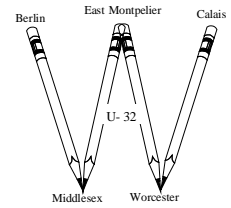


# Washington Central Unified Union School District

*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

**3.17.21 6:00 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 – Negotiations  | 20 minutes    |
| 3. Welcome   | 10 minutes    |
| 3.1. Reception of Guests   |               |
| 3.2. Agenda Revisions  |               |
| 4. Reports (Discussion/Action)   | 90 minutes    |
| 4.1. Student Reports   |               |
| 4.2. Superintendent  |               |
| 4.2.1.COVID-19 Update  |               |
| 4.2.2.Equity Supports  | 45-60 minutes |
| 4.2.2.1. Equity in WCUUSD – pg. 3  |               |
| 4.2.2.2. Equity Supports Letter – pg. 4  |               |
| 4.2.2.3. Equity Supports Presentation – pg. 5  |               |
| 4.2.2.4. Equity Course – pg. 15  |               |
| 4.2.2.5. Equity Scholar in Residence Presentation – pg. 22                                 |               |
| 4.2.3.VSA Instructional Leadership Academy – pg. 34  |               |
| 4.3. Education Quality (Discussion)  |               |
| 4.3.1. Presentation of WCUUSD Literacy Student Learning Outcomes – pg. 45                  | 15 minutes    |
| 4.4. Finance Committee(Discussion/Action)  | 15 minutes    |
| 4.4.1. Technology Bid – pg. 68   |               |
| 4.4.2. Capital Timeline Review/Facilities Director Update – pg. 81                         |               |
| 4.4.3. Authorization for Finance Committee to Award Bids (Action) – pg. 82                 |               |
| 4.4.4. Electric Vehicle Charger at Rumney – pg. 83   |               |
| 4.4.5. House Ways and Means Testimony – pg. 85   |               |
| 4.4.6. Statewide Financial Software Update   |               |
| 4.5. Policy Committee (Discussion/Action)  |               |
| 4.5.1. First Reading for policy to be adopted on 4/28/21: F46 Flag Raising Policy – pg. 88 |               |
| 5. Board Operations (Discussion/Action)  | 40 minutes    |
| 5.1. Steering Committee  |               |
| 5.2. Board Retreat   |               |

5.3. Public Comments Committee Report

5.4. Staff Appreciation(mid-year appreciation/acknowledgement to staff and communities)

6. Consent Agenda (Action) 10 minutes
  - 6.1. Approve Minutes of 3.1.21 and 3.3.21 – pg. 93
  - 6.2. Approve Board Orders
7. Personnel (Action) 5 minutes
  - 7.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE – pg. 100
8. Public Comments 20 minutes
9. Future Agenda Items
  - 9.1. WCUUSD Name
  - 9.2. Assessment Needs for Building Bright Futures
  - 9.3. Diversifying Educator Work Force
  - 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. 50 year anniversary of U-32
10. Board Reflection
11. Adjourn

#### **WCUUSD Board Norms - Adopted November 18, 2020**

- **Public input** –Notify the community about public forums and opportunities for public comment at board meetings.
- **Community involvement during regular meetings of the board** – Every meeting will include at least one opportunity for public comment. Public comment is an opportunity for board members to listen and ask clarifying questions. If a board member feels a concern raised in public comment warrants further board discussion, they may request that the issue be added to a future agenda.
- **Community dialogue** – The board may periodically schedule community forums that allow for dialogue, questions and answers from the board or the district leadership team.
- **Stay on time** – Start and end on time. The chair may appoint a time-keeper.
- **All voices will be heard** – Every board member gets a chance to speak. Some topics warrant having each board member speak in turn to ensure full representation.
- **Reflection** –To allow time for reflection, the chair and agenda steering committee will plan time for complex or contentious issues to be discussed at more than one meeting before the board votes, except where a decision is urgent.
- **Announcements in reports** – Announcements from the administration will appear in the reports and not as discussion items.
- **Role of the board** – At the end of each board meeting reflect on whether the board remained focused on its policy-making and oversight role during the meeting, rather than operational details that are the responsibility of leadership team.
- **Respect each other** – Listen, allow others to be heard, share concerns, assume positive intentions, be present, celebrate successes.

# Washington Central Unified Union School District

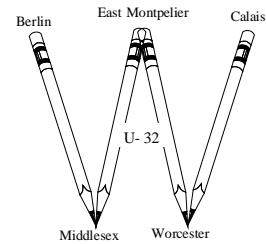
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Bryan Olkowski  
Superintendent



## MEMORANDUM

**TO:** WCUUSD School Board Members  
**FROM:** Bryan Olkowski, Superintendent  
**DATE:** March 12, 2021  
**RE:** Equity in Washington Central Unified Union School District

Equity has been and will remain an important part of our school district's dialogue when discussing ways to ensure all students have the same opportunities to be successful in school both academically and social-emotionally. The purpose of this memo is to provide the full School Board with as much information as possible about equity initiatives happening both locally and at the state level. At the February 17, 2021 WCUUSD School Board meeting, the School Board asked for additional information around the Equity Scholar in Residence Program. As a result, the following information will be shared and reviewed at the March 17, 2021 School Board meeting:

- 1) Equity Supports Presentation and Equity Supports Letter (attached for your information)
- 2) Equity Scholar in Residence
  - a. Equity Course Memo and Syllabus
  - b. Equity Scholar in Residence Proposal
  - c. Washington Central Friends of Education Presentation on the Equity Scholar in Residence

The WCUUSD Leadership Team has been consulted and informed about the possibility in using the Equity Scholar in Residence as a district-wide resource for the 2021-2022 school year. The Leadership Team supports having this resource available to further support our equity initiatives in the Washington Central Unified Union School District.

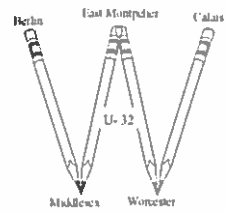
**Superintendent's Recommendation:** Motion to authorize a contract for the Equity Scholar in Residence with Washington Central Friends of Education cost not to exceed \$79,184.00 for the 2021-2022 school year and use the Fund Balance to pay for it.

## Washington Central Unified Union School District

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Bryan Olkowski  
Superintendent



March 12, 2021

Dear parents and families –

Washington Central Unified Union School District was identified by the Vermont Agency of Education as eligible for equity supports as stated in Vermont's Every Student Succeeds Act plan. Schools and SUs/SDs eligible for equity supports have a significant difference in student performance between at least one historically marginalized student groups and their historically privileged peers. Our school district was identified due to the gap in performance between all of our historically marginalized groups and privileges. 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 IEP's , and English Learners.

The Washington Central Unified Union School District, along with guidance from the VT AOE, will be providing us technical assistance as we develop our Continuous Improvement Plan to address improving the outcomes for all students, including this specific group. We will continue to address student needs as determined by the analysis of the data we collect. As part of that data, we look at parent survey results and other information we've collected from parents and the community. We thank you all for your feedback.

If you would like to be further involved in the development and ongoing implementation of our Continuous Improvement Plan, please contact us. Additionally, there will be an Equity Supports presentation at the March 17, 2021 school board meeting if you are interested in learning more. Your support is instrumental in your child's school success.

Thank you,

Bryan Olkowski  
Superintendent

# Overview: Equity Supports

Washington Central Unified Union School District  
March 17, 2021

# VT Agency of Education Definitions and Requirements

- Vermont State Plan
- Definitions
- Identification Levels
- Requirements
- Support and Resources

# DEFINITIONS

- **Historically Marginalized Students** - *Are those students who have been historically underserved by educational institutions for any one or more than one characteristic including ethnic and racial minorities, English language learners, students eligible for Free or Reduced lunch, students with disabilities, and students who are migrant, foster, or homeless.*
- **Historically Privileged Students** - *Are those students who have none of the characteristics that are associated with being historically underserved.*
- **Equity Index/Gap** - *The gap between each student group and the inverse of that student group (e.g., students eligible for Free or Reduced Lunch compared to student non eligible for Free and Reduced Lunch).*

## THE DIFFERENT LEVELS OF IDENTIFICATION (EQUITY 1, 2 AND 3)

- Schools eligible for equity supports are schools that have a difference in student performance between student groups as measured by the **Equity Index/Gap** (*how historically marginalized students compare to their historically privileged peers*) and **Equity Change** (*the magnitude of the change in the Equity Index from year to year*) measures on the Annual Snapshot.
- Schools with large and sustained performance gaps between historically marginalized and historically privileged students are eligible for equity supports.
- Vermont has three levels of identification: Equity 1, Equity 2 and Equity 3.

# EQUITY I

## Identification/Entry

- This identification alerts schools and their communities that large equity gaps are present in the school **and** the degree to which those gaps are closing over time.
- Schools identified eligible for equity supports are determined through the Annual Snapshot.

## Exit Criteria

- No longer meet entry criteria for Equity I
- The achievement gap between the Historically marginalized student group and Historically Privileged student group of interest has decreased

# WCUUSD Schools and Equity 1 Identification

Based on 2018-2019 Data

Berlin	Free and Reduced Lunch
Calais	Free and Reduced Lunch
East Montpelier	Historically Marginalized
Rumney	Historically Marginalized
U-32	Historically Marginalized

# REQUIREMENTS FOR EQUITY SCHOOLS

- Schools eligible for Equity supports:
  - a. Must create a goal/have a strategy within their CIP to address why they were identified as an Equity school;
  - b. Must review data related to their identification, and revise improvement efforts accordingly
  - c. The school and/or SU/SD must communicate their identification as a school eligible for equity supports to parents and the community and accordance with federal law.

# Sample Letter to Parents and Families

SAMPLE letter to parents and families informing them of identification

Dear parents and families –

The XXX school/SU/SD was identified by the Vermont Agency of Education as eligible for equity supports as stated in Vermont's Every Student Succeeds Act plan. Schools and SUs/SDs eligible for equity supports have a significant difference in student performance between at least one historically marginalized student groups and their historically privileged peers. Our school/SU/SD was identified due to the gap in performance between our students eligible for XXX and students not eligible for XXX.

The SU/SD, along with guidance from the VTAOE, will be providing us technical assistance as we develop our Continuous Improvement Plan to address improving the outcomes for all students, including this specific group. We will continue to address student needs as determined by the analysis of the data we collect. As part of that data, we look at parent survey results and other information we've collected from parents and the community. We thank you all for your feedback.

If you would like to be further involved in the development and ongoing implementation of our Continuous Improvement Plan, please contact us. Your support is instrumental in your child's school success.

Thank you.

XXX

## VT AOE SUPPORT AND RESOURCES

- Equity 1 schools will receive increased VT-AOE support in the form of an annual review of SD/SU and school level Continuous Improvement Plans (CIPs), with emphasis on ensuring that the school is addressing the equity index/gap(s) that led to its identification.
- Vermont considers schools with persistent equity gaps to meet the ESSA terminology of “consistently underperforming.” Schools eligible for equity supports may have overall higher performance for “all Students” than other schools. As a result, Equity 2 and Equity 3 schools will receive more rigorous VT-AOE supports in the form of increased VT-AOE monitoring of the Continuous Improvement Plan (CIP) implementation and school efforts to narrow gaps.

# Next Steps and Questions

- “Recovery” plan
- Data analysis
- Curriculum management review
- Strategic planning
- Professional learning
- Commitment
- What else?

# Washington Central Unified Union School District

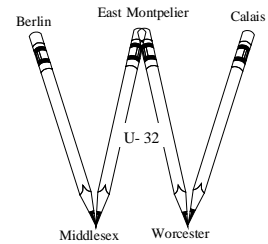
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---

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Bryan Olkowski  
Superintendent



## MEMORANDUM

TO: WCUUSD School Board  
FROM: Bryan Olkowski, Superintendent; Jennifer Miller Arsenault, Director of Curriculum, Instruction and Assessment  
DATE: March 17, 2021  
RE: Equity Course

This spring we are offering a course entitled *Racial Equity, Intersectional Justice, and Confronting Bias at School*. Shelley Vermilya, our equity scholar in residence, is teaching the course. Our hope is that this course will support our efforts to create safer, more equitable schools for all students.

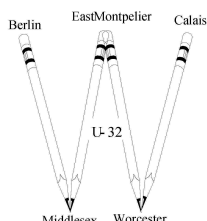
Here is the course description: *We are all at different stages and places in embracing the work of becoming co-conspirators for change, antiracist teachers, and advocates for social justice and inclusion. We will take some time to determine and explore our personal needs, learning edges, and professional goals. Our course work will include readings, watching or listening to media, class participation, and projects for classroom use and/or presentations to the school community. Participation will help us improve student learning outcomes and prevent bullying and harassment Pre-K through Graduation. Course objectives include deepening understanding about issues of racial equity and intersectional justice, developing strategies for confronting bias at school, and developing strategies for preventing bullying and harassment.*

Bettina Love's book, *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*, is serving as our foundational text.

Twelve educators from across the school district are participating in the course.

We are using Title IV funds, federal funds that support safe and healthy schools among other purposes, to support this course. We are also partnering with Southern New Hampshire University to offer it for graduate credit. We hope to continue to offer similar courses in the future.

In partnership with *Washington Central Unified Union School District*



## Racial Equity, Intersectional Justice, and Confronting Bias at School

*EDTS 505SB*

**Total Graduate Credits:** 3

**Transcript Title:** Racial Equity, Intersectional Justice, and Confronting Bias at School

**Course Description:** We are all at different stages and places in embracing the work of becoming co-conspirators for change, antiracist teachers, and advocates for social justice and inclusion. We will take some time to determine and explore our personal needs, learning edges, and professional goals. Our course work will include readings, watching or listening to media, class participation, and projects for classroom use and/or presentations to the school community. Participation will help us improve student learning outcomes and prevent bullying and harassment PreK-Graduation.

### Course Objectives:

- Deepen understanding about issues of racial equity and intersectional justice
- Develop strategies for confronting bias at school
- Develop strategies for preventing bullying and harassment

**Enhance your practice. Engage your curriculum. Explore the possibilities.**

## Learning Documents & Materials:

### Required Texts:

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

**Additional Texts and Resources:** Students will have choices about additional texts based on their personalized course goals

Suggestions: alphabetical but not complete citation nor complete list!

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

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.cnn/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>

## Course Outline:

Bearing the course objectives in mind, this course will be personalized. We are all at different stages and places in embracing the work of becoming co-conspirators for change, antiracist educators, and advocates for social justice and inclusion. We will take some time to determine our personal needs, learning edges, and professional goals. We will be a learning community in discussion with project-based assignments grounded in our needs and goals. Our themes are broad and very important:

- Equity, Justice, Inclusion, Access, Racism, Student Readiness, Differences in Abilities, Transphobia, Homophobia, Bias, Stereotypes, Deep Equity, and the things we want to know more about and the things that hold us back from talking and teaching honestly and with our full abilities.

This course will meet via Zoom on Tuesdays from 4:00-6:00 p.m. beginning on January 19 and third Saturdays from 9:00 a.m.-12:00 p.m. beginning on Saturday, February 20.

Tuesday dates are:

- January 19, 26
- February 2, 9, 16
- March 9, 6, 23, 30
- April 6, 13, 27
- May 4, 11, 18, 25

Saturday dates are:

- February 20, March 20, April 17, May 15

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## Course Assignments:

Our course work will include readings, class participation, and projects for our classroom use and/or presentations to the school community.

Reflections of 1-3 pages due every two weeks. In a personal voice, consider what we've been reading, talking and thinking about. What has been challenging, what are you noticing about your praxis, what are you newly curious about?

Project possibilities include workshops for inservice days, workshops for parent groups, collaborative endeavors with students or other staff and community, an examination of curriculum, instruction, and/or assessment practices at the classroom and/or district level.

Participants will be asked to complete a course evaluation survey at the end of the course:

- **SNHU/WCUUSD Course Evaluation Survey:**  
[https://snhu.qualtrics.com/jfe/form/SV\\_8A2Bvx3p8UxuZdX](https://snhu.qualtrics.com/jfe/form/SV_8A2Bvx3p8UxuZdX)

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## Evaluation/Grading:

Final grades are determined by a combination of student self-assessment and a summative evaluation by the instructor. Evaluation is based on the following components: course participation, evidence of new learning, development of a classroom and/or community engagement project, and formal reflection of one's ongoing development.

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## SNHU Academic Policies

**ADA/504 Compliance Statement:** Southern New Hampshire University is dedicated to providing equal access to individuals with disabilities, including intellectual disability, in accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act of 2008. The University prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities.

At the beginning of each term, or as soon as you become aware of a disability, we encourage you to contact the Campus Accessibility Center (CAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the CAC. Please note that accommodations are not retroactive and that disability accommodations are not provided until acceptable documentation of disability and its impact is received and an accommodation letter has been processed.

**For questions concerning support services, documentation guidelines, or general disability issues, please visit the Campus Accessibility Center's webpage:** <https://my.snhu.edu/Offices/DisabilityServices/Pages/default.aspx>

Campus Accessibility Services,  
Green Center for Student Success, Suite 120

603.644.3118

[cac@snhu.edu](mailto:cac@snhu.edu)

If you feel you have been denied appropriate disability related accommodations, including appropriate auxiliary aids and services, you may file a grievance in the ADA/504 Grievance [policy](#).

**Attendance Policy:** It is the responsibility of each student to attend all of the scheduled class meetings in a given course. Documented absences resulting from legitimate circumstances, such as personal illness, involvement in sanctioned university events, a death in the immediate family, etc. should not negatively impact a student's grade or academic standing. Notwithstanding the previous statement, once a student has missed enough classes that the instructor believes the student cannot meet the goals of the course within the remaining time frame, the student may be given a failing grade or be considered for an Incomplete (I) and given a defined period to complete remaining course work.

**Academic Honesty Policy:** Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Students involved in such activities are subject to serious disciplinary action. Plagiarism is defined as the use, whether by paraphrase

or direct quotation, of the published or unpublished work of another without full and clear acknowledgment. Cheating includes the giving or receiving of unauthorized assistance on quizzes, examinations or written assignments from any source not approved by the instructor.

**Class Cancellations:** Class cancellations will be announced in person at the classroom by either a faculty or staff member of the university or posted on official forms issued by the school's dean's office. When in doubt as to whether a class has been cancelled, students should check with the school administrative staff. Unofficial cancellation notices attached to doors or information posted on blackboards should be disregarded.

**Copyright Guide & Policy:** Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Questions regarding copyright may be addressed to the Dean of the University Library.

**Course Add and Drop:** Students who wish to change their schedules must do so during add/drop period beginning with registration and ending at the end of the fifth class day. Students who miss the first two sessions of a class may be dropped by that instructor without prior notice.

**Grade Scale and GPA:** This policy impacts all SNHU students, regardless of delivery system, or major and creates a consistency throughout the University regarding the numeric grades that equate to the different tiers of letter grades.

**Inclusivity & Non-Discrimination Policy:** Southern New Hampshire University values and promotes social diversity, inclusivity, and social justice.

**Library Resource Statement:** In addition to the intellectual resources available on site and [online](#), Shapiro Library makes available group and one-on-one instruction in information literacy, enabling students to define and articulate what knowledge-based resources are relevant to their research interests. Library staff are available to assist students in effectively and efficiently accessing information from credible sources, to compare new knowledge with prior beliefs, and to consider the related ethical, legal, and socio-economic issues that are inherent in scholarly investigation.

**Student Academic Complaint:** If a student in University College has a complaint about an instructor or course, then they should speak first to the instructor. If the student is not satisfied or cannot resolve the issue at that level, then they should speak to the Program Coordinator/Department Chair. If the student is still not satisfied, then they should speak to the school Dean or Program Director. If the student wishes to pursue the matter further, then they should speak to the Provost, who will review the matter and make a final decision.

More information about SNHU policies can be found on the [policy page](#).

# Equity Scholar In Residence

A POWERFUL RESOURCE FOR DRIVING EQUITY IN WCUUSD SCHOOLS

# Why School Equity

- ▶ National research shows **un-equal educational outcomes for students of color, GLBTQ and low-income students regardless of geography** (Sources: e.g. Brookings Institute, American Educational Research Journal, American Psychology Association)
- ▶ To provide equitable access to education, schools must identify and address **social inequities**
- ▶ In order to thrive and succeed, **all students need exposure to deep, informed, and evolving expertise in the comprehension and practice of equity**

# Why School Equity: Vermont

- ▶ Students of color, students with disabilities and those from low-income families **experience serious negative disparities** in test scores, graduation rates, college and career readiness, and discipline (Voices for Children, 2016)
- ▶ **Students of color** in Vermont are **twice as likely as white students to experience serious disciplinary action**, and that **students with disabilities**, who make up 18% of students, **experience almost half of the suspensions**. (VT Advisory to the U.S. Commission of Civil Rights, 2019)
- ▶ **Vermont students of color and GLBTQ students are more likely to engage in and experience the impact of high-risk behaviors** including bullying, suicidal planning, skipping school out of concern for personal safety. (2019 Vermont YRBS)
- ▶ WCUUSD students and parents have shared concerns about BIPOC, GLBTQA and students with disabilities

# Equity Scholar In Residence Model



Designed by the Institute for Liberatory Innovation (ILI) and piloted at U-32

A groundbreaking approach that is deep and effective in enabling educators to address challenges of equity

A model that can be replicated for districts statewide and beyond



2019-2021 Pilot at U-32:

Model assessed and refined in collaboration with District Educators

Pilot 100% funded by outside resources. No cost to district.

WCUUSD will always be identified as the ESR model's "home"

Thorough evaluation to be completed in May 2021



ILI is working with VT educational leaders and foundations to fund continued learning about the model and to bring it to other districts.

ILI will continue to evaluate the efficacy of the model at the District level – especially serving multiple schools and the District office.

# Equity Scholar In Residence Model

A scholar-educator with expertise in equity; full-time, independent and embedded in the district; working daily with educators on the ground to address their questions and challenges with equity.

- Educators are a critical leverage point for creating and sustaining equitable school culture.
- The ESR model increases educators' capacity to proactively engage and respond to issues of equity.
- The ESR model responds to challenges and opportunities unique to the school and district community.

## Four Pillars of the ESR Model

**Community-based relationship.** Embedded full-time in the school/district. Genuine relationships with colleagues and community.

**Learner-centered education.** Responds to educators' questions in context of day-to-day challenges, not with pre-determined information or solutions.

**Compassionate and restorative interaction.** Kindness, respect, mutual accountability, no pre-judgement.

**Responsive Scholarship.** Deep knowledge of history, information and emerging insight. Knows how to find information, collaborates to identify specific resources.

# Impacts of the Equity Scholar in Residence Model

## Year One Pilot Survey of U-32 Educators

- 96% of respondents said their interactions with the ESR helped them **feel better or more confident and more knowledgeable in meeting equity challenges**,
- and/or the ESR had directly and successfully helped them address a specific equity or identity challenge.
- 100% of educators who had interacted with the ESR said they would go to the ESR for support again.
- Of the 3% who had had not yet interacted with the ESR, all indicated they would in the future.

## Other emerging impacts

- Sustained change in Educators' understanding of equity
- Reduced resistance to engaging/learning

Full pilot evaluation complete in May 2021

# Equity Scholar in Residence Model Impact

“

*As educators grapple with a constantly shifting terrain, the ESR has been our rock, providing us with resources, wise counsel, steady support, and an active presence. Having the ESR in our district has been foundational in our collective work toward greater equity, diversity, and inclusion as a school community.*

*U-32 Educator*

# Opportunity & Proposal

## Proposal

In close consultation with WCUUSD administration, Washington Central Friends of Education proposes that the WCUUSD support the cost of continuing and expanding this innovative and successful resource:

- ▶ **Independent scholar embedded in the District to be managed by Washington Central Friends of Education**
- ▶ **Cost:** \$79,184.00 for the 2021-2022 school year
- ▶ **District-wide:** The Equity Scholar in Residence support would expand to all six district schools.
- ▶ **Equity policy and curriculum support:** The Equity Scholar would consult with District leaders in equity policy and curriculum development.
- ▶ **MOU with WCUUSD:** WCFE to manage all oversight, payroll, taxes and liabilities associated with employment of the Equity Scholar and will ensure adherence to applicable District and school policies.
- ▶ **Into the future:** WCFE and ILI will partner with WCUUSD to plan for the continued implementation of the ESR.
- ▶ **Additional evaluation and learning.** Any expenses associated with evaluation and continued learning about the ESR model would be held by the WCFE and the ILI, and such activity would be undertaken only with the full understanding and support of the District and school leaders.

## A UNIQUE OPPORTUNITY TO DRIVE EQUITY IN WCUUSD SCHOOLS: THE EQUITY SCHOLAR IN RESIDENCE MODEL

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### THE CHALLENGE AND NECESSITY OF EDUCATIONAL EQUITY

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*“ We live in an American culture uniquely preoccupied by equity and inequity, in a country founded on the ideal of equity and now reckoning in this time - as it has had to do uniquely in every time - with how terribly far we fall short of that ideal, and how urgently we need to divine and put into place new systems, new practices, new ways of being, that will help close the gap between our lofty aspirations and our challenging reality. U-32 Parent*

Lack of educational equity for historically underserved students is a well-documented challenge in K-12 schools regardless of geography, with deeply harmful, long-term individual and systemic impact. Despite the best efforts of many educators and policy-makers, educational inequity, especially racism and racial disparities, remain stubbornly persistent.

Vermont is not immune to these challenges, nor is WCUUSD. A [2016 report](#) by the non-profit *Voices For Children* documented disparities for students of color, students with disabilities and those from low-income families in test scores, graduation rates, college and career readiness, and discipline. A [December 2019 report](#) from the VT Advisory Committee to the U.S. Commission of Civil Rights honed in on discipline, finding that students of color in Vermont are twice as likely as white students to experience serious disciplinary action, and that students with disabilities, who make up 18% of students, experience almost half of the suspensions.

This impact is not trivial, regardless of the number of historically underserved students in schools. Also not trivial is the impact on teachers and staff members in those populations. It goes deeper; in order to equip all students to function and thrive in a society thus engaged, they need to be exposed on a daily basis to deep, informed, and evolving expertise and expert assistance in the comprehension and practice of equity.

Inequity isn't abstract theory; it actively harms students, staff and community – including the Washington Central community -- in concrete ways every day. Educational leaders and policy-makers agree on the need to invest in expert resources that awaken us to these sometimes difficult to discern dynamics; that keep our attention focused on them; and that can help us to redress and continually overcome them -- to create schools that truly offer the best in education to each and every student.

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### THE EQUITY SCHOLAR IN RESIDENCE PILOT

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Since September 2019, U-32 Middle-High School has benefitted -- at no cost to the district -- from the presence of a full-time Equity Scholar in Residence (ESR), piloting a [model](#) developed by Institute for

Liberatory Innovation (ILI) to increase the willingness, confidence and capacity of educators to create a more equitable school environment and learning experience<sup>1</sup>.

A [report at the end of the first pilot year](#) offered early indications of success in achieving that outcome and the start of a clear understanding of how the model works. With the pilot almost complete, educators at U-32 have reported that this resource has made a substantial difference in their ability to proactively address and respond effectively to emerging equity issues. A formal evaluation will be complete in May.

There is growing state-wide interest in scaling the impact of the ESR model through implementation at other Vermont schools, as well as continuing to learn about the impact of the model. U-32 will always be identified as the educational partner that helped develop the ESR model.

“ In the last three years at U-32, there has been a seismic shift underfoot of a profound racial and social equity reckoning, forever altering our educational landscape, and altering it for the better. At the core of this challenging and enormous work for the past two years has been our Equity Scholar in Residence. As educators grapple with a constantly shifting terrain, the ESR has been our rock, providing us with resources, wise counsel, steady support, and an active presence. Having the ESR our district has been foundational in our collective work toward greater equity, diversity, and inclusion as a school community. U-32 Teacher

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## PROPOSAL FOR FUNDING

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With the pilot set for completion in May, WCUUSD has an opportunity to continue benefiting from this resource and to extend it district-wide into our elementary schools. This would be the first expansion of the project and would provide a valuable learning opportunity to the entire District.

For more than 20 years, Washington Central Friends of Education (WCFE) has “incubated” innovative district programs, providing fiscal sponsorship, liability coverage and oversight so that the district could take time to determine the value of such programs. WCFE supported the first year of the ESR pilot as a fiscal sponsor and stands ready to serve as the fiscal, liability and oversight home for the Equity Scholar in Residence resource for the District.

“ Providing support for this position is an unequivocal gamechanger for our learning community as we continue to build a better, brighter, and more equitable district with and for our students. U-32 Teacher

The Equity Scholar currently serving U-32, and to some extent two district elementary schools, is available and willing to continue, and to expand her work to formally include all district schools. In alignment with the model, the Equity Scholar would continue that work as an independent contractor provided by the Institute for Liberatory Innovation,

overseen and paid by the Washington Central Friends of Education. Because of the contribution of U-32 educators to the development of the model, the original MOU for the pilot project stipulates that the District will never incur costs associated with ILI overhead, only actual dollar-for-dollar compensation

<sup>1</sup> A description of the model, and the First-Year Pilot Report, are available in board meeting packets, or via the links in this document

costs for the Equity Scholar. (As the model expands to other districts, they will incur additional costs to support ILI overhead and replication expenses.)

## FUNDING PROPOSAL SUMMARY

The WCFE proposes that the WCUUSD support the cost of continuing and expanding this resource for the 2021-2022 school year, with the following stipulations:

- **Cost.** Compensation, taxes and health insurance stipend for a full-time, independent Equity Scholar serving the district is \$70,200.00. Costs for associated learning resources is budgeted at \$500.00<sup>2</sup>. With expenses associated with fiscal sponsorship, the full cost of this resource for the 2021-2022 school year would be \$79,184.00.
- **Full district coverage.** The Equity Scholar in Residence would expand their support to include educators in all five district schools.
- **Equity policy and curriculum support.** In addition to direct support for educators in all District schools, the Equity Scholar would expand their support to the District level to consult with District leaders in equity policy and curriculum development.
- **Partnership with Washington Central Friends of Education.** The District would enter into a formal MOU with the WCFE, outlining the role of the Equity Scholar and stipulating that the WCFE will manage all oversight, payroll, taxes and liabilities associated with employment of the Equity Scholar and will ensure adherence to applicable District and school policies.
- **Additional evaluation and learning.** Any expenses associated with evaluation and continued learning about the ESR model would be held by the WCFE and the ILI, and such activity would be undertaken only with the full understanding and support of the District and school leaders.

## PROJECT PARTNERS

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**The Washington Central Friends of Education (WCFE)** is a community-based non-profit dedicated to supporting innovation in the Washington Central School District and fostering communication and cooperation among the schools and the residents of the five District towns of Berlin, Calais, East Montpelier, Middlesex and Worcester. In the past, WCFE has served as a fiscal sponsor for such programs as Branching Out and Community Connections, incubating these resources until they have become embedded in the schools' programs and budgets.

[The Institute for Liberatory Innovation](#) is a national nonprofit based in central Vermont, with a mission to create opportunities for changemakers to think, experiment and learn together, and to generate strategies for a more equitable and nonviolent future.

<sup>2</sup> All learning resources become the property of the District.

\$ 60,000.00	Base salary
\$ 6,000.00	Payroll Taxes est'd
\$ 4,200.00	Health Insurance Stipend
\$ 500.00	Learning Resources
<b>\$ 70,700.00</b>	<b>Total Resource Cost</b>
\$ 8,484.00	Fiscal agency/Overhead
<b>\$ 79,184.00</b>	<b>Total Project Cost</b>
\$ 39,592.00	50%
\$ 47,510.40	60%
\$ 59,388.00	75%

# Washington Central Unified Union School District

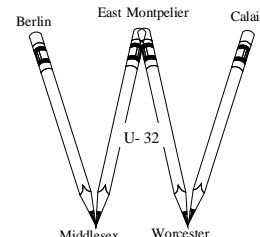
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*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

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

Bryan Olkowski  
Superintendent



## MEMORANDUM

TO: WCUUSD School Board  
FROM: Bryan Olkowski, Superintendent  
DATE: March 8, 2021  
RE: VSA Instructional Leadership Academy

Starting in the fall of 2021 and continuing throughout the 2021-2022 school year, Principals and Central Office leadership will be attending the VSA Instructional Leadership Academy. This will be a timely learning opportunity to further develop the institutional leadership capacities of WCUUSD's educational leaders.

The Academy is based on the principles of the University of Washington's Center for Educational Leadership's 4 dimensions of Instructional Leadership. In the Academy they will have the opportunity to be part of a collaborative learning community with a shared vision and language while working towards the same goals. They will develop practices in collecting qualitative data, giving targeted feedback and planning strategic learning that can have an immediate impact.

The Instructional Leadership Academy is a full-year learning opportunity that consists of the following:

- **Initial Assessment:** An online instructional leadership proficiency assessment for participating systems to identify baseline strengths and areas for growth. The school system receives an aggregate report and each participant receives an individual report.
- **Whole Group Learning Institutes:** An opening two day learning institute that focuses on central concepts of instructional leadership along with key practices including observation and analysis of instruction based on relevant standards. (5 days total)
  - A mid academy one day learning institute reinforces shared learning and key skills, and hones characteristics of effective feedback.
  - A final two day institute that equips learners with practical skills for designing optimal principal and teacher learning in their schools and systems.
- **Cohort Based Learning Walk-Throughs (4 days total):** Small group school visits focus on deepening learning of instructional leadership including implementing state standards, observing and analyzing classroom instruction, and determining principal and teacher professional learning needs. There will be four days of learning walkthroughs.

I have included the following:

- The 4 Dimensions of School Leadership
- The 5 Dimensions of Teaching and Learning

LEARNING AND  
TEACHING ENVIRONMENT

EQUITABLE SCHOOL COMMUNITY

# THE 4 DIMENSIONS OF SCHOOL LEADERSHIP™

RESOURCE MANAGEMENT

COLLECTIVE LEADERSHIP



CENTER *for* EDUCATIONAL LEADERSHIP

UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION

# THE 4 DIMENSIONS OF SCHOOL LEADERSHIP™



## 1 EQUITABLE SCHOOL COMMUNITY

### SUBDIMENSIONS:

Vision and Mission  
Culture and Climate



## 2 LEARNING AND TEACHING ENVIRONMENT

### SUBDIMENSIONS:

Vision for Learning  
Curriculum, Pedagogy  
and Assessment  
Improvement of Teaching Practice



## 3 RESOURCE MANAGEMENT

### SUBDIMENSIONS:

Identifying Priorities  
Aligning Resources  
Developing Talent



## 4 COLLECTIVE LEADERSHIP

### SUBDIMENSIONS:

Personal Development  
Collaborative Culture

**THE 4 DIMENSIONS OF SCHOOL LEADERSHIP™ (4D™) framework describes key actions and dispositions for equity-driven school leaders. It illustrates with vision statements what school leaders need to know and be able to do to ensure that each student, particularly those furthest from justice, has a school experience that prepares them for a limitless future. The 4D framework supports school leaders to:**

**DEVELOP** a vision of what it means to be an equity-driven leader forging transformed schools.

**BUILD** reflective practice for themselves, with their colleagues and with the school community as a whole.

**ENGAGE** in shared work with school system leaders and peers to surface leader professional learning needs and highlight areas for inquiry.

# 1

# EQUITABLE SCHOOL COMMUNITY

## VISION AND MISSION

- Empower students, staff, families and community to own a vision and mission that reflects a commitment to equity and the aspirations of each student.
- Align goals, decisions and actions to the vision and mission of the school. Ensure every member of the community is clear on their role and responsibility in realizing the vision.
- Communicate clearly and consistently about specific aspects of the mission and vision, including progress toward goals.

## CULTURE AND CLIMATE

- Create a safe, inclusive and culturally sustaining environment that attends to the well-being of all community members.
- Privilege student voice and experience.
- Sustain a learning culture characterized by a focus on community-prioritized results, high expectations and a growth mindset for students and adults.

## Guiding Questions



- 1 What do the vision and mission communicate about the possibility of limitless futures for each student?
- 2 How do leaders communicate the “why” and progress towards the vision and mission? What impact does this have?
- 3 What data are used to understand student experience? How do these data inform decisions?
- 4 In what ways do leaders affirm and value the racial, cultural and individual identities of students and staff?
- 5 What evidence exists that community members feel a sense of belonging, significance and agency?
- 6 What do the school environment and daily interactions say about the role students play in shaping their school experience?



# 2

## LEARNING AND TEACHING ENVIRONMENT

### VISION FOR LEARNING

- Ensure the beliefs that students should have agency in their learning, take ownership of their ideas and work together in rigorous inquiry and problem-solving.
- Develop a shared vision for high-quality, culturally and linguistically responsive teaching and learning that underscores high expectations for every student.
- Build capacity to understand and respond to how individual and institutional racism impact expectations for diverse learners.

### CURRICULUM, PEDAGOGY AND ASSESSMENT

- Support the use of high-quality, inquiry-driven curriculum, culturally and linguistically responsive materials and assessments aligned to grade-level standards.
- Ensure student learning opportunities support their social, emotional and academic development.
- Integrate a race and social justice focus across all learning opportunities.

### IMPROVEMENT OF TEACHING PRACTICE

- Establish and sustain teacher learning that is grounded in the shared understanding of specific student learning needs and the school's instructional vision.
- Support each teacher's self-reflection, goal setting and growth through ongoing conversation, focused observation, feedback and professional development.
- Provide teacher learning opportunities that intentionally examine and confront biases in the context of instructional practice, academic content and creating inclusive classrooms.



### Guiding Questions

- 1 How do leaders collectively develop a vision for student learning? How do students contribute to the vision?
- 2 In what ways does the shared vision for learning integrate social and emotional competencies? What does this look like from a student's perspective?
- 3 In what ways do leaders foster classroom environments that establish trust, safety and belonging?
- 4 What is the evidence that each student has access to high-quality materials and rigorous learning tasks? How do these support students to develop agency and identity?
- 5 How are problems of student learning identified? What data are used?
- 6 How do leaders establish a shared vision for teacher learning? How well does teacher learning reflect the types of learning opportunities desired for students?
- 7 How do leaders foster coherence across teacher learning priorities and supports?
- 8 What evidence exists that teacher mindsets and practices are shifting?

# 3

## RESOURCE MANAGEMENT

### IDENTIFYING PRIORITIES

- Use data on student learning and well-being, plus teaching practice, to determine strengths, needs and priorities aligned with the school's vision and mission.
- Establish measurable growth goals for school climate and student academic development, and appropriate goals for student social and emotional development.
- Analyze information to improve the effectiveness of programs, processes and the equitable use of resources.

### ALIGNING RESOURCES

- Leverage school-based resources (e.g., people, expertise, time, space) to create equitable experiences and outcomes.
- Continuously improve by incorporating the full range of assets (perspectives, languages, cultures, skills, networks) present in the school community.
- Strengthen partnerships with the community to inform and generate support for strategic priorities.

### DEVELOPING TALENT

- Cultivate a diverse staff that possesses understanding of the developmental needs of every student.
- Provide multiple types of professional learning opportunities that support the goals and development of each staff member.
- Institute processes for reflection and feedback that are strengths-based and focused on growth.



### Guiding Questions

- 1 How do the school's vision and mission drive strategic planning to ensure equitable opportunities and outcomes for students?
- 2 What data inform reflection on progress towards goals, strengths and priorities?
- 3 How are all perspectives, especially from those furthest from justice, included when determining and assessing priorities and goals?
- 4 What evidence exists that the needs of those furthest from justice are prioritized when allocating resources (e.g., staff assignments and school schedule)?
- 5 In what ways do community partnerships link to strategic priorities and help the school thrive?
- 6 What mindsets, policies and practices help leaders attract, hire and retain a diverse team?
- 7 How is staff learning differentiated and responsive to the needs of students?
- 8 How do school leaders use performance evaluation as a process to support short and long-term growth?

# 4

## COLLECTIVE LEADERSHIP

### PERSONAL DEVELOPMENT

- Develop self-awareness and identify biases by reflecting on personal beliefs and examining marginalized and privileged identities.
- Build authentic relationships with racially and ethnically diverse members of the school and local community.
- Refine leadership practice for social justice through learning and reflection.

### COLLABORATIVE CULTURE

- Foster a culture in which all stakeholders see themselves as a team of learners and problem-solvers with agency and accountability for student learning.
- Create structures that sustain collaboration for decision-making, planning, learning and feedback.
- Collaborate with members of the school and broader community, especially those furthest from justice, to routinely analyze and revise structures, policies and practices that uphold institutional racism.

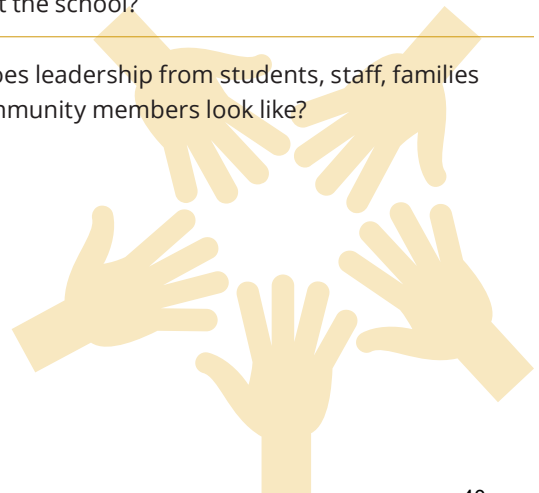
*"I think about someone who struggled in elementary school, and maybe also during middle and high school, and they try and try until they graduate and become successful."*

MADDOX, MIDDLE SCHOOL STUDENT, HIGHLINE PUBLIC SCHOOLS

### Guiding Questions



- 1 How do leaders pursue personal growth and development? What is the role of ongoing reflection for developing and sustaining an equity stance?
- 2 In what ways do leaders advance and demonstrate empathy, trust and mutual respect?
- 3 To what extent does leaders' learning influence equitable opportunities for students? What evidence supports this?
- 4 How do leaders reinforce the belief that adults can and do impact student learning? To what extent are adults able to name and solve problems, take action and track evidence of impact?
- 5 What is the purpose and intended impact for leadership, decision-making and collaborative learning teams at the school?
- 6 What does leadership from students, staff, families and community members look like?



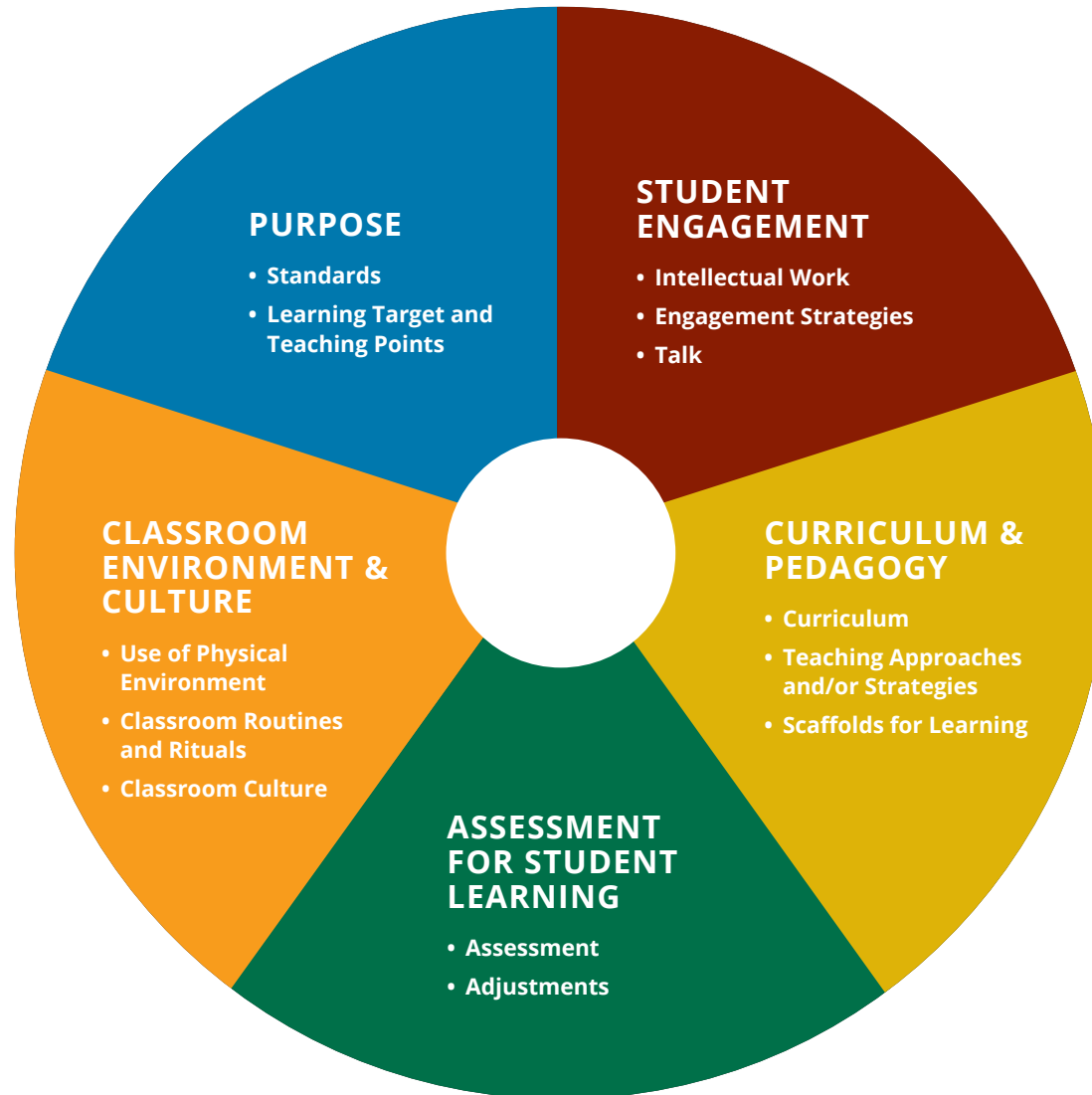
SUBDIMENSION	THE VISION	GUIDING QUESTIONS
PURPOSE		
Standards	<ul style="list-style-type: none"><li>• The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills.</li><li>• The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s).</li></ul>	<ul style="list-style-type: none"><li>• How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students’ assessed needs as learners (re: language, culture, academic background)?</li><li>• How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.?</li><li>• What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity?</li><li>• Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)?</li><li>• How are the standard(s) and learning target communicated and made accessible to all students?</li><li>• How do students communicate their understanding about what they are learning and why they are learning it?</li><li>• How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning?</li><li>• How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?</li></ul>
Learning Target and Teaching Points	<ul style="list-style-type: none"><li>• The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students.</li><li>• The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context.</li><li>• The teaching points are based on knowledge of students’ learning needs (academic background, life experiences, culture and language) in relation to the learning target(s).</li></ul>	
STUDENT ENGAGEMENT		
Intellectual Work	<ul style="list-style-type: none"><li>• Students’ classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making).</li><li>• Students take ownership of their learning to develop, test and refine their thinking.</li></ul>	<ul style="list-style-type: none"><li>• What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.?</li><li>• What does student talk reveal about the nature of students’ thinking?</li><li>• Where is the locus of control over learning in the classroom?</li><li>• What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? In what ways is work designed to promote sustained interest (e.g. creates value for students, generates student questions, promotes student ownership of material, etc.)?</li><li>• What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)?</li><li>• How are student identities and experiences surfaced and valued in the classroom to provide multiple ways of understanding and experiencing academic content?</li><li>• What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)?</li><li>• Do all students have access to participation in the work of the group? Why/why not? How is participation distributed?</li><li>• What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another’s ideas, and to assess their understanding of one another’s ideas?</li></ul>
Engagement Strategies	<ul style="list-style-type: none"><li>• Engagement strategies capitalize on and build upon students’ academic background, life experiences, culture and language to support rigorous and culturally relevant learning.</li><li>• Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.</li></ul>	
Talk	<ul style="list-style-type: none"><li>• Student talk reflects discipline-specific habits of thinking and ways of communicating.</li><li>• Student talk embodies substantive and intellectual thinking.</li></ul>	

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SUBDIMENSION	THE VISION	GUIDING QUESTIONS
CURRICULUM & PEDAGOGY		
Curriculum	<ul style="list-style-type: none"><li>Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant.</li><li>The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time.</li></ul>	<ul style="list-style-type: none"><li>How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?)</li><li>How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards?</li><li>How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making?</li><li>What does the instruction reveal about the teacher’s understanding of how students learn, of disciplinary habits of thinking, and of content knowledge?</li><li>How is students’ learning of content and transferable skills supported through the teacher’s intentional use of instructional strategies and materials?</li><li>How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language?</li></ul>
Teaching Approaches and/or Strategies	<ul style="list-style-type: none"><li>The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes.</li><li>Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking.</li><li>The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs.</li></ul>	
Scaffolds for Learning	<ul style="list-style-type: none"><li>The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence.</li></ul>	
ASSESSMENT FOR STUDENT LEARNING		
Assessment	<ul style="list-style-type: none"><li>Students assess their own learning in relation to the learning target.</li><li>The teacher creates multiple assessment opportunities and expects all students to demonstrate progress towards their learning goals.</li><li>Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.).</li><li>The teacher uses systems and routines for recording and using student assessment data (e.g., individual charts, conferring records, portfolios, rubrics) and emphasizes this data as evidence of student progress towards learning goals.</li><li>Assessment criteria, methods and purposes are transparent and match the learning target.</li></ul>	<ul style="list-style-type: none"><li>How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment?</li><li>What opportunities are provided for students to revise their work based on teacher and peer feedback?</li><li>How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws?</li><li>How does the teacher’s understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking?</li><li>How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning?</li><li>How does the teacher’s instruction reflect planning for assessment?</li><li>How does the teacher use multiple forms of assessment to inform instruction and decision-making?</li><li>How does the teacher adjust instruction based on in-the-moment assessment of student understanding?</li></ul>
Adjustments	<ul style="list-style-type: none"><li>The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students.</li><li>The teacher provides feedback that fosters students’ meta-cognition to promote their role as editors of their work and that of their peers.</li></ul>	

SUBDIMENSION	THE VISION	GUIDING QUESTIONS
<b>CLASSROOM ENVIRONMENT &amp; CULTURE</b>		
<b>Use of Physical Environment</b>	<ul style="list-style-type: none"> <li>The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning.</li> <li>The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students).</li> <li>Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning?</li> <li>How and to what extent do the systems and routines of the classroom facilitate student ownership and independence?</li> <li>How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning?</li> <li>What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning?</li> <li>What do discourse and interactions reveal about what is valued in this classroom?</li> <li>What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?</li> </ul>
<b>Classroom Routines and Rituals</b>	<ul style="list-style-type: none"> <li>Students show responsibility for and ownership of classroom systems and routines that further independence, learning, and a culture of respect.</li> <li>Available time is maximized in service of learning.</li> </ul>	
<b>Classroom Culture</b>	<ul style="list-style-type: none"> <li>Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of belonging, equity and accountability for learning.</li> <li>Classroom norms encourage risk-taking, collaboration and respect for thinking.</li> <li>The classroom culture fosters the exchange of constructive feedback and celebration of growth.</li> </ul>	

## 5 Dimensions of Teaching and Learning™



To: School Board

From: Kari, Education Quality Committee

March Student Learning Outcome Review

This month our [Student Learning Outcome](#) focus is on literacy. Similar to math, we have well-defined [standards and performance indicators](#) along with highly developed curriculum and instruction to consider. Also similar to math, we have a wide variety of achievement data to evaluate, including data generated from multiple sources, over time and assessing various contributing factors.

New features this month:

- Jen provided top-level analysis of our literacy programming, which is summarized on slide 8 of the presentation, just before the achievement data slides.
- Check out our [Jamboard](#) to see comments and questions from our committee review.
- Going forward, board members can use Jamboard to contribute to our committee review whether or not you attend our meeting.
- We are working on a system to share responses to the committee's questions with everyone. Look for more on that next month.

Again this month, we are asking that you review the materials ahead of time and consider your response to this prompt to share at our board meeting:

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

Thank you for supporting our SLO review and let us know if you have comments, questions or requests. Please bear in mind that we will be using information from our current curriculum management review to inform our future plans to improve literacy and other outcomes.

Upcoming Committee SLO Review Schedule (first Wednesday at 5pm)

- April: Science
- May: Health and Physical Education
- June: Post-Secondary Plans and Outcomes

# WCUUSD Literacy SLO

Education Quality Committee  
March 3, 2021

## STUDENT LEARNING OUTCOMES



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



### LITERACY

#1

#### READING

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

#2

#### EXPOSITORY WRITING

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

#3

#### EXPRESSIVE WRITING

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

#4

#### EXPOSITORY RESEARCH WRITING

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

#5

#### SPEAKING & LISTENING

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

#6

#### LANGUAGE

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

# 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: Standards and Performance Indicators

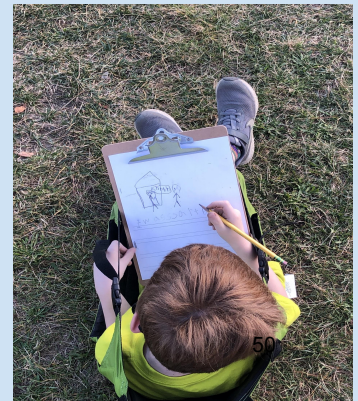
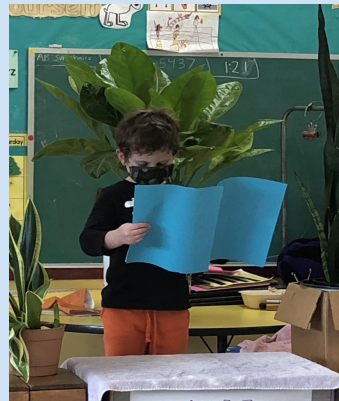
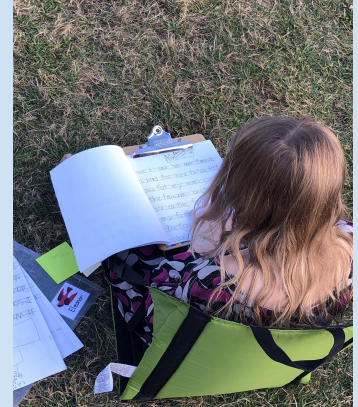
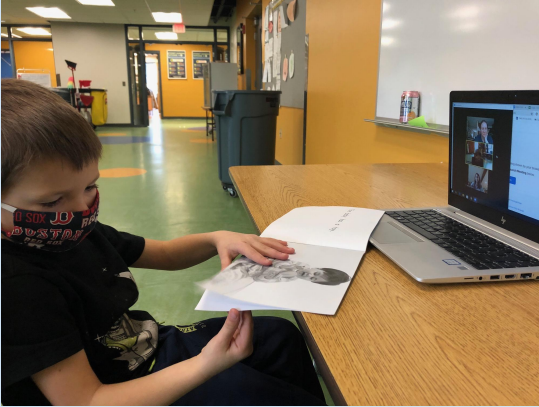
1. **Reading:** Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.
2. **Expository Writing:** Produce clear and coherent writing for a range of informative and analytical tasks, purposes, and audiences.
3. **Expressive Writing:** Develop polished written work in a variety of genres following a process of drafting, feedback, and revision.
4. **Expository Research Writing:** Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
5. **Speaking and Listening:** Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.
6. **Language:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LITERACY	
PBGR	
Standard 1: Reading	
	Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.
	<b>Performance Indicators:</b> a. Strategic reading/reading within the text: Actively work to understand grade-level texts. b. Critical reading/reading beyond and about the text: Use inductive reasoning to create an interpretation of grade-level texts. c. Reading habits: Read to learn and for pleasure inside and outside school settings.
	<b>Specific contents to help with scales:</b>
a.	Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain.
b.	Determine the central ideas of the text and provide an objective summary.
c.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
d.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
e.	Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact.
f.	Determine an author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power,

# Curriculum: Learning Progression and Scales

PI	Pre-K	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grades 7 - 8	
3b.	3b - Structure: Organize a piece appropriate to task (using lead, transitions, ending, paragraphs).									
Structure: Organize a piece appropriate to task (using lead, transitions, ending, paragraphs).	<b>Pre-K</b> Start by drawing or telling a story.	<b>K</b> Draw or write a story with a beginning, middle and end.	<b>Grade 1</b> Write a story with a beginning, middle and an end. Tell in order and use transition words (and, then, so).	<b>Grade 2</b> Write a beginning with action, talk or setting. Tell the story in order using transition words (when, then, after). Choose an action, talk or feeling that would make a good ending. Introduce characters.	<b>Grade 3</b> Write a beginning that introduces character (s) and setting. Tell the story bit by bit using transition words (a little later, after that). Choose an action, talk or setting that makes a good ending. Begin to use paragraphs and skip lines to show sequence of events.	<b>Grade 4</b> Write a beginning showing what was happening and/or where. Use transition words to show passing of time. Write an ending that connects to the beginning or middle of the story. Use paragraphs to separate different parts or times of the story or to show when a new character is speaking.	<b>Grade 5</b> Write a beginning that gives clues for an upcoming problem. Use transitional phrases to show passage of time. (meanwhile, at the same time, earlier, etc.) Write an ending that connects to the storyline and/or a lesson that the character learned, provides closure.	<b>Grade 6</b> Write a beginning which sets the story in motion and conveys a larger meaning. Use transitional phrases to connect what happened to why it happened. (because of, although, might not have, etc.) Write an ending that connects to the whole story and provides closure demonstrating a new realization, insight or change in the character or narrator.	<b>Grades 7 - 8</b> Establish a purposeful lead to the piece. Create a structure that segments ideas for coherence. Use transitional phrases to guide the audience, allowing the reader to infer what happened and why. Build to an intentional outcome. <b>*increase in independence from 7th to 8th grade</b>	Establish a purposeful lead to the piece. Create a structure that segments ideas for coherence. Use varied transitional phrases to guide the audience, allowing the reader to infer what happened and why. Build to an intentional outcome. Use traditional structure (falling action).
I CAN ...	I can tell an adult the whole story.	I can draw and write a beginning to my story.  I can draw and write an ending to my story.  I can draw write a page for the beginning, middle and end.	I can make a beginning, middle and an end for my story.  I can tell the story in order and use transition words.	I can write a story with a clear beginning, middle, and end.  I can use transition words such as: and, then, after, so, and next.  I can choose the action, talk or setting to make a good beginning.  I can choose the action, talk or feeling to make a good ending.	I can write a beginning that introduces character (s) and setting.  I can tell the story bit by bit using transition words (a little later, after that).  I can choose an action, talk or setting that makes a good ending.  I can begin to use paragraphs and skip lines to show sequence of events.	I can write a beginning showing what was happening and/or where.  I can use transition words to show passing of time.  I can write an ending that connects to the beginning or middle of the story.  I can use paragraphs to separate different parts or times of the story or to show when a new character is speaking.	I can write a beginning that shows what is happening and where, while giving clues as to what the problem will be in the story.  I can use transitional phrases to show the passing of time (meanwhile, at the same time, later).  I can write an ending that connects to the main part of the story and gives the reader a sense of closure.  I can use paragraphs to separate different parts of the story. (setting, time, dialogue)	I can write a beginning that puts the story in motion and indicates a larger meaning the story will tell.  I can use transitional phrases to connect what happened to why it happened. (If I hadn't, although, little did I know that...)  I can write an ending that tells the meaning of the story and gives the reader closure.  I can use paragraphs purposefully (setting, time, dialogue, create suspense)	I can engage my audience through setting a context and/or point of view.  I can use paragraphs or stanzas to organize my ideas  I can use transition words to connect my ideas in a way that shows instead of tells  I can conclude by connecting back to my beginning, leaving my audience in suspense or questioning an idea I developed in my piece	I can emphasize through narrative  I can emphasize through support  I can interweave smoothly  Reflection

# Instruction: Elementary School Examples

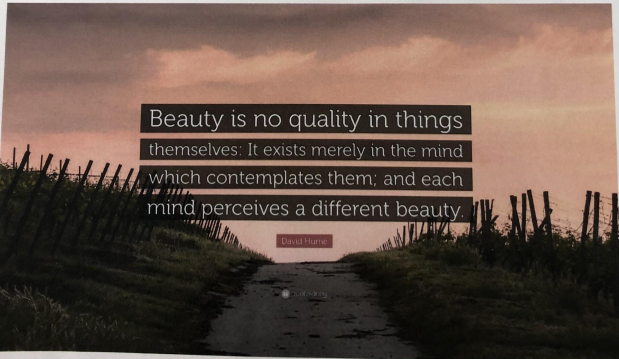


# Instruction: Elementary and Middle School Examples

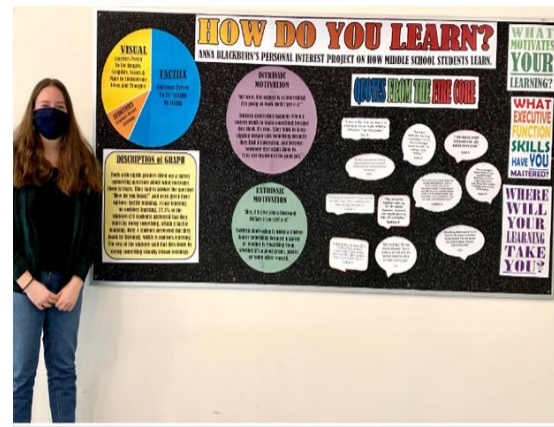
## Middle School Personal Interest Projects

### One Word Margaret Wheeldon

I chose the word "beauty", because I want to begin to realize there is so much beauty in the world, if only we can see it. Lately, there has been so little beauty in the world, with coronavirus and politics, people dying from racism, all these horrible things. But a new year has brought so much we can appreciate: a new president, a vaccine, speeches to change the world and rid it of racism. That, I think, is all beautiful. Beauty in the world is so important, and I want not only to see it, but to *be* it. I want to create beauty, shed light on the world because it is so dark. Darkness can be broken, and I want to break it. So many times, over the summer, at school, wearing a mask, being separate from others, I just wanted to give in to despair. Today, I want to be able to stop despairing, begin to see all the beautiful things this world can yield.



Quote by David Hume



### How Do You Learn? Anna B., Fire Core

It all started with a Language Arts project that allowed students to pick a topic of interest, research it, come up with a guiding question, write a paper and make an Artifact of Learning (podcast, diorama, slideshow, etc.). Anna's interest in psychology and learning led her down a path of interest to her guiding question – How Do You Learn? Her research about how students learn and the three styles of learning led to a survey that was sent to every student in the Fire Core. Forty students responded with how they learn and offered quotes about their learning style. After compiling the data, Anna decided her Artifact of Learning would be a bulletin board so that students and staff alike could see the data, the quotes, and the pie chart. Anna worked with Sue Verchereau and designed the bulletin board. The response from teachers and students has been great and everyone likes it. Anna's takeaway from the project, "I am usually the editor but I just left the quotes as written. I learned that a lot of people learn differently and it was fun to learn. The people whose quotes are on the board said they thought it was cool to see them there."

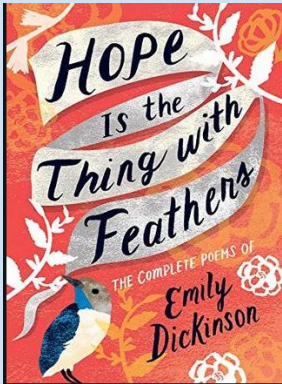


### What are the Different Forms of Poetry, How do You Write Them, and What is Their History? Mayla L.M., Earth Core

Deciding to research poetry was an easy topic for Mayla to work on. She loves to write and her grandfather teaches creative writing and poetry at a hospital so she knew she had lots of help if she needed it. Mayla decided to research seven types of poetry and did her research both on-line and with her grandfather. Mayla's artifacts include poetry maps that she devised and designed herself (pictured above) that help breakdown the construction and understanding of the poems with a visual; seven types of poetry which she will use to read some samples during her presentation. Mayla really enjoyed the Passion Project but was a little nervous to present to her classmates as her presentation was longer than some of the other projects.

# Instruction: High School Examples

- [Poetry Recitation](#): *Hope Is a Thing with Feathers* by Emily Dickinson, Recited by Julia Fortin, Grade 10, [Poetry Out Loud GRASPS](#)
- [U-32 Chronicle: Student Media](#)



## THE DRIVER WITH THE LEATHERMAN

Editor's Note: This story describes true events and contains explicit (graphic) detail. According to Burke Law VT, in 2016 there were over 2,500 ...



## MAZE TO GRADUATION: THE SAGA CONTINUES

U-32 students who want to check their progress toward graduation can log on to Infinite Campus, where with a series of only 2 clicks students and parents to see...



## H.92 FLAG BAN

Statement In Support Of Inclusive Flags At Vermont Public Schools U-32 Seeking Social Justice and Green Team Alliance does not support the actions pr...



## GAVIN YOUNG: PHOTOGRAPHER

Quarantine began in 2020 of Gavin Young's 10th-grade year. School was canceled, and he had more free time than ever before. He spent a lot of time outside, ga...



## WINTER SPORTS UNKNOWN: AN INTERVIEW WITH HANK VAN ORMAN

On Monday night (January 18th), U-32 senior Aiden Hawkins laced up his basketball sneakers in a U-32 gym for the first time



## A LIBERAL EVOLUTION

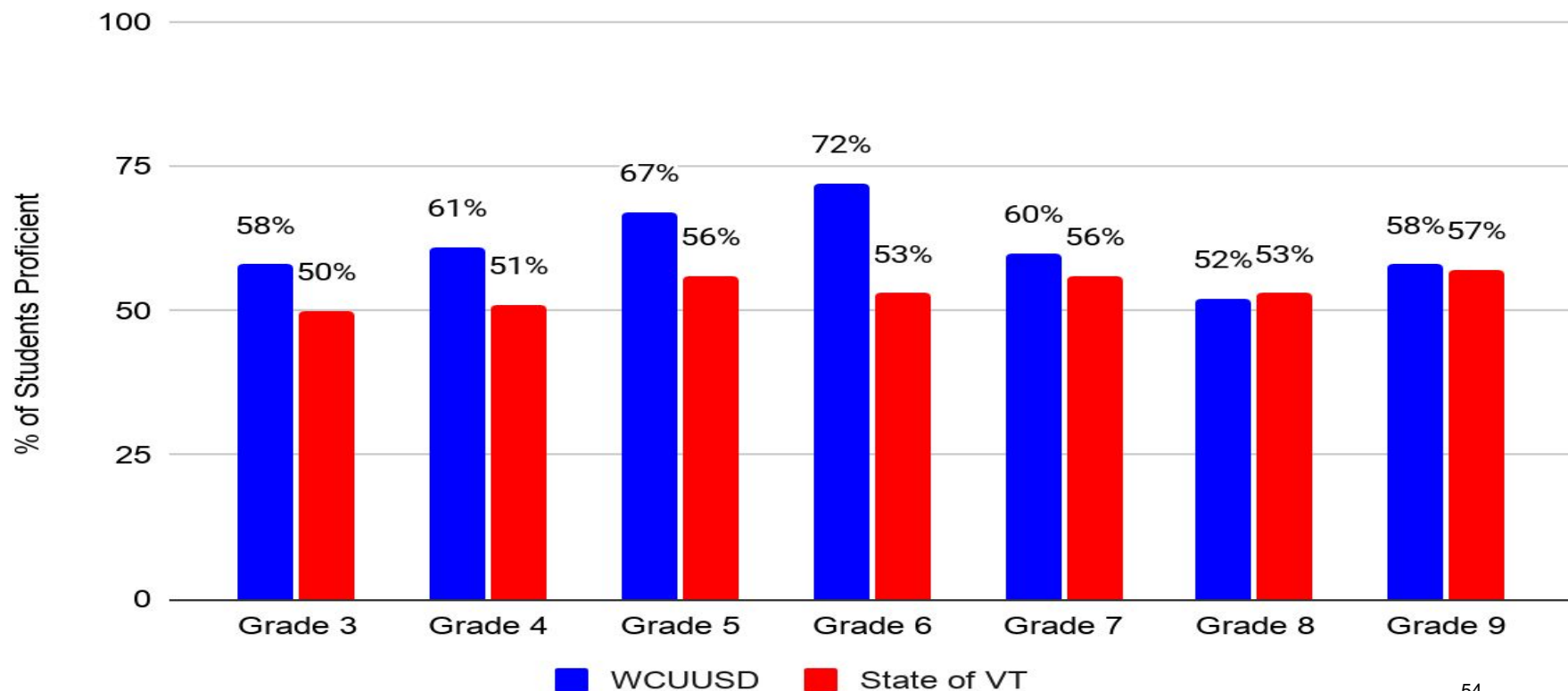
Growing up in Los Angeles, Fred Stapenhorst thought he just might be able to save the world. After hearing John F. Kennedy's inaugural address ...



# Analysis of Data

- In general, our literacy scores are higher than our math scores.
- We have significant differences in student performance between students who qualify for free/reduced lunch (FRL) and students who don't and between students who have Individualized Education Plans (IEP) and those who don't.
- We devote at least 90 minutes of instructional time each day to literacy in the elementary schools.
- Some of our measures indicate a difference in student performance before and during the pandemic.
- Should we reexamine our practices related to our common writing assessments and rubrics across the grades?
- To what extent might current research and conversations about the science of reading impact our practices?

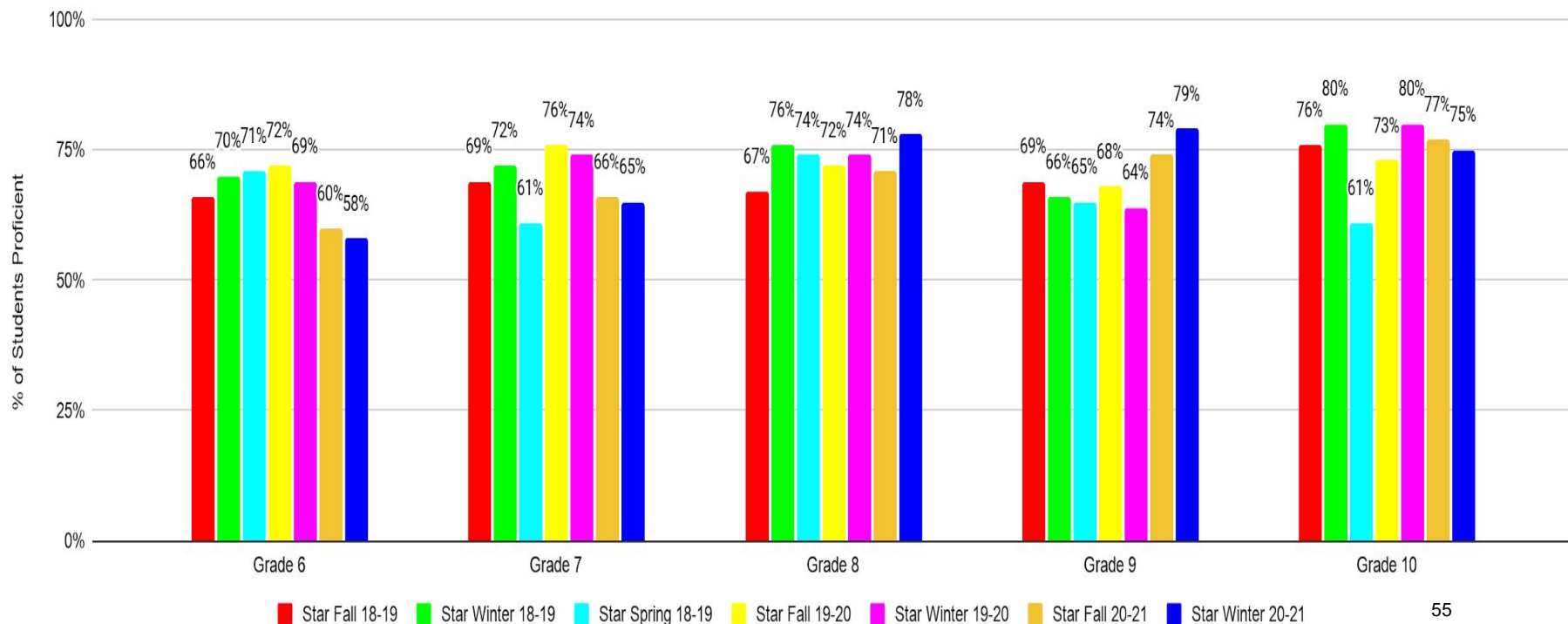
# Assessment Data: SBAC WCUUSD Compared to VT, 2018-19



# Assessment Data: STAR 360

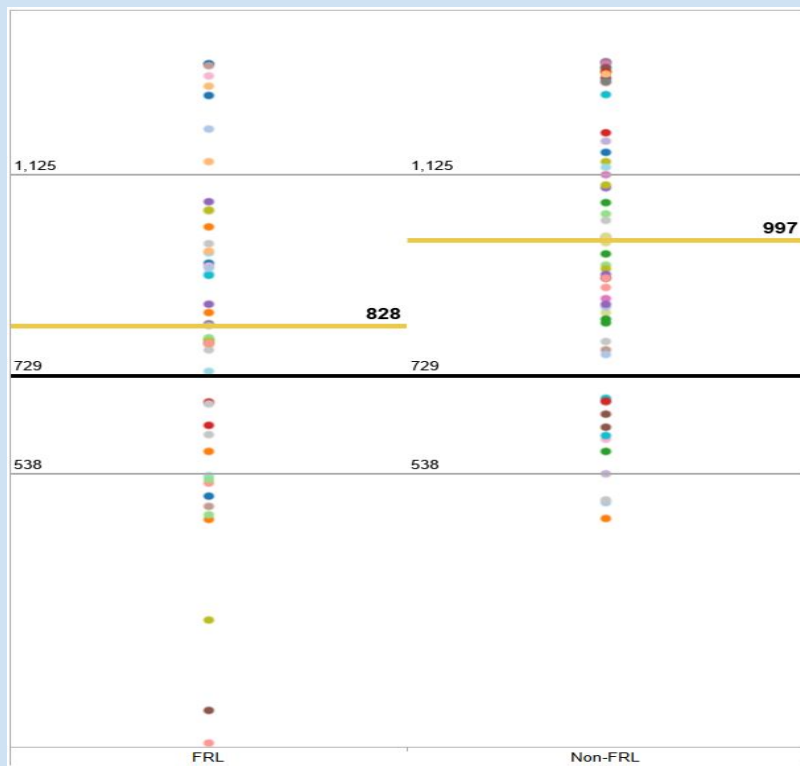
## 2018-19, 2019-2020, and 2020-21

### Longitudinal: Same Cohort over 3 Years

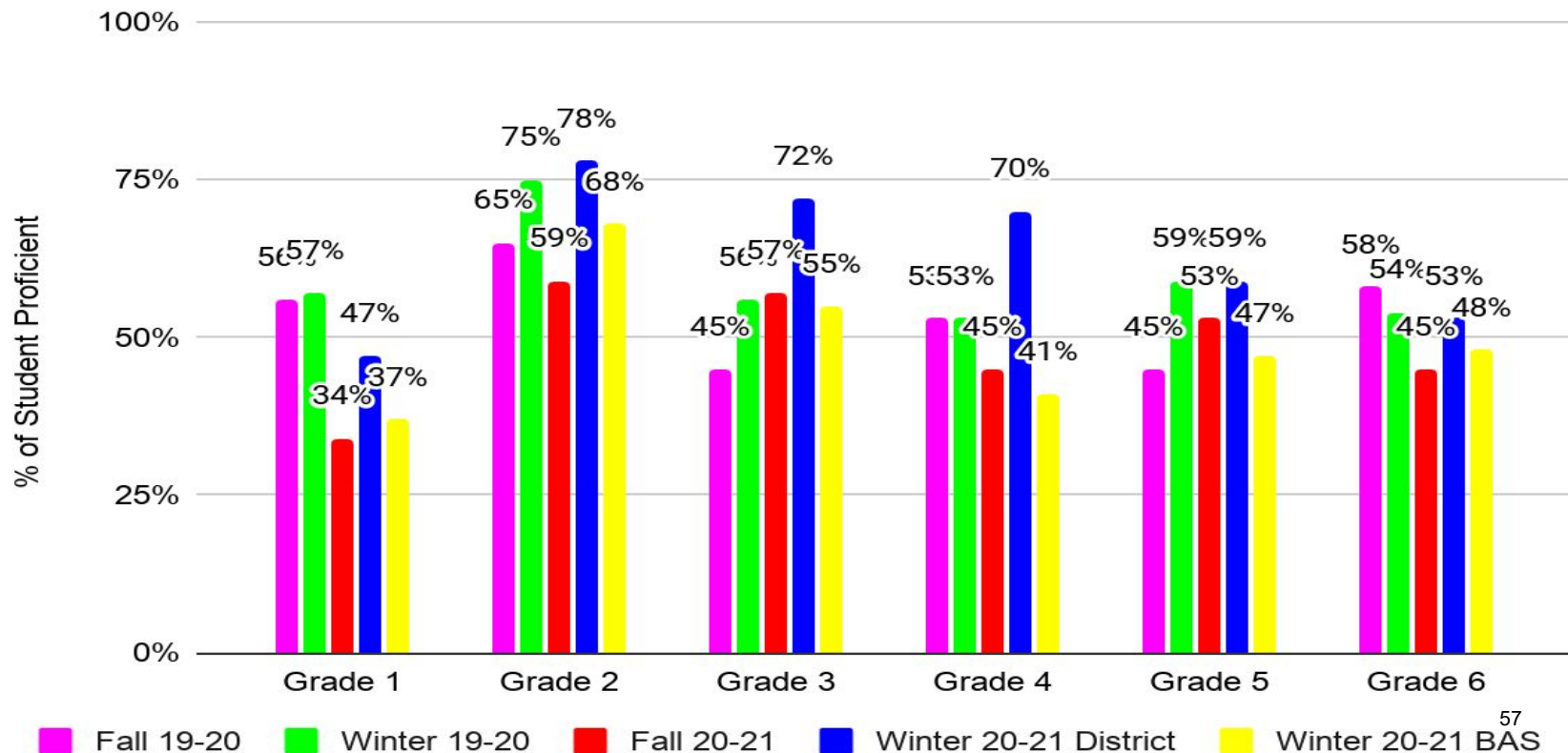


# Seventh Grade Literacy Star 360 January 2020 Performance Disaggregated by Poverty & IEP

## FRL & Non-FRL



# Assessment Data: Benchmark Assessment System (BAS) Fall and Winter of 19-20 and 20-21



# Assessment Data: SAT and ACT U-32 Compared to VT and USA (SAT)

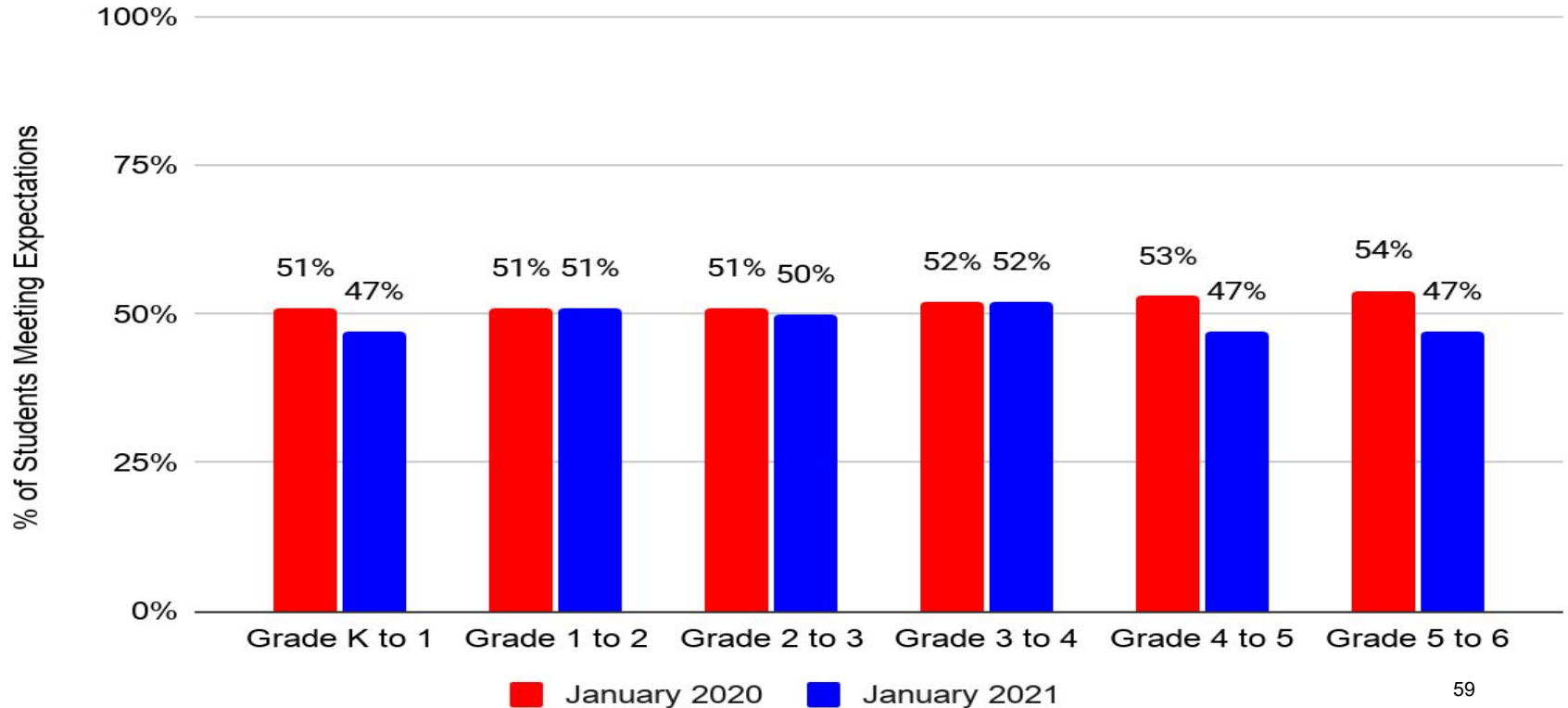
## SAT Scores / Critical Reading

Year	U-32	Vt Average	US Average
2018	583	565	533
2019	581	559	531
2020	553	559	528

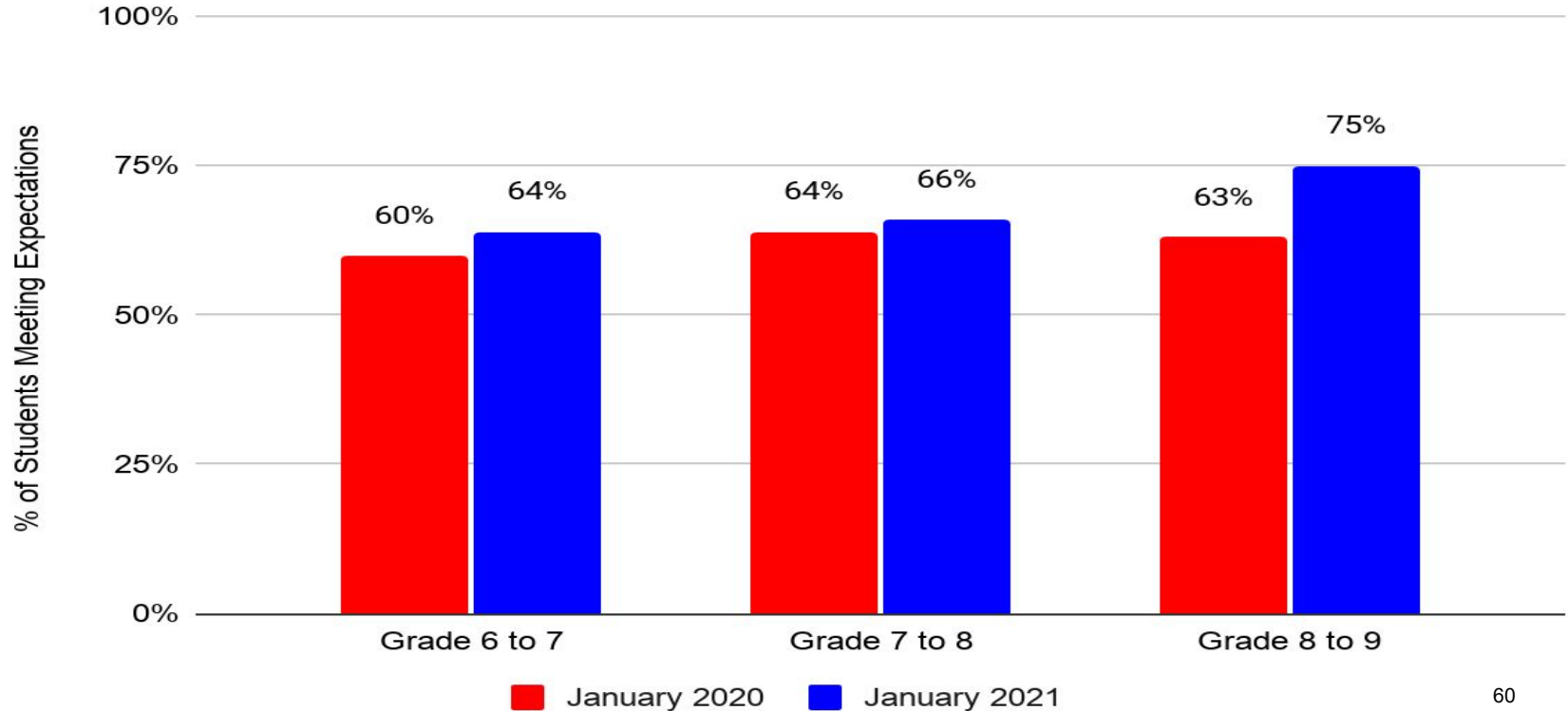
## SAT / ACT SCORES

Class	2019	2020	VT Average
ERW	581	553	559
Math	566	543	545
ACT	24.8	24.3	23.3

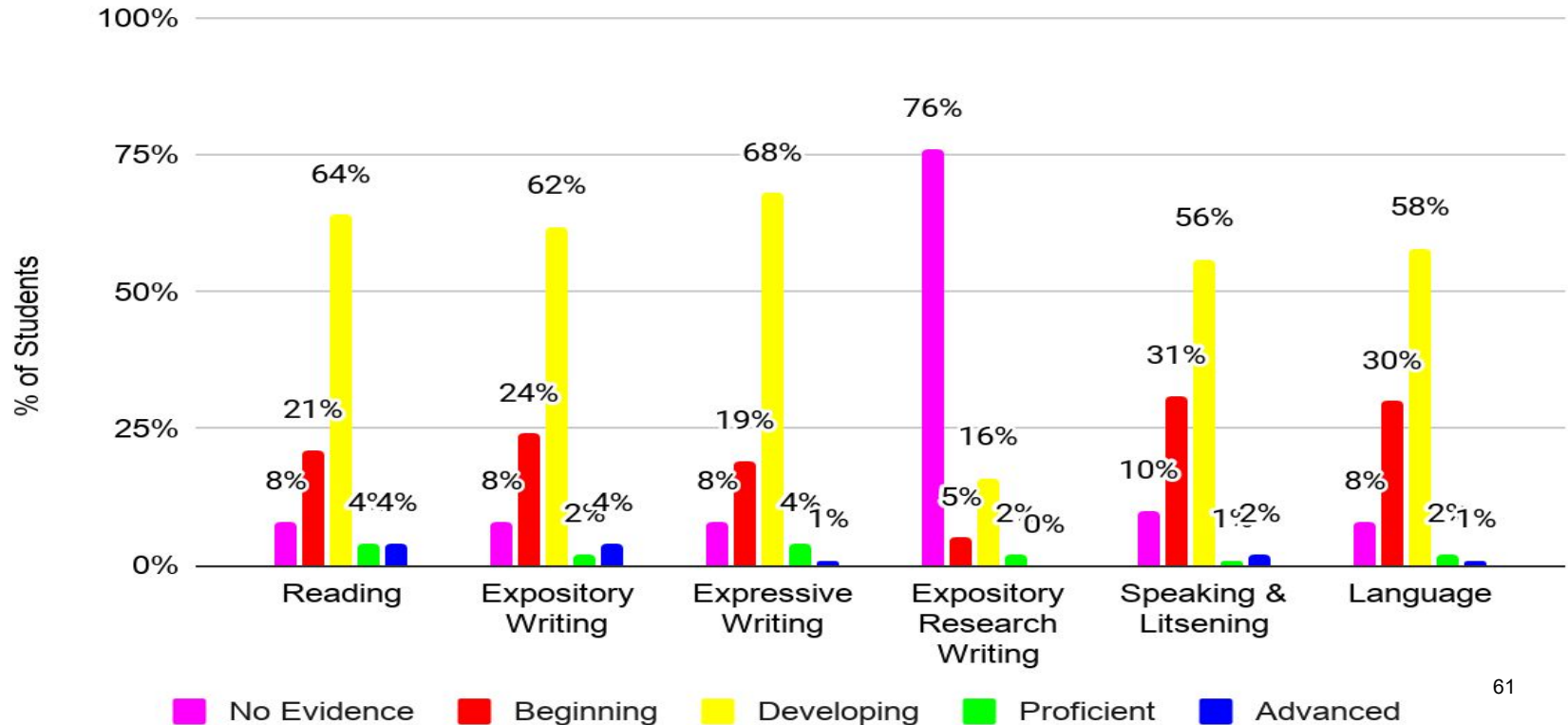
# WCUUSD Elementary Report Card Data January 2020 Compared to January 2021



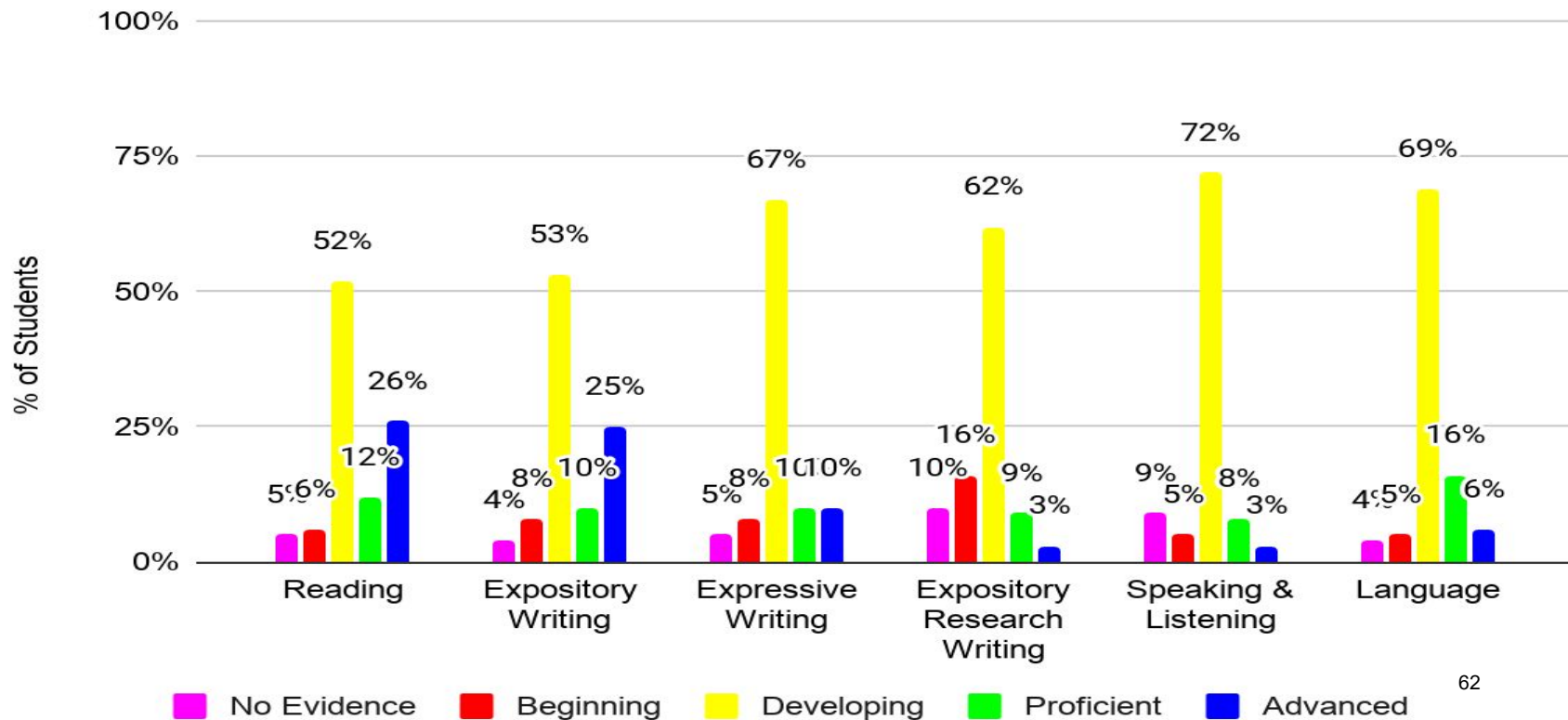
# WCUUSD Middle School Report Card Data January 2020 Compared to January 2021



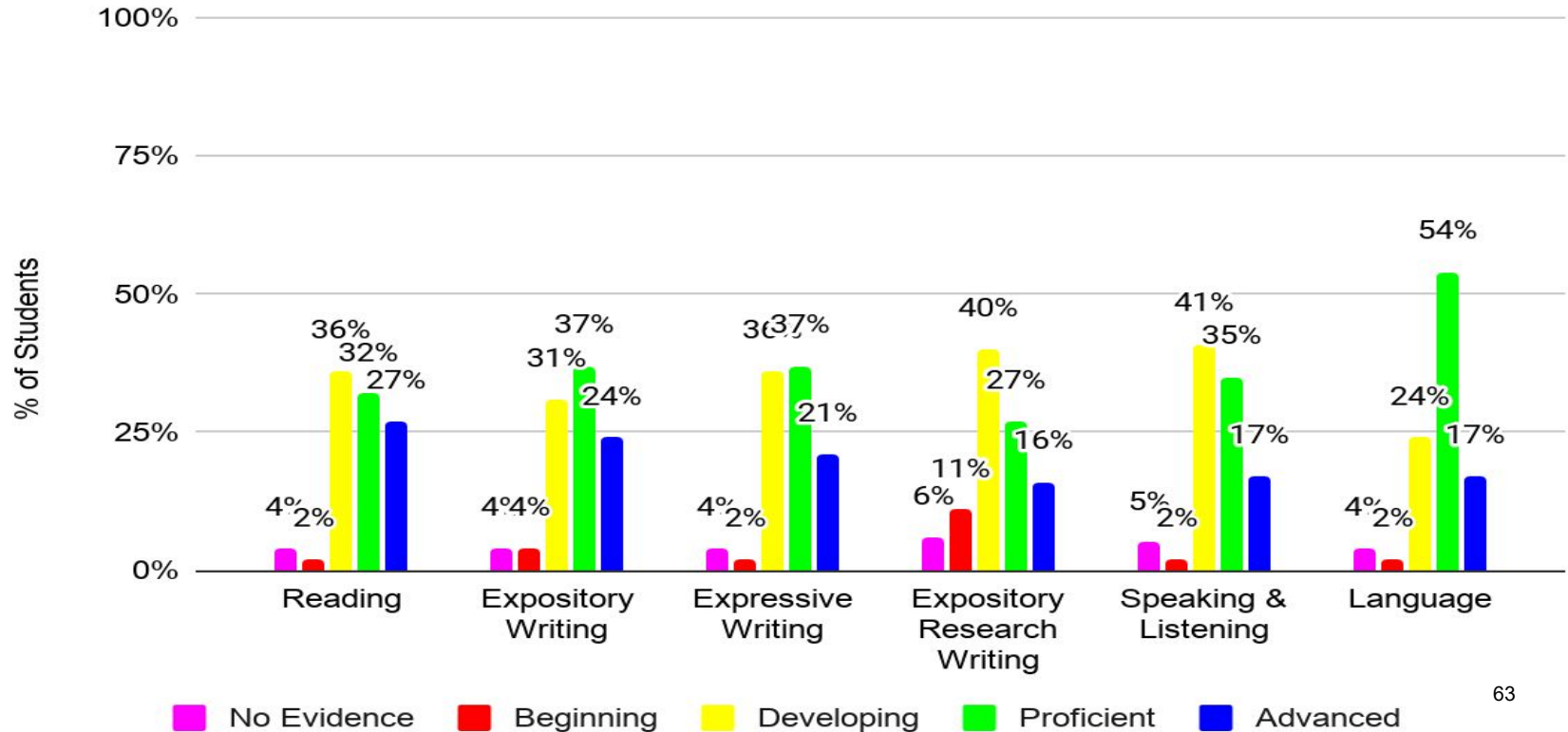
# Assessment Data: PBGR's for Current Grade 10 June 2020 (End of 9th Grade)



# 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)





# Celebrating Our Students

- [High School Awards Ceremony June 2020](#) (17:14-23:38)
- [Senior Awards Ceremony June 2020](#) (9:05-16:43)

## Debate Team News

The MHS/U-32 debate team kicked off with a very strong start of the season. At the Colchester Tournament on Saturday, December 5th, Neil Rohan and Kayle Humke (U-32) placed first as an overall team, and Amelia Woodard and Anika Turcotte, who just started debating this year, placed seventh. As for individual speaker awards, Neil Rohan placed first speaker, Anika Turcotte placed fourth, and Ania Kehne (U-32) placed fifth out of 46 debaters.

In addition, Montpelier High School has recently earned the 2019-2020 Leading Chapter Award in the Iroquois (NY) District. This honor, based on student participation throughout the school year, is the highest recognition a school can receive from the National Speech and Debate Association, and out of 3000 member schools, only 110 receive the Leading Chapter Award."

By Marijke Russo



### **Congratulations - Contest Runner Up!**

Isak Duncan (Grade 8) with his teacher Elizabeth Marks with his award for 2nd Runner Up for the Martin Luther King, Jr. Poster/ Essay Contest sponsored by the Vermont Bar Association.

## Debate Team

The MHS/U-32 Debate Team just finished competing at a New England level competition and did very well. Ella Bradley (U-32) who competed in Lincoln Douglas debate was first individual speaker and Anika Turcotte who competed in Novice Public Forum was 4th individual speaker.

In addition, Ella Bradley placed 10th at the Big Lexington Invitational tournament which is a national level tournament.

Congratulations!

# School Board Role

- Support for early intervention
- Support for extended learning opportunities
- Support for ongoing professional learning related to effective practices and the science of reading
- What else?

## STUDENT LEARNING OUTCOMES



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



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

#6

#### LANGUAGE

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

# 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

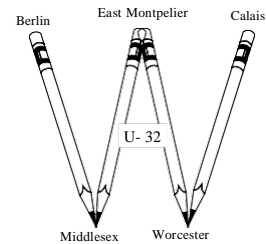
- How will we share this work with the full board? What are one or two headlines or key points to share with full school board?
- What worked about this process?
- What might we change for next month's SLO presentation?

# Washington Central Unified Union School District

*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



## MEMORANDUM

TO: WCUUSD Finance Committee, Bryan Olkowski, Superintendent  
FROM: Jim Garrity, vCIO and Interim IT Director  
DATE: March 16, 2021  
RE: Storage and Virtualization Refresh 2021

WCUUSD has completed an RFP process for a Storage and Virtualization refresh of its equipment that supports the district.

As a quick background, the district uses two compute infrastructure environments, one of which requires a refresh/replacement (of which the RFP was written):

- Google Classroom and Workspaces (Students and Teachers) – this resides in the cloud and no changes are being recommended here.
- Dell Servers and Dell VNX SAN Storage environment for its district backend infrastructure environment (Authentication and Authorization Services, File and Print Services, Update environment, Report server environment, SIS and LMS backend support services environment) – This environment is 7 years old. We are recommending a refresh and replacement upgrade of this legacy environment.

As of today, here are the budget numbers for the IT department:

- Fund Balance \$358K
- Available Capital Budget 2020-2021 \$161K
- Total Available Funds for IT \$519K

Previous IT Directors had budgeted the following funds for this project:

- FY20-21 \$90K

In the WCUUSD RFP, we asked for the following infrastructure:

- Hyperconverged 3 server and storage environment for the district to be placed at U-32.
- A highly available and disaster recovery (DR) hyperconverged instance of the infrastructure to be placed at a second location (Berlin).
- The district also asked for 10G switching to be installed and to be used by the hyperconverged infrastructure
- Optional: Individual micro hyperconverged infrastructure for each of the remaining 4 schools not covered by the primary server cluster or the DR server cluster.

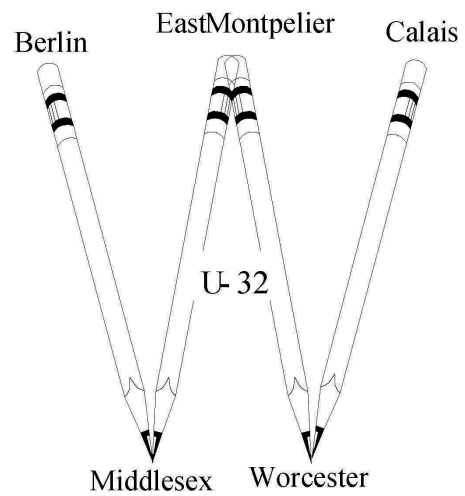
WCUUSD received three bids for the new hyperconverged server and storage infrastructure, inclusive of 5 years of support:

- |                           |  |
|---------------------------|--|
| - Cambridge Computer      | \$189,499 (includes remote site replacement)   |
| - HyTec Solutions Corp.   | \$201,600 (includes remote site replacement)   |
| - EchoStor (Dell Partner) | \$254,238 (does not include remote site repl.) |

WCUUSD would like to proceed with the lowest cost and highest value bid in Cambridge Computer and their Scale Computing Infrastructure. The highly available nature of the new environment combined with the ease of use for our technical team makes this solution an excellent move-forward option for the district for years to come.

**Recommendation:** Motion to award the Storage and Virtualization bid to Cambridge Computer in the amount of \$189,499.

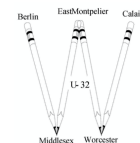
## **Request for Proposal**



## **Storage and Virtualization Equipment**

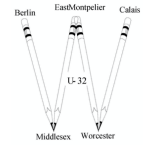
**Washington Central Unified Union School District**

**Released to Public: March 1, 2021**



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- ATTACHMENT A..... ERROR! BOOKMARK NOT DEFINED.



## **Washington Central Unified Union School District**

### **Request for Proposal (RFP)**

#### **Storage and Virtualization Equipment**

**Deadline for Bid Submission: March 12, 2021 4:00pm EST**

***The Board of Directors for WCUUSD reserves the right to reject any and all bids***

The Washington Central Unified Union School District seeks proposals and information for its replacement Storage Array Network (SAN) and Microsoft Hyper-V Virtual Hosts for our district. This equipment will be the backend support for students and staff resources district-wide. The Washington Central Unified Union School District (WCUUSD) replacement program's goal is to provide services to the district that will support Washington Central Unified Union School District's vision of collaborative education over the next five years.

### **1. Overview of the Washington Central Unified Union School District**

Founded late 2018, pursuant to the Vermont State Board of Education's final Statewide Plan and in conjunction with Act 46, the school districts of Berlin, Calais, East Montpelier, Middlesex, Worcester, and Union High School U32 were merged to create the Washington Central Unified Union School District in central Vermont.

The Washington Central Unified Union School District operates and administers technologies, and related support services for education to the public students from K-12.

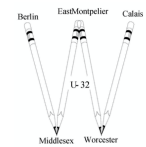
The current shared technologies and services administered and supported by Washington Central Unified Union School District include:

- Approximately 1,500 students and 300 faculty & staff.
- 1:1 program with Chromebooks (~1,200) in grades 3-12.
- Management of 500 PC's and laptops for faculty and staff.
- Management of 300 tablets and iPads for students (PreK-2) and faculty.
- Electronic collaboration system(s) including Google Apps for Education.
- Wide Area Network connecting 6 school buildings, and 2 non-instructional facilities.

### **2. Background of network**

WCUUSD acquires, maintains, and manages the network that interconnects the district. Network responsibilities include:

- Internet access for all faculty and students' computers.
- Internet filtering on all faculty and students' computers as mandated by CIPA and the E-rate funding.



## RFP Storage and Virtualization Equipment March 2021

- Design and ongoing management of high speed and high availability network to link all points of service.
- Our district has a wireless network that is designed to support both secure access as well as free public WiFi.
- Management of network service providers including contract negotiation, billing, service level management, and repair management.
- Design and consulting support for local networks.
- File storage and reliable data backups.

WCUUSD has Wide Area Network (WAN) fiber links that tie each of the facilities together for inter-site communications and coax services that provide internet bandwidth to each of the school sites.

WCUUSD also has firewalls and web content and email filters at each location throughout the district, centrally managed at the central office.

### 3. Background of Current Storage and Virtualization environment

The current storage and virtualization infrastructure consists of the following:

Central Office Configuration:

2 x HPE ProLiant DL360 Gen 8 servers (256GB RAM, Windows 2012 R2 Datacenter Hyper-V)

1 x HPE ProLiant DL360 Gen 9 servers (256GB RAM, Windows 2012 R2 Datacenter Hyper-V)

EMC VNX with 16TB of usable storage in a RAID 5 configuration today

24 Virtual Machines with standard SIS, LMS, File/Print, Accounting, and other services running in the environment. SQL Server and Tableau services require more IOPS and CPU resources than the other applications and services.

Each school (6) has a non-virtualized server (HPE ProLiant Gen 7 thru 9 servers) running Active Directory and File and Print Services.

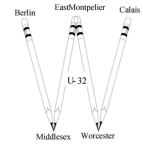
Additionally, there is a 24TB Synology onsite used for local backups (and one recently created iSCSI target for a file server (2TB))

### 4. Future State - Services Requested for Storage and Virtualization Equipment

The district will request a quote (bid) for receiving, unboxing, setup, installation and configuration of all systems and pieces for this project. The configuration must be setup to Washington Central Unified Union School District's specifications. This quote should be itemized separately from the remaining parts of the quote. WCUUSD will decide if it is going to accept this line item in the quote, reject this item and do the work itself, or reject this item in the quote and delegate this service request to another firm.

### 5. Future State - Hardware Requested for Storage and Virtualization Equipment

Washington Central Unified Union School District is looking for bids on the following

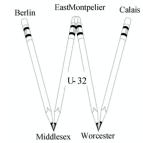


equipment / architecture:

1. Please provide hyperconverged platform and/or non-hyperconverged storage platform option. The district will be making a decision on its move forward platform at the conclusion of the quoting process.
2. 3 Virtualization Hosts at Central IT Office (Recommending 16-32 Cores, 256 GB RAM)
3. 1-2 Virtualization Hosts at Disaster Recovery (DR) location (Recommending 16-32 Cores, 256 GB RAM)
4. Hyperconverged (with hosts above) or non-hyperconverged storage infrastructure consisting of a minimum of 40TB usable capacity in each of the production and DR locations. Storage should include storage resiliency and redundancy within the environment and across the environment. Deduplication and compression for data storage optimization is recommended. Dual redundant and hot swappable power supplies, controllers, drives, etc. is strongly recommended.
5. Storage and Virtualization Infrastructure must be able to sustain a 99.98% availability guarantee at all times.
6. All devices must include a 3-year warranty as a base quote. Alternate bid with option extending the hardware warranty to 5 years will be considered and welcomed.

## **6. General Requirements**

- a. Quoters must submit their proposed quote with the bid response and must certify understanding that all services and terms of the final contract will be negotiated.
- b. Quoters must make known the terms of agreements or those dependencies the bidder has with any third party that could potentially prevent them from providing the products and/or service levels being proposed.
- c. The Washington Central Unified Union School District will consider partial bids and reserves the right to unbundle any or all quotes and award multiple contracts based on price, availability, and products when, in Washington Central Unified Union School District's judgment, it best serves the district. The Washington Central Unified Union School District reserves the right to seek additional or fewer quantities than provided in this RFQ/I.
- d. This RFQ/I is made without any previous agreement with any other person, firm or corporation making a bid for the same purpose and is in all respect fair and without collusion or fraud.
- e. The Washington Central Unified Union School District reserves the right to alter or cancel the Request for Proposal for Storage and Virtualization Equipment at any time.
- f. The Washington Central Unified Union School District reserves the right to reject any and all proposals for any reason. WCUUSD IT Team and the School Board will make the final decision on what vendor and solution is chosen.
- g. Proposals submitted in response to this RFP shall become the property of Washington Central Unified Union School District. Washington Central Unified Union School District will share all proposals with internal staff and board members. All proposals received will be released only when Washington Central Unified Union School District is legally required to do so.
- h. WCUUSD will conduct an internal Bid opening and an internal committee will read,

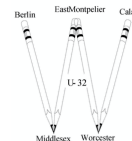


evaluate and analyze, score and tabulate, and recommend a solution to be presented to the Administration and Board for discussion, and potentially, approval.

- i. Any individual, business, organization, corporation, consortium, partnership, joint venture, or any other entity including subcontractors currently debarred or suspended is ineligible to bid. Any entity ineligible to conduct business in the State of Vermont for any reason is ineligible to respond to the RFP.
- j. The Evaluation Team reserves the right to refuse to consider any response from a vendor who:
  - Has been convicted for commission of a criminal offense as an incident to obtaining or attempting to obtain a public or private contract or subcontract, or in the performance of the contract or subcontract;
  - Has been convicted under State or Federal statutes of embezzlement, theft, forgery, bribery, falsification or destruction of records, receiving stolen property, or other offense indicating a lack of business integrity or business honesty that currently and seriously affects responsibility as a State contractor;
  - Has been convicted or has had a civil judgment entered for a violation under State or Federal antitrust statutes;
  - Has violated contract provisions such as:
    - Knowing failure without good cause to perform in accordance with the specifications or within the time limit provided in the contract; or
    - Failure to perform or unsatisfactory performance in accordance with terms of one or more contracts;
  - Has violated ethical standards set out in law or regulation

## **5. Quote and Information Process**

- a. Proposal Delivery
  - a. RFP should be submitted no later than 4:00 PM ET on Friday, March 12, 2021. No late quotes and proposals will be accepted after the deadline. Any quote modifications are due by the submission date and time above if they are to be considered.
  - b. In an effort to limit the impact on our natural resources, we ask that all RFPs be submitted via email.
- b. RFP Designated Contact:
  - a. Name: Jim Garrity
  - b. Department: Information Technology
  - c. Address: 1130 Gallison Hill Road, Montpelier, VT 05602
  - d. Email Address: [jgarrity@u32.org](mailto:jgarrity@u32.org)
  - e. During this RFP process, no communications directly or indirectly related to this bid may be discussed with any member of the WCUUSD School Board, Administration, Faculty or Staff, except the RFP Designated Contact. Any communication that takes place outside of communication with this contact will



immediately disqualify the RFP respondent from this bid and could make them ineligible to bid on future WCUUSD opportunities.

- c. For questions or comments regarding this RFP process or the documents, please submit your questions or comments in email. You may submit requests for information and/or clarification in writing until 10:00 PM on March 8, 2021.

Please submit questions via email to [jgarrity@u32.org](mailto:jgarrity@u32.org).

- d. The district's goal is to respond to all questions by March 9, 2021 at the end of the day. All RFP respondents will receive an email of the questions asked and the responses.
- e. The RFP is referenced by its internal RFP number: WCU-RFP-HC001. This application number should be included in the subject line of all inquiries and proposal/quote submissions.

## 6. Proposal Preparation Instructions

**I. Cover Letter** (not required but maximum 1 page will be accepted)

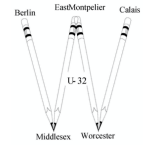
**II. Proposal Summary**

Please summarize your response and your company's qualifications. Additionally, you may use this section at your discretion to articulate why your company's products and services are uniquely suited for this district and this quoting process.

**III. Equipment Cost Quote**

Pricing tables must be included for services as proposed by the vendor. Additionally, the cost proposal should address the following points:

- Vendors should provide separate pricing schedules for each component you are responding to:
  - **Non Hyperconverged Solution:**
    - Location 1
      - Virtual Hosts,
      - SAN (Storage Array Network), OR
      - NAS (Network Attached Storage),
      - Warranty for 3 years, warranty for 5 years and any other applicable licenses.
    - Location 2
      - Virtual Hosts,
      - SAN (Storage Array Network), OR
      - NAS (Network Attached Storage),
      - 4 hour and NBD Warranty for 3 years,
      - Support Costs
      - Warranty option for 5 years
      - Any other applicable licenses.
      - Backup and Replication Licenses
  - **Hyperconverged (HCI) Solution**
    - **Location 1 & 2**



- HCI Cost for Location 1 and Location 2
- 4 hour and NBD Warranty for 3 years,
- Support Costs
- Warranty option for 5 years
- Any other applicable licenses.
- Backup and Replication Licenses

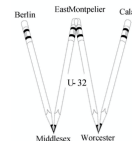
#### IV. Services Requested (Alternate or Additional Services or Expenses)

Response to the goals outlined under section Services Requested. These include:

- Receive, Unbox, Stage, Rack and Stack, Network connect, and setup Hyperconverged Infrastructure (HCI) or individual Storage Array Network (SAN) and Virtual Hosts for the Washington Central Unified Union School District's central IT office location and DR location. The total number of hosts will be finalized at time of contract signing, as quantities and locations may change.
- Setup backups and replication between locations.
- Test 1 Disaster Recovery failover

#### V. Additional Comments

- **It is the Washington Central Unified Union School District's expectation that proposed prices will be honored throughout the term of the negotiated agreement.**
- Vendors may choose to respond to partial or complete solutions. The Washington Central Unified Union School District welcomes cost-effective alternatives to products or designs which the vendor deems to be worthy of consideration. In cases where an alternative is being suggested, we request that you provide the rationale for the alternative.
- Please list all one-time charges and fees, such as for installation.
- Please describe your preferred pricing strategy for the products and services you would propose.
- Please list any optional or supplementary products or services you are proposing and the benefit to the Washington Central Unified Union School District, and how they would be priced.
- Please indicate the assumptions you used to develop the pricing strategy, or any other part of your proposal.
  - Additional features and functionality of proposed products that enhance the delivery of the new products and/or services (Options)
  - Documentation supporting the estimated life cycle of proposed products and product families, warranties and maintenance contracts, and any other information that would support an ongoing replacement program.
  - The plan for equipment must include new, not refurbished or remanufactured equipment
  - Provide remote fine tuning (if needed)
  - Documentation supporting the estimated life cycle of proposed products and product families, warranties and maintenance contracts,



and any other information that would support an ongoing replacement program.

## 7. Requirements

Response to each of the terms and conditions identified in the section *General Requirements*

## 8. Client References

The Washington Central Unified Union School District would like 3 references from the vendor. Please provide the following information for each reference:

- Name of company.
- Number of employees.
- Contact name and phone number.
- Approximate number of locations.
- Approximate number of computers.
- Vendor products currently in use.

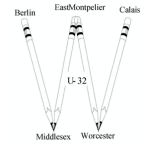
## 9. Basis of Award –

Awards will be granted using the following set of criteria (Rubric):

Criteria	Percentage
Overall Price for the Solution	25%
Product Ease of Use and Reliability	25%
Remote and Onsite (if necessary) Service & NPS	20%
Vendor School District References	10%
RFP Requirements Met	10%
Warranty Value/Depth/Term	10%
<b>Total:</b>	<b>100%</b>

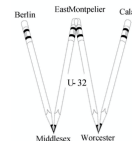
*Other factors of consideration may include, but are not limited to service scalability, reliability, management capability, industry position, and flexibility of terms and arrangements. The customer does not guarantee any award of contract by submitting an RFP.*

- The Washington Central Unified Union School District will not be liable in any way for any costs incurred by Vendors in the preparation of their quotes and proposals in response to this RFP nor for the presentation of their proposals and/or participation in any discussions or negotiations.
- Vendors must submit proposals that are complete, thorough and accurate. Brochures and other similar material may be included but should be relevant to the RFP.



## 10. Decision and Implementation Timeline

Decision Point	Due Date
Bid Released to General Public	March 1, 2021
Bid Questions are due	March 8, 2021 10:00pm EST
Bid Question Responses are due back to vendors	March 9, 2021
Bid Due Date to WCUUSD and Bid Opening	March 12, 2021 4:00pm EST
Bid Analysis and Internal Scoring	March 15, 2021 (Anticipated)
Vendor Recommendation to School Board – Board Awards Bid	March 17, 2021 (Anticipated)
Selected Vendor is Notified	March 19, 2021
Install Purchased Equipment	April 19-23, 2021
Report due to School Board on Status of Equipment Project	May 5, 2021



**Attachment A**  
**Washington Central Unified Union School District**  
**Storage and Virtualization Equipment**  
**Request for Proposal**

\*\*\*Bids are due March 12, 2021 by 4:00 P.M.\*\*\*

***\*\*You may modify this form to include all of your priced equipment and/or services as long as ALL of the relevant fields are present\*\****

**Please include items from Section 6.3 – Equipment Cost Quote**

Equipment, Licensing, Warranty, Support Costs for Equipment	Unit Price	Quantity	Extended Price

**Please include items from Section 6.4 – Alternative or Additional Services or Expenses**

Alternative or Additional Services or Expenses	Unit Price	Quantity	Extended Price

**Total cost for project** \_\_\_\_\_

The form must be completed fully and contain an original signature of the bidder or its authorized agent. **Bids should have a 60-day price guarantee.** Winning bidder guarantees that they will deliver equipment by the install date which commences on April 19, 2021.

Bids Submitted by:

\_\_\_\_\_  
**Company Name**

\_\_\_\_\_  
**Authorized Representative Signature**

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Printed Authorized Representative

***The Board of Directors for WCUUSD reserves the right to reject any and all bids!***

## WCUUSD Capital Timeline

### FY 21-22

<b>Description</b>	<b>Berlin Storm Water</b>	<b>Rumney IAQ</b>	<b>Central Office IAQ</b>
Bid Out	March 1	March 24	April 8
Bid Due	March 26	April 13	April 28
Finance Committee	March 30	April 20	May 4
Contract Issued	April 2	April 22	May 6
Equipment Order	N/A	April 30	May 14
Construction on Site	June 24	June 21	May 24
Equipment Arrives	N/A	July 9	July 23
Substantial Completion	Aug 16	Aug 16	Sept 10
Final Inspection/Completion	Sept 10	Sept 22	Oct 8

<b>Description</b>	<b>Berlin Parking Project</b>	<b>Rumney Gym</b>	<b>U32 Sidewalk</b>
Construction on Site	June 24	June 24	June 24
Substantial Completion	Aug 6	Aug 6	Aug 6
Final Inspection/Completion	Aug 16	Aug 16	Aug 16

# Washington Central Unified Union School District

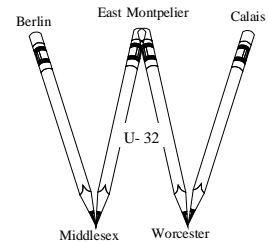
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*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

---

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

Bryan Olkowski  
Superintendent



## MEMORANDUM

TO: WCUUSD School Board  
FROM: Bryan Olkowski, Superintendent; Lori Bibeau, Business Administrator  
DATE: March 8, 2021  
RE: Authorization for the Finance Committee to Award Bids

There are a number of bids that do not coincide with regularly scheduled board meetings.

The Capital timeline shows examples of time sensitive bids needing quick authorization.

We are asking board consideration to authorize the Finance Committee to award bids for these time sensitive projects.

**Superintendent's Recommendation:** Motion to authorize the WCUUSD Finance Committee to award bids on capital projects as necessary for the remainder of the 2020-2021 school year.

## Washington Central Unified Union School District

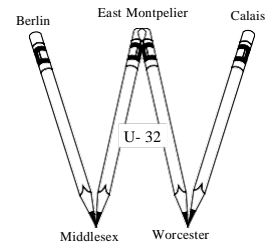
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---

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

Bryan Olkowski  
Superintendent



### MEMORANDUM

TO: WCUUSD School Board  
FROM: Bryan Olkowski, Superintendent; Jim Garrity, Interim Director of Technology  
DATE: March 10, 2021  
RE: Electric Vehicle Charger at Rumney Memorial School

This memorandum is a follow-up to the November 11, 2020 memo regarding the Electric Vehicle (EV) Charger at Rumney Memorial School. The board stated that they were open to keeping the charger on Rumney property and supporting the ongoing electricity consumption, but were no longer interested in incurring the support costs for the ChargePoint portal and technology and associated hotspot costs. These original costs were part of the original purchase and were included for five (5) years but will expire on or before May 27, 2021.

In speaking with Lauri Scharf of the Middlesex Select Committee and Energy Committee, the committee was appreciative of the board's approach here and understood the approach around shedding the costs for the service and hotspot.

The Middlesex Select Board was not currently interested in continuing to invest in this charger licensing and connectivity costs as there are smaller and faster chargers on the market today, but they do support having electric vehicle chargers within the town.

Lauri and the district spoke about seeing if the charger can function and charge a car without being connected to the hotspot and ChargePoint service.

Lauri reached out to Bill Powell at WEC and confirmed that the school district can use the charger, even if it is not connected to the ChargePoint service.

The ChargePoint representative, Ellen Ruddy, made the following statement to

Lauri and the district: "If the District has the station decommissioned when the network services expire – not disabled, they will be able to use the station as a dumb station. The District will need to call support around Oct 17,2021 and let support know to decommission the station but NOT TO DISABLE IT! If it is disabled it will not act as a dumb station."

Lauri mentioned that Bill Powell will assist Middlesex and the District on supporting our plan to keep the charger running, without support, if necessary. If there is any issue with the equipment after support ends, that liability rests with the District.

The Middlesex Energy Committee went on to say that it is available to discuss alternatives, such as setting up smaller “off-the-shelf” chargers in the Rumney parking lot, if there is an appetite for that.

**Finance Committee Recommendation:**

1. Motion to allow the EV Charger at Rumney to remain in operation, with ongoing electricity being provided by the school district.
2. Motion to non-renew the Charge Point service and associated hotspot for the Rumney EV Charger. The charger will continue to operate and slow charge vehicles on Rumney school grounds but will no longer be accessible via the Charge Point network. WCUUSD does not want to incur the software cost on an ongoing basis and the Middlesex Select Board and Energy committee do not want to incur the software cost either. We are voting to discontinue the ongoing software and maintenance cost for this device.

## Washington Central Unified Union School District

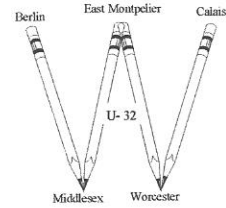
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*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

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

Bryan M. Olkowski  
Superintendent



**House Ways and Means Committee**  
**Attn: Rep. Janet Ancel, Chair**  
**115 State Street**  
**Montpelier, VT 05633-5301**

**March 10, 2021-Testimony H.31-An act relating to extending merger benefits to schools districts that were involuntarily merged under the State Board of Education's Act 46 merger order.**

Washington Central Unified Union School District is one of fourteen districts who were involuntarily merged under the State Board of Education's Act 46 merger order.

Washington Central Supervisory Union was previously comprised of: Berlin School District, Calais School District, East Montpelier School District, Middlesex School District, Worcester School District, Union 32 School District and Washington Central Supervisory Union. The new unified union school district is comprised of the same district entities as the Washington Central Supervisory Union.

### **Small Schools Support/Merger Support Grant (Title 16 V.S. A. S4015)**

On an annual basis, two of the districts, Calais School District and Worcester School District received Small Schools Support. Using the information provided by the Agency of Education, the two schools still meet the eligibility requirements to receive Small Schools Support of approximately \$181k for fiscal year 21-22. After conferring with Brad James, Finance Manager, Agency of Education, the current legislation only guarantees Small Schools Support in the form of a Merger Support Grant to districts who voluntarily merged.

### **Equalized Pupils (Title 16 V.S. A. S4010) Declining Enrollment 3.5% Hold Harmless**

In the past, Washington Central has qualified for the hold harmless calculation in the equalized pupil formula. This calculation is prepared by the Agency of Education on an annual basis. For the fiscal year 21-22 budget, Washington Central UUSD does not have a decline in equalized pupils to meet the formula requirements. However, due to a declining enrollment, the district may qualify for the fiscal year 22-23 budget.

After conferring with Brad James, Finance Manager, Agency of Education, the current legislation only provides the Hold Harmless provision for declining enrollment to district's who voluntarily merged.

**SUMMARY**

- We are asking for your support by extending these two merger benefits to school districts that were involuntarily merged under the State Board of Education's Act 46 merger order.
- H.31 would provide these same provisions not just to Washington Central Unified Union School District, but to all the fourteen districts who involuntarily merged per the Act 46 merger order.

Thank you for considering this request.

Sincerely,



Lori T. Bibeau

Washington Central UUSD Business Administrator



Bryan M. Olkowski

Washington Central UUSD Superintendent

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**FLAG RAISING**

**POLICY:** F46

**WARNED:** 3/17/21

**ADOPTED:** \_\_\_\_\_

**EFFECTIVE:** \_\_\_\_\_

---

**Policy**

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

Criteria include:

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

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

## **Procedures for implementing Policy F46: Flag Raising**

The following steps are required:

1. A student group may submit to the school Principal a written request to fly a flag using the WCUUSD Flag Request form.
2. The request shall address the criteria set forth in Policy F46 and shall include the following information:
  - The name and description of the student group.
  - A visual replication of the flag, with dimensions and method of attachment to the flagpole. Any proposed flag may not be larger than the American flag.
  - A rationale that explains how the proposed flag aligns with and supports the District mission, goals, current academic endeavors or programs, curriculum and courses of study, and/or Student Learning Outcomes.
  - A proposed time frame for raising the flag.
  - Demonstrated student support for the proposed flag.
3. The Principal will review the request to ensure that it is complete and in conformance with Policy F46.
4. If the request complies with section 2, the Principal will forward the request to the Superintendent who will arrange for the proposal to be added to an agenda at an upcoming Board Meeting. If the Principal determines that the request does not comply with Section 2, the Principal will notify the student group in writing of the reason for ineligibility, with a copy to the Superintendent.
5. In the latter case, the student group may, within 14 calendar days of the Principal's decision, appeal to the Superintendent in writing. The Principal's written response and rationale for rejecting the request will be submitted as a part of the materials for consideration by the Superintendent.
6. If the Superintendent upholds the Principal's ruling, the student group may, within 14 calendar days of the Superintendent's decision, appeal to the School Board by submitting a notice of appeal to the Superintendent's office.
7. After hearing a request, under either section 4 or 6 above, the Board will vote within the next two regularly scheduled Board meetings. The Board may, in its sole discretion, reject the proposal, accept the proposal as presented, or modify the proposal. The Board will provide a written statement explaining its reasons.
8. The Board may approve, for an additional period of time, a previously approved flag, upon a written request from the original student group directly to the Board. Any such request shall follow the procedural requirements in step 7 above.
9. In the event the Board approves a flag, either as requested or as modified by the Board, the raising and display of a flag on a school flagpole shall be considered, and is intended to be understood as, an expressive act of the School District itself, and shall not be considered or understood as an exercise of speech by the student group or any other member of the school community.

WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: F46

WARNED: 3/17/21~~12.2.19~~

ADOPTED: 1.15.2020

EFFECTIVE: 1.25.2020

FLAG RAISING

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Policy

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

Criteria ~~the Board will include to make decisions on flying flags:~~

- The request to fly ~~the~~ flag must originate ~~come~~ from a WCUUSD student groups, ~~which must be able to articulate the importance of flying the flag.~~
- The flag must represent ideas that align with ~~are linked to~~ and support the current District Mission, Goals and Student Learning Outcomes.
- ~~The flag must bring no harm to other groups of students~~ may not depict symbols or language that are understood to promote hate or the supremacy of one group over others.
- The flag may not include content that is vulgar, religious, commercial, or subject to trademark or similar restrictions.
- ~~The request to fly a flag other than the United States and Vermont flag must be made annually to the School Board. The School Board may dictate the length of time a flag is to be flown. The flag shall remain on the school flagpole through the end of the school year and shall then be removed, unless the Board elects a different timeframe.~~
- ~~If appropriate, the Board~~ may ~~will~~ invite comment from the community, including students, ~~about the proposal.~~

School administration, in consultation with the School Board ~~and school community~~, will develop operating procedures to implement this Policy ~~that include criteria for reviewing requests from student groups to raise flags.~~

## **Procedures for implementing Policy F46: Flag Raising~~displaying flags other than the United States and Vermont flag at U-32 (Amended)~~**

~~All flags shall support and align with WCUUSD policies in promoting a safe and inclusive learning and working environment for all students, staff and community members and be linked to and supportive of current WCUUSD Mission, Goals and Student Learning Outcomes.~~

~~The Board will vote on each flag to be flown. When permission from the Board has been received, the administration will begin an education and communication process with students. Students will then be given the opportunity to provide feedback which may guide the communication plan and process.~~

The following steps are required:

### **FLAG PROPOSAL STEPS REQUIRED**

- ~~1. A student group may submit to the school Principal a written Request to fly a flag will be submitted to the School Administration using the WCUUSD Flag Request form in writing.~~
- ~~2. The Administration will review the request to ensure that it includes and conforms with the following criteria and is eligible to be considered by the Board: The request shall address the criteria set forth in Policy F46 and shall include the following information:~~

#### **Required Proposal Components**

- ~~• The name and description of the student group.~~
- A visual replication of the ~~exact~~ flag, with dimensions and method of attachment to the flagpole. Any proposed flag may not be larger than the American flag.
- A rationale that explains how the proposed flag aligns with and supports ~~a stated the~~ District mission, goals, current academic endeavors or programs, curriculum and courses of study, and/or Vermont Transferable Skills Student Learning Outcomes.
- A proposed time frame for raising and flying the flag.
- ~~• Evidence of support from a student group and a faculty advisor/sponsor~~
- Demonstrated student support for the proposed flag.

#### **Exclusionary Criteria to be Considered by the Administration Upon Receipt of the Request**

- ~~• The flag may not be libelous, defamatory, obscene, lewd, vulgar, or profane.~~
- ~~• The flag may not violate federal, state or local laws.~~
- ~~• The flag may not violate any district policy.~~
- ~~• The flag may not depict any symbols, language, slogans, etc. that are registered as hate speech by a nationally recognized organization such as the Anti-Defamation League or Southern Poverty Law Center.~~
- ~~• The flag may not interfere with or advocate interference with the rights of any individual or the~~

9. In the event the Board approves a flag, either as requested or as modified by the Board, the raising and display of a flag on a school flagpole shall be considered, and is intended to be understood as, an expressive act of the School District itself, and shall not be considered or understood as an exercise of speech by the student group or any other member of the school community.

## WCUUSD Flag Request

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

Date of Application: \_\_\_\_\_

Student Group (name and description): \_\_\_\_\_

\_\_\_\_\_

Your name and grade: \_\_\_\_\_

Faculty/Staff Advisors (if any): \_\_\_\_\_

Location (circle all that apply):

District Office   Berlin   Calais   Doty   East Montpelier   Rumney   U-32

Describe flag. Include dimensions and the method of attachment.

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

Proposed Date & Time for raising flag: \_\_\_\_\_

# Washington Central Unified Union School District

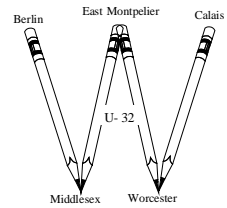
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*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

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

Bryan Olkowski  
Superintendent



## Washington Central Unified Union School District Annual Meeting Minutes Unapproved 3.1.21 6:30 PM – 7:30 PM

**Board Members:** Flor Diaz-Smith, Scott Thompson, Chris McVeigh, Kari Bradley, Dorothy Naylor, Stephen Looke, Lindy Johnson, Jonas Eno-Van Fleet, Diane Nichols-Fleming, Jill Olson

**Administrators:** Superintendent Bryan Olkowski; Business Administrator Lori Bibeau; Director of Student Affairs Amy Molina; Interim Technology Director Jim Garritty; Principal Steven Dellinger-Pate

**Others/Public:** Mary Ormsby, Edie Miller, Denise Roy, Orca Media, Martha Tucker, Gary Parker

- 1. Call to Order:** Scott Thompson called the meeting to order at 6:30 p.m.
- 2. Elect Moderator**
- 3. Discuss Proposed WCUUSD Budget and Articles of District Warning:** The meeting began with a short video, “A Window into our Schools”. After watching the video Jonas Eno-Van Fleet commented that he wanted to make sure that teachers, staff, and students get proper recognition for their hard work. Mary Ormsby commented that she really liked the slideshow. Flor Diaz-Smith began her portion of the presentation by thanking the district team and commending everyone for their hard work. She presented slides on “Student Learning Outcomes”, “WCUUSD School Board Goals”, and “Celebration” which included some of the things to celebrate this year such as being one of only five districts in Vermont to be fully open to in-person learning. Scott Thompson presented slides “Competing Pressures within and across Schools” which showed the human and political effort required to create a budget, “Developing Our Budget” flowchart, “WCUUSD Enrollment Trends” which showed a decline in student enrollment, and “WCUUSD School Highlights”. Kari Bradley presented the slides “WCUUSD Budget Summary of Drafts”, “Percentage of Each Expense Category to the Total Final Budget” which showed pie charts comparing the 2020-2021 school year’s budget and the proposed budget of the 2021-2022 school year, “Highlights of Final Budget Changes- Net Impact on Taxes -1.00%”. He noted that the numbers in this slide do not match the numbers in the voter’s guide because when the voter’s guide was published it was the most accurate knowledge at that time. He also stated that there is a projection for significant reduction in revenue from tuition from students that live in other towns. Edie Miller asked how the federal grant money affects future years’ budgets. Scott Thompson stated that the federal money was to help offset costs related to opening schools safely in 2020. Superintendent Bryan Olkowski expanded upon the answer stating that the money was used to purchase equipment such as PPE and ventilation systems in order to reopen the schools according to CDC guidelines.

Eddie Miller asked if there was any consideration when drafting the budget to what would be needed if school could not go back full time next fall. Lori Bibeau stated that the legislature is currently considering grants for the next fiscal year so there would possibly be grant fund money, but it is expected to be in-person school. Eddie Miller followed up by asking if some of the purchases made to open schools this year would still be useful in terms of air quality next year. Lori Bibeau stated they would.

Scott Thompson asked members of the public for comments and questions. Martha Tucker asked if they could give more information on the staffing changes. Bryan Olkowski stated that the staffing changes were done through attrition and that there would be minimum staffing changes for the upcoming year due to the retirement incentive that was offered last year. Gary Parker thanked the board for the informative presentation. Eddie Miller thanked everyone for the hard work they have done, and asked if there has been any consideration to the decreasing pupils. Scott Thompson stated that they are aware of the trend and that there is still a possibility that enrollment could go up in the future. Flor Diaz-Smith expanded on his statements noting that they will continue to look at what provides the best opportunities and outcomes for the kids.

Bryan Olkowski thanked the board and the leadership team. He gave additional words of appreciation to Lori Bibeau for all her hard work and helping him through his first year at Washington Central. Flor Diaz-Smith ended the meeting with a reminder to vote.

**4. Adjourn:** The meeting was adjourned at 7:25 p.m.

Respectfully submitted,  
Tiffany Miller, Board Recording Secretary

# Washington Central Unified Union School District

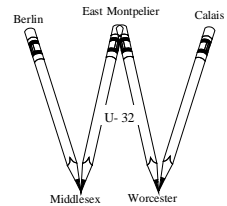
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Bryan Olkowski  
Superintendent



## Washington Central Unified Union School District Board Meeting Minutes Unapproved 3.3.21 6:00 PM – 9:00 PM

**Board Members:** Flor Diaz Smith, Lindy Johnson, Scott Thompson, Diane Nichols-Fleming, Kari Bradley, Jonas Eno-Van Fleet, Karoline May, Townes DeGroot, Anna Farber, Jill Olson, Dorothy Naylor, Christina Pollard, Jonathan Goddard

**Administrators:** Superintendent Bryan Olkowski, Interim Technology Director, Jim Garrity, Business Administrator Lori Bibeau, Curriculum Director Jen Miller-Arsenault, Director of Special Services Kelly Bushey, Associate Principal Jody Emerson, Director of Student Affairs Amy Molina, Principal Alicia Lyford, Principal Casey Provost, Principal Steven Dellinger-Pate

**Others/Public:** ORCA Media, Elizabeth Wirth, David Lawrence, L Hannah, Erica Zimmerman, Corinne Stridsberg, Susan, Vera Frazier

1. **Call to Order: Bryan Olkowski called the meeting to order at 6:08 p.m.**  
He shared that there is now a “Live Transcript” option during the meeting. Jim Garrity gave a brief overview of the option.
2. **Board Reorganization:**  
Superintendent Olkowski reminded the board that the VSBA provides a “New Board Member Toolkit.”  
**Board Chair:**  
**Dorothy Naylor nominated Scott Thompson.**  
**Jonas Eno-Van Fleet nominated Flor Diaz Smith.**  
**Karoline May indicated that she supports Flor Diaz Smith as board chair. She read a statement she had prepared in support of Flor Diaz Smith.**  
**Both Scott Thompson and Flor Diaz Smith spoke briefly to address their candidacy.**  
**A vote was called.**  
**Flor Diaz Smith was elected with the majority of votes.**  
  
**Vice Chair:**  
**Jonas Eno-Van Fleet nominated Karoline May.**  
**Chris McVeigh nominated Scott Thompson. (He declined.)**  
**Scott Thompson nominated Jill Olson. (She declined.)**  
**Scott Thompson nominated Kari Bradley. (He declined.)**

Chris McVeigh asked whether these nominations were pre-ordained. Some discussion followed. Jonas Enno-Van Fleet indicated that he had come to the meeting tonight prepared to make the two nominations that he made. He asked whether Chris McVeigh was concerned that open meeting laws had been violated; he indicated that he had not.

**A vote was called. The motion to nominate Karoline May as Vice Chair carried unanimously.**

**Clerk: Lindy Johnson nominated Jonas Enno-Van Fleet.**

**A vote was called. The motion to nominate Jonas Enno-Van Fleet as Clerk carried unanimously.**

**Policy Committee:** Dorothy Naylor, Chris McVeigh, Christine Pollard.

**Negotiations:** Jonas Enno-Van Fleet, Diane Nichols-Fleming, Stephen Looke

**Education Quality Committee:** Kari Bradley, Jill Olson, Diane Nichols-Fleming, Lindy Johnson

**Finance Committee:** Kari Bradley, Flor Diaz Smith, Chris McVeigh

**Transportation Committee:** Karoline May, Jonathan Goddard, Jill Olson

The committees will decide at their first committee meeting, who will chair the committee and report back to the board.

**Appoint Truant Officers:** Superintendent Olkowski indicated that the principals at each school typically act as truant officers; however, the AOE has asked that we identify at the district level, a person at the elementary and secondary level. His recommendation: Eric Bennett and Kelly Bushey at the district level, and each school principal at the school level. **Chris McVeigh nominated Eric Bennett and Kelly Bushey as Truant Officers for the district. This nomination carried unanimously.**

**Locations for postings:**

At every school and online on each website, and at Town Clerk Offices.

Board members agreed to continue using Robert's Rules for board meetings.

**Designate newspaper of record:** Times Argus

**Representative for Central Vermont Career Center Advisory Board:**

**Jonas Enno-Van Fleet nominated Flor Diaz Smith. Seconded by Jill Olson; this motion carried. Jill Olson nominated Stephen Looke as alternative representative. Seconded by Diane Nichols-Fleming; this motion carried.**

### **3. Welcome**

**3.1. Reception of Guests:** Flor Diaz Smith welcomed those present.

**3.2. Agenda Revisions:** Karoline May proposed that the superintendent evaluation discussion occur in open session as opposed to Executive Session, since the discussion is around process and not around a particular person. Scott Thompson explained his impetus for planning the agenda with this discussion in Executive Session. Flor Diaz Smith suggested having the discussion at tonight's meeting in Executive Session, but to plan future meeting discussions during the open meeting. Stephen Looke suggested beginning the discussion tonight in Executive Session but to move to Open Session when appropriate.

#### 4. Board Operations

**4.1. Board Orientation:** Proposal of third Wednesday per month for board meeting, allowing the first Wednesday of the month for committee meetings and for more community engagement. Kari Bradley indicated that he believes we do need to meet less, in order to keep it sustainable. Flor Diaz Smith shared that she would plan for the one-per-month meeting to last three hours at most. Some discussion followed about saving the first Wednesday and expecting other activities on that date such as more public forums or for other such meetings or deeper discussion. Dorothy Naylor expressed concern with only having once a month to take action, if other issues arise that require board action, between the once-monthly meetings. **Lindy Johnson moved that the board have one board meeting on the third Wednesday of the month, at 6 p.m. Seconded by Stephen Looke. This motion carried, with one vote not in favor.**

Board retreat: in April, likely via Zoom, with a facilitator

- Board roles and responsibilities
- Board goals
- Board calendar
- Strategic planning

**4.2. Appointment of New Board Members:** Superintendent Olkowski welcomed Christina Pollard. Jonas Eno-Van Fleet stated that the board still needs to appoint two new board members as there are still two vacancies. Jonas Eno-Van Fleet offered to mentor Christina.

**4.3. Executive Session-Personnel/Superintendent Evaluation: At 7:13, Scott Thompson moved to go into Executive session for the purpose of discussing personnel/ superintendent evaluation. Seconded by Chris McVeigh, this motion carried and the board went into Executive Session with the Superintendent. At 7:49, Karoline May moved to exit Executive Session. Seconded by Dorothy Naylor, the motion passed unanimously. During Executive Session the Board discussed Superintendent Evaluation**

**4.4. Public Comments Discussion:** Stephen Looke offered to lead a small group and bring some specific recommendations to the board at the next meeting. Chris McVeigh, Scott Thompson and Stephen Looke agreed to create a small group meeting.

**4.5. H.54 Equalized Pupil Weightings:** Dorothy Naylor had shared information with the board about this. **Scott Thompson moved that the board of WCUUSD formally join the coalition of other Vermont School Boards to support legislation this year calling for implementation of the equalized pupil weighting study. Seconded by Dorothy Naylor.** Discussion followed: Dorothy Naylor shared that the AOE testified not in favor of this legislation. She was upset that the VSBA did not share information to support this legislation. Flor Diaz Smith asked whether the board has enough information at this time to decide whether to join this coalition. She asked Superintendent Olkowski whether he has any input or insight. **A vote was called. The motion carried by majority.**

#### 5. Reports

**5.1. Student Reports:** Townes DeGroot and Anna Farber shared some updates about student life at U32 and across WCUUSD.

## **5.2. Superintendent**

**5.2.1. COVID-19 Update: Recovery Phase:** Elizabeth Wirth shared the good news that the vaccine is rolling out for staff; she is expecting a phone call tomorrow to work out specifics. She expressed her gratitude and hope and explained that WCUUSD is in a really great position regarding COVID-19 transmission. Scott Thompson stated that he hopes precautions continue to be faithfully maintained. Superintendent Olkowski shared some details around the Recovery Phase which is anticipated to be one of the more challenging phases. He spoke about the concept of “Covid Slide” or learning loss, and some of the possible scenarios that are being discussed - for example, summer session, extended school days. He noted that the AOE is recommending a position for coordination of COVID Recovery; he would like the board to consider this. Kari Bradley asked whether there is consideration of high school going full time in person. Superintendent Olkowski stated that this is still an ongoing discussion. Steven Dellinger-Pate indicated that the six-foot requirement is still in place and requires the hybrid schedule. He noted that students under the age of 16 are not on the planning schedule to receive vaccines; this is a factor as well. Chris McVeigh stated that he had heard that there is likely to be pressure from the legislature to have full time in person learning by April or May. He wonders whether there will be options for students to remain remote until the end of the school year. The board will discuss this further at the second March board meeting.

**5.2.2. Report of District Budget and Article Votes:** Superintendent Olkowski congratulated board members for their membership as a result of Town Meeting Day voting. He noted that Rosie Laquerre was elected district clerk, and Mary Ormsby district treasurer. He shared that all of the Articles passed, the budget passing very convincingly. He stated that he believes this is a testament to how the community values our schools.

**5.2.3. Proposal Literacy Legislation:** Superintendent Olkowski shared that he believes there will be some legislation in the future that will affect literacy instruction in Vermont. He had shared a memo with the board summarizing some of the recent developments.

**5.2.4. Strategic Planning Parameters:** Superintendent Olkowski had shared a memo explaining the intended details around planning a three to five year strategic plan. Scott Thompson stated that he would like to enlist local resources; Kari Bradley suggested focus groups or interviews and he suggested inviting some diverse stakeholders such as students who are on IEPs, BIPOC students, etc. Diane Nichols-Fleming asked whether there is a group in place to work on the process of strategic planning. Flor Diaz Smith stated that this will be a topic of discussion at the Board Retreat; this memo is just the beginning of the discussion. Some discussion followed of the possibility of a facilitator for strategic planning.

## **6. Consent Agenda**

**6.1. Approve Minutes of 2.17.21:** Jonas Eno-Van Fleet moved to approve the minutes of February 17, 2021. Seconded by Chris McVeigh, this motion carried, with one abstention.

**6.2. Approve Board Orders:** Lindy Johnson moved to approve the board orders in the amount of \$221,836.05. Seconded by Diane Nichols-Fleming, this motion carried unanimously.

**7. Personnel**

**7.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE:** Karoline May moved to approve the new teacher nomination of Erika Moore, School Social Worker, as recommended by the Superintendent. Seconded by Lindy Johnson, this motion carried unanimously.

**8. Public Comments:** none

**9. Future Agenda Items**

- 9.1.** WCUUSD Name
- 9.2.** Assessment Needs for Building Bright Futures
- 9.3.** Diversifying Educator Workforce
- 9.4.** Board Retreat
- 9.5.** Net Metering Proposal
- 9.6.** Strategic Planning
- 9.7.** Equity Scholar in Residence (possibly March 17th meeting)
- 9.8.** Board Governance Goals/Retreat/Reflection on the year/Board Self evaluation
- 9.9.** Superintendent Responsibilities/Board Roles and Responsibilities
- 9.10.** Staff Appreciation (mid –year appreciation/acknowledgement to staff and communities) (March 17 agenda)
- 9.11.** Jonathan Goddard noted that this is the 50 year anniversary of U32.
- 9.12.** Equity Supports

**10. Board Reflection:** Kari Bradley would like to develop some type of voting process that is more clear and straightforward, in light of zoom meetings. Stephen Looke suggested using a roll call vote. The agenda committee will discuss this.

**11. Adjourn:** The board adjourned by consensus at 8:56 p.m.

Respectfully submitted,  
Lisa Stoudt, Board Recording Secretary

**WCUUSD School Board**  
**Superintendent Personnel Summary and Recommendations**  
**March 17, 2021**  
**(as of 3/12/21)**

- 1. New Teacher Nominations** (for 21-22 school year)  
Erica Smith – U-32 Speech Language Pathologist  
Gwyn Gauthier – WCUUSD Speech Language Pathologist
- 2. Retirement**  
Anne Carter – WCUUSD Math Coach (end of the 20-21 school year)
- 3. Resignations**  
Emily Heckler – WCUUSD Speech Language Pathologist
- 4. Leave of Absence Request** (Remainder of the 20-21 school year )
- 5. Change in FTE**
- 6. Long Term Substitutes** (Remainder of the 20-21 school year)
- 7. New Position**

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

Name: Erica Smith

School: U-32

Employer: WCUUSD

Position: Speech Language Pathologist

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: Sue Anne Mayette

**Educational Preparation:**

College/Technical

Degree/Certificate

Date Attained

University of Vermont, Burlington VT M.S. Communication Sciences & Disorders May 2020

University of Vermont, Burlington VT SLP Coursework 2015-2018

University of Vermont, Burlington VT B.S. Elementary Education/History May 2013

Roger Williams University, Bristol RI Coursework 2009-2010

Experience: Aug 2020-present - Speech-Language Pathologist, Clinical Fellow, Med Travelers Staffing, Charles County Public Schools, La Plata MD, Jan-Mar 2020 - Speech Language Pathology Intern, Camels Hump Middle School, Richmond VT; Jan-Mar 2020 - Speech Language Pathology Intern, Chamberlin Elementary School, South Burlington VT; Sep-Dec 2019 - Speech Language Pathology Intern, University of Vermont Medical Center-Acute Care, Burlington VT; Jun-Jul 2019 - Speech Language Pathology Intern, Camp Alsing, Unity ME; Sep 2018-Dec 2019 - Graduate Clinician, University of Vermont-Eleanor M Luse Center for Communication, Burlington VT; Jul-Aug 2018 - Asst Instructor/Substitute, Sangha Studio, Burlington VT; Nov 2015-present - Barnes & Noble, So Burlington VT.

Years of Related Experience: 1 Years

Salary Schedule Placement:

Start Date:

M00 or M15-29 Step B (FY22)

August 2021

Salary or Wage Rate:

Date of Board Appointment:

\$

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

Contract Comments: Recommend credit for continuing ed coursework

Interviewed by: Steven Dellinger-Pate, Kelly Bushey, Julia Pritchard, Maria Paris, Brittany Perry, John Boyd, Holly Carroll, Emily Faryniarz, Aaron Lavigne

This candidate is recommended for employment by: Bryan Olkowski

*[Signature]*

Cc (check as appropriate):

☒ PERSONNEL

☒ PAYROLL

☒ SPED

☒ UNION

☒ BUILDING PRINCIPAL

Washington Central Unified Union School District  
Employee Nomination Form

Name: Gwyn Gauthier

School: WCUUSD Employer (if different): \_\_\_\_\_

Position: Speech Language Pathologist

Department/Area: Special Services

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: Emily Heckler

Educational Preparation:

College	Degree	Date Attained
UVM	MS Communication Sciences and Disorders	May 2021
Plymouth State	BS Early Childhood Studies	Dec 2010

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

Years of Related Experience: 2 years

Salary Schedule Placement:

M00-M14 Step C

Start Date:

FY22 August 2021

Salary or Wage Rate:

\$ 50,250 (FY21 rate)

Date of Board Appointment:

March 17, 2021

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

Interviewed by: K Bushey, M Dawkins, B Powers, D Bates, K Walczak, H Carroll, E Faryniarz

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

cc: (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL



Date: 3-1-21

Position: SLP

**Note: Send all documents in local personnel file to Administrative Assistant to Superintendent**