accountants

TECHNICAL PROPOSAL

References

We are experienced in performing audits for state and local governments under standards that include GAS (Yellow Book), and Single Audit Act (Uniform Guidance), and we understand the audit requirements of the states in which we practice. We currently audit and provide accounting services for many governments and governmental organizations in the State of Maine and the State of Vermont. Some of those similar to the Washington Central Unified Union School District audit are listed below:

Michelle Baker, Director of Operations & Finance	
Harwood Unified Union School District	
340 Mad River Park, Suite 7, Waitsfield, Vermont 05673	P. (802) 496-2272 x117
<i>Audit of Financial Statements including Single Audit</i>	

Jim Vezina, Director of Finance	
Hartford School District	
37 Highland Avenue, White River Junction, Vermont 05001	P. (802) 295-8600
<i>Audit of Financial Statements including Single Audit</i>	

Brenda Fleming, Finance Director	
Rutland Northeast Supervisory Union	
49 Court Drive, Brandon, Vermont 05733	P. (802) 247-5757 x16
<i>Audit of Financial Statements including Single Audit</i>	

RHR Smith & Company
 Certified Public Accountants

TECHNICAL PROPOSAL

GOVERNMENT & GOVERNMENTAL AGENCIES

*includes School Department

Acton, Town of *	Farmington, Town of
Androscoggin, County of	Ferrisburgh, Town of (VT)
Androscoggin Valley Council of Governments	Franklin, County of
Appleton, Town of *	Franklin County Unorganized Territories
Auburn Housing Authority	Freedom, Town of
Baldwin, Town of	Fryeburg, Town of
Baring Plantation	Gouldsboro, Town of
Bath, City of	Grand Isle, Town of (VT)
Belgrade, Town of	Grand Isle, Town of *
Bellows Falls Village Corporation (VT)	Gray, Town of
Berlin Housing Authority (NH)	Green Mountain National Golf Course
Berwick, Town of	Green Mountain Transit Authority
Brandon, Town of (VT)	Greenville, Town of *
Brooks, Town of	Harpwell, Town of
Brownfield, Town of	Harrington, Town of
Bucksport, Town of	Hartford, Town of
Burnham, Town of	Hiram, Town of
Bustins Island Village Corporation	Houlton, Town of
Buxton, Town of	Housing Authority of Fort Fairfield
Byron, Town of	Industry, Town of
Camden, Town of	Jay, Town of
Canton, Town of	Jonesboro, Town of *
Carmel, Town of	Kennebec, County of
Carrabassett Valley, Town of *	Kennebec County Unorganized Territory
Casco Bay Island Transit District	Kennebec Valley Council of Governments
Casco, Town of	Kennebunk, Town of
Chelsea, Town of	Killington, Town of (VT)
Cherryfield, Town of *	Kittery, Town of*
Chester, Town of (VT)	Isle La Motte, Town of
Chesterville, Town of	Lewiston, City of *
Codyville Plantation	Lewiston Housing Authority
Cooper, Town of	Lewiston-Auburn Water Pollution Control Authority
Corinth, Town of	Limerick, Town of
Cornish, Town of	Lincoln Plantation
Cumberland, County of	Lisbon, Town of *
Cutler, Town of *	Livermore, Town of
Damariscotta, Town of	Livermore Falls, Town of
Denmark, Town of	Lovell, Town of
Dixfield, Town of	Madison, Town of
Dummerston, Town of (VT)	Madawaska, Town of
Eastern Slope Airport Authority	Magalloway Plantation
Embden, Town of	Maine Port Authority
Eustis, Town of	Meddybemps, Town of
Fair Haven, Town of (VT)	Midcoast Economic Development District
Fairfield, Town of	Milbridge, Town of
Falmouth, Town of *	Milford, Town of *

RHR Smith & Company
Certified Public Accountants

TECHNICAL PROPOSAL

GOVERNMENT & GOVERNMENTAL AGENCIES (continued)

*includes School Department

Monson, Town of	Sidney, Town of
Montpelier, City of (VT)	Somerset, County of
Morrill, Town of	Somerset County Unorganized Territory
Mount Vernon, Town of	South Burlington, City of (VT)
New Gloucester, Town of	Starks, Town of
New Sharon, Town of	Steuben, Town of
Newry, Town of	Stonington, Town of
Norridgewock, Town of	Strong, Town of
North Berwick, Town of	Sweden, Town of
Oakfield, Town of	Temple, Town of
Ogunquit, Town of	Turner, Town of
Old Orchard Beach, Town of	Two Bridges Regional Jail Authority
Otisfield, Town of	Two Rivers-Ottawaquechee Reg. Comm. (VT)
Oxford, Town of	Union, Town of
Palermo, Town of	Unorganized Territories - Maine Dept. of Audit
Palmyra, Town of	Van Buren, Town of
Paris, Town of	Van Buren Housing Authority
Phillips, Town of	Vassalboro, Town of
Piscataquis, County of	Vernon, Town of (VT)
Piscataquis County Unorganized Territories	Victory, Town of (VT)
Pittsfield, Town of	Waldoboro, Town of
Plymouth, Town of (VT)	Warren, Town of
Poland, Town of	Washington County Council of Governments
Porter, Town of	Waterboro, Town of
Presque Isle, City of	Waterford, Town of
Presque Isle Housing Authority	Wayne, Town of
Richford, Town of (VT)	Wells, Town of
Rockingham, Town of (VT)	Wells, Town of (VT)
Rockport, Town of	Whitneyville, Town of
Rome, Town of	Willimantic, Town of *
Royalton Fire District (VT)	Winn, Town of
Rumford, Town of	Winooski, City of (VT)
Sabattus, Town of	Woodville, Town of *
Sandy River Plantation	York, County of
Sangerville, Town of	

SCHOOL DISTRICTS & DEPARTMENTS

Addison Central School District (VT)	Champlain Valley School District (VT)
Addison Northwest School District (VT)	Franklin Northeast Supervisory Union (VT)
Addison Rutland Supervisory Union (VT)	Franklin Northwest Supervisory Union (VT)
Battenkill Valley Supervisory Union (VT)	Franklin West Supervisory Union (VT)
Bennington Rutland Supervisory Union (VT)	Greater Rutland County Supervisory Union
Burlington School District (VT)	Harwood Unified Union School District
Kingdom East Unified Union School District (VT)	Regional School Unit No. 63
Lamoille South Supervisory Union (VT)	Regional School Unit No. 68

TECHNICAL PROPOSAL

SCHOOL DISTRICTS & DEPARTMENTS (continued)

Mill River Unified Union School District (VT)	Regional School Unit No. 72
Mount Abraham Unified School District (VT)	Regional School Unit No. 78
North Country Supervisory Union (VT)	River Valley Technical Center (VT)
Orleans Central Supervisory Union (VT)	Rutland Northeast Supervisory Union (VT)
Orleans Southwest Supervisory Union (VT)	South Burlington School District (VT)
Patricia Hannaford Reg. Tech. Sch. (VT)	Southwest Vermont Supervisory Union (VT)
Regional School Unit No. 6	Springfield School District (VT)
Regional School Unit No. 13	Two Rivers Supervisory Union (VT)
Regional School Unit No. 37	Washington Central Supervisory Union (VT)
Regional School Unit No. 38	White River Valley Supervisory Union (VT)
Regional School Unit No. 44	Windham Central Supervisory Union (VT)
Regional School Unit No. 52	Windham Northeast Supervisory Union (VT)
Regional School Unit No. 53	Windsor Central Supervisory Union (VT)
Regional School Unit No. 55	Windsor Southeast Supervisory Union (VT)
Regional School Unit No. 61	Wiscasset School Department

NONPROFIT ORGANIZATIONS

Acadia Academy	Maine Connections Academy
Addison Point Specialized Services	Maine Huts & Trails
Baxter Academy for Technology and Science	Maine Support Network, Inc.
Beehive Design Collective	Mechanic Falls Development Commission
Belgrade Lakes Association	Mid Maine Homeless Shelters
Belgrade Regional Conservation Alliance	Morningview, LLC
Calais Methodist Home, Inc.	Northeastern Vermont Development Assoc. (VT)
Coastal Counties Workforce, Inc.	Northern Maine Development Commission
Cobscook Community Learning Center	Old Orchard Beach Free Public Library
Cornville Regional Charter School	Portland Ballet
Eastern Maine Development Corporation	River Valley Healthy Communities Coalition
Eastern Trails Management District	Rural Community Action Ministry
Eastport Non-Profit Housing Corporation	Sacopee Rescue, Inc.
Farmington Public Library	Sacopee Valley Health Center
Genesis Community Loan Fund	Schoodic Arts for All
Grand Chapter of Maine, Order of the Eastern Star	Senior Needs Committee of Wells & Ogunquit
Greater Sebago Education Alliance	South Buxton Cemetery Association
Home Counselors Inc.	Sunrise County Economical Council
Jay-Niles Memorial Library	Veterans of Foreign War Post 10038
Kennebunk Conservation Trust	Western Maine Transportation Services Inc.
Maine Arts Academy	

UTILITIES

Addison County Solid Waste Manager District	Farmington Wastewater
Alfred Water District	Farmington Wastewater
Berwick Sewer District	Grand Isle Consolidated Water District (VT)
Canton Water District	Grand Isle Wastewater
Carrabassett Valley Sanitary District	Grand Isle Water
Central Penobscot Solid Waste	Harrison Water District
Dixfield Water Department	Jay Village Water District

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TECHNICAL PROPOSAL

UTILITIES (continued)

Dixfield Wastewater Department	Pittsfield Sewer
Kennebec Valley Regional Waste Corporation	Pittsfield Water
Kittery Wastewater	Rangeley Water District
Lisbon Water Department	Rumford Water District
Livermore Falls - Jay Sewerage Treatment	Sabattus Sanitary & Water District
Livermore Falls Water District	South Berwick Sewer District
Midcoast Solid Waste Corporation	Stonington Sanitary District
Mount Blue Standard Water District	Stonington Water
North Berwick Sanitary District	Strong Water District
North Jay Water District	Topsham Sewer District
Northeast Kingdom Waste Management District	Vassalboro Sanitary District

TRIBAL GOVERNMENTS

Aquinnah Wampanoag Tribal Housing (MA)	Penobscot Indian Nation
Aroostook Band of MicMacs	Pleasant Point Housing Authority

FOR PROFIT

Vacationland Estates Resort

TECHNICAL PROPOSAL

General Audit Approach

We believe the audit process should be an integral part of how an entity can achieve organizational improvement. An audit can reveal opportunities to improve internal processes and controls, enhance accuracy and efficiency, and increase understanding of the financial position of the entity.

Our technical approach is to use standard programs to direct and document the audit. Auditors use programs to determine the level of examination needed, guide conversations with management, document procedures and tests of controls and gather valuable information. All of our processes are customized, meaning our specific approach is unique to each client. This is a necessity when working with unique organizations of varying size, level of wealth and sophistication, the scope of public services and programs, staff experience and history.

We view our engagements as an ongoing professional relationship, and your auditor and other professionals at our firm will be available to assist with consultation, accounting and other services throughout the year.

Overall Technical Approach

The audit will employ techniques to provide evidence to substantiate the financial statement assertions. Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts and may include direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, creditors, and banks. We will request written representations from your attorneys as part of the engagement. At the conclusion of our audit, we will also request certain written representations from you about the financial statements and related matters.

The firm uses PPC audit programs to direct and document the audit. These programs are very extensive and are selected based on materiality factors. A list of some audit programs we typically use include:

- General Procedures
- Minutes, Contracts, Policies
- Cash
- Investments
- Revenue, Receivables, Notes Receivable and Receipts
- Expenditures for Goods and Services and Accounts Payable
- Payroll and Related Liabilities
- Inventories
- Property, Equipment, and Capital Expenditures
- Debt and Debt Service Expenditures
- Fund Equities
- Grants and Similar Programs
- Insurance and Self Insurance

TECHNICAL PROPOSAL

Financial statements and schedules will be prepared from the School's internal financial statements as for each fiscal year end. The financial statements will be presented in accordance with generally accepted accounting principles. All required footnote disclosures will also be included.

Sampling Technique

Audit sampling will be in accordance with the American Institute of Certified Public Accountants Audit and Accounting Guide-Audit Sampling. Audit sampling will be utilized where it will be the most efficient and effective audit tool in the circumstance.

Three phases of audit sampling will be performed: planning, selection and evaluation. The actual selection process will include random, systematic, and haphazard selection.

Scope of Work

Engagement Summary

The objective of our audit is the expression of opinions as to whether your basic financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the additional information when considered in relation to the basic financial statements taken as a whole. We will also perform and report on any other procedures necessary to comply with Government Auditing Standards (Yellow Book and Single Audit). Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and the requirements of the State of Vermont Department of Audit. It will include tests of the accounting records and other procedures we consider necessary to enable us to express such opinions.

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions.

Our audit will include obtaining an understanding of the entity and its environment, including internal controls, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of your compliance with applicable laws and regulations and the provisions of contracts and agreements.

TECHNICAL PROPOSAL

An audit is not designed to provide assurance on internal controls or legal and regulatory compliance or to identify deficiencies in those controls and compliance. However, during the audit, we will communicate to management and those charged with governance, internal control related matters that are required to be communicated under AICPA professional standards.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of your compliance with applicable laws and regulations and the provisions of contracts and agreements. We use a risk-based approach to determine which laws and regulations to test, which includes the use of interactive audit software which allows us to design our field work and tests based on individual client structure, individual needs, and real-time information as we progress. This program's ability to adjust audit designs will indicate additional test work that may be needed based on the level of risk.

We will express an opinion on the fair presentation of the School's basic financial statements taken as a whole and supporting schedule, in conformity with generally accepted accounting principles and procedures applicable to governmental and nonprofit organizations.

In connection with the examination of the records and financial statements, we will review the system of internal control, operating procedures, and compliance with the budgetary and legal requirements by the Washington Central Unified Union School District. The review of the internal controls will include an annual review of the related processing controls within the Washington Central Unified Union School District's operations, to include developing an understanding of policies involving security, documentation, controls and data retention, and testing adherence to those policies. The approach we use includes staff interviews and completing and examining questionnaires.

The Engagement Partner, Audit Supervisor and Audit Manager are available to coordinate with Management regarding scheduling and planning the audit, understanding the control environment, and discussing any management issues that may arise during the audit. The Auditor will issue a letter to Management listing problem areas and suggested improvements. Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations.

TECHNICAL PROPOSAL

Engagement Outline

The engagement will include the following:

- Audit plans developed and reviewed with the Business Administrator and / or appointed staff.
- Audits of the Washington Central Unified Union School District entity's basic financial statements in accordance with Generally Accepted Auditing Standards (GAAS); requirements promulgated by the American Institute of Certified Public Accountants (AICPA), and the Government Auditing Standards Board (GASB); and standards contained in *Government Auditing Standards* issued by the general Accounting Office, the Single Audit Act Amendments of 1996 (if applicable), the provisions of the Uniform Guidance, *Audits of States, Local Governments and Nonprofit Organizations*, and related pronouncements regarding any Federal assistance awards.
- Audits of each fund of the school district.
- Audit in compliance with Government Auditing Standards, the Single Audit Act, and the provisions of uniform guidance and its supplements (if applicable), and financial and compliance audits for the individual school districts in accordance with grant programs.
- Entrance, exit and progress conferences.
- Preparation of financial statements and required supporting schedules. Draft statements will be submitted for review to Business Administrator, and / or appointed staff.
- At the conclusion of the audit meet with Business Administrator and / or appointed staff to discuss the results of the audit and review any findings and/or recommendations included in the Management Letter.

TECHNICAL PROPOSAL

Audit Schedule

- *Preliminary Work:* Preliminary audit work and audit planning will be conducted as soon as possible, based on discussions with Management at an entrance conference conducted at the onset of the engagement.
- *Planning:* An audit plan will be provided at a progress conference with the key personnel before field work begins. The role of School officials in the audit will be discussed, and a list of schedules to be prepared by the staff of Washington Central Unified Union School District will be provided.
- *Field Work:* Field work will be completed in a contiguous block of time (to the extent possible) and will commence as soon as possible after discussions with Management at a mutually agreed upon date in September.
- *Audit:* An entrance conference with the Business Administrator and/or other designated others to commence year-end audit work will be conducted as soon as possible after the execution of the contract. School personnel will prepare trial balances and supplemental schedules by the first day of field work, and will make recommendations, revisions and suggestions on the draft reports within ten (10) business days of receiving them.
- *Meetings:* Meetings with Business Administrator as needed before, during and/ or after the audits.
- *Audited Basic Financial Statement Package*
 - Draft set of financial statements and management letter delivered at a mutually agreed upon date to the appropriate parties no later than October 31.
 - An electronic copy of the independent auditors' report and basic financial statements with all the above-mentioned reports for the Supervisory Union and each school district, Provisions of Uniform Guidance and all reports required by Government Auditing Standards delivered following the acceptance of the draft and no later than December 1st.
- *Management Letter*
 - A detailed letter listing items which go beyond the entity's internal control structure will be provided to the School District. Management letters deal with operational and administrative efficiencies and other items of perceived benefit to the Washington Central Unified Union School District. A draft of the letter will be presented at the exit interview at the conclusion of the audit.

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Certified Public Accountants

COST PROPOSAL

Estimate of Hours and All-Inclusive Maximum Fee

Staff	Rate	Preparation of Financial Statements	Audit of Financial Statements	Total Hours	Cost
Engagement Partner	\$150	8	12	20	\$3,000
Audit Managers	\$125	3	59	62	\$7,750
Quality Control	\$125	44	2	46	\$5,750
Staff Accountants	\$85	65	135	200	\$17,000
Total				328	\$33,500

TOTAL ANNUAL AUDIT PRICE WILL NOT EXCEED: \$33,500

Audit Year – June 30, 2022: \$33,500

Audit Year – June 30, 2023: \$33,500

Audit Year – June 30, 2024: \$33,500

Optional two-year extensions upon mutual agreement of both parties:

Audit Year – June 30, 2025: \$33,500

Audit Year – June 30, 2026: \$33,500

Our price includes travel and all out of pocket expenses related to the audit, and all client communications related to the audit.

Other Services

Hourly rates for accounting services beyond the scope of the audit through non-attest engagements:

- Management Advisory and Consulting: \$125 to \$150 (Principal)
- Accounting Services: \$100 to \$125
- Fixed Assets: \$100

Hourly rates are based on the level of expertise required and are subject to change.

Invoicing

Progress bills are sent periodically as work progresses. The final bill will not be sent until the audit is complete and presentation has been made to the Washington Central Unified Union School District.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT(WCUUSD) PROPERTY, LIABILITY AND RELATED AND WORKERS COMPENSATION BID RESULTS DISTRICT-WIDE BID AWARD FY21-22

Authorize Superintendent to Sign the Contracts:

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

COVERAGE PERIOD: JULY 1, 2021- JUNE 30, 2022

BID SUBMITTED BY:

DENIS RICKER BROWN

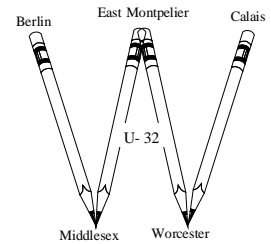
	PROPERTY, LIABILITY & RELATED	WORKERS COMPENSATION	COMBINED TOTAL	BUDGET TOTAL: General Fund, Grants, Food Service, Community Connections	(Over) Under Budget
WCUUSD-FY 2021-2022	\$113,084	\$81,642	\$194,726	\$206,871	\$12,145
WCUUSD-FY 2020-2021	\$107,252	\$91,181	\$198,433	\$222,434	\$24,001
Savings(Additional Cost) \$	(5,832)	\$9,539	\$3,707		

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
DATE: May 11, 2021
RE: Authorization to Award Bids

Historically, bids are received throughout the summer for fuel oil, propane, wood chips, wood pellets, and paper for the district. Due to the tight timelines associated with awarding these bids, it has been an annual request that the School Board authorize the Superintendent to award these bids as they come in.

Recommended Motion:

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.

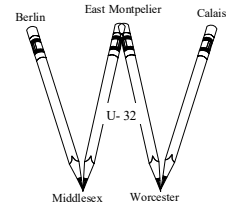
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Bryan M. Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan M. Olkowski, WCUUSD Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: Online Payments
DATE: May 13, 2021

We are writing to inform you of a change with the payment processor used by Infinite Campus. We were recently notified of the switch from VANCO to a new provider and have been making plans for the change to occur on June 1, 2021. This change will help with all online payment functions in the campus portal.

What this means to families and staff is that beginning June 1, 2021, they will need to follow the new instructions to set up future payments. The instructions will be sent to all parents and staff regarding the change. As in the past, we are recommending WCUUSD continue to pay the transaction fees for payments made. This has expedited collections and saved the Food Service and school staff time in processing payments. Due to the payment processor change, we are requesting the board reaffirm a prior board action to pay the transaction fees.

Recommended Board Action:

To authorize the district payment for transaction fees for parent and staff payments using the Infinite Campus payment processor.

Rumney Memorial School

Casey Provost, Principal

433 Shady Rill Road, Middlesex, VT 05602 | Phone: 802-223-5429 | Fax: 802-223-0750 | www.wcsu32.org/RMS

To: Bryan Olkowski, Superintendent
From: Casey Provost, RMS Principal
Re: 21/22 Staffing
Date: May 3, 2021

The purpose of this memo is to detail current enrollment projects and corresponding grade-level configurations with implications for staffing at Rumney Memorial during the 21/22 school year.

The following are enrollment projections for 21/22 as of today:

Grade	Expected Enrollment	Recommended Configuration
PreK	19	2 sections of PreK (we will aim for an even split to the extent possible)
Kindergarten	19	1 single-grade class
1	12	2 multi-aged grade 1/2 classes
2	16	
3	15	2 multi-aged grade 3/4 classes
4	20	
5	18	1 single-grade class
6	18	1 single-grade class
Total	137	

With 7 classroom teachers in kindergarten through grade 6, the faculty discussed a few options for how to configure grade-levels to best support students. In addition to the recommended configuration above, the following options were discussed:

- Single grade sections K-6
- Two sections of combined K/1

Although the entire faculty had an opportunity to provide input around configurations, the primary grade teachers and associated staff took the discussion further. Weighing the pros and cons of a single-grade Kindergarten classroom and two multi-age Kindergarten and Grade 1 classrooms, the primary teachers recommend that a single-grade Kindergarten class will best meet the needs of incoming kindergarten students and also honor the growth and progress that has been made by current kindergarten students moving into Grade 1.

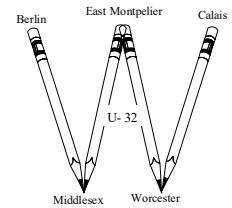
With that in mind, I am requesting that a full-time general education paraeducator is hired to support the kindergarten class during the 21/22 school year. As of March 2021 projections, a class of 19 students would be the largest section of kindergarten across WCUUSD elementary schools. While Berlin and East Montpelier will each have the same or more number of kindergarten students, their configurations allow for splitting kindergarten students into two sections.

Washington Central Unified Union School District

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Montpelier, VT 05602
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Fax (802) 229-2761

Bryan Olkowski
Superintendent



Required Form for Adding/Deleting Position(s) & Contract Services Behavior Intervention Services

Request Description

Person/Group making the request _____
Name Position Title

Date of request _____ Start Date _____

Is this an emergency need? _____

Is this for next year or future year? _____

Identify Position/Contract Services:

Add or delete FTE _____ Temporary Permanent

Type of Position

___ Teacher

___ Paraeducator

___ Individual Assistant

___ Personal Care Attendant

___ Behavior Interventionist (Employee)

___ Behavior Interventionist (Contract with WCMH/GMB)

___ Other Support Services Title _____

___ Operation of Plant Title _____

___ Food Services Title _____

___ Administrative Title _____

Is this a requirement of a student's IEP or 504 plan?
(See the summary per the IEP Team)

Yes

No

What other staffing changes have been considered? _____

Could this need be met in a different way? _____

Student/staff ratio current _____ proposed _____ Numbers of Students _____

Provide the alignment of connection to the implementation plan/theory of actions

What is the impact on the prek-graduation system? _____

What SLO will this change impact? _____

If an Equity Issue Describe _____

If a Health/Safety Issue Describe _____

If Student Test scores _____

Please project the staffing cost _____

Are there other cost considerations? (Books/Supplies/Equipment)

Please list with estimated cost _____

What funding source will be used to pay for this change?

General fund budget

Grant

Income

Position reassignment

RIF

Rationale: Describe the justification for the change

What other options have been considered? _____

Provide any supporting documentation to this request .

Date request received _____ Date request processed _____

Request Approved _____

Request Denied _____ Reason _____

Name

Title

Calais Elementary School

321 Lightening Ridge Rd. Plainfield, VT 05667
(802) 454-7777 www.calaisschool.org

MEMORANDUM

TO: WCUUSD FINANCE COMMITTEE
FROM: CAT FAIR
SUBJECT: WCUUSD POSITION REQUEST FORM
DATE: MAY 11, 2021

We are requesting the board support the addition of a 1.0 FTE paraeducator for Calais Elementary for 21/22. In the late fall of 2020/21, a student became newly identified as eligible for special education. This occurred well after the service plan and budget planning for 20/21.

As you can see from the attached position request form, this change is necessary to ensure the physical safety for the child and others. The support of a 1:1 and consultation with a BCBA is a requirement of the child's IEP. We hired a paraeducator to work 1:1 with this student beginning in January of 2021. The student is in Kindergarten and we anticipate this need will continue into next year as well so we are requesting the addition of this position to the budget for 21/22.

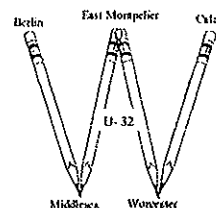


Washington Central Unified Union School District

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Fax (802) 229-2761

Bryan Olkowski
Superintendent



Required Form for Adding/Deleting Position(s) & Contract Services Behavior Intervention Services

Request Description

Student needs changed in 20/21 with a student in kindergarten in need of behavioral support. We hired a paraeducator to work 1:1 and added to the BCBA contract with GMBC. We will continue to have this need next year.

Person/Group making the request Cat Fair
Name

Principal
Position Title

Date of request 1/19/21

Start Date 1/19/21

Is this an emergency need? yes

Is this for next year or future year? yes

Identify Position/Contract Services:

Add or delete FTE Add 1.0

☐

Temporary

☒

Permanent

Type of Position

☐ Teacher

☐ Paraeducator

☒ Individual Assistant

☐ Personal Care Attendant

☐ Behavior Interventionist (Employee)

☐ Behavior Interventionist (Contract with WCMH/GMB)

☐ Other Support Services Title _____

☐ Operation of Plant Title _____

☐ Food Services Title _____

☐ Administrative Title _____

Is this a requirement of a student's IEP or 504 plan?
(See the summary per the IEP Team)



Yes



No

What other staffing changes have been considered? newly identified need after cuts made in FTE for ESP

Could this need be met in a different way? no

Student/staff ratio current n/a proposed _____ Numbers of Students _____

Provide the alignment of connection to the implementation plan/theory of actions
this change is necessary to ensure physical safety for the child and others

What is the impact on the pre-graduation system? _____

What SLO will this change impact? _____

If an Equity Issue Describe _____

If a Health/Safety Issue Describe See reports of Rule 4500

If Student Test scores _____

Please project the staffing cost _____

Are there other cost considerations? (Books/Supplies/Equipment)

Please list with estimated cost _____

What funding source will be used to pay for this change?



General fund budget



Grant



Income



Position reassignment



RIF

Rationale: Describe the justification for the change
newly identified need after cuts made in FTE for ESP

this change is necessary to ensure physical safety for the child and others

What other options have been considered? _____

Provide any supporting documentation to this request .

Date request received _____ Date request processed _____

Request Approved _____

Request Denied _____

Reason _____

Cat Fair
Name

Principal
Title

East Montpelier Elementary School

665 Vincent Flats Road
East Montpelier, VT 05651
802-223-7936

www.emontpelierschool.org

Alicia Lyford, Principal

To: WCUUSD Finance Committee
From: Alicia Lyford, Principal EMES
Re: Additional .28 FTE Pre-K Para for 2021-2022
Date: May 13, 2021

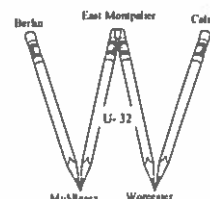
This memo is in regard to the request for an increase of .28 FTE for our Pre-K para-educator position for the 2021-2022 school year. Pre-K regulations require a 10:1 student/teacher ratio for our programs to run. In a typical year, the EMES Pre-K program has roughly 16 students in it per session, which is covered by a classroom teacher and a para-educator. This year, due to COVID, our numbers decreased to class sizes of 10 and 11. With that, we have a para-educator in our session of 11 students but not in the class 10. Looking ahead to next year, our sessions will be back up closer to 16 students, which means we will need additional pre-k para support in order to legally run both sessions. A .28 position equals roughly 10 hours a week which is the amount of our student-contact time.

Washington Central Unified Union School District

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

Bryan Olkowski
Superintendent



Required Form for Adding/Deleting Position(s) & Contract Services Behavior Intervention Services

Request Description

Increase our .4 FTE Pre-K assistant position to a .8 FTE This was decreased due to limited numbers in the Pre-K classroom this year due to Covid and will need to increase as our staff to student ratio must not exceed 1:10.

Person/Group making the request Alicia Lyford Principal
Name Position Title

Date of request 3/22/21 Start Date September, 2021

Is this an emergency need? No

Is this for next year or future year? Next year

Identify Position/Contract Services:

Add or delete FTE .28 FTE

☐

Temporary

☒

Permanent

Type of Position

☐ Teacher

☒ Paraeducator

☐ Individual Assistant

☐ Personal Care Attendant

☐ Behavior Interventionist (Employee)

☐ Behavior Interventionist (Contract with WCMH/GMB)

☐ Other Support Services Title _____

☐ Operation of Plant Title _____

☐ Food Services Title _____

☐ Administrative Title _____

Is this a requirement of a student's IEP or 504 plan?
(See the summary per the IEP Team)

☐

Yes

☒

No

What other staffing changes have been considered? This position is to keep us in compliance with adult to student ratios in PreK

Could this need be met in a different way? _____

Student/staff ratio current 1:16 proposed 1:10 Numbers of Students 16 per class

Provide the alignment of connection to the implementation plan/theory of actions

Providing Pre-K to as many East Montpelier residents as possible. Without this position, we will have to cap our Pre-K to 10 students

What is the impact on the prek-graduation system? _____

What SLO will this change impact? _____

If an Equity Issue Describe _____

If a Health/Safety Issue Describe _____

If Student Test scores _____

Please project the staffing cost Roughly \$5800

Are there other cost considerations? (Books/Supplies/Equipment)

Please list with estimated cost NA

What funding source will be used to pay for this change?

☒

General fund budget

☐

Grant

☐

Income

☐

Position reassignment

☐

RIF

Rationale: Describe the justification for the change

This position has been here since our Pre-K has been in operation. We decreased it this year due to decreased numbers from Covid.

What other options have been considered? _____

Provide any supporting documentation to this request .

Date request received _____ Date request processed _____

Request Approved _____

Request Denied _____ Reason _____

Name

Title

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: 5.14.21

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 is cause for disciplinary action up to and including termination of employment. Service users are encouraged to promptly report the communications to their manager 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: 4.22.21

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

WARNED: 4.22.21

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: 4.22.21

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: 4.22.21

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: 4.22.21

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

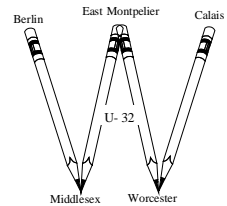
All suspected policy violations, system intrusions, virus infestations, and other conditions which might jeopardize WCUUSD information or WCUUSD information systems must be immediately reported to the WCUUSD Information Technology Helpdesk (ithelp@u32.org), who will coordinate with the WCUUSD Director of Technology and/or Superintendent.

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 4.28.21 6:00-9:00 PM

Board Members: Flor Diaz Smith, Lindy Johnson, Scott Thompson, Diane Nichols-Fleming, Kari Bradley, Jonas Eno-Van Fleet, Karoline May, Dorothy Naylor, Christina Pollard, Vera Frazier, Christopher McVeigh, Jill Olson, Jonathan Goddard

Administrators: Superintendent Bryan Olkowski, Human Resources Director Carla Messier, Principal Steven Dellinger Pate, Director of Student Affairs Amy Molina, Interim Technology Director James Garrity, Principal Aaron Boynton, Principal Alicia Lyford, Principal Cat Fair, Principal Gillian Fuqua, 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, Lisa Wilson, ORCA Media, Allison Levin, Ben Weiss, C.G., Christina George, David Powelson, Diana, Elizabeth Wirth, Ellen Dorsey, Ester Heinz, Jess, Kate Liptak, Madeleine Dougherty, Townes DeGroot, Tyler Smith, Brian Fischer, Alan Hefferon, David Delcore, Jess Abisla, Lisa Hannah, Maria Melekos, Sonya Rhodes, Virginia Breer, Tyler Smith, Chris Winters

1. Call to Order: Flor Diaz Smith called the meeting to order at 6:00 p.m.

2. Executive Session – Legal, Negotiations, Personnel:

Karoline May noted that the Superintendent Evaluation discussion should occur during Executive Session. **Karoline May moved to enter Executive Session at 6:02 for the purpose of discussing Legal Issues, Negotiations, Personnel, and Superintendent Evaluation, and to invite Dan Richardson to join Executive Session. Seconded by Chris McVeigh, this motion carried unanimously. At 7:20, Jonas Eno-Van Fleet moved; Chris McVeigh seconded, to return to Open Session from Executive Session. This motion carried unanimously.**

Jonas Eno-Van Fleet moved to approve additional compensation in the amount of \$1000 beyond budgeted expenses to each current contractual staff for additional duties performed during the COVID-19 pandemic outside normal expectations per Operations. Seconded by Karoline May, this motion carried unanimously.

Chris McVeigh moved that the District hire Daniel Richardson, a Montpelier attorney, to provide legal consultation for the District's consideration for the Town of Berlin's request to transfer ownership of land where the Berlin School is located. Seconded by Jonas Eno-Van Fleet, this motion carried unanimously

Diane - would like to note for the record: Our schools and all staff have worked hard to provide for the social emotional development and learning of all students during this time of incredible change and stress. The connections could not have happened without the dedication and care of all staff. Thank you are two very simple words for the life changing work that you do but they carry our enormous wishes of gratitude and appreciation. **Diane Nichols-Fleming moved to approve spending up to \$1000 for items for staff appreciation. Seconded by Karoline May, this motion carried unanimously.**

3. Welcome:

3.1. Reception of Guests

3.2. Agenda Revisions: Chris McVeigh would like to add “public comments” to the discussion agenda tonight. Flor Diaz Smith also noted that she would like to add item 4.2.7 to Superintendent’s report.

4. Reports:

4.1. Student Reports: Townes DeGroot and Anna Farber shared some of the activities as students begin the end-of-the-year push, with seven weeks remaining. Scott Thompson thanked Anna and Townes for the profile they had created in the Chronicle. Anna invited any school board members who would like to be profiled in the newspaper to contact her!

4.2. Superintendent:

4.2.1. COVID -19 Update: Elizabeth Wirth provided an update. She shared that we will begin surveillance testing of students in the near future. We are no longer going to do surveillance testing of staff, as a great deal of them are vaccinated. She noted that we are getting updates around guidance for outdoor gatherings and we are hoping, by June 1st, to be able to gather outdoors for some of the end of the year celebrations. Superintendent Olkowski thanked the administrators, staff, including Elizabeth Wirth, for the work that they have done throughout the pandemic, above and beyond, to support our students and families.

4.2.2. FY 21-22 School Calendar: Superintendent Olkowski had shared the proposed FY 21-22 School Calendar. He recommended that the board accept the calendar, as is annual practice. **Jonas Eno-Van Fleet moved to accept the calendar as presented by the Superintendent. Seconded by Diane Nichols-Fleming, this motion carried unanimously.**

4.2.3. Last day of School FY 20-21: Superintendent Olkowski asked the school board to consider, given the extenuating circumstances from this year, to forgive one day of school at the end of the school year. **Dorothy Naylor moved for the school board to forgive one (1) day so that the last day of school for students is a half day on June 17, 2021 and the last day for school year staff is June 18, 2021. The last day for ESP staff will be a half day on June 18, 2021. Seconded by Jonas Eno-Van Fleet, this motion carried unanimously.**

4.2.4. Recovery Plan: Superintendent Olkowski thanked Jen Miller-Arsenault for her continued leadership. She shared the WCUUSD Plan for Moving Forward, which focuses on: Social Emotional Learning, Mental Health, and Well-Being, Engagement/ Truancy, and Academic Achievement and Success, as indicated by AOE. She had shared a memo with the board, dated April 19, 2021, explaining this process. She invited others to participate in the Phase 2 planning process. Lindy Johnson asked whether meetings will be during the day or after school hours. Karoline May offered to participate as well, however, evening availability is limited.

4.2.5. AmeriCorps VISTA (Volunteers in Service to America) Grant: Kelly Bushey shared that we have received many applicants and are moving forward with this endeavor. She had provided a memo dated April 5, 2021, updating the board. Scott Thompson and Flor Diaz Smith thanked her for this creative partnership.

4.2.6. Staff Leave: Superintendent Olkowski had provided a memo to explain this proposal. **Scott Thompson moved to approve to voluntarily extend benefits of the FFCRA and CAA to include benefits as defined in the American Rescue Plan for qualifying reasons for the period of April 1, 2021 through September 30, 2021. Seconded by Chris McVeigh. This motion carried unanimously.**

4.2.7. Bryan Olkowski shared that the leadership team has come together to discuss the concerns that had been shared regarding allied arts, specifically music and art. Aaron Boynton responded to the letter that was shared with the board on April 5, 2021. He stated that the professional learning community values the arts and understands the importance of well - rounded education which includes the arts. He noted that this year has been challenging, but our music and allied arts teachers have exceeded expectations in adjusting teaching during the pandemic. He spoke about student enrollment and the implications on staffing and he stated that students will be receiving general music classes across the board. The topic of instrumental music - specifically, band and chorus - continues to be discussed. Aaron Boynton spoke about the background history over the past few years related to allied arts education. He stated that the focus this year on “equity” across the schools made differences in student offerings across the buildings apparent. Diane Nichols-Fleming asked, re: COVID’s impact on the arts - when a schedule was considered, was the schedule reflective of a year under COVID conditions? Aaron Boynton - no, we did not plan around a “COVID” year. Diane Nichols-Fleming asked, what would the schedule look like for a staff position that is shared? Alicia Lyford shared how East Montpelier and Calais, and East Montpelier and Rumney, have shared staff. The building principals’ work together to create a schedule where the majority of the day, if not the entire day, can be spent in one building.

Vera Frazier asked, are band lessons going to continue for 5th and 6th grade students, along with whole band lessons during preparation for concerts? Aaron Boynton stated that these aspects will continue, but will be reduced compared to past years. Vera asked whether the leadership team has representation from any of the allied arts. Superintendent Olkowski stated that the leadership team is comprised of building administrators who represent their staff as a whole, but does not have a representation from allied arts. Vera asked, over the last five years, what has been student enrollment? What is projected for next year? Flor Diaz Smith stated that we will have those numbers for the next meeting.

Chris McVeigh asked whether the leadership team knew that there was going to be a recommendation to reduce teachers when they met in November to prepare the budget. Steven Dellinger Pate stated that there were no discussions about specific staff cuts in November. Chris McVeigh asked when was it known that there would be cuts proposed? Superintendent Olkowski noted that in the December 20th meeting, the board was apprised of proposed cuts when the budget was discussed. Chris McVeigh asked, does equity mean that some of the schools will have a lesser program? He spoke about the concept of “race to the median.” Superintendent Olkowski spoke about the challenge to make the most of limited resources and within limited scheduling opportunities; however he does not see it as a “race to the median.” He spoke about future the work of the

Strategic Plan. Chris McVeigh asked whether the music teaching staff was included in the discussions about these changes? Superintendent Olkowski spoke about following the guidance from the collective bargaining document, regarding reductions in force. Lindy Johnson stated that a budget was presented that was lower than the board had asked for. She noted that we will be getting quite a bit of grants around COVID, and she wonders whether this can be used toward the arts. She feels this should have been more thought out and a more long term vision. She stated that if she were a staff member that was impacted, she would have wanted to know in January versus 15 days before contractual deadlines. She would like to have a more long term vision of the impact. Jonas Eno-Van Fleet reviewed the minutes from the December board meeting. He also reviewed a memo from the Superintendent at the time. He does not recall that the board had an opportunity to discuss possible reductions in force. He stated that the indications were that no RIFs would be needed with the budget. He stated that he did not have an inkling about reductions in force and he does not think that other board members did. Superintendent Olkowski replied that discussion and agreement should follow about when is it appropriate to notify school board about RIFs/ transfers - when is it appropriate to notify staff; when is it appropriate to notify families? He noted that he has followed the collective bargaining agreement but that he is hearing that the communication needs to be fine - tuned. Lori Bibeau shared that, in March, when we were analyzing contracts in greater detail, we began to realize that some reductions in forces would be needed rather than temporary contracts that would not be renewed. Scott Thompson reiterated Aaron Boynton's statement about the need to look at the music program in a more comprehensive way. He recalled that time and scheduling has been a big factor in the discussion. He believes that we have the capacity now to look at the program more globally. Vera Frazier stated that for 13 years the Berlin board had worked continuously to increase music and arts programs for the children. She understands equity across the district, but she would like to consider ways to keep the music programs at Berlin at the same level that they were pre-COVID.

Chris McVeigh stated that he thinks we should restore the cuts and then, as Scott Thompson had indicated, look at the program more globally. Flor Diaz Smith stated that the administrators have indicated that the changes are intentional. However, we need to do better in the next budget season with transparency and communication. She does not think that the board should go backward in this process; we as a board should respect the expertise of the administration. Chris McVeigh stated again that "equity" should not be a race to the median. He thinks that we need to have more discussions about the meaning of equity, and that it should not mean cutting opportunities for students.

Jonathan Goddard stated that he did not have an understanding in the fall that there would be RIFs. He does not support cutting the arts, particularly in the middle of a pandemic. He feels that it is very important that we look at this carefully and support the arts across the schools. Lindy Johnson stated that the board was not informed properly. She feels that it should be an action item; if the board has the money, the positions should be reinstated and then we should systematically consider this issue. She stated that she is upset that we are not listening to our constituents, and she does not think that the leadership team feels comfortable speaking out. Flor Diaz Smith asked for a straw poll from the board to show support to the changes that are recommended. Kari Bradley reframed the question: does the board want to revisit this? Five board members indicated with thumbs up that they would like to revisit this.

Karoline May - supports that the administration revisit and come back with a recommendation; however, recognizing that the recommendation may be to keep the current plan. Flor Diaz Smith took a straw poll which resulted in a tie vote; she asked that the Superintendent and leadership team come back to the next board meeting with a recommendation. Diane Nichols Fleming thanked the board and the administration for allowing for this very important discussion/conversation.

4.3. Education Quality:

4.3.1. Discussion of WCUUSD Science Student Learning Outcomes: Kari Bradley previewed that the committee had shared information related to Science for the board's review. He shared that we have new standards in science that allow more flexibility in learning. Hands-on learning is an engaging science activity. Proficiency levels are at or above state averages in science, however there are some differences in proficiency levels amongst groups of students. The question for the board: What information from this review should be carried forward to strategic planning? Scott Thompson: Are student learning outcomes more "pre-outcomes" - e.g., what is it that students want to do with this learning? As well as the idea of breaking down boundaries between subject - e.g., math and science woven together. Flor Diaz Smith - how are we addressing, from Pre-K through grade 12, the achievement gap in science? Kari Bradley reminded the board that next week the committee will look at Health and Physical Education, and in June, will look at post-graduation plans.

4.4. Finance Committee:

- 4.4.1. Authorize the District to Accept, all Federal and State Grants; to Administer and Act as the Representative of the School District: Scott Thompson moved to authorize the Superintendent to submit consolidated Federal Program Grants and to receive and expend Federal funds. Seconded by Chris McVeigh, this motion carried unanimously.**
- 4.4.2. Audit Report FY 20: Scott Thompson moved to accept and approve the Audit Report as presented in the board packet. Seconded by Diane Nichols-Fleming.** Kari Bradley noted that this year was extremely complex, with the pandemic, and he commends Lori Bibeau and her team. Lori Bibeau explained that she will be seeking bids for audit firms, for the board's consideration at the May board meeting. **This motion carried unanimously.**
- 4.4.3. Berlin Storm Water Bid:** Flor Diaz Smith reviewed the Finance Committee's decision to go with Dubois Construction for this project. Vera Frazier asked specifically where the storm water pond will be located.
- 4.4.4. Update Electric Vehicle Charger at Rumney:** Flor Diaz Smith asked for board input about this. A memo had been provided to explain the options. Chris McVeigh suggested that we leave it in place as it is, with no additional investments. **Chris McVeigh moved to leave the charger at Rumney School in place, and make no further changes to it. Seconded by Jonas Eno-Van Fleet.** Discussion: James Garrity explained that, regardless, the unit should be checked once a year for safety assurances. **This motion carried unanimously.**
- 4.4.5. Annual Fiscal Management Questionnaire:** Lori Bibeau had prepared this document, which is an annual practice. **Scott Thompson moved to authorize the board chair to sign the financial management questionnaire on behalf of the board. Seconded by Lindy Johnson, this motion carried unanimously.**
- 4.4.6. Financial Update & ESSER Grants:** Lori Bibeau had prepared a memo dated April 14th to explain the updated status of the fund balance and ESSER grant monies.

4.4.7. Rumney ERV Bid: Flor Diaz Smith explained this project. A memo had been shared dated April 13, 2021, to explain this upgrade. The Finance Committee had awarded the bid to E.F. Wall, Thomas Mechanical, and Temperature Controls of Vermont.

4.4.8. U-32 Social Studies Position: Scott Thompson moved to approve a Social Studies position, not previously in the budget. Seconded by Chris McVeigh. Discussion: Jonas Eno-Van Fleet asked Principal Dellinger Pate to explain some of the moving around of staff that he is envisioning for this position. He briefly explained, part of which included reorganizing middle school staffing configuration. **This motion carried unanimously.**

4.5. Policy Committee: Chris McVeigh explained that James Garrity and the Policy Committee have done a lot of work around these policies. He would like to have the first reading policies moved as a slate, to second reading. **Scott Thompson moved that the following list of policies go forward from first reading to second. Seconded by Lindy Johnson.**

4.5.1. First Reading for policy to be Adopted on 5.19.21: F40 Change Management and F43 Backups, D3 District Take Home Device & Personal Device, F47 Electronic Mail, F48 Incident Response Policy & Plan, , C5 Weapons and Firearms, C2 Student Alcohol & Drugs

4.5.2. Second Reading for Policy to be Adopted: F46 Flag Raising Policy: **Scott Thompson moved to adopt F46: Flag Raising Policy. Seconded by Jonas Eno-Van Fleet. This motion carried unanimously.**

5. Board Operations:

5.1. Curriculum Management Report: Superintendent Olkowski shared that we are expecting to receive the report sometime in May. He asked the board to consider the work of how to use the report, how to understand it, how to link it to strategic planning?

5.2. Superintendent Evaluation: Karoline May indicated that the board had discussed this during the Executive Session.

5.3. Staff Appreciation: This had been discussed during Executive Session

5.4. Appointment of new board members: Flor Diaz Smith shared the intent to receive letters by May 12; appoint new board members during the May meeting, including interviewing candidates during that meeting.

5.5. Public Comment: Scott Thompson shared the previous discussion and options around public comment. Vera Frazier stated that she supports either a separate public forum meeting, or adding public comment at the beginning of the board meeting, even if it means creating 15 minutes before the usual start of the meeting. Chris McVeigh stated that, in order to encourage public participation, we should move public comment back to the beginning of board meetings, even if it means starting board meetings 15 minutes earlier. Kari Bradley stated that he would like to see a calendar with, e.g., 4 forums scheduled over the course of the year and inviting public participation in a forum. Lindy Johnson stated that issues come up and they might not align with forums. She feels that it is rude to ask people to wait during long meetings, until the end, to share comments. Jonas Eno-Van Fleet stated that he agrees with Lindy. Karoline May asked whether there would be opposition to asking people to sign up ahead of time so that the board could plan the time component and have some idea of the topics of public comment. Chris McVeigh stated that Karoline's suggestion would be helpful as a supplement, but not as a prerequisite to be able to speak publicly. In other words, not to create a gateway to say that if you haven't signed up ahead of time,

you can't comment. Flor Diaz Smith stated that she supports having public forum meetings scheduled, but that she hears the board's feedback and proposes experimenting with moving public comments to the beginning of the board meeting, and beginning the meeting 15 minutes earlier than usual. Jill Olson stated that it is important to keep to the time limit of 15 minutes, and to not allow public comment at the beginning of the meeting throw off the agenda of the board. The board has a slate of business to conduct at each meeting; the agendas are full; the meetings are long.

6. Consent Agenda:

6.1. Approve Minutes of 3.17.21, 3.29.21, 4.7.21, and 4.14.21: Jonas Eno-Van Fleet moved to approve the minutes of 3.17.21, 3.29.21, 4.7.21, and 4.14.21. Seconded by Diane Nichols-Fleming. Lindy Johnson pointed out an edit for correction. This motion carried unanimously.

6.2. Approve Board Orders: Scott Thompson moved to approve the board orders in the amount of \$995,236.29. Seconded by Chris McVeigh, this motion carried unanimously.

7. Personnel :

7.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE: Lindy Johnson moved to approve: New Teacher Nominations (for 21-22 school year): Kevin Richards - U-32 Social Studies Teacher, Alan Hefferon – U-32 Social Studies Teacher, Sandra Wetzel – WCUUSD Special Education Teacher . Seconded by Karoline May, this motion carried. Scott Thompson noted that he hopes we can develop school exchanges, for example, with China. Lindy Johnson moved to accept: Resignations Kelly MacMartin – Calais Elementary School Classroom Teacher, Hunter Hedenberg – U-32 Physical Education Teacher, Kelly Bushey - Director of Special Services, Jody Emerson – U-32 Associate Principal, Lynn Spencer – Berlin Art Teacher, Casey Provost – Rumney Principal. Seconded by Diane Nichols-Fleming with words of gratitude and sadness for losing long time colleagues. Board members agreed and expressed their gratitude. Chris McVeigh thanked Casey Provost for his work at Rumney. This motion carried unanimously. Flor Diaz Smith stated that she looks forward to continuing to work with Jody Emerson at the Career Center. Lindy Johnson moved to approve the following changes in FTE: Patty Abraham –Berlin PE/Health .8 to 1.0 FTE, David Mathies – EMES .5 to 1.0 FTE, Jessica Abisla – Doty Nurse .5 Grant Funded. Seconded by Chris McVeigh, this motion carried unanimously. Lindy Johnson moved to approve the following hires: Maria Melekos- Covid-19 Coordinator (from Nurse position), Mahala Largent – U-32 School Nurse. Seconded by Diane Nichols-Fleming, this motion carried unanimously.

8. Public Comments:

Matt Levin stated that he would share his statement by email but he is hoping that the board will consider using ESSER funds to reinstate the allied arts positions as discussed tonight, and to allow for more discussion and a more global strategy around equity.

Chris Winters expressed his concern around the lack of information and transparency with this issue. He stated that what is being characterized as a scheduling issue is a much bigger issue. Does the board want to do its work with or without adequate public vetting, discussion and participation? The issue of removing something from one school in the name of equity is one of the core issues that was at the root of the consolidation debates that went on for years at Washington Central. He spoke about removing decision making

from local discussion and having it go behind closed doors to a central office. He urged the board to have a community wide discussion around the topic of equity. He stated that program reductions were not apparent in the budget vote. He asked the board to “press pause” and reconsider. He noted that it takes courage and wisdom and it shows responsiveness, to reconsider and admit a mistake; it does not set a bad precedent. He hopes that the admin will publicly disclose the rationale around these decisions, and he urges the board to hold firm with the status quo until more discussion including the public has taken place. David Lawrence stated that he is very much in favor of giving the public an opportunity to participate earlier in the board meetings. He does not support requiring people to register to speak at a board meeting, and he does not think that quarterly public forums will serve the same purpose of allowing public comment in an ongoing way. Flor Diaz Smith read a letter that had been asked to be read from a member of the public. The topic of the letter was around gender neutral restrooms. The letter asked that a summer committee be formed to address issues around discrimination, including transgender students. This topic was added to future agenda items.

9. Future Agenda Items:

9.1. WCUUSD Name

9.2. Assessment Needs for building Bright Futures

9.3. Diversifying Educator Workforce

9.4. Net Metering Proposal

9.5. Strategic Planning

9.6. Board Governance Goals/Retreat/reflection on the Year/Board Self Evaluation

9.7. Superintendent Responsibilities/Board Roles and Responsibilities

9.8. U-32 Restroom(Gender Neutral and related topics)

10. **Board Reflection:** Scott Thompson indicated that much of the stress and anxiety is related to difficulty adjusting to what it means to be consolidated. We still have some way to go before we are wrapped around what it means to us. Perhaps we should plan on some time in future meetings to create a clear sense among the board. Jonas Eno-Van Fleet shared that the operational and communication-related aspects of the conversation are equally important. Flor Diaz Smith noted that we are still trying to create systems so that we are more pro-active rather than reactive in governing as a board. Working together with the administration and the communities in a transparent way is important. She agreed that we as a board can work on the goal of governance. Vera Frazier had shared her reflection by email, in light of the late hour.

- 11. Adjourn: Scott Thompson moved to adjourn at 10:11 p.m. Seconded by Jonas Eno-Van Fleet, this motion carried unanimously.**

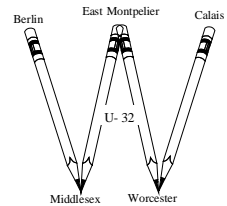
Respectfully submitted,
Lisa Stoudt, Board Recording Secretary

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: Negotiations and Superintendent Evaluation 5.10.21 1:00-2:00 PM

Board Members: Jonas Eno-Van Fleet, Flor Diaz Smith, Scott Thompson, Diane Nichols-Fleming, Karoline May, Vera Frazier, Stephen Looke, Christopher McVeigh, Christina Pollard, Dorothy Naylor, Kari Bradley

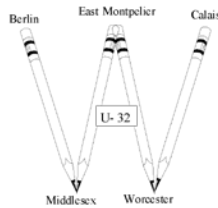
Administrators: Superintendent Bryan Olkowski, Business Administrator Lori Bibeau, Human Resources Coordinator Carla Messier, Interim Technology Director Jim Garrity

Others/Public: ORCA Media

- 1. Call to Order:** Flor Diaz Smith called the meeting to order at 1:00 p.m. Christopher McVeigh moved to go into Executive Session for the purpose of Negotiations and Superintendent Evaluation, to include Bryan Olkowski, Lori Bibeau, and Carla Messier. Karoline seconded, and this motion passed unanimously.
- 2. Executive Session-Negotiations and Superintendent Evaluation:**

At 1:15, Lori Bibeau left Executive Session.
At 1:40, Bryan Olkowski and Carla Messier left Executive Session.
At 2:42 pm, Chris McVeigh moved to leave Executive Session. Diane Nichols-Fleming seconded, and this motion passed with one no vote from Jonas Eno-Van Fleet.
During Executive Session the board discussed Negotiations strategy, and Superintendent Evaluation. Flor Diaz Smith read this statement from the board:
It is the board's responsibility to evaluate our superintendent's work performance. We have been developing an evidence-based performance evaluation process over this past year and the board has been pleased with our understanding of our superintendent's performance.
We will continue to improve our evaluation process including gathering input from different stakeholder groups.
The board is deeply appreciative of our superintendent and all Washington Central employees for their good work and dedication over this challenging year.
- 3. Adjourn:** At 2:44 Scott Thompson moved to adjourn. Seconded by Chris McVeigh, the motion carried unanimously.

Minutes taken by
Jonas Eno-Van Fleet, 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.

Job Description

JOB TITLE:	Instructional Coach
FLSA STATUS:	Non-exempt
CONTRACT TYPE:	Teacher
WAGE SCALE:	Per Negotiated Agreement
UPDATED:	April 27, 2021

POSITION OBJECTIVE(S): Partner with individual teachers and/or teams to identify and set goals and work collaboratively to meet those goals to improve student outcomes. Instructional Coaches will also provide specialized support to strengthen teachers' skills and agency by promoting reflective practice.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Include the following:

- Offer support for teachers that is voluntary, confidential, and non-evaluative in nature.
- Collaborate with teachers in ways that foster teacher choice and voice to develop teacher agency.
- Support teachers in analyzing multiple sources of student data to develop a clear picture of the current reality and resources.
- Partner with teachers to identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met.
- Develop, facilitate, and evaluate the impact of adult learning opportunities.
- Collaborate with administrators and other instructional coaches to improve teacher efficacy and student learning outcomes.
- Develop and practice skills as both a coach and a coachee.
- Build and sustain a coaching culture within the organization.
- Assist teachers with planning and pacing of lessons, the development of universally designed lessons, and the implementation of effective practices to meet the needs of students, as part of coaching cycles in alignment with district curriculum.
- Support teachers with the implementation of new and/or existing resources, materials, and instructional tools.
- Act as an instructional liaison between district administration and schools' needs in organizing, providing, and delivering staff development and teacher training opportunities.
- Perform other duties as assigned by immediate supervisor.

SUPERVISION RECEIVED: Reports to and receives general administrative direction from Director of Curriculum, Instruction, and Assessment in coordination with the building administrator(s).

SUPERVISORY RESPONSIBILITIES: None

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.**
 - Minimum 5 years of classroom teaching experience
 - Extensive knowledge and demonstrated commitment to research-based instructional best practices
 - Familiarity with current instructional coaching models
 - Experience facilitating adult learning
- **Certifications and Licenses.**
 - Current VT Teaching Endorsement
- **Communication & Interpersonal Skills.**
 - Strong written and oral communication skills
 - Active and empathetic listening skills
 - Listen with empathy
 - Ability to foster dialogue by asking powerful questions
 - Ability to build trusting relationships that support growth and challenge
 - Self-awareness and emotional intelligence and being self-reflective
- **Additional Competencies.** The individual in this position must possess the following:
 - **Dependability** – being reliable, punctual, responsible and fulfilling obligations.
 - **Self-Control** – maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
 - **Stress Tolerance** – accepting criticism and dealing calmly and effectively with high stress situations.
 - **Cooperation** – being pleasant with others on the job and displaying a good-natured, cooperative attitude.
 - **Concern for Others** – being sensitive to others’ needs and feelings and being understanding and helpful on the job.
 - **Attention to Detail** – being careful about detail and thorough in completing work tasks.
 - **Integrity** – being honest and ethical.
 - **Adaptability/Flexibility** – being open to change (positive or negative) and to considerable variety in the workplace.
 - **Independence** – guiding oneself with little or no supervision, and depending on oneself to get things done.
 - **Social Orientation** – preferring to work with others rather than alone, and being personally connected with others on the job.
 - Commitment to On-going learning – desire to be a life-long learner.

Frequency	Code	Description
Sometimes	S	activity may exist sporadically, but not on a consistent basis.
Occasionally	O	activity exists on a consistent basis for less than 1/3 of the time
Frequently	F	activity exists from 1/3 of the time up to 2/3 of the time
Constantly	C	activity exists for 2/3 or more of the time
Not Applicable	NA	activity is not present in the position

PHYSICAL EFFORT AND STRESS. Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	<i>Frequency Code</i>		<i>Essential</i>	<i>Not Essential</i>
SITTING				
STANDING				
WALKING				
SEEING				
HEARING				
TALKING				
DEXTERITY (hands/fingers)				
USE OF COMPUTERS AND EQUIPMENT				
LIFTING				
up to 10 lbs.				
10-25 lbs.				
25-50 lbs.				
50-100 lbs.				
100+ lbs.				
CARRYING				
up to 10 lbs.				
10-25 lbs.				
25-50 lbs.				
50-100 lbs.				
100+ lbs.				
BENDING/STOOPING				
PUSHING/PULLING				
TWISTING				
CLIMBING				
BALANCING				
CROUCHING				
KNEELING				
CRAWLING				
REACHING (i.e., overhead)				
HANDLING				
DRIVING				
REPETITIVE MOVEMENTS (hands, feet)				
MANAGING STRESS				
RESOLVING CONFLICTS				

WORKING CONDITIONS/ENVIRONMENTAL FACTORS: All conditions common to a construction site for residential housing including, but not limited to, the following (Indicate appropriate code from above):

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	NA
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather))	NA
EXPOSURE (fumes, odors)	NA
EXPOSURE (viruses, infectious diseases)	NA
EXPOSURE (water)	NA
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	NA
UNEVEN TERRAIN	NA
OUTDOOR WEATHER CONDITIONS	NA
VIBRATION/NOISE	NA
HEIGHTS	NA

Definitions - Physical Demands

Sitting: remaining in a seated position

Standing: remaining on one's feet in an upright position at a work station without moving about

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

Lifting: Raising or lowering an object from one level to another (includes upward pulling)

Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder

Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.

Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)

Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).

Twisting: Rotating; moving to face in alternate direction.

Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

Crouching: Bending the body downward and forward by bending the legs and spine.

Kneeling: Bending the legs at the knees to come to rest on the knee or knees.

Crawling: Moving about on the hands and knees

Reaching: Extending the hands and arms in any direction

Handling: Seizing, holding, grasping, turning, or working with hands

Approved by:	
Date approved:	
Reviewed:	
Updated:	

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This job description in no way states or implies that these are the only duties to be performed by an employee occupying this position. Employees may be required to perform other related duties as assigned, to ensure workload coverage. Employees are required to follow any other job-related instructions and to perform any other job-related duties requested by their supervisor. This job description does NOT constitute an employment agreement between the employer and employee and is subject to change by the employer as the organizational needs and requirements of the job change. The job specification requirements stated are representative of minimum levels of knowledge, skills, and abilities to perform this job successfully. Any satisfactory equivalent combination of experience and training which ensures the ability to perform the work may substitute for the above so that the employee will possess the abilities or aptitudes to perform each duty proficiently

WCUUSD School Board
Superintendent Personnel Summary and Recommendations
May 19, 2021
(as of May 18, 2021)

1. New Teacher Nominations (for 21-22 school year)

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

2. Retirement

3. 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

4. Leave of Absence Request

5. Change in FTE

6. Long Term Substitutes (Remainder of the 20-21 school year)

7. New Hire –

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

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

Name: Annie D Ledue

School: U-32

Employer: WCUUSD

Position: Math/Science 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: Mark Chaplin

Educational Preparation:

College/Technical

Degree/Certificate

Date Attained

Saint Michael's College, Colchester Vt

B.A. Secondary Ed/Mathematics

May 2021

Experience: Jan-Apr 2021 - Student Teaching Intern, Williston Central School, Williston VT; Jan-May 2020 - International Teacher Trainee, Weston All Saints Primary School, Bath, England; Aug-Dec 2019 - Student Observer, Colchester High School, Colchester VT; Jan-May 2019 - Student Observer & 1:1 Tutor, Winooski High School, Winooski VT; Aug 2017-May 2021 - Academic Enrichment Commons Student Worker, Saint Michael's College, Colchester VT,

Years of Related Experience: 0 Years

Salary Schedule Placement:

Start Date:

B00-B14 Step A

August 19, 2021

Salary or Wage Rate:

Date of Board Appointment:

\$44,916.00 (FY21)

May 19, 2021

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

Contract Comments: _____

Interviewed by: Steven Dellinger-Pate, Amy Molina, Daisy Scarzello, Hollis St Peter, Georgia Roy, Erin Wysoimerski, Brennan Lynch

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: Shannon MacKinnon

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 Ashley Gilstad

Educational Preparation:

College	Degree	Date Attained
<u>Bridgewater State University</u>	<u>MA</u>	<u>2021</u>
<u>Lesley University</u>	<u>BA</u>	<u>2016</u>

Experience: Shannon has three years experience as a para-professional. This will be her first teaching experience

Years of Related Experience: 3

Salary Schedule Placement:

MA-M14 Step

Start Date:

August 2021

Salary or Wage Rate:

\$ 48,886

Date of Board Appointment:

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

Cc (check as appropriate):

☒ PERSONNEL ☐ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

Washington Central Unified Union School District
Employee Nomination Form

Name: Christina Polard

School: Daly Memorial Employer (if different): _____

Position: .42 pre-K teacher

Department/Area: Pre K

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: Christina Strobidge)

Educational Preparation:

College: See Schooling Degree: BA Elem Ed Date Attained: 2007

Experience: _____

Years of Related Experience: 4 1/2 teaching - 5

Salary Schedule Placement:

B00 B14 Step F

Start Date:

August 2021

Salary or Wage Rate:

\$ 21647²² (FY21) Annual (51541 FY21)

Date of Board Appointment:

FTE: .42 Days / Year: _____ Hours / Day: _____

Interviewed by: Anthony Anguina

This candidate is recommended for employment by: Ben Alkhatib
Superintendent

cc: (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

(yes)

Interview
5/18/21 12:15pm

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

Name: Blakely Gilmore

School: Calais Elementary Employer (if different): _____

Position: 1/2 Classroom teacher

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: Kelly MacMartin

Educational Preparation:

College

Degree

Date Attained

—

BS

2018

Experience: _

2018-present Two Rivers Supervisory Union 1st and 2nd grade classroom teacher

2017-18 Essex Elementary School 1st grade teacher

2015-16 Campus Children's school PreK teacher

Years of Related Experience: 5 years 3 yrs teaching

Salary Schedule Placement:

Start Date:

B00-B14 Step

7/1/21

Salary or Wage Rate:

Date of Board Appointment:

\$ 48,781 (F421)

5/19/21

FTE: 1.0 FTE Days / Year: 190 Hours / Day: _____

Interviewed by: Cat Fair, Jamie Bohn, Mary Carpenter, James Warden

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

cc: (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

(yes)

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

Name: Andrea Dobson

School: Calais Elementary Employer (if different): WCUUSD

Position: Nurse

Department/Area: School Nurse

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: Maria Melekos

Educational Preparation:

College

Degree

Date Attained

Experience:

2018-present Hardwick Elementary, school nurse

2015-18 Craftsbury/Woodbury/Wolcott Schools, school nurse

2005-2015 Morristown/Peoples Academy, School Nurse

Years of Related Experience: 16

Salary Schedule Placement:

Start Date:

B00-B14 Step 0

7/1/21

Salary or Wage Rate:

Date of Board Appointment:

\$55,977

5/19/21

FTE: 1.0 FTE Days / Year: 190 Hours / Day: _____

Interviewed by: Cat Fair, Maria Melekos Bryan Olkowski

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

cc: (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

yes

**Washington Central Supervisory Union
Employee Nomination Form**

Name: Katrina Rob

School: Berlin Elementary Employer (if different): WCUUSD

Position: 1/2 Classroom Teacher

Department/Area: Instructional

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~~
Transfer

[If leave of absence or resignation, name of terminated employee: Jane Boucher

Educational Preparation:

College	Degree	Date Attained
<u>UVM, Burlington VT</u>	<u>Elementary Ed Cert</u>	<u>12/2008</u>

<u>University of Chicago, Chicago, IL</u>	<u>BA Humanities</u>	<u>12/1996</u>
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<u>Saint Michael's College</u>	<u>Post grad-Education</u>
--------------------------------	----------------------------

<u>Castleton State College</u>	<u>Post grad-Education</u>
--------------------------------	----------------------------

Experience: Calais Elementary School, 4th Grade & Math Teacher, 2009-Present ****Thatcher
Brook Primary, Student Intern 9/2008-12/2008*****Essex Middle School, Student Intern 1/2007-
5/2007*****JFK Elementary School, Student Intern, 9/2006-12/2006

Years of Related Experience: _____

Salary Schedule Placement:

Start Date:

B15+ Step M (FY22)

August 2021

Salary or Wage Rate:

Date of Board Appointment:

\$ 60,207 (FY21)

FTE: 1.0 Days / Year: 190 Hours / Day: _____

Interviewed by: Aaron Boynton,

This candidate is recommended for employment by: Bryan Qlkowski

cc: (check as appropriate): Superintendent

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

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

Name: Mark Kline

School: WCUUSD Employer (if different): WCUUSD

Position: Director of Technology

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: Keith MacMartin

Educational Preparation:

College	Degree	Date Attained
Univ of Minnesota-Duluth	M Ed Education, Business Admin	

Concordia College	BA Education, Bus Admin
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Experience: Wilton-Lindeborough Coop School, Wilton, NH Dir of Tech and Chief Info Security Officer

White River Valley SU, Royalton, VT Dir of Tech; Adams-Cheshire Regional School District, Cheshire, MA Dir of Tech

Waterbury-Duxbury School Dist, Duxbury, VT Tech Coordinator; Maine School Ad. Dis. 40, Union, ME Tech Integration Specialist

Years of Related Experience: Tech 12, Education 29 years

Salary Schedule Placement:

Start Date:

Step

July 1, 2021

Salary or Wage Rate:

Date of Board Appointment:

\$ 100,000.00

FTE: 1.0 Days / Year: 261 Hours / Day: 8

Interviewed by: Jim Garrity, Meg Allison, Tucker Cruikshank, Amy Young, Amy Molina, Craig Marineau, Rubin Bennett, 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: Erica Rose

School: Calais Elementary Employer (if different): WCUUSD

Position: .3 FTE Art Teacher

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
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Experience:

Current employee, information on file

Years of Related Experience: _____

Salary Schedule Placement:

Start Date:

MOO-M14 Step H (FY22)

August 2021

Salary or Wage Rate:

Date of Board Appointment:

\$ 16,829.10 (FY21) (\$56,097 FY21 1.0 fte)

FTE: .3 FTE Days / Year: 190 Hours / Day: _____

Interviewed by: Cat Fair,

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

cc: (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

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

Name: Erica Rose

School: Berlin Employer (if different): WCUUSD

Position: .5 FTE Art Teacher

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: Lynn Spencer

Educational Preparation:

College	Degree	Date Attained
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Experience:

Current employee, information on file

Years of Related Experience: _____

Salary Schedule Placement:

Start Date:

MOO-M14 Step H (FY22)

August 2021

Salary or Wage Rate:

Date of Board Appointment:

\$ 28,048.50 (FY21) (\$56,097 FY21 1.0 fte)

FTE: .5 FTE Days / Year: 190 Hours / Day: _____

Interviewed by: Aaron Boynton

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

cc: (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

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

Name: Rebecca M Hill

School: U-32

Employer: WCUUSD

Position: School Nurse

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: Jennifer Britel RN

Educational Preparation:

College/Technical	Degree/Certificate	Date Attained
<u>University of Massachusetts-Boston, Boston MA</u>	<u>Advanced Coursework</u>	<u>2012</u>
<u>The Sage Colleges, Albany NY</u>	<u>Advanced Coursework</u>	<u>2010-2011</u>
<u>University of Rochester, Rochester NY</u>	<u>M.S. Primary Care Nurse</u>	<u>May 1983</u>
<u>Alfred University, Alfred NY</u>	<u>B.S. Nursing</u>	<u>May 1978</u>

Experience: 1983-1984, 1987-present - Adult Nurse Practitioner (NP)/Registered Nurse/Palliative Care NP/Hospice RN Case Manager, Multiple Health/Medical Centers in VT, OH, NY, MD, VT; 2005-2008 - Director of Health Services, Johnson State College Health Center, Johnson VT; 1992-1994 & 1999-2002 - Adult NP, Middlebury College Student Health, Middlebury VT; Spring 2008 & 2013 - Adjunct Clinical Instructor, School of Nursing-ANP Program, University of Vermont, Burlington VT; 1990-1992 - Assistant Professor of Nursing, School of Nursing-RN-BSN Program, Norwich University, Northfield VT; 1984-1997 - Instructor of Nursing, Department of Nursing-AND&RN-BSN Program, Castleton State College, Castleton VT.

Years of Related Experience: 40+ Years

Salary Schedule Placement:

M00 Step O

Start Date:

August 2021

Salary or Wage Rate:

\$69,911.00 (FY21)

Date of Board Appointment:

5/19/21

FTE: 1.0

Days / Year: 190

Hours / Day: n/a

Contract Comments: _____

Interviewed by: Steven Dellinger-Pate, Lisa LaPlante, Elizabeth Wirth, RN, Ellen Cooke, Cairsten Keese, Heather Clark-Warner, Jessica Abisla, Tracy Martin

This candidate is recommended for employment by: Bryan Olkowski

B. Olkowski

Cc (check as appropriate):

☒ PERSONNEL

☒ PAYROLL

☐ SPED

☒ UNION

☒ BUILDING PRINCIPAL

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

Name: Samantha Jackson

School: Calais Elementary Employer (if different): _____

Position: 3/4 Classroom teacher

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: Kate Rob

Educational Preparation:

College	Degree	Date Attained
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Experience:

2016-present Oconee County Schools 4th and 5th grade teacher

2011-16 Barrow County Schools, 2nd and 4th grade teacher and intervention for reading/math

Years of Related Experience: 10 years

Salary Schedule Placement:

Start Date:

Step

7/1/21

Salary or Wage Rate:

Date of Board Appointment:

\$62,624 FY 21

5/19/21

FTE: 1.0 FTE Days / Year: 190 Hours / Day: _____

Interviewed by: Cat Fair, Jamie Bohn, Mary Carpenter, James Warden

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

cc: (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL