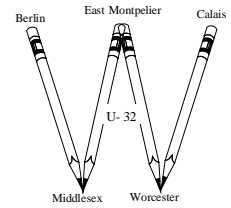


Washington Central Unified Union School District

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

Bryan Olkowski
Superintendent



Washington Central Unified Union School District Board Meeting Agenda

2.17.21 5:00 PM – 10:00 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.

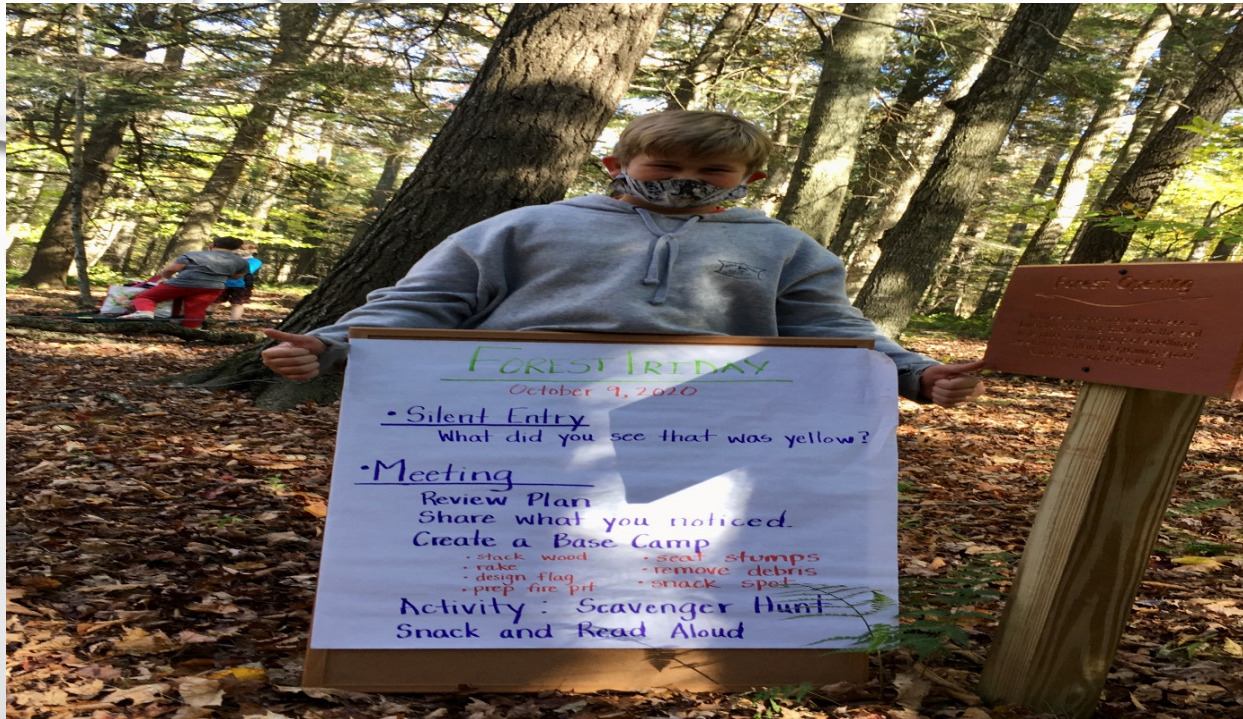
**Our building will not be open for meetings.
All are welcome to attend virtually.**

- | | |
|--|------------|
| 1. Call to Order | 4 minutes |
| 2. Budget Forum – pg. 3 | 15minutes |
| 2.1. Public Feedback | 45 minutes |
| 3. Executive Session for Legal, Negotiations, and Personnel | 30 minutes |
| 4. Welcome | 10 minutes |
| 4.1. Reception of Guests | |
| 4.2. Agenda Revisions | |
| 5. Reports (Discussion/Action) | 90 minutes |
| 5.1. Student Reports | |
| 5.2. Superintendent | |
| 5.2.1. COVID-19 Update – pg. 21 | |
| 5.2.2. Entry Plan – pg. 23 | 20 minutes |
| 5.2.3. Search Update for Administrators – pg. 28 | 10 minutes |
| 5.3. Education Quality (Discussion) | 30 minutes |
| 5.3.1. WCUUSD Mathematical Content and Practices Presentation – pg. 30 | |
| 5.4. Finance Committee(Discussion/Action) | 15 minutes |
| 5.4.1. Cares Relief Grant Update – pg. 57 | |
| 5.4.2. FY 19-20 Audit and Fund Balance Update – pg. 64 | |
| 5.4.3. Review and Recommend Capital Projects for FY 21-22 – pg. 68 | |
| 5.4.4. Hiring of Facilities Director | |
| 5.4.5. Technology Equipment-Authorization to Proceed – pg. 72 | |
| 5.5. Policy Committee (Discussion/Action) | 15 minutes |
| 5.5.1. Second Reading and Adoption of Policies: F22 Data Retention and Storage; F25 Access Control; F41 Reasonable Care in Protecting Proprietary and/or Confidential Information – pg. 74 | |
| 6. Board Operations (Discussion/Action) | 60 minutes |
| 6.1. Letter to House Committee on General, Housing, and Military Affairs – pg. 79 | |
| 6.2. Town Meeting Update | |
| 6.3. Superintendent Evaluation goals | 30 minutes |
| 6.4. Negotiations Update | |

7. Consent Agenda (Action) 10 minutes
 - 7.1. Approve Minutes of 2.3.2 – pg. 80
 - 7.2. Approve Board Orders
 - 7.3. Approve job description for Speech Language Pathologist – pg. 84
8. Personnel (Action) 10 minutes
 - 8.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE
9. Public Comments 20 minutes
10. Future Agenda Items
 - 10.1. WCUUSD Name
 - 10.2. Assessment Needs for Building Bright Futures
 - 10.3. Diversifying Educator Work Force
 - 10.4. Board Retreat
 - 10.5. Net Metering Proposal
 - 10.6. Strategic Planning
11. Board Reflection
12. 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, and celebrate successes.





WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

FY 21-22 BOARD FINAL PRESENTATION

MARCH 1, 2021



STUDENT LEARNING OUTCOMES

- CORE KNOWLEDGE

- LITERACY
- MATH CONTENT & PRACTICES
- GLOBAL CITIZENSHIP
- SCIENTIFIC INQUIRY & CONTENT KNOWLEDGE
- PHYSICAL EDUCATION & HEALTH
- ARTISTIC EXPRESSION
- FINANCIAL LITERACY

- TRANSFERABLE SKILLS AND BEHAVIOR

- CREATIVE & PRACTICAL PROBLEM SOLVING
- INFORMED, INTEGRATED & CRITICAL THINKING
- ENGAGED CITIZENSHIP
- WORKING INDEPENDENTLY & COLLABORATIVELY
- EFFECTIVE & EXPRESSIVE COMMUNICATION
- SELF-AWARENESS & SELF-DIRECTION



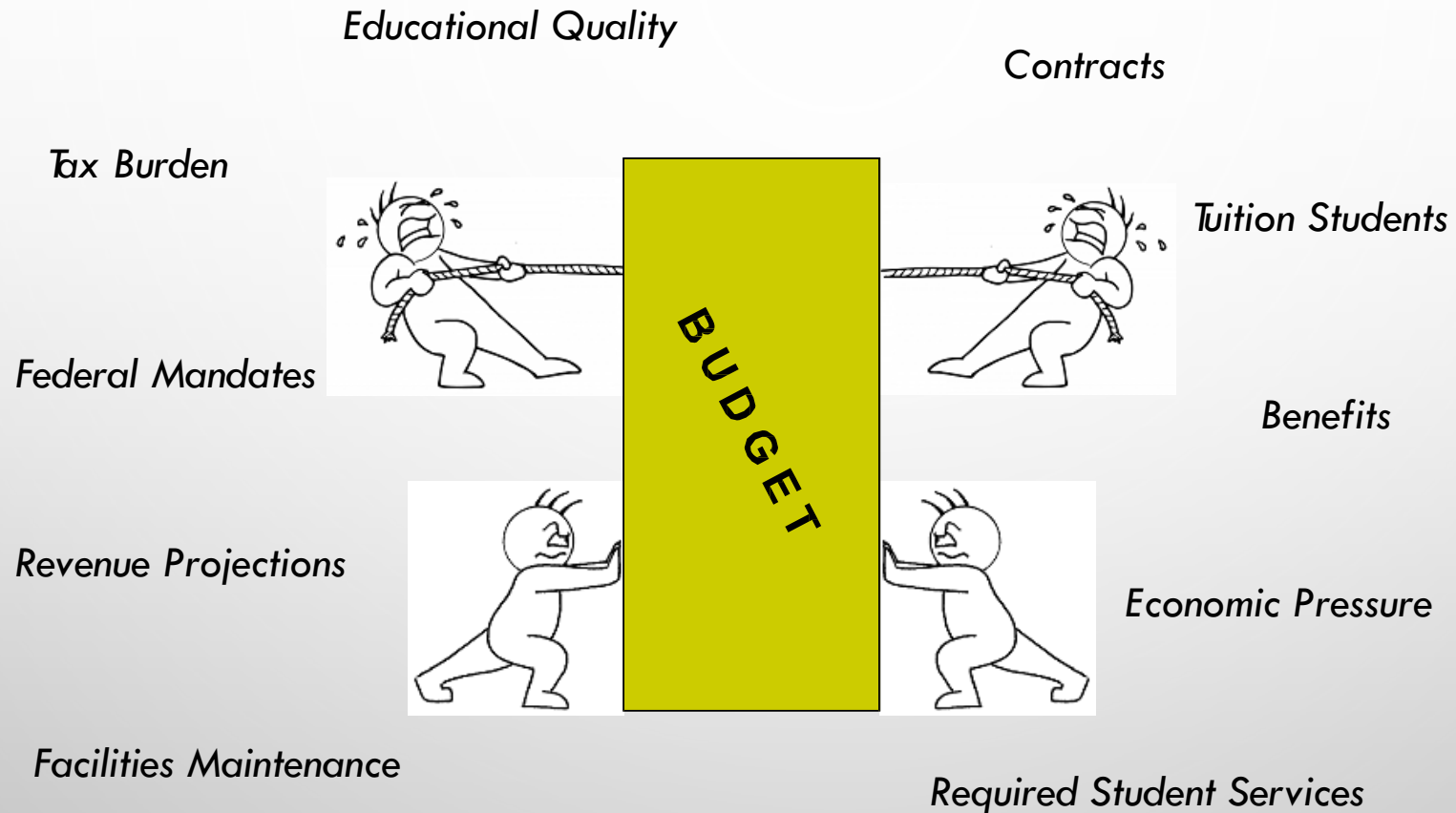
WASHINGTON CENTRAL UUSD SCHOOL BOARD GOALS 2020-2021

- IMPROVING STUDENT ACHIEVEMENT
- BUILDING BOARD GOVERNANCE
- COMMUNITY ENGAGEMENT

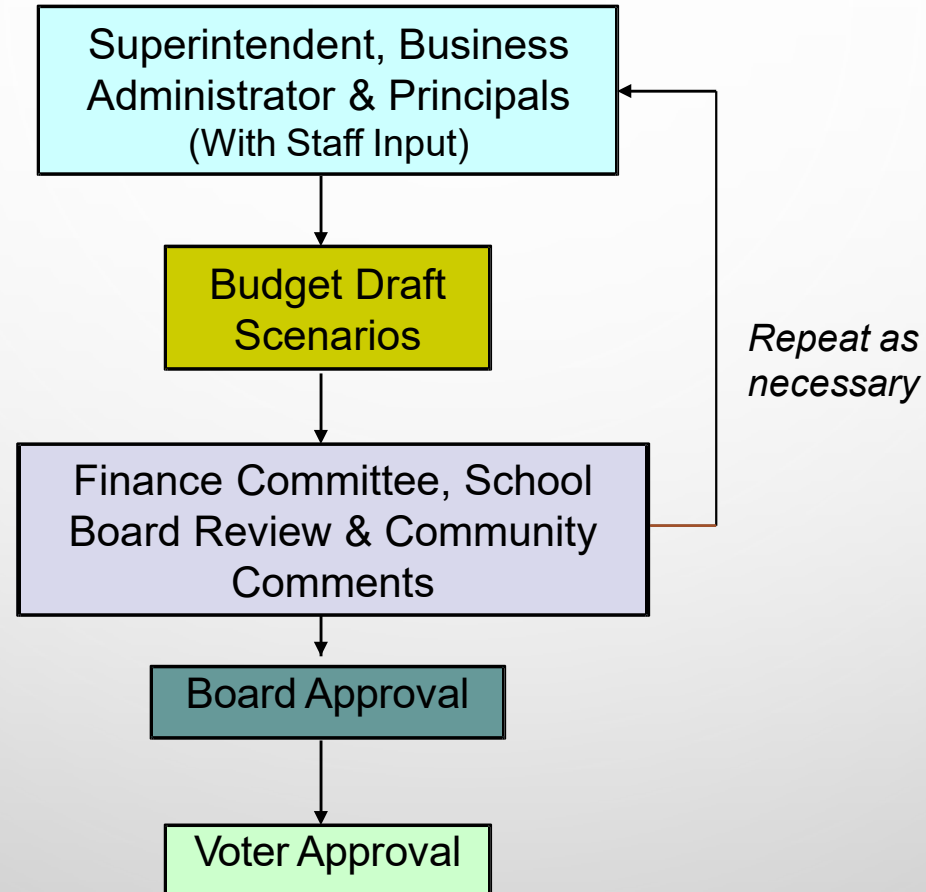
CELEBRATION

- 1 OF 5 DISTRICTS IN VERMONT TO REOPEN FULLY FOR LIVE IN-PERSON INSTRUCTION FOR GRADES PK- 8
- CREATED MORE ROBUST AND COMMUNITY CENTERED REMOTE LEARNING OFFERING FOR STUDENTS
- WORKING TO ALIGN OUR INSTRUCTIONAL APPROACHES FOR TEACHING MATH AND LITERACY
- PROVIDED ALL STUDENTS WITH INCREASED ACCESS TO TECHNOLOGY
- WORKING TO DEVELOP OUR OWN PERSONAL CARE ASSISTANTS AND BEHAVIOR INTERVENTIONS
- SCHOOL BOARD IS COMMITTED TO THE STRATEGIC PLANNING PROCESS FOR CONTINUOUS IMPROVEMENT
- CREATION OF ASSESSMENT PLAN TO TRACK STUDENT ACADEMIC PROGRESS

Competing Pressures Within and Across Schools



Developing Our Budgets



WCUUSD ENROLLMENT TRENDS

Student Enrollment



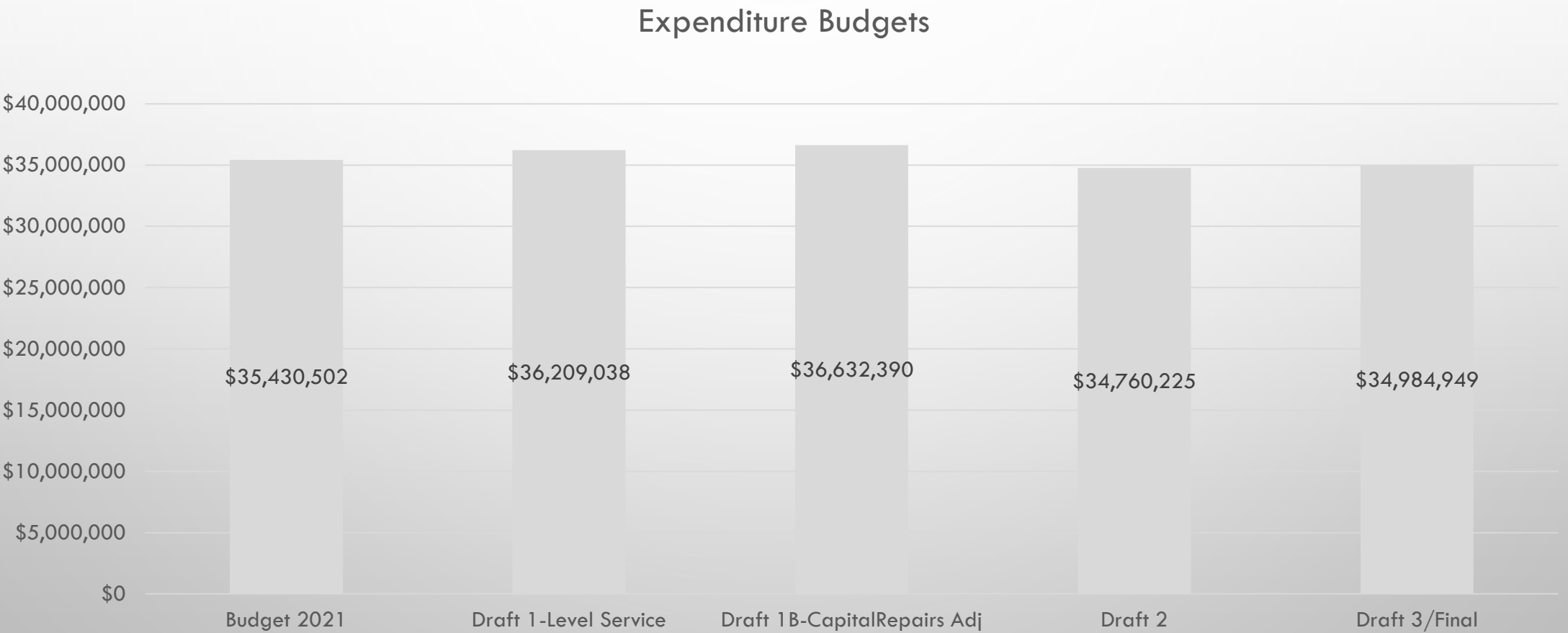
Equalized Pupils



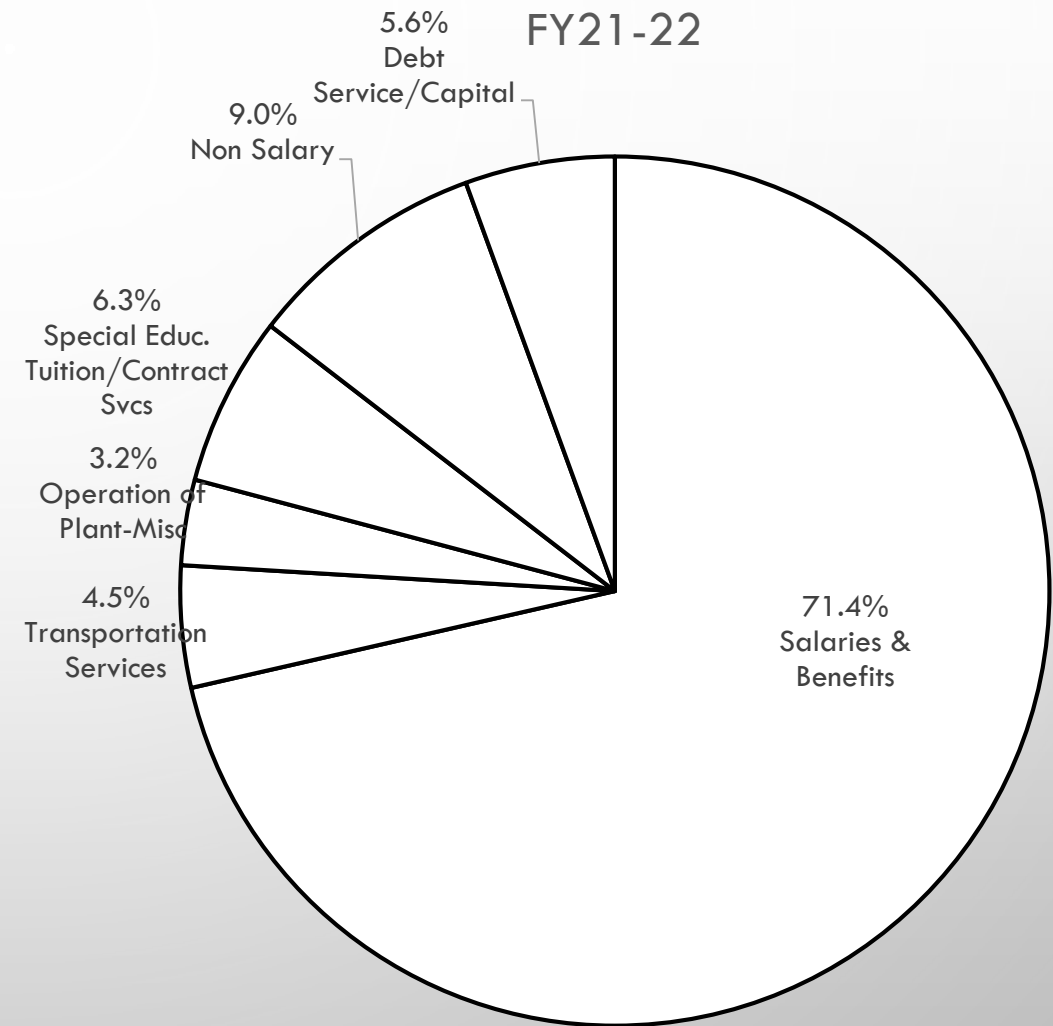
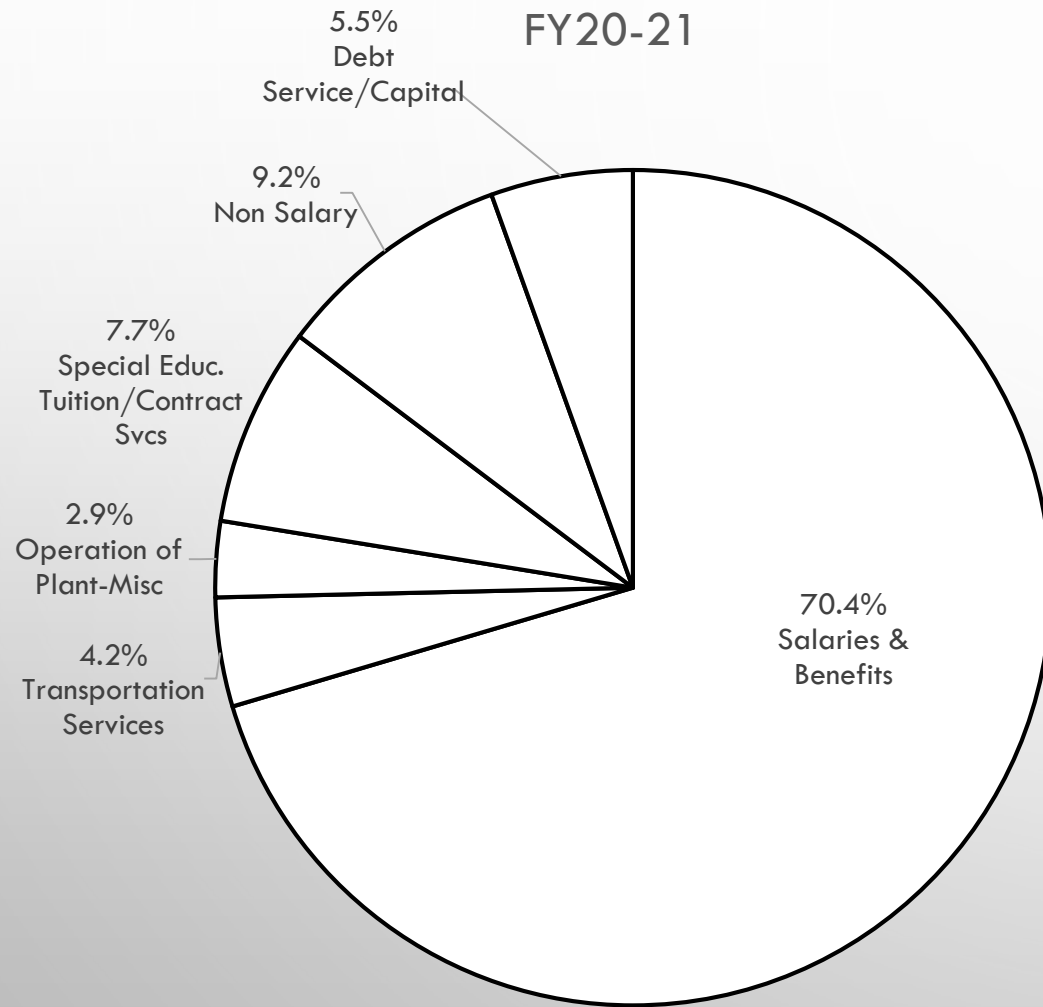
WCUUSD SCHOOL HIGHLIGHTS

- **Was 1574 now 1487 Students PK-Graduation**
- **Declining Enrollment**
- **Excellent Administration, Faculty and Staff**
- **Dynamic Student Body**
- **Innovative Educational Opportunities**

WCUUSD BUDGET SUMMARY OF DRAFTS



PERCENTAGE OF EACH EXPENSE CATEGORY TO THE TOTAL FINAL BUDGET



HIGHLIGHTS OF FINAL BUDGET CHANGES

NET IMPACT ON TAXES -1.00%

- SALARY AND BENEFITS .16%
 - NEGOTIATED ITEMS-SALARY, HEALTH INSURANCE 1.93%
 - STAFFING CHANGES INCLUDING EARLY RETIREMENT (2.54%)
 - SPECIAL EDUCATION STAFFING .77%
- NON SALARY ITEMS (1.42%)
 - SPECIAL EDUCATION PROGRAMS-TUITION/PROF SERVICES(1.24%)
 - SCHOOL-WIDE BUDGETS(.35%)
 - PRE-K EXPENSES/SCHOOL WIDE BUDGET(.27%)
 - DEBT SERVICE/CAPITAL TRANSFER(.00%)
 - TECHNICAL CENTER /STUDENT TRANSPORTATION .16%
 - OPERATION OF PLANT REPAIR AND MAINTENANCE .28%
- REVENUES(.25%)
 - FUND BALANCE .41%
 - STATE SUPPORT .11%
 - TUITION/MISCELLANEOUS INCOME (.67%)
 - SPECIAL EDUCATION REIMBURSEMENTS (.10%)

COMPONENTS OF THE TAX RATE

- SCHOOL DISTRICT EXPENSE BUDGET
- EQUALIZED PUPIL COUNT
- PROPERTY YIELD AMOUNT –SET BY LEGISLATURE
- STATE TAX RATE –SET BY LEGISLATURE
- COMMON LEVEL OF APPRAISAL FOR EACH TOWN

WCUUSD TAX RATE PROJECTIONS USING BUDGET 21-22

Prepared by Lori T. Bibeau, WCUUSD Business Administrator
Using information as of: February 4, 2021

Includes Local Common Level of Appraisal (CLA)				
Towns	Common Level of Appraisal	Tax Rate FY20-21	Tax Rate FY21-22	Increase (Decrease)
Berlin	108.77%	\$1.723	\$1.567	(\$0.155)
Calais	93.93%	\$1.857	\$1.815	(\$0.043)
East Montpelier	94.18%	\$1.893	\$1.810	(\$0.083)
Middlesex	95.89%	\$1.795	\$1.778	(\$0.017)
Worcester	99.55%	\$1.770	\$1.712	(\$0.057)

NOTE: All Town's start with an equalized tax rate of \$1.7047 and an equalized tax rate decrease of 7.1 cents. The local Common Level of Appraisal impacts the actual tax rate which is why the amounts differ by Town.



QUESTIONS:

- WHAT CLARIFYING QUESTIONS DO YOU HAVE?
- WHAT INFORMATION WOULD HELP YOU SUPPORT THIS PROPOSED BUDGET?
- WHAT ARE YOUR IDEAS FOR INFORMING COMMUNITY MEMBERS ABOUT THIS BUDGET?

BUDGET PROCESS AND NEXT STEPS

- SCHOOL BOARD MEETINGS
 - NOVEMBER 4-BUDGET DRAFT 1
 - DECEMBER 16-BUDGET DRAFT 2
 - JANUARY 6 -FINALIZE THE BUDGET
- COMMUNITY BUDGET FORUMS & INFORMATIONAL MEETINGS
 - DECEMBER 2
 - JANUARY 13
 - FEBRUARY 17
 - MARCH 1
- TOWN MEETING MARCH 2

SCHOOL BOARD MEMBERS 2020-2021

SCOTT THOMPSON, CHAIR

FLOR DIAZ-SMITH, VICE CHAIR

JONAS ENO-VAN FLEET, CLERK

DIANE NICHOLS-FLEMING

GEORGE GROSS

LINDY JOHNSON

CHRIS MCVEIGH

DOROTHY NAYLOR

JAIEL PULSKAMP

STEPHEN LOOKE

KARI BRADLEY

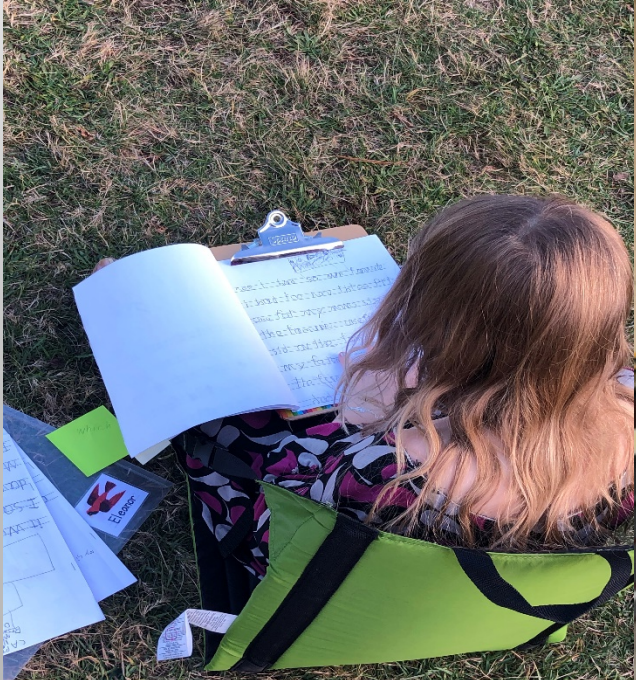
JONATHAN GODDARD

JILL OLSON

KAROLINE MAY



THANK YOU

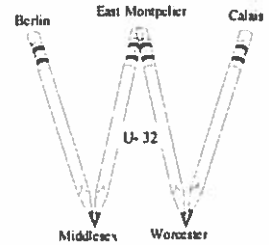


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Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
DATE: February 8, 2021
RE: Mask Donation to WCUUSD

Please be advised that our district is in receipt of over 1,500 masks that were donated to our school district by the Another Way, Incorporated, a nonprofit based in Montpelier, Vermont.

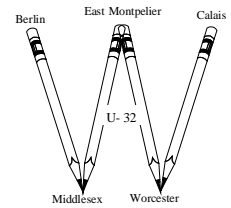
Attached is a "Thank You" letter acknowledging receipt and also displaying our gratitude for this thoughtful donation.

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Phone (802) 229-0553
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Bryan Olkowski
Superintendent



February 8, 2021

Dear Another Way, Inc. Staff,

Thank you for your generous donation of masks to the Washington Central Unified Union School District.

Your donation of masks will help us continue to keep our staff and children healthy and safe in the midst of the pandemic.

Thank you very much for your generosity and support!

Sincerely,

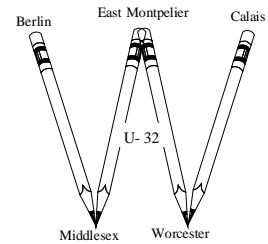
Bryan Olkowski
Superintendent

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Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board Members
FROM: Bryan Olkowski, Superintendent WCUUSD
DATE: February 11, 2021
RE: Entry Plan School Board of Education Responses Review

As you are aware, I have been working to implement my 'Superintendent Entry Plan' into the Washington Central Unified Union School District. Since I started as your Superintendent, I have been engaged in listening and learning as much as possible about our school district and our communities. My intention is to engage with all stakeholders in order to determine what they want in their newly merged school district. I have engaged with Educational Support Staff members, teachers, students, Educational Administrators (Principals and Central Office), community members, and School Board members to learn how these different groups see our strengths, and what they feel are the areas in which we need to improve.

Ultimately, this information will be used to help our district craft a new Strategic Plan and guide my efforts. The Strategic Planning process will be an opportunity to further engage all stakeholders as we develop a shared and aligned vision in order to provide the best and most equitable education for every student enrolled in the district. The information contained in this memo highlights the information I gathered during my meetings with individual School Board members. As promised, I have made every effort to redact and remove any personally identifiable remarks. I am asking you to please read through this information and be prepared to do the following during the School Board meeting on February 17, 2021:

- 1) Review the information and provide me with feedback (including edits, revisions, additions, subtractions, etc.)

I look forward to our discussion and your help in supporting my Entry Plan.

WCUUSD School Board Responses

Why did you seek election to the Board / what do you hope to accomplish?

- Interested in seeing how things work at the community level.
- Want to make sure all kids have the same opportunities for success.
- Want to help create the right environment for learning - both physical and social.
- Want to support the people who are educating my children.
- Want to create a culture where everyone feels heard and listened to.
- I want leadership that is collegial.
- I was not happy about the merger.
- I am not happy with Proficiency Based Grading.
- I'd like to get local food into our schools and work to make our buildings more "green".
- Security, Prosperity, and Health - all depend on a solid education - I want to help children develop into whole and fulfilled human beings.
- Schools are human institutions, not factories.
- I want to cultivate a sense of understanding that education leads to a fulfilling life.
- Want to see how we can work together to fairly represent our unique and independent schools.
- I was asked by a few people to run for the board.
- I wanted to be part of dealing with the Covid situation.
- I want to create a sustainable school system.
- Want to align our mission with our actions.
- Want to develop a good process for budgeting, goal setting, evaluation, etc.
- I think our graduates could be doing better [Montpelier graduates seem to get into better colleges].
- I want to give our students every chance to succeed.
- I want to give the community a voice in our schools.
- Was a former board member prior to Act 46.
- Want to ensure that Board does not micro-manage.
- I was worried about losing our small schools. I want them to keep their unique identities.
- Worried about students being able to access the reading curriculum, especially children with disabilities.

What groups/individuals have a major influence on schools?

Note: Names of specific community members have been omitted.

- In each community there are specific community members and families who are more vocal and engaged.
- Principals are very influential, especially the ones who "get" the community.
- U-32 Principal is very influential, and is well respected and received by students.
- Administrators in this district are dedicated and influential.
- Our bus drivers are exceptional.
- Athletic teams, coaches, and families.
- The Friends of Washington Central - Bus Stop Conversations in particular.
- Teachers - they are on the front lines.
- Taxpayers - they vote our funding.

- Townspeople who are also active in civic life (select board members, Justices of the Peace, Poll workers, planning board members, etc.)
- There are 'inner circles' of influence due to money or connections - this is unfortunate.
- "Parking lot conversations" after meetings.
- There is an expectation of conformity here that is not helpful.
- People in upper level jobs who know how to advocate.
- Parents of sports team members.
- The Teachers Union is influential.
- More affluent people tend to be more engaged.
- Some vocal upper income families who believe they also speak for everyone, which they do not.

What are your expectations of me as your Superintendent?

- Listen to all stakeholders and be attentive to what your towns have to say.
- Be willing to consider different perspectives.
- Get out of your comfort zone once in a while.
- Make decisions and commit to them.
- Be collaborative.
- Focus on outcomes, equity and restorative justice.
- Be transparent.
- Create a system where the work continues even after someone moves on.
- Bring people in even if they disagree with you.
- Be humble - show humility.
- Be open to new ideas.
- Don't be authoritative.
- Find your groove...then be your true self.
- Let others support you, especially in areas where you are weak.
- Learn "The Vermont Way".
- Get to know where you are, and the people where you are.
- Stay long enough to make a change.
- Be accountable.
- Hire the right people.
- Listen to others - be willing to be influenced.
- Be honest.
- Be Consistent.
- Follow all Board policies.
- Help make the district more equitable (e.g. test scores, student achievement, especially the marginalized students).
- Ask questions, get input, propose solutions, and make a plan.
- Tell us when you don't have enough time to get something done.

What are we doing well?

- We are cooperating, listening, and staying positive.
- There is good curriculum work going on here.
- We have a strong summer school program.
- We are doing well with trauma informed practices.
- We kept our schools open.

- U-32 offers students a solid education.
- U-32 is preparing students for success after high school.
- Our budgets are under control.
- We are seeing more engagement with parents.
- Our teacher retention is good.
- TA is awesome.
- Financial Literacy class at U-32 is great.
- We've had strong management during the pandemic.
- We have very involved communities.
- We have a dedicated and professional staff.
- Our staff has a good relationship with our students.
- We put kids 'needs first.
- Our focus on restorative justice.
- We create avenues for students to participate
- We are communicating better.
- There is a high level of trust for what we are doing.
- We offer students a diversity of educational experiences.

What could we be doing better?

- Our teachers are overworked, especially at the MS level.
- Our teachers need more support.
- MTSS needs to be restructured and standardized.
- We should offer foreign languages in elementary school.
- We need to improve Early Ed.
- We need to create more opportunity for students in the Arts.
- We need alignment of Board, Union, and Supt. Goals and objectives.
- We need to engage our entire community[s] - including the folks who have not been traditionally and historically engaged - not at the expense of educational quality, but to ensure everyone is represented at the table.
- We need a better understanding of [where we're going with] Prof. Based Learning and Grading.
- We need to communicate with the community better.
- The high school starts too early - should start later to help with mental health issues.
- The elementary school starts too late - nine o'clock seems late to start school.
- We need to make our schools more energy efficient.
- We need to bring organic foods into our schools.
- We're still a top-down system. People need autonomy and the ability to make decisions.
- We need to be consistent and better with Special Education.
- Parents shouldn't have to advocate for their kids.
- We should have more graduates going on to college.
- We need to think more like a district than as independent towns.
- We should not let our decisions be swayed by emotional outburst and arguments.
- We need to take more time to make thoughtful decisions.
- We need to focus on struggling students sooner (before they are failing).
- We need to clarify our priorities.
- We need better scheduling so kids can take advantage of the Arts.
- We need more rigor, especially in Tier one instruction.

- We need to improve student achievement, especially among kids who are struggling.
- We need to weed out the 'pie in the sky' things and focus on what's realistic.
- More PD for teachers would help make teaching more exciting for them. We want them to see themselves as 'faculty' and not 'labor'.

What is the matching behavior between what you say we are going to accomplish and what we are actually spending money on?

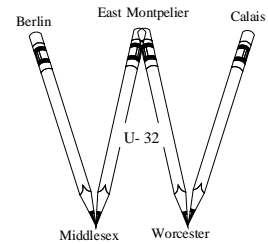
- We should look at expenditures and ask, "Is it worth the money?"
- The money in the budgets should allow teachers to meet the needs of the whole child.
- Money in budgets should support differentiated instruction.
- We need to support instructional coaching.
- Put the resources where the needs are.
- Allocate enough money to let the principals and superintendent be instructional leaders.
- We need to make our employees (teachers and staff) feel like stakeholders.
- Our funding needs to help students become whole people.
- Our funding needs to improve the results for lower-achieving students.
- We do a pretty good job funding things we say we will.
- We need to concentrate resources in areas that improve student learning outcomes and that advance student achievement.
- If we're asking constituents to be tight with money, we need to look at our staffing.
- We need to align how we spend money with what our goals are.
- If we have limited resources, we need to fund programs that benefit all students (e.g. we funded increased staffing and instructional coaching to help close the achievement gap).
- We need to spend money of professional develop to increase the capacity of our staff to get things done.
- We need to prioritize providing breakfast and lunch to our students - we want to close the achievement gap, but you can do that with hungry kids.
- We can't just throw money at problems - we need to be more fiscally conservative.
- Equity: we talk about it, but we don't do anything about it.
- We have to prioritize - if we're going to pay good wages, the money has to come from somewhere else...maybe closing a building would help the budget.
- We need to be equitable about where (and for whom) we spend money - it shouldn't just benefit the high achieving students.
- We should invest in PD and teachers instead of boxed curriculum.
- We need to think about how we're teaching reading...people have to be willing to change, or maybe it's time to find people who are willing to change.
- What we spend on literacy curriculum needs to correlate with the results.

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Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
DATE: February 12, 2021
RE: Director of Technology Search Update

I am writing to provide you with an update regarding the status of the Director of Technology search.

With regards to the Director of Technology Interview Committee:

- 1) All staff members, teachers, administrators, and School Board members were asked to volunteer their time to serve on the Director of Technology Interview Committee.
- 2) All members of the committee have been notified of their acceptance to participate in this interview committee.
- 3) All invited members have been asked to complete Implicit Bias training prior to February 10, 2021 deadline.
- 4) The committee comprises of the following: Two Librarian-Technology Teachers, Two Central Office Administrators, One Central Office Staff Member, One IT Staff, One Para educator, One School Administrator, and One Community Member.
- 5) Jim Garrity has been named as Chair of the Director of Technology Interview Committee.
- 6) The entire Director of Technology Interview Committee will begin the interview process shortly after developing the list of interview questions.

With regards to the applicants, please be advised of the following:

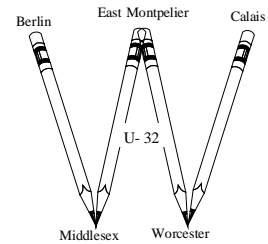
- 1) We are in receipt of twenty-four applications.
- 2) Of these twenty-four applicants, six reside in Vermont. Eighteen applicants reside out of state.
- 3) Of the twenty-four applicants, eight (8) applicants meet the job requirements as listed in the job description.
- 4) The Human Resources Coordinator has reached out to each qualified candidate to inform them about the upcoming interview process.

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Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski
DATE: February 10, 2021
RE: Business Administrator Search Update

I am writing to provide you with an update regarding the status of the Business Administrator search.

With regards to the Business Administrator Interview Committee:

- 1) All staff members, teachers, administrators, and School Board members were asked to volunteer their time to serve on the Business Administrator Interview Committee.
- 2) All members of the committee have been notified of their acceptance to participate in this interview committee.
- 3) The committee comprises of the following: Two Principals, Two Central Office Administrators, Two Central Office Staff, and One Board of Education Member.
- 4) All invited members have been asked to complete Implicit Bias training prior to February 10, 2021 deadline.
- 5) Cat Fair has been named as Chair of the Business Administrator Interview Committee.
- 6) The entire Business Administrator Interview Committee will begin the interview process shortly after developing the list of interview questions.

With regards to the applicants, please be advised of the following:

- 1) We are in receipt of seven applications.
- 2) Of these seven applicants, four reside in Vermont. Three applicants reside out of state.
- 3) Of the seven applicants, three (3) applicants meet the job requirements as listed in the job description.
- 4) The Human Resources Director has reached out to each qualified candidate to inform them about the upcoming interview process.

To: School Board

From: Kari, Education Quality Committee chair

February Student Learning Outcome Review

This month the focus in our ongoing review of the [Student Learning Outcomes](#) is mathematics. In contrast to the transferable skills, there is much achievement data for us to examine. The presentation in our packet includes our proficiency standards and performance indicators, various elements related to instruction, perspectives from students and teachers and some achievement data. We hope this provides a useful overview of this Student Learning Outcome and we welcome your questions, comments and suggestions.

Please bear in mind that we will be using information from our current curriculum management review to inform our future plans to improve math and other outcomes.

After reviewing the presentation, we ask that you reflect on the following and share a response at our board meeting:

- *What information from this review do you want to carry forward as we look ahead to strategic planning?*

Below are some of the highlights from the committee discussion:

What do you see?

- We are working toward what a year of growth look like for all kids versus what we are told a year of growth should look like
- We are paying attention to what teachers are saying and using a tool that is at the ready to gather data
- It is helpful to see that we haven't seen a dramatic nosedive given the pandemic
- From seeing the data, especially in report cards, it seems like we are more aligned than we were last year. It would be nice to see more years of results.

What questions does this presentation raise for you?

- How can we as a board do to cultivate a culture that supports student achievement in math?
- Why have SBAC scores declined as students go up in grade level? Does the curriculum address math and how it will play out in the "real world"?
- How are students on IEPs and free and reduced lunch performing in math?
- Any evaluation system should be built around building capacity. How do we ensure consistency both within schools and across the schools?

What strikes you as significant?

- We are chasing our tail during this time of COVID but it is helpful to have actual data. We can see where to shore up; where we have strong holds and solid ground.
- The information will help us with our continuous improvement plans
- Why was there relatively high level of success in math with remote instruction?

What are the implications for our work?

- Math achievement needs to be addressed in our strategic planning
- The board and leadership team need to keep this front and center
- We need to continue to support professional development
- We need to acknowledge that we are offering in person instruction during a pandemic and we need to give it time to build traction; also we need to keep the balance of moving forward without losing sight of the long game.

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

- March: Literacy
- April: Science

WCUUSD Mathematical Content and Practices SLO

Education Quality Committee
February 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.



MATH CONTENT & PRACTICES

#1

NUMBER AND QUANTITY

Reason, describe, and analyze quantitatively, using units and number systems to solve problems.

#4

GEOMETRY

Understand geometric concepts and constructions, prove theorems, and apply appropriate results to solve problems.

#2

ALGEBRA

Create, interpret, use, and analyze expressions, equations, and inequalities.

#5

STATISTICS AND PROBABILITY

Use concepts of statistics and probability to analyze data and make informed decisions.

#3

FUNCTIONS

Use functions, including linear, quadratic, trigonometric, and exponential, to interpret and analyze a variety of contexts.



WASHINGTON CENTRAL
SUPERVISORY UNION

Modified Making Meaning Protocol

As you enjoy this presentation, consider:

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



Curriculum: Standards and Performance Indicators

- Five standards
 - Number and Quantity
 - Algebra
 - Functions
 - Geometry
 - Statistics and Probability
(Measurement and Data)
- Aligned to Common Core State Standards
- [WCUUSD Math Proficiency Progressions K-8](#)
- Students typically achieve proficiency at the graduation level by successful completion of math courses through Algebra II

MATHEMATICAL CONTENT AND PRACTICES	
PBGR	
Standard 1: Number and Quantity	
	Reason, describe, and analyze quantitatively, using units and number systems to solve problems.
	Performance Indicators:
a.	Understand and apply properties of exponents.
b.	Use the properties of rational and irrational numbers.
c.	Reason quantitatively to solve problems.
Standard 2: Algebra	
	Create, interpret, use, and analyze expressions, equations, and inequalities.
	Performance Indicators:
a.	Interpret, create, and manipulate expressions to describe relationships.
b.	Solve equations or inequalities and/or systems of equations.
c.	Create equations or inequalities and/or systems of equations.
Standard 3: Functions	
	Use functions, including linear, quadratic, trigonometric, and exponential, to interpret and analyze a variety of contexts.
	Performance Indicators:
a.	Analyze, interpret, and compare functions.
b.	Create functions that model a relationship between two quantities.
c.	Build functions from existing functions.
Standard 4: Geometry	

Instruction: Overview and High Leverage Math Instructional Practices

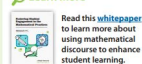
Ready Classroom Mathematics

Get to Know *Ready Classroom Mathematics*

What is Ready Classroom Mathematics?

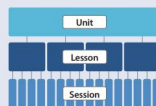
Ready Classroom Mathematics is a robust mathematics program that helps students become strong, independent mathematical thinkers. The program uses a different approach to math instruction that focuses on learning through problem solving. The use of daily embedded learning routines helps you guide students through discourse-based instruction as they strengthen their conceptual understanding of mathematics. These routines ensure that all students develop the problem-solving skills needed to become independent and confident mathematical thinkers.

Learn More



How are lessons structured differently?

In *Ready Classroom Mathematics*, lessons span multiple days and are divided into shorter sessions. This provides students with the time necessary to dig deeper into concepts, strengthening their understanding and helping them become independent learners.



There are three types of lessons:

Understand Lessons

These lessons focus primarily on conceptual understanding.

Strategy Lessons

These lessons let students develop and discuss a variety of solution strategies.

Math in Action Lessons (Gr. 2-4)

These lessons review unit content and teach students how

i-Ready Diagnostic:

The *i-Ready Diagnostic* is an adaptive student's needs. Each item a student: the previous question. For example, a harder questions, while a series of inc The purpose of this is not to give your determine how best to support your s

i-Ready Personalized Instruction: *i-Ready Personalized Instruction* provides students with lessons based on their individual skill level and needs, so your student can learn at a pace that is just right for them. These lessons are fun and interactive to keep your student engaged as they learn.

Module 3: Making Use of iReady Diagnostic Data to Plan Instruction

About Module 3

How can teachers maximize Personal Instruction?

What information is on the Prerequisite Report?

How can I address "unfinished learning" ?

What are Comprehension Checks?

How do I find or create Comprehension Checks?

Module 4: What's new with iReady and Ready Classroom Math?

What new resources are available?

Where can I find other supports?

Getting Started with Ready Classroom

About this module-3

Getting to know Ready Classroom Mathematics

How do I make sense of the Teacher Dashboard?

Questioning

Effective teachers of mathematics respond to most student answers with "why?", "how do you know that?", or "can you explain your thinking?"

Cumulative review

Effective teachers of mathematics conduct daily cumulative review of critical and prerequisite skills and concepts at the beginning of every lesson.

Sense making rather than proceduralizing

Effective teachers of mathematics elicit, value, and celebrate alternative approaches to solving mathematics problems so that students are taught that mathematics is a sense-making process for understanding why and not memorizing the right procedure to get the one right answer.

Multiple representations of concept

Effective teachers of mathematics provide multiple representations – for example, models, diagrams, number lines, tables and graphs, as well as symbols – of all mathematical work to support the visualization of skills and concepts. Teachers makes use of the Concrete-Representational-Abstract approach to teach for conceptual understanding.

Rich, varied, accessible math language

Effective teachers of mathematics create language-rich classrooms that emphasize terminology, vocabulary, explanations and solutions and use techniques like word walls, frayer models, math notebooks and anchor charts to make math language accessible.

Develop and support number sense

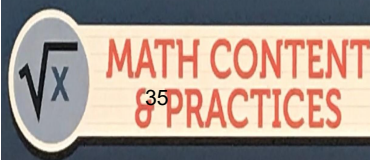
Effective teachers of mathematics take every opportunity to develop number sense by asking for, and justifying, estimates, mental calculations and equivalent forms of numbers.

Embed real-world contexts throughout

Effective teachers of mathematics embed the mathematical content they are teaching in contexts to connect the mathematics to the real world (first to familiar situations, later asking students to transfer to unfamiliar situations).

Daily formative assessment and instructional responsiveness

Effective teachers of mathematics devote the last five minutes of every lesson to some form of formative assessments, for example, an exit slip, to assess the degree to which the lesson's objective was accomplished (adjustment of learning targets and scaffolding for individuals and groups).



Instruction: Multiplicative Reasoning in Grade 3

Five students demonstrate their multiplicative reasoning, May 2020

Discussion > 3rd Grade Math > Multiplication

May 15, 2020

Multiplication

Share

Actions ▾

10 responses • 115 views • 0 comments • 2.3 hours of engagement

Amazing mathematicians!! I need your help! Next year I want to show my new 3rd graders how to multiply using all of these strategies that we have learned. Please solve at least one of the following problems using your favorite strategy. Remember to speak clearly and to use your math expert words.

3×8 9×7 17×7 56×5

(ps don't write on anyone's car)

Join Code: [525e6c50](#)



Instruction: Middle and High School

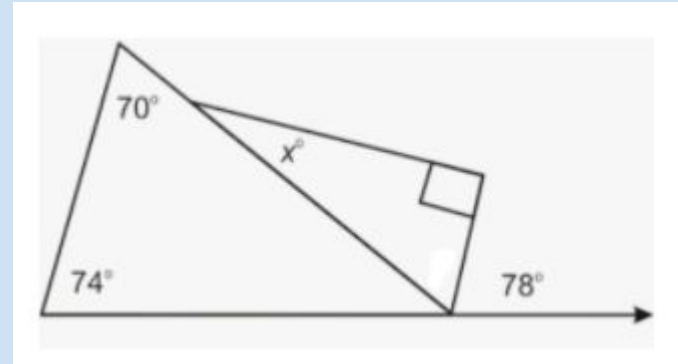
Data Chats in Middle School

"For me, the goal of data chats is for students to understand their strengths and weaknesses as math learner and to really begin to own that learning."

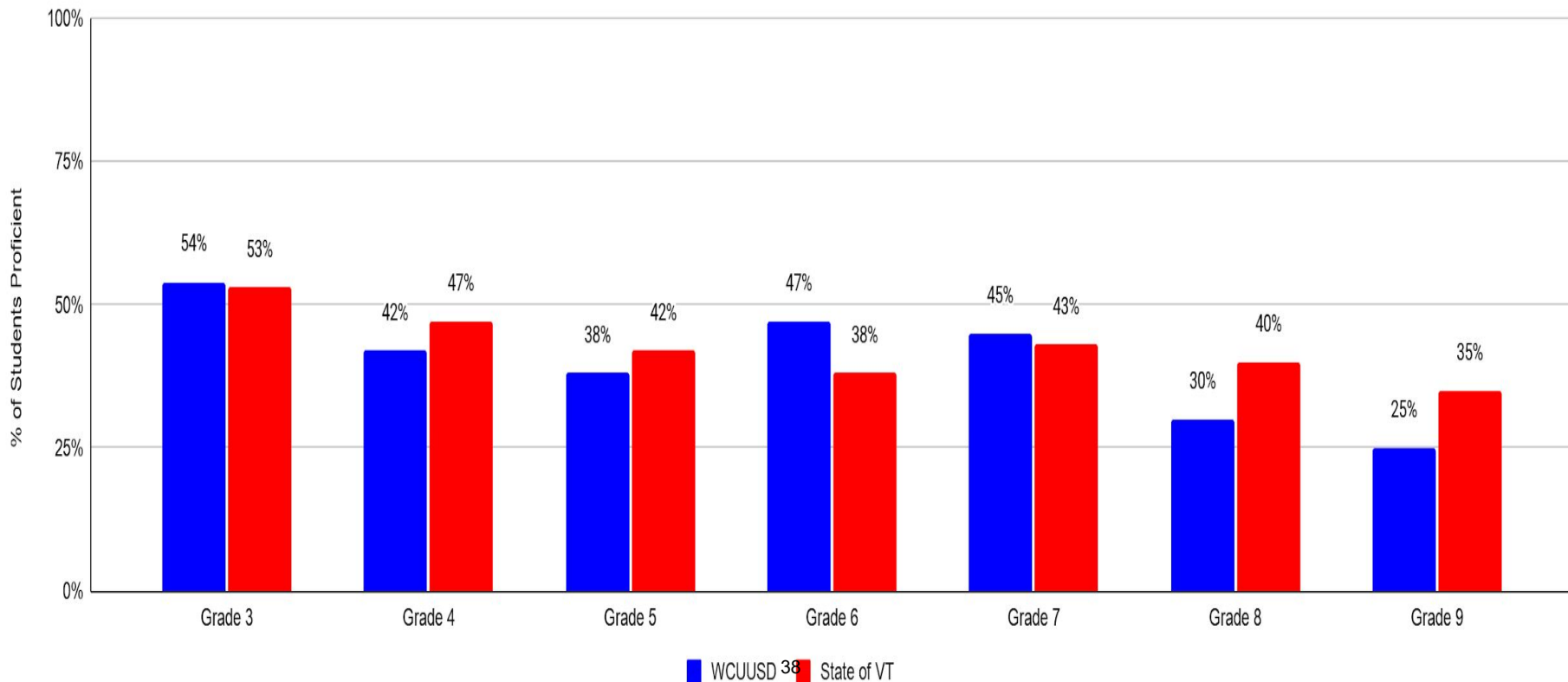
"...I review with the student the results of the diagnostic in each of the 4 math domains and ask them to identify their strengths and needs. 'Based on the results you see, which domains are strengths? Which are areas for growth?'"

Sample Student Assignments in High School

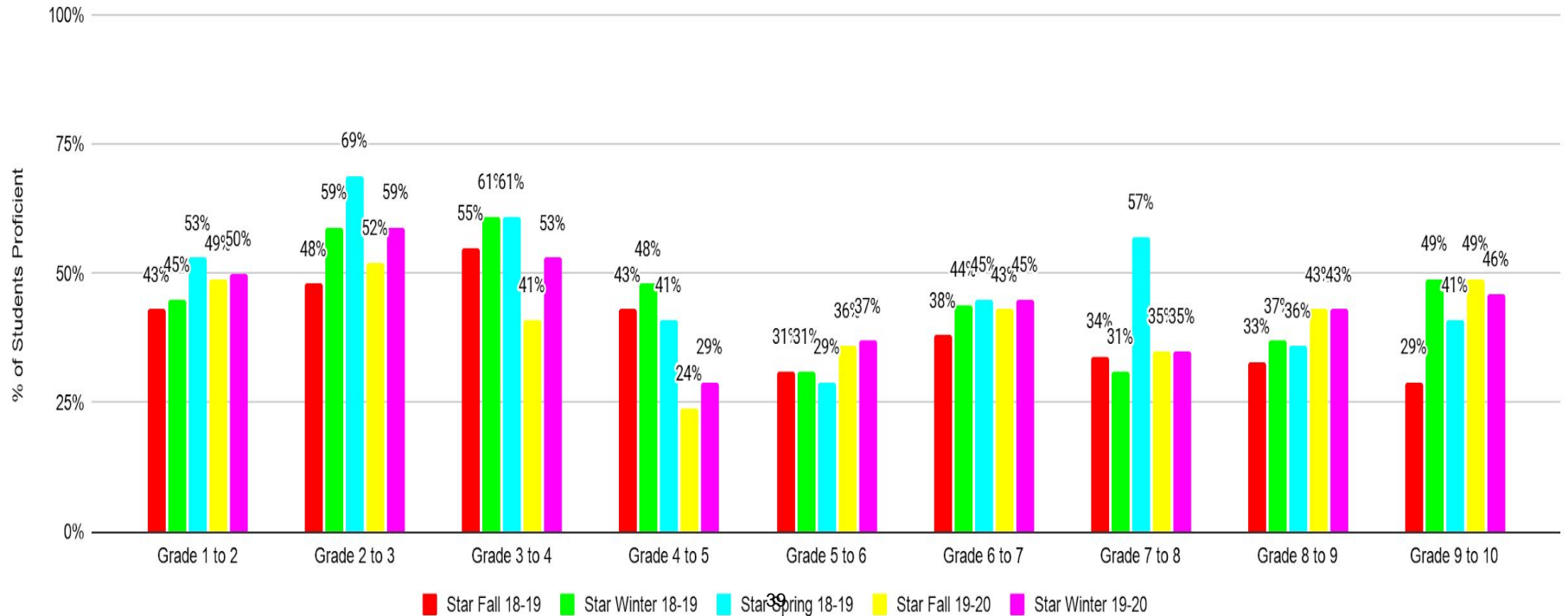
- [Geometry Summative Assessment](#)
- [Geometry Summative Assessment Part 2](#)
- [Proficiency Scale for Geometry: Congruence in Rigid Motions](#)
- [Algebra II Applied Summative Task](#)
- [Algebra II Summative Assessment](#)



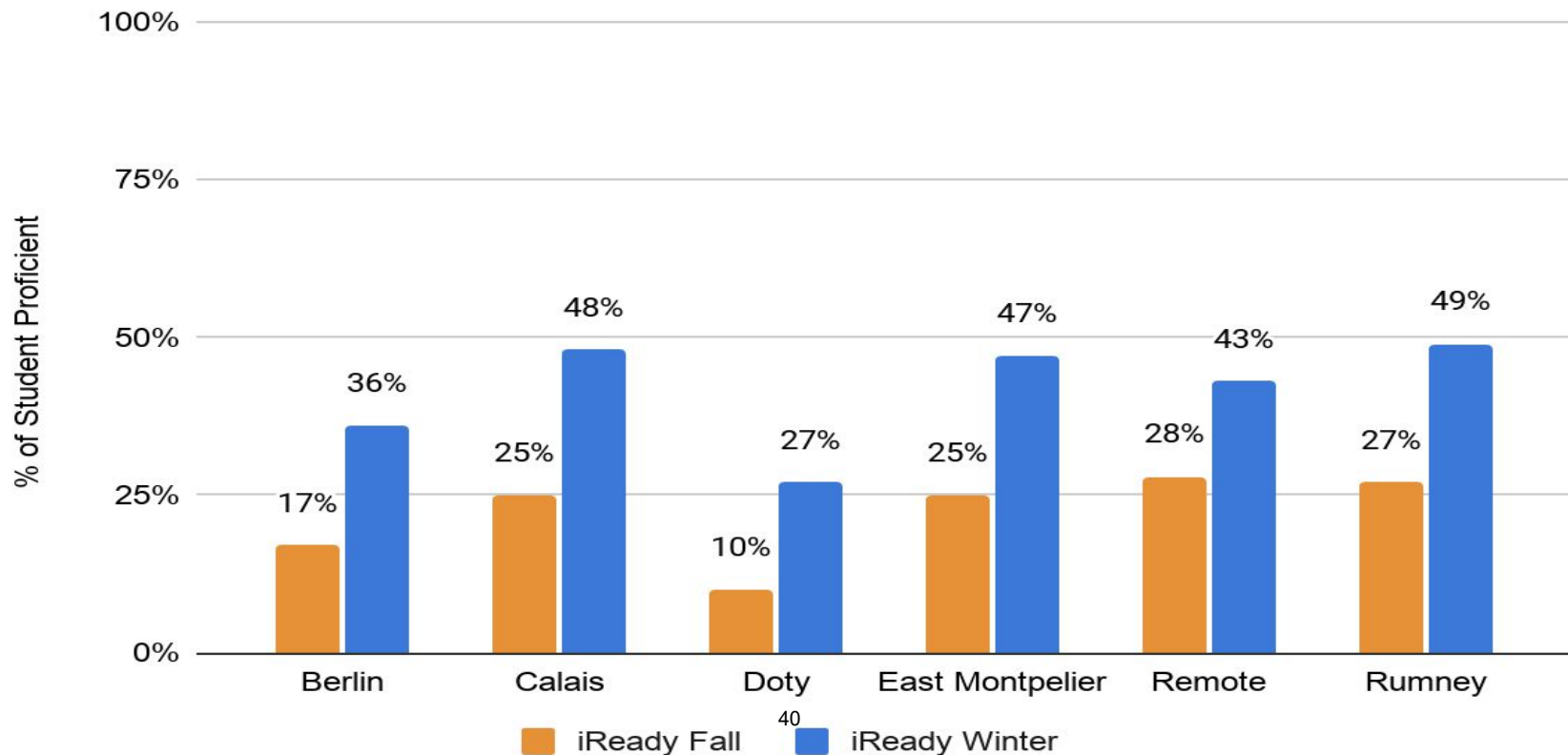
Assessment Data: SBAC WCUUSD Compared to VT, 2018-19



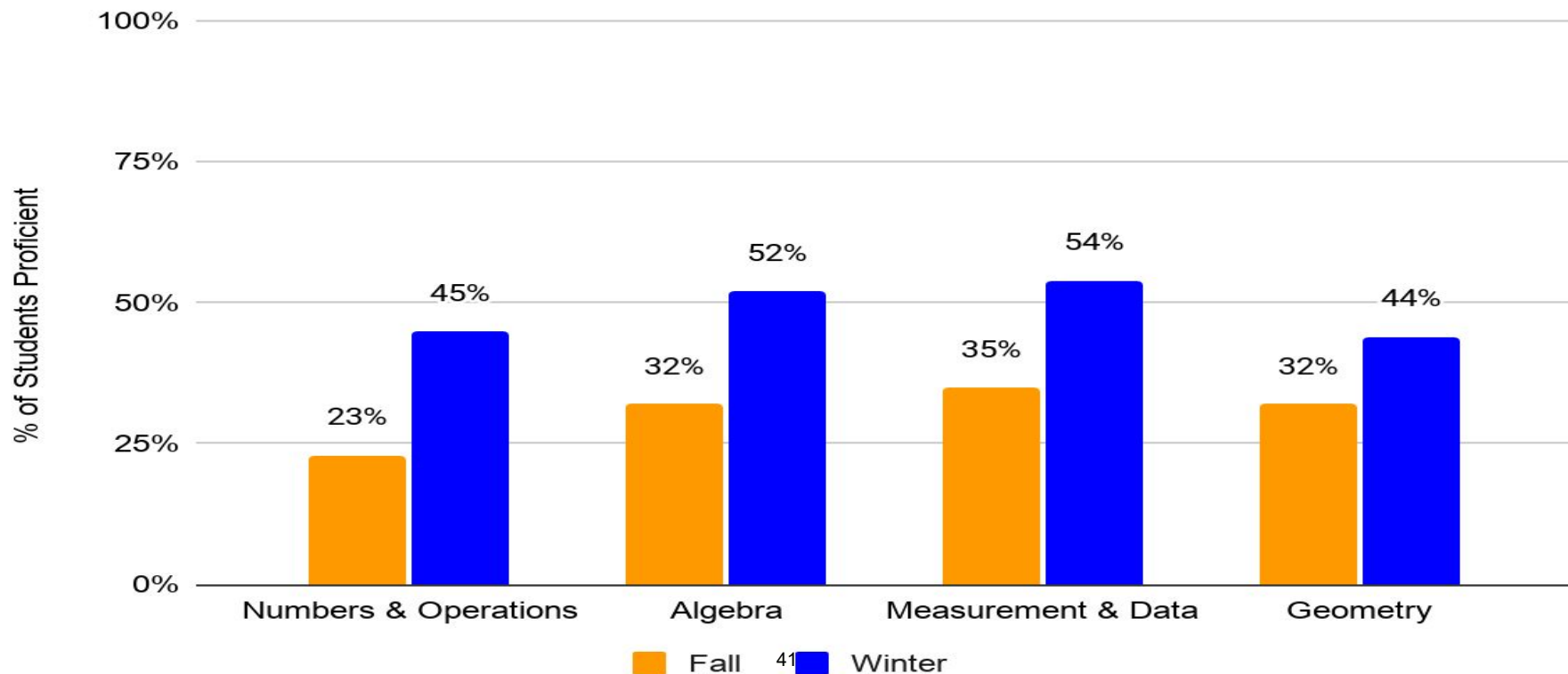
Assessment Data: STAR 360 2018-19 and 2019-2020



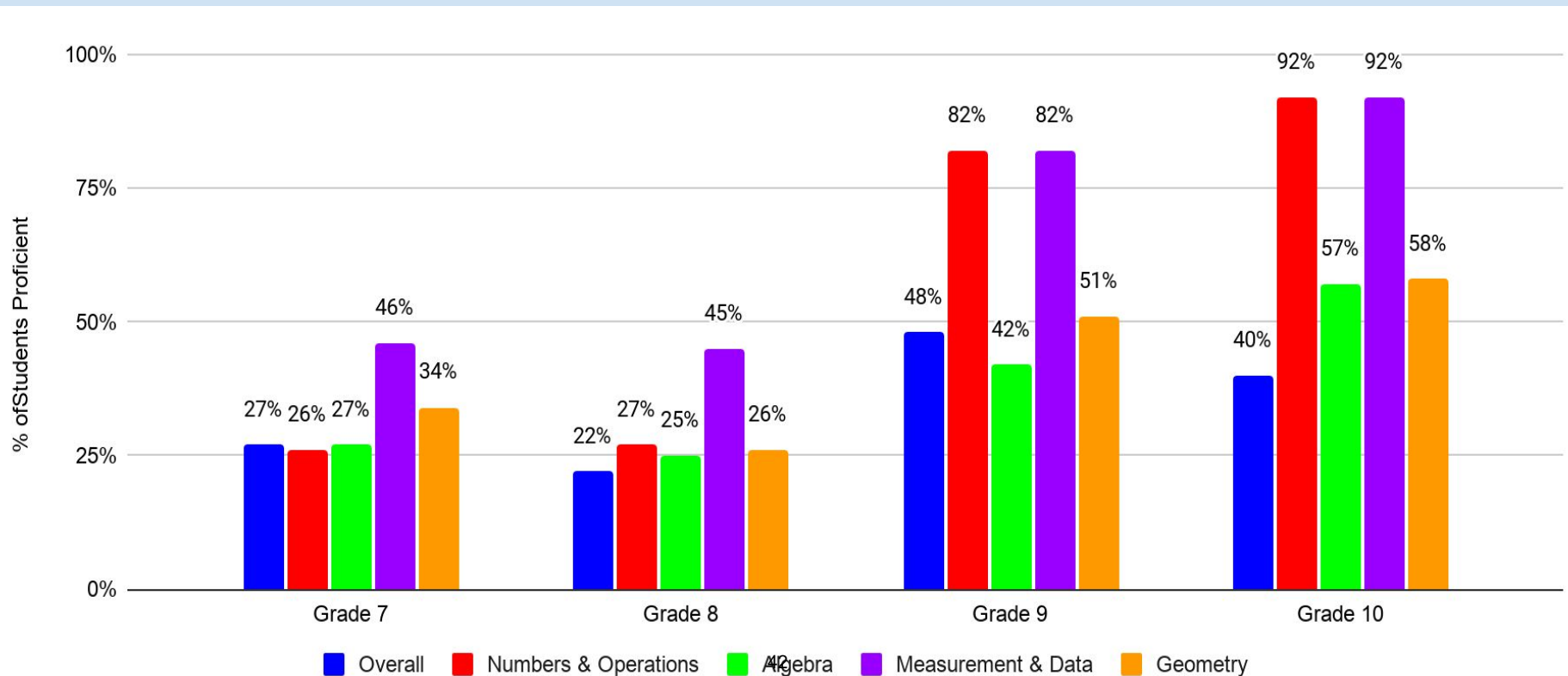
Assessment Data: i-Ready Elementary Diagnostic Fall 2020 and Winter 2021



Assessment Data: i-Ready Elementary Diagnostic Fall 2020 and Winter 2021 by Domains



Assessment Data: i-Ready Middle/High School Diagnostic Fall 2020



Assessment Data: i-Ready Growth Winter 2021

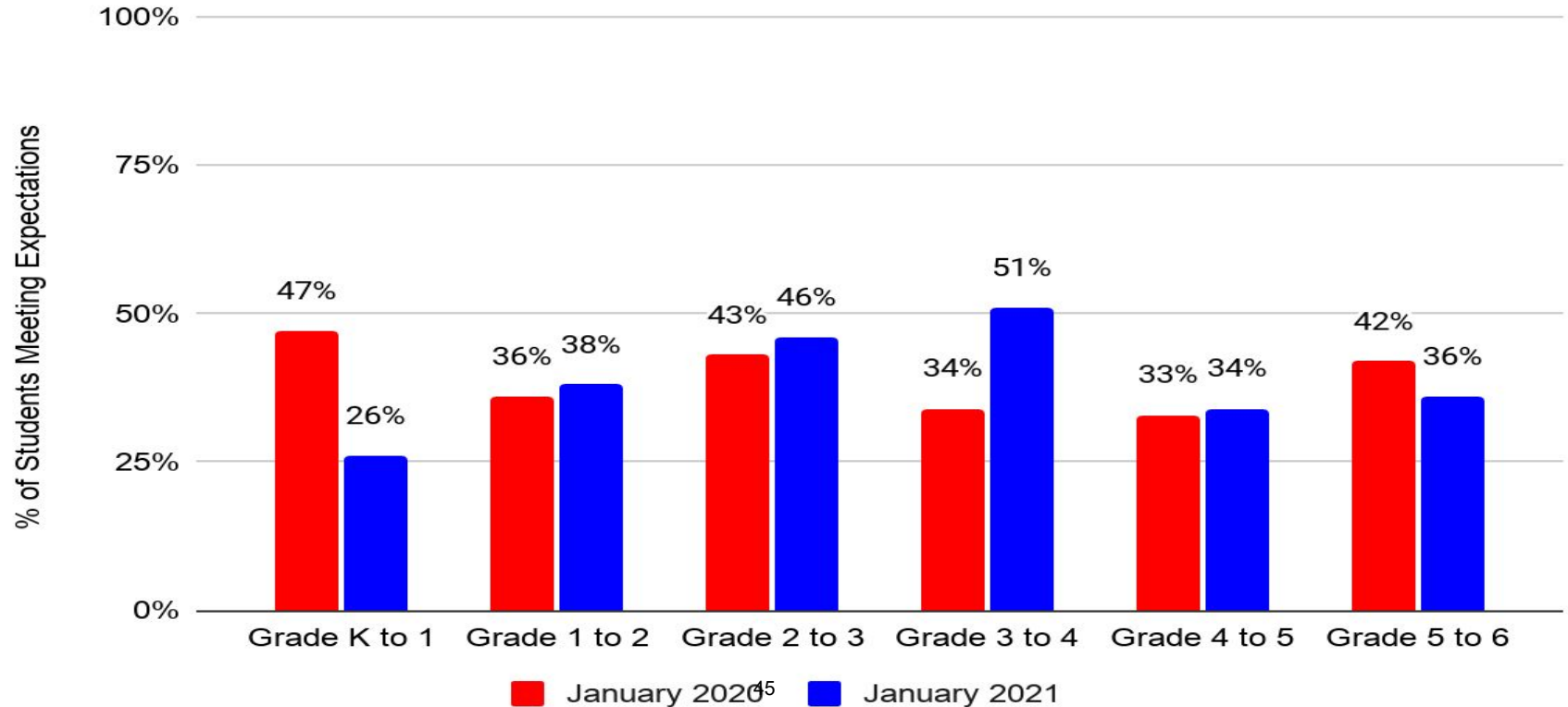
Grade ▼ ⌵	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ	
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵
Grade K	<div><div></div></div> 61%	23%	<div><div></div></div> 45%	5%
Grade 1	<div><div></div></div> 62%	19%	<div><div></div></div> 45%	3%
Grade 2	<div><div></div></div> 69%	26%	<div><div></div></div> 46%	7%
Grade 3	<div><div></div></div> 59%	18%	<div><div></div></div> 43%	3%
Grade 4	<div><div></div></div> 61%	26%	<div><div></div></div> 38%	11%
Grade 5	<div><div></div></div> 67%	31%	<div><div></div></div> 38%	8%
Grade 6	<div><div></div></div> 93%	43%	<div><div></div></div> 45%	16%
Grade 7	—	—	—	—
Grade 8	— 43	—	—	—

Assessment Data: Scholastic Aptitude Test (SAT) U-32 Compared to VT and USA

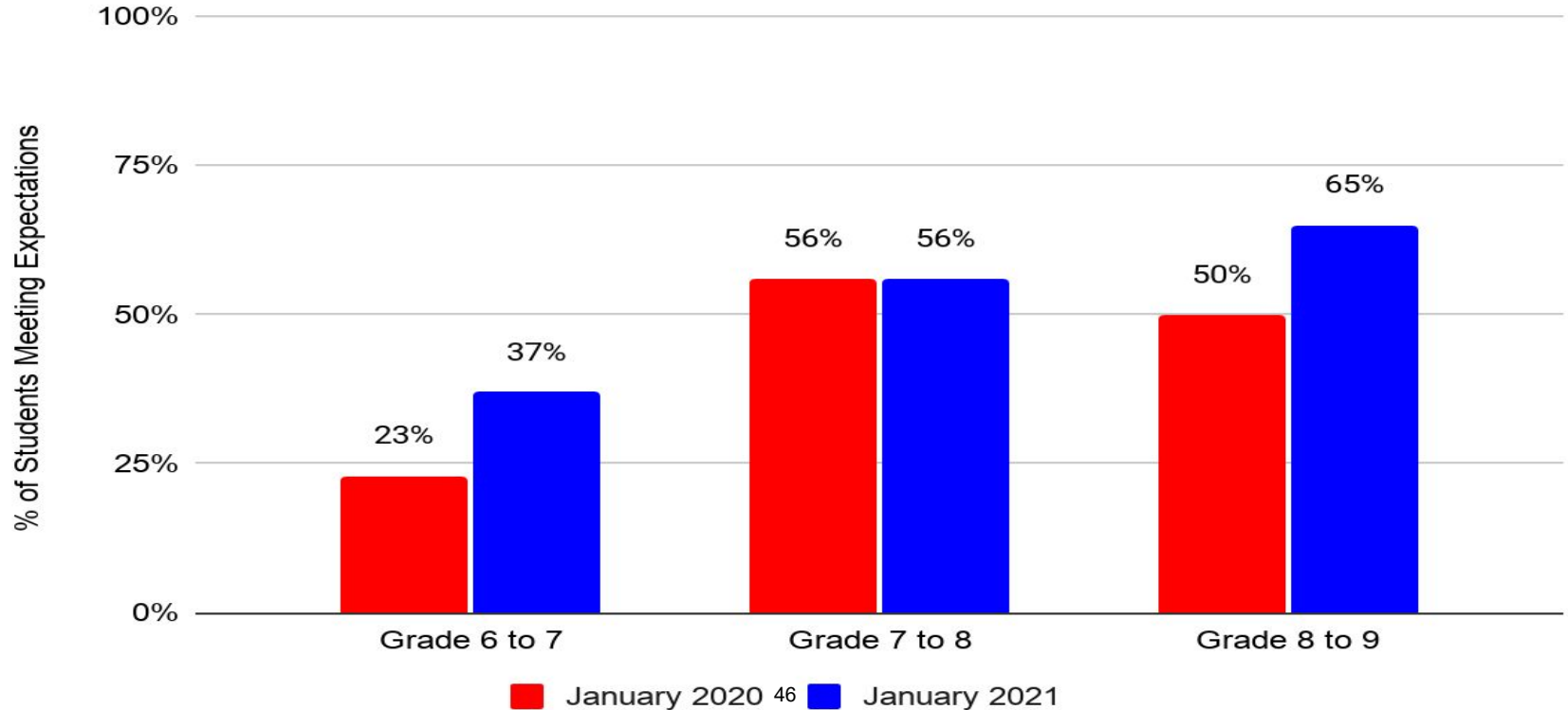
SAT Scores / Math

Year	U-32	Vt Average	US Average
2018	557	554	527
2019	566	549	528
2020	543	545	523

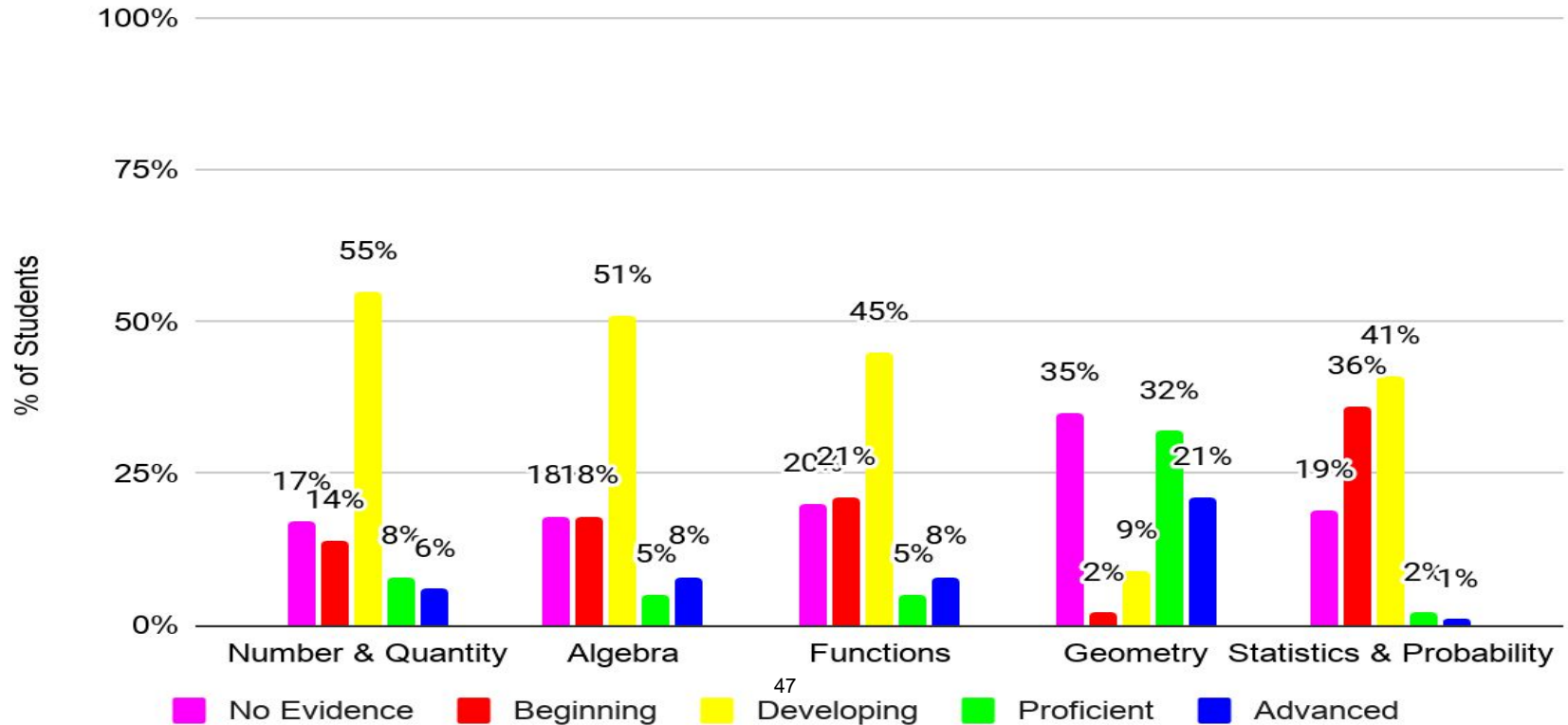
WCUUSD Elementary Report Card Data January 2020 Compared to January 2021



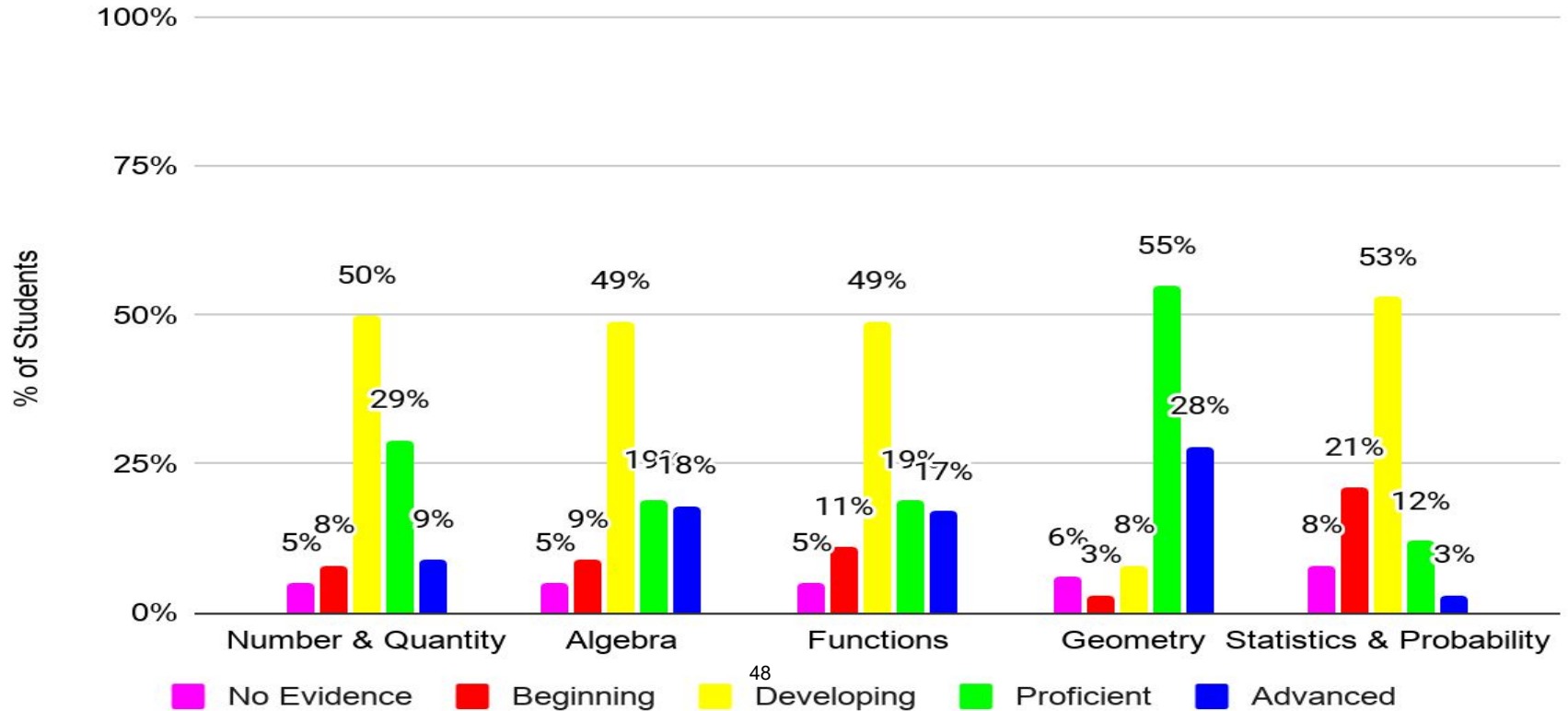
WCUUSD Middle School Report Card Data January 2020 compared to January 2021



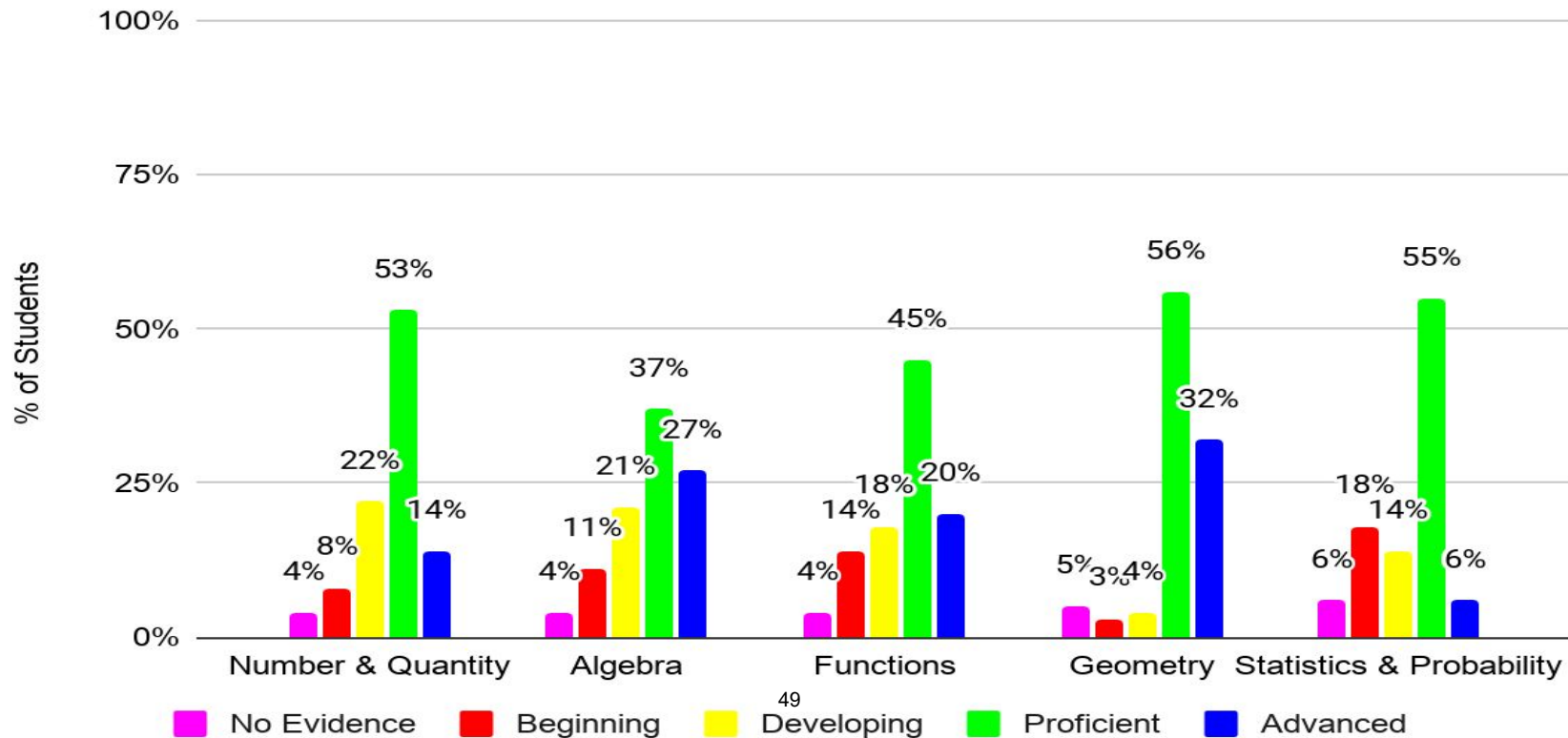
Assessment Data: PBGR's for Current Grade 10 June 2020 (End of 9th Grade)



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



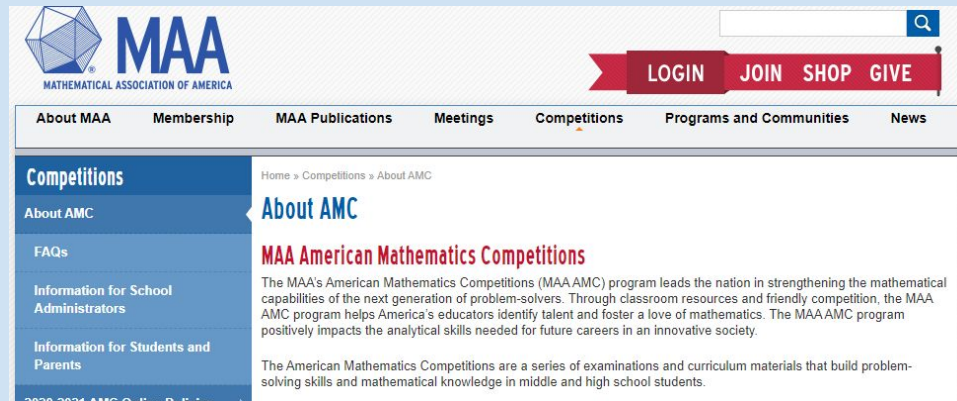
Assessment Data: PBGR's for Current Grade 12 June 2020 (End of 11th Grade)



High School Math Awards, June 2020

[High School Awards Ceremony
June 2020](#) (23:40-26:27)

[Senior Awards Ceremony June
2020](#) (16:48-22:51)



U-32 Math Team

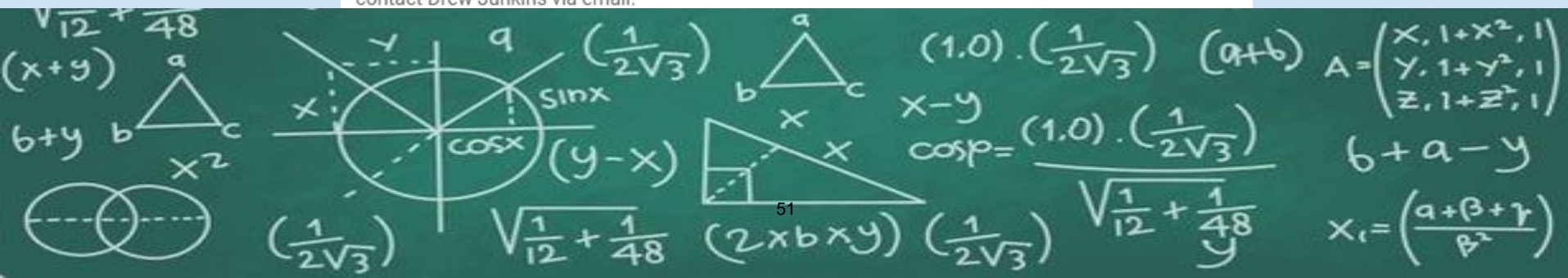
U-32 Newsletter, January 18, 2021

The U-32 Math Team Breaking School Records!

For the first time in school history our Math team scored a PERFECT SCORE on the Team Test. The members that participated in the test were Kayl Humke, Jacob McCoy, Alec Benedict, Evan Elliot, and Alex Saunders. These students displayed great collaboration and efficiency in their math work.

This year Math team is where our team competes with other Math Teams around the state in the Greater Burlington Math League. Students take up to 3 tests to see how high they can score on different math topics. For each topic the top 3 scores for each team are added up and count towards the overall team score.

It is not too late to join the team. We still have two meets left. If you are interested in joining please contact Drew Junkins via email.



School Board Role

- Support for early intervention
- Support for extended learning opportunities
- Cultivate a culture that affirms that math is universal
- What else?

STUDENT LEARNING OUTCOMES



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WASHINGTON CENTRAL
SUPERVISORY UNION

Modified Making Meaning Protocol

In rounds:

- What did you see?
- What questions did this presentation raise for you?
- What struck you as significant?
- What are the implications for our work?



Next Steps and Debrief

- How will we share this work with the full board?
- What worked about this process?
- What might we change for next month's SLO presentation?

What struck you as significant?

Education Quality Committee, 2-3-21

- We are chasing our tail during this time of COVID, but it is helpful to have actual data.
- We can see where to shore up; where we have strongholds and solid ground.
- The information will help us with our continuous improvement plans.
- Why was there a relatively high level of success in math with remote instruction?

What are the implications for our work?

Education Quality Committee, 2-3-21

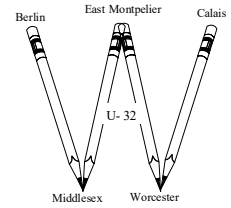
- Math achievement needs to be addressed in our strategic planning.
- The board and leadership team need to keep this front and center.
- We need to continue to support professional development.
- We need to acknowledge that we are offering in person instruction during a pandemic and we need to give it time to build traction; also we need to keep the balance of moving forward without losing sight of the long game.

Washington Central Unified Union School District

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

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

Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski, WCUUSD Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: Cares Relief Fund(CRF)-LEA Grant and Financial Update
DATE: February 11, 2021

As of last week, Washington Central Unified Union School District (WCUUSD) received five Cares/Coronavirus Relief Fund (CRF) Grants. They are:

1. Summer Food Grant (\$50,626)
2. Food Service Equipment Grant(\$80,900.66)
3. Efficiency Vermont Cares Relief Grant(\$906,512)
4. CRF-LEA Grant(\$3,045,220.14)
5. ESSER Grant(\$243,331)

It is huge undertaking to process new grants in the amount of \$4.3 million with retroactive spending dates, multiple funds, different instructions and different reporting/cash reimbursement forms and requirements. The Fiscal Service Team worked collaboratively with the schools to ensure all eligible expenses were submitted for reimbursement. This often required great attention to detail and patience. Many expenses needed to be moved to different account numbers to comply with the “after the fact” change in the instructions.

We would like to acknowledge the Central Office staff who worked tirelessly to ensure this work was complete and accurate: Virginia Breer, Matt Kittredge, Penny Sanville, Michelle Ksepka, Carla Messier and Melissa Tuller.

We would also like to thank the Washington Central Leadership Team, School Administrative Assistants, Technology Team, Food Service Agents and Director of Community Connections for working with us to track and monitor site-based spending.

This report describes the use of the funds and how it impacts the fund balance projections.

1. & 2. Summer Food Grant and Food Service Equipment Grants

The Summer Food Grant and Food Service Equipment Grant combined total the amount of \$131,526.66(\$50,626+\$80,900.66).

Washington Central UUSD spent \$131,526.66 as follows:

- Salaries and Benefits \$26,138.00
- Food Service Delivery(Transportation) \$24,488.00
 - Subtotal \$50,626.00
- Supplies \$59,465.00
- Equipment \$21,435.66
 - Subtotal \$80,900.66

Here is the narrative that was submitted to request grant support:

The Washington Central Unified Union School District Food Service Program has been impacted by COVID-19 because school buildings were closed from mid-March through the end of the school year, with children learning remotely. As a result, children were unable to receive school meals at school. In addition, all summer programing located at our schools was suspended this summer, so children were unable to receive meals at our usual summer meal sites. Finally, children and households in our SD are facing higher levels of food insecurity as a result of COVID-related job losses and furloughs, so there is increased need for meals for children. Until June 19th, we offered household delivery using our existing bus routes. During the month of July, we are offering meals both for grab-and-go pickup at 1 location throughout out attendance area and offering household meal delivery for households that request it.

To continue to provide meals to children during COVID-19, we have incurred additional costs to package unitized meals for distribution, delivering meals to households and pick-up points, and institute health and safety protocols in our production kitchen and delivery points. During June we utilized 9 buses and drivers and for July we used 1 school bus and 4 school vans to deliver meals to homes and pick-up locations. We employed staff for the July program and 1 bus driver and 4 van drivers to assist with meal delivery.

Beginning September 8, 2020, Washington Central Schools have reopened full-time for grades Prek-8 and one week in person/one week remote for grades 9-12. To comply with CDC guidelines, Washington Central schools have purchased equipment. We are forecasting additional costs for this equipment beyond the reimbursements for the meal program through December 2020.

3. Efficiency Vermont Cares Relief Grant

WCUUSD received a Cares Relief “Subgrant” from Efficiency Vermont in the amount of \$906,512. Efficiency Vermont received the grant through an appropriation during last year’s legislative session and sub-granted the funds to school districts. These funds were designated for: Indoor Air Quality (IAQ) projects to repair, maintain and upgrade heating, ventilation and air conditioning (HVAC) systems in reference to COVID-19 specific guidelines from the U.S. Centers for Disease Control and Prevention (CDC) and the American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE). All work required completion by December 30, 2020.

Although the total amount of the grant award was \$906,512, WCUUSD came in under budget by \$90,813 with total spending in the amount of \$815,699.

Here is the amount spent by building:

- Berlin \$18,732
- Calais \$513,562
- East Montpelier \$44,430
- Rumney \$90,797
- Doty \$32,440
- Central Office \$11,252
- U32 \$104,486

4. CRF-LEA Grant

WCUUSD received a CRF-LEA Grant in the amount of \$3,045,220.14. The grant time period was March 2020-December 2020. Since September 2020, several grant applications and revised budgets were submitted due to the changing list of grant eligible items and other grant funding sources. The final grant award and instructions were received in mid-December 2020 retroactive to March 2020. As noted in a separate memo, this crossed fiscal years, involved multiple funds and has resulted in delays in the FY 19-20 audit.

This grant also included “repurposed” funds and Teachers pension expenses both of which results in a return of education fund revenues to the state for costs that were repurposed due to the pandemic.

In summary, here is the final \$3,045,220.14 grant budget:

- Repurposed \$862,609.30
- Teachers Retirement/Pension \$182,709.00
 - Subtotal \$1,045,318.30
- Local Expense Reimbursement \$1,999,901.84

The final WCUUSD local expenses were less than the budgeted amount. Because of this, we were able to submit more repurposed expenses.

In summary, here is the final \$3,045,220.14 grant spending:

- Repurposed \$1,134,648.89
- Teachers Retirement/Pension \$ 216,792.25
 - Subtotal \$1,351,441.14
- Local Expense Reimbursement \$1,693,779.00
 - General Fund \$1,249,424.83
 - Childcare \$85,379.77
 - Food Program \$358,974.40

5. ESSER Grant

WCUUSD received an ESSER Grant in the amount of \$243,331. The grant period is July 1, 2020-June 30, 2021. After utilizing all other grant funding opportunities that ended on December 30, 2020, the ESSER Grant reimburses expenses January 2021-June 2021. These expenses will pay for unbudgeted staffing:

- 1.0 FTE (2 part-time nurses) and 1.0 FTE COVID Coordinator \$142,674
- Miscellaneous Remote Instruction Staff \$99,992
- Independent Schools share \$665

The following documents provide more information:

1. WCUUSD cash request summary by Fund, Program and Object codes.
2. A summary table provided by the Agency of Education to assist Business Managers in determining eligible expenses and how to categorize them into unbudgeted and repurposed allocations.
3. A document providing more detail on how WCUUSD spent the grant funds.

We will review this information in more detail at the Finance Committee and School Board meetings February 16/17th.

Washington Central Unified Union School District
FY21 & FY 20 All cash Requests

	Object	119 Unbudgeted	121 Repurposed	819 Childcare	159 Food Program	Total
Salaries	100	\$516,545.49	\$871,406.00	\$71,713.74	\$185,753.29	\$1,645,418.52
Benefits	200	\$318,403.40	\$263,242.89	\$13,666.03	\$89,216.50	\$684,528.82
Purchased Professional Services	300	\$34,701.32	\$0.00	\$0.00	\$0.00	\$34,701.32
Purchased Property Services	400	\$48,272.05	\$0.00	\$0.00	\$0.00	\$48,272.05
Other Purchased Services	500	\$41,355.14	\$0.00	\$0.00	\$65,315.14	\$106,670.28
Supplies	600	\$425,599.68	\$0.00	\$0.00	\$0.00	\$425,599.68
Equipment	730	\$81,340.00	\$0.00	\$0.00	\$18,689.47	\$100,029.47

Totals		\$1,466,217.08	\$1,134,648.89	\$85,379.77	\$358,974.40	\$3,045,220.14
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Allocation for Teachers Retirement		-\$216,792.25	\$216,792.25			
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Balance for Local Expenses		\$1,249,424.83	\$1,351,441.14	\$85,379.77	\$358,974.40	\$3,045,220.14
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Yellow-Local Expense Total						\$1,693,779.00
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Table 1: Examples of eligible expenses for CRF

This is not meant to be a comprehensive list. For questions, please contact Brad James at: brad.james@vermont.gov

Please use the subject heading, CRF eligibility question.

Unbudgeted expenses	Budgeted expenses used for a substantially different purpose.
PPE (Personal Protection Equipment) - masks, gloves, etc.	Staff salary & benefits for time spent developing online learning capabilities necessary for online learning.
Supplies and technology for health screening - thermometers, pulse oximeters, etc.	Personnel or expenses paid from other state, local, or federal revenues are not eligible for reimbursement with CRF funds (e.g., Federal Title grants, special education, etc.)
Cleaning and sanitizing supplies	
Signage for social distancing	Salary and benefits for instructional coaches performing COVID related remote learning planning.
Staffing costs beyond contract - e.g., not budgeted, extra days, overtime, extra duty, etc.	
Costs associated with providing childcare for essential workers	Salary and benefits for hourly staff who were paid despite not working (unscheduled time) - do not include special education staff or other staff reimbursed through state or federal funds.
IT equipment: student devices, staff devices, mobile hotspots	Administrative time related to COVID response - superintendents, building principals, business managers, curriculum director (if not charged to Consolidated Federal Grants), etc.
Cost to expand bandwidth	IT salary & benefits supporting remote learning
Summer professional development for school reopening	Salary and benefits of school nurses (if working) & COVID Health Coordinators
Task Force costs for school reopening	
Software to support online learning	Business office staff for tracking and administration of funds
Foodservice costs specific to delivering meals not in the summer months of June, July, or August: transportation, equipment, supplies, staffing costs for holiday week, excess staffing costs for packaging meals.	Cost of staff accessing Covid-19 EPSL leave
Modifications and renovations to schools to comply with public health orders	Transportation for delivery of student meals or educational materials not in the summer months of June, July, or August.
Supplies and materials to facilitate physical distancing and/or reduce sharing of items in schools	Copies, materials and supplies if substantially different from regular purchases
Furniture to comply with public health orders	
Mental Health supports for students, including curriculum supplies	
Communication and family engagement	

CRF-LEA Grant and ESSER Grant-Eligible Expenses

NOTE: This is a summary of the items paid from the grant and is not an all-inclusive list. Many staff were charged to both categories: Unbudgeted and Repurposed for time spent on COVID-19 related tasks that were included in the budget.

Unbudgeted Staffing Costs paid from the grant

- Staffing costs beyond contract – e.g., not budgeted, extra days, overtime, extra duty, payment for unused leave time (vacation) etc.
 - Positions eligible who received additional compensation include: Teachers, Administrators, Fiscal Staff, Central Office Support Staff, Custodial, Maintenance, Clerical Support, Food Service, Day Care Staff, Substitute's etc.
 - Positions added due to COVID -19 pandemic: Part-time Nurses, COVID Coordinator, Remote Instructors and related costs.
 - Task Force costs and Summer Professional development for school reopening.
 - Staff costs associated with modifications and renovations to schools to comply with public health orders.
 - Costs associated with providing childcare for essential workers.
 - Costs associated with providing childcare for teachers/staff/administrators who are unable to access childcare due to COVID-19 so that those employees can continue to provide education services to students.
 - Foodservice costs specific to delivering meals, staffing costs for holiday week, excess staffing costs for packaging meals

Repurposed Staff Paid from Grant

- Professional staff- professional development time to prepare for online learning capabilities- staff salary and benefits for time spent
- Instructional staff performing COVID related remote learning planning - salary and benefits
- Staff salaries when completing work that is substantially different and COVID-19 related – e.g., staffing costs for time associated with developing remote learning capabilities
- Unscheduled time for hourly staff who were paid despite not working – salary and benefits (do not include SPED or other staff reimbursed through state or federal funds)
- Administrative time related to COVID response-Reopening Task Force work–(if not charged to CFG or Special Education.)
- Cost of staff accessing COVID-19 EPSL leave.

Non payroll items charged to the grants:

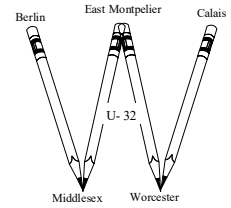
- Technology devices, software for remote learning, communications and legal services
- Protective Personal Equipment(PPE) and sanitation cleaning supplies
- Health Monitoring Equipment
- Sanitation of buses
- Vehicle for delivering meals
- Food service carts, composting and software to order meals.
- Daycare software to track attendance and accept payments

Washington Central Unified Union School District

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Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski, WCUUSD Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: Fiscal Year 19-20 Audit and Fund Balance Update
DATE: February 11, 2021

Fiscal Year 19-20 Audit

As we discussed at the January 5/6th Finance Committee and School Board meetings, the Cares Relief Fund(CRF)- LEA Grant and Summer Food Grant were awarded with a beginning date of March 2020. Washington Central Unified Union School District (WCUUSD) received the CRF -LEA Grant award in mid-December 2020 and the Summer Food Grant in late Fall 2020. Because the grants were awarded retroactive to March 2020 and after the close of the financial records for Fiscal Year 19-20, this has resulted in a delay of the final audit report.

This audit report delay is due to the new additional transactions recorded in last year's financial records and for the auditors to audit this work. While the entries did not impact the fund balance numbers for WCUUSD, it did change revenue, expense, receivable and payable accounts. These new grants (\$4.3mil) will also require additional work by our auditors due to the single-audit program requirements.

Due to the pandemic, both the State and Federal reporting requirements have been extended by 3 months. Our audit firm, RHR Smith, recently received guidance on what was expected for the FY 19-20 audit. While the final audit reports are typically required by March 31 for the prior year, there is an extension of 3 months and we expect to need this additional time.

This additional work is beyond the scope of our current contract and projected at a cost not to exceed \$5,000. We have scheduled this work for the last week in February 2021. As the new grants cover two fiscal years (FY 19-20 and FY 20-21), the auditors will complete both years at the same time.

We hope to have the final audit for a School Board meeting in April 2021.

Fund Balance Update FY 19-20

Attached is an updated Fund Balance Report for FY 19-20 including the CRF-LEA Grant transactions.

Here is a summary of the new transactions for FY 19-20:

- All changes are noted “June 2020 #3”.
 - The NEW Teacher’s Retirement/Pension entries resulted in the following:
 - Revenues and Expenses both increased by \$43,170
 - Entries related to “Repurposed” staffing costs in the amount of \$298,498:
 - Increase the Revenue and Expense for the CRF-LEA Grant.
 - Decrease Education Spending Revenues and Expenses for the same amount.

Please note: The Efficiency Vermont Grant, Food Service Equipment Grant and the ESSER Grant are for only FY 20-21 and will not impact the FY 19-20 audit.

Fund Balance Update FY 20-21

As noted above the ending Fund Balance for FY 19-20 did not change, so the beginning Fund Balance amount is the same. However, the items listed in the section “Other Board Considerations for Fund Balance” related to COVID-19 for FY 20-21 are no longer needed. This is because all items related to the pandemic were included in the CRF-LEA Grant versus using local Fund Balance.

The attached updated report for FY 20-21 reflects an increase in fund balance for positions which were previously included as locally funded, but are now reimbursed from the grants. Here is a summary of the positions:

- Miscellaneous unbudgeted remote instruction staff
 - ESSER \$99,992+CRF LEA \$154,601=\$254,593
- 1.0 FTE (2 part-time nurses) and 1.0 FTE COVID Coordinator
 - ESSER \$142,674+CRF LEA \$94,990=\$237,664

The combined total of grant support is \$492,257.

At the time of printing, we are aware of additional Care Relief Grant funds for FY 21-22, but there is no specific criteria for its use. Based on the latest information, we are comfortable recommending a fund balance transfer to support the Capital Fund in the amount of \$1,500,000. Please see the updated Fund Balance report for more information. This will be reviewed in more detail at both the Finance Committee and School Board meetings.

Washington Central Unified Union School District
FUND BALANCE SUMMARY
Fiscal Year 2019-2020-FINAL-After CRF LEA Funds

NOTE: Fund Balance available to the School Board is the "After Audit Beginning Balance". The Projected Ending Fund Balance is an estimate using the current information. This amount becomes final after the school year ends and the audit is completed.

KEY: Increase (Decrease) to Fund Balance

GENERAL FUND (1)

Transfer from Reserve Accounts:		Month of Update		
Transfer from Reserve Accounts-WCSU & School Fund Balances	July	2019	\$1,460,037	* See Reserves Below
Transfer from Reserve Accounts-Technology Fund Balances	July	2019	\$481,255	
Subtotal Transfer from Reserve Accounts(A)			\$1,941,292	

Revenues Changes:		BUDGET 2020	CHANGE	PROJECTED 2020
Special Education Reimbursements	Sept 2019		\$146,462	* See Expenses Below
Interest Income	Sept 2019		-\$37,556	* See Expenses Below
Miscellaneous Income-Intercompany Shared Billing	Dec 2019		-\$15,800	* See Expenses Below
Tuition From Other School Districts(Budget was 50 actual is 58)	Dec 2019		\$151,939	
Small Schools Grant	Dec 2019		\$8,728	
Transportation Aid	Dec 2019		\$133,174	
Special Education Reimbursements & Prior Year	Dec 2019		-\$143,375	* See Expenses Below
Act 166 Tuition-Other SD	Dec 2019		\$16,780	
Special Education Reimbursements	March 2020		\$41,177	* See Expenses Below
Interest Income	June 2020		\$67,219	
Small Schools Grant/Tech Center Transportation	June 2020		\$8,353	
Tuition From Other School Districts(Budget was 50 actual is 56.3)	June 2020		-\$32,492	
Special Education Reimbursements	June 2020		-\$162,130	* See Expenses Below
Act 166 Tuition-Other SD	June 2020		\$480	
Miscellaneous Income-Incl Erate/Reimbursements	June 2020		-\$43,176	
CARES-COVID Reimbursement-General Fund	June 2020#2		\$111,846	* See Expenses Below
Special Education Reimbursements	June 2020#2		-\$72,348	* See Expenses Below
Miscellaneous Income-Incl Erate/Reimbursements	June 2020#2		\$29,534	
CARES-COVID Reimbursement-General Fund	June 2020#3		\$341,668	* See Expenses Below
Education Spending Revenues	June 2020#3		-\$298,498	* See Expenses Below

TOTAL REVENUES(B)	\$33,854,769	\$251,985	\$34,106,754
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Expense Changes:		BUDGET 2020	CHANGE	PROJECTED 2020
Special Education changes-Primarily Addl-1:1 Paraeducators (5.4 FTES)	Sept 2019		-\$261,539	*See Revenues Above
Unfilled Positions & CFG Grant funded position-Professional (-1.7 FTE'S)	Sept 2019		\$147,805	
English Language Learner Position Additional .3FTE Salary and Benefits	Sept 2019		-\$30,232	
Salary & Benefit Staffing Update- FY19-20-Primarily Health Insurance	Sept 2019		\$731	
Expense Savings From Prior Fiscal Year	Sept 2019		\$52,076	
School-wide Expenses-PreK	Sept 2019		-\$22,600	
Interest Expense	Sept 2019		\$37,556	*See Revenues Above
Fund Transfer to U-32 Capital Fund-PER Board September 18, 2019	Dec 2019		-\$437,490	
Expenses From Prior Fiscal Year -Updated	Dec 2019		-\$3,787	
SU Intercompany-Shared Billing	Dec 2019		\$15,800	*See Revenues Above
School-wide Expenses-Primarily Pre K	Dec 2019		\$7,843	
Special Education Programs-Tuition & Professional Ed Svcs	Dec 2019		-\$49,043	*See Revenues Above
Fund Transfer to Doty Capital Fund-PER Board March 4, 2020	March 2020		-\$42,000	
Technology-Fiscal Software	March 2020		\$100,000	*See Res. Fund Balance
Special Education Update	March 2020		\$89,464	
Salary & Benefit Staffing Update- FY19-20-Primarily Health Insurance	March 2020		\$106,239	
Operation of Plant-savings-Primarily Utilities	March 2020		\$26,700	
Administrative Savings	March 2020		\$28,539	
Payroll Close Down Estimates	June 2020		\$164,866	
Special Education Savings	June 2020		\$304,314	*See Revenues Above
Close Down Savings-various departments	June 2020		\$43,366	
Technology-Equipment-Reserve Below**	June 2020		\$50,677	See Reserve Below
Estimated Closedown Savings	June 2020		\$615,739	
CARES COVID Instructional, Support and Related Expenses	June 2020#2		-\$111,846	*See Revenues Above
Special Education Savings	June 2020#2		\$103,542	*See Revenues Above
Close Down Savings-various departments	June 2020#2		\$61,630	
Technology-Equipment-Reserve Below**	June 2020#2		\$28,996	See Reserve Below
School-wide-Pension Expense for CARES RELIEF SPENDING	June 2020#3		-\$43,170	*See Revenues Above
District-wide-Repurposed Payroll from EDUCATION SPENDING	June 2020#3		\$298,498	*See Revenues Above
District-wide-Repurposed Payroll to CARES RELIEF SPENDING	June 2020#3		-\$298,498	*See Revenues Above

TOTAL EXPENSES(C)	\$33,854,769	\$984,176	\$32,870,593
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CURRENT YEAR OPERATIONS-REVENUE LESS EXPENSES (B-C)=D	\$1,236,161
BEGINNING BALANCE + CURRENT YEAR OPERATIONS(A+D)=E	\$3,177,453

Reserved Items:

Reserved for Technology Equipment	-\$357,928	* See Transfer Above
Reserved for Fiscal Software & Related Costs-Includes Interest Income	-\$309,000	* See Transfer Above
	\$0	
Subtotal Reserved Items (F)	-\$666,928	

Other board considerations for fund balance:

Possible reserve for future Transportation Aid \$54k	\$0
Board Authorized Summer Food Program if needed \$37,637	\$0
Possible reserve for Cares (COVID-19) Amount TBD \$417,830	\$0

PROJECTED ENDING BALANCE-Reserved For Operations(E+F)=G	\$2,510,525
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Note: Target Fund Balance at 2% of current year budget \$677,095

Amount Available Beyond the 2% Target	\$1,833,430
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Washington Central Unified Union School District
FUND BALANCE SUMMARY
Fiscal Year 2020-2021
COVID-Cares Relief Fund(CRF)-Pending Audit

NOTE: Fund Balance available to the School Board is the "After Audit Beginning Balance". The Projected Ending Fund Balance is an estimate using the current information. This amount becomes final after the school year ends and the audit is completed.

KEY: Increase (Decrease) to Fund Balance

GENERAL FUND (1)

Beginning Fund Balance-Reserved for Operations:		Month of Update	
Reserved for Operations	July 2020		\$2,510,525
Total Beginning Fund Balance-Reserved for Operations(A)			\$2,510,525

Revenues Changes:		BUDGET 2021	CHANGE	PROJECTED 2021
Interest Income	Sept 2020		-\$53,780	* See Expenses Below
Miscellaneous Income-Rumney Outdoor Learning	Sept & Nov 2020		\$11,500	* See Expenses Below
Tuition Income(4 less Full-time students than budgeted)	Oct 2020		-\$82,608	
Small Schools Grant	Oct 2020		\$28,866	
Special Education Reimbursements	Nov 2020		-\$304,888	* See Expenses Below
Miscellaneous Income-Dental Transfer-Per Board Action December 16	Dec 2020		\$125,000	
Special Education Reimbursements	Dec 2020		-\$34,112	* See Expenses Below
Education Spending-Repurposed using CRF	Feb 2021		-\$836,152	* See Expenses Below
CARES RELIEF FUND-COVID Reimbursement-AOE	Feb 2021		\$2,147,353	* See Expenses Below
CARES RELIEF FUND-COVID Reimbursement-Efficiency Vermont	Feb 2021		\$815,699	* See Expenses Below

TOTAL REVENUES(B)	\$35,430,502	\$1,816,878	\$37,247,380
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Expense Changes:		BUDGET 2021	CHANGE	PROJECTED 2021
Interest Expense	Sept 2020		\$53,780	*See Revenues Above
Program Costs-Rumney Outdoor Learning	Sept & Nov 2020		-\$11,500	*See Revenues Above
School-wide Payroll Update-Unfilled Positions	Oct 2020		\$221,629	
School-wide Payroll Update-Budgeted Position Charged to Grant	Oct 2020		\$37,340	
School-wide Payroll Update-Health Insurance Savings	Oct 2020		\$74,365	
School-wide Payroll Update-Staffing Turnover Savings	Oct 2020		\$77,227	
Special Education Programs	Nov 2020		\$539,135	*See Revenues Above
Special Education Programs	Nov 2020		\$29,958	*See Revenues Above
School-wide Payroll Update-Updated for CRF eligible expenses	Feb 2021		\$254,593	
Education Spending-Repurposed using CRF	Feb 2021		-\$836,152	*See Revenues Above
CARES COVID Instructional, Support and Related Expenses-AOE	Feb 2021		-\$2,147,353	*See Revenues Above
CARES COVID Air quality, Isolation Rooms-Efficiency Vermont	Feb 2021		-\$815,699	*See Revenues Above

TOTAL EXPENSES(C)	\$35,430,502	-\$850,373	\$36,280,875
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CURRENT YEAR OPERATIONS-REVENUE LESS EXPENSES (B-C)=D	\$966,505
BEGINNING BALANCE + CURRENT YEAR OPERATIONS(A+D)=E	\$3,477,030

Other board considerations for Fund Balance(F):

Possible reserve for Transportation Aid -Budget FY 21-22-Not Needed	\$0
Early Retirement First Installment and Health Insurance-June 2021	-\$211,136
Reserve for Budget Items-FY 21-22-Early Retirement	-\$144,000
Reserve for Budget Items-FY 22-23-Early Retirement	-\$144,000
Reserve for COVID-19 Coordinator and FT Nurses(2.0FTE)- Less Grants	-\$190,004
Reserve COVID-19-Sanitation and PPE-Amt TBD	\$0
Reserve for Operation of Plant-U-32 Maintenance-Amt TBD	\$0
Reserve Strategic Plan & Curriculum Management Review-Amt TBD	\$0
Possible transfer to Capital Fund-Amount TBD	-\$1,500,000
Possible Tuition Refund-Amount TBD	\$0

Subtotal Board Considerations **-\$2,189,140**

PROJECTED ENDING BALANCE-Reserved For Operations(E+F)=G **\$1,287,890**

Note: Target Fund Balance at 2% of current year budget **\$708,610**

Amount Available Beyond the 2% Target **\$579,280**

Other Reserved Items:

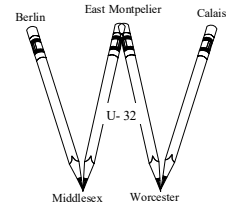
Reserved for Technology Equipment	\$357,928
Reserved for Fiscal Software & Related Costs-Includes Interest Income	\$309,000
	\$0
Subtotal Reserved Items (G)	\$666,928

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Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski, WCUUSD Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: Capital Fund Budget FY 21-22
DATE: February 11, 2021

At the request of the school board, a subcommittee comprised of Flor Diaz, Bill Ford, Bryan Olkowski and Lori Bibeau reviewed the prior capital work prepared by Black River Design. We met several times to prioritize items using the following criteria: State required projects, Indoor Air Quality, Health/Safety and other requested projects. During the budget process, some Principals provided additional information with requests for consideration.

Using the above-mentioned criteria, we drafted a list of items for the next three fiscal years. Using the latest cost estimates, additional funds are needed beyond the \$725,000 included in the Budget FY21-22. As we will be hiring a Washington Central UUSD Facility Director, we realize that future projects and plans may be modified with updated information and recommendations. Our draft list for future consideration is included at the end of this memo along with a funding recommendation.

Here is a summary of the Committee recommendations for the remainder of FY 20-21 through FY 21-22:

PREVIOUSLY AUTHORIZED PROJECTS (3)

We confirmed that this Spring/Summer, there are three outstanding projects previously approved by the board. They are: Berlin Parking Lot Project, Rumney Gym Floor Project and U32 Sidewalk Project. There are separate project funds identified for these three projects. The projects were approved by the School Board by first utilizing prior restricted Capital Fund balances and then using the new WCUUSD Capital Fund as needed. At this time, these projects are expected to be within the previously authorized budgets.

NEW PROJECTS TO COMPLY WITH STATE REQUIREMENTS (2)

There are two storm water projects (Berlin and U32) that need to be completed to comply with state requirements for storm water. As with other water projects, there may be an opportunity to apply for loan forgiveness or grants for some of the project costs. Lori Bibeau contacted the state and learned there will be an opportunity to apply for state funding to support these projects sometime this spring 2021. While the application process and requirements are not readily available, Bill Ford is working on collecting the typical information that will be needed to apply for state funding. It should also be noted that storm water projects often take several years to complete.

The total current estimated cost is:

- Berlin \$215,262
- U32 \$414,896
 - Total \$630,158
- It is important that funds be earmarked subject to a reduction in state aid for these projects. It is unclear if voter approval will also be needed for these projects to receive state support.

INDOOR AIR QUALITY PROJECTS (2)

Because of the pandemic, most indoor air quality projects received approval and were funded by the Cares Relief Grant through Efficiency Vermont. At the time, there were two projects deemed not eligible for grant funding. The two projects were the Rumney IAQ project and the Central Office IAQ project. Black River Design and Kohler Lewis have been putting together estimates to complete this work. We are awaiting more information about future Cares Relief Grant funding opportunities.

The total current estimated cost is:

- Rumney School \$233,868
- Central Office \$117,038
 - Combined Total \$350,906

Subtotal of above projects Budget FY 21-22: \$981,064

At the time of printing, we are aware of additional Cares Relief Grant funds for FY 21-22, but there is no specific criteria for its use. Please refer to the multi-year budget attached for more information on the capital expense recommendation, along with funding needs.

Recommended Board Actions:

- 1. To authorize the Capital Project Budget in the amount of \$981,064, subject to a reduction in state and/or federal aid.**
- 2. To authorize a Fund Balance transfer from the General Fund to the Capital Fund in the amount of \$1,500,000.**

CAPITAL RECOMMENDATIONS FOR FUTURE CONSIDERATION

**MISCELLANEOUS PROJECTS-HEALTH AND SAFETY CONSIDERATIONS FOR FUTURE
YEARS (FY 22-23 and FY 23-24) Estimated cost of \$2,680,000**

Fiscal Year 22-23-current estimates:

- U32 Roof \$500K
- Rumney Bathrooms\$100k
- Rumney Counters and Sinks \$20K
- Calais Bathrooms \$100K
- U32 Bathrooms and Partitions \$120K
- Doty Door Hardware \$20K
 - Subtotal \$860,000

Fiscal Year 23-24 current estimates:

- U32 Parking Lot \$1.1Mil
- Berlin Playground \$20K
- Doty Playground \$100K
- Security Card Access/Camera System \$600K
 - Subtotal \$1,820,000

WCUUSD Capital Budgeting FY 21-22
Final Draft for Board Consideration

February 11 2021

		Estimated Cost	Year 2021-2022	Year 2022-2023	Year 2023-2024
Project Description-Prioritized List	Row-From Report				
Berlin Storm Water	22	\$215,262	\$215,262	\$0	\$0
U32 Storm Water	108	\$414,896	\$414,896	\$0	\$0
Rumney IAQ	74 +	\$233,868	\$233,868	\$0	\$0
Central Office IAQ		\$117,038	\$117,038	\$0	\$0
U32 Roof	80	\$500,000	\$0	\$500,000	\$0
Rumney Bathrooms	61	\$100,000	\$0	\$100,000	\$0
Rumney Counters/Sinks	67	\$20,000	\$0	\$20,000	\$0
Calais Bathrooms	29	\$100,000	\$0	\$100,000	\$0
U32 Bathroom Partitions	109	\$100,000	\$0	\$100,000	\$0
U32 Bathrooms	85	\$20,000	\$0	\$20,000	\$0
Doty Door Hardware	23	\$20,000	\$0	\$20,000	\$0
U32 Parking Lot See Engineering Ventures	79	\$1,100,000	\$0	\$0	\$1,100,000
Berlin Playground	18	\$20,000	\$0	\$0	\$20,000
Doty Playground	48	\$100,000	\$0	\$0	\$100,000
Security Card /Camera System	Misc	\$600,000	\$0	\$0	\$600,000
Total		\$3,661,064	\$981,064	\$860,000	\$1,820,000

Funding:

Projected Carryover-WCUUSD		\$230,551	\$230,551	\$91,525	-\$43,475
Use Budget Amount FY 21-22 * 3 years		\$2,175,000	\$725,000	\$725,000	\$725,000
Central Office Capital Fund \$117,370		\$117,038	\$117,038		
Stormwater Project Support-TBD					
Cares Relief Grant Support-TBD					
Fund Balance Transfer		0			

Total Available	\$2,522,589	\$1,072,589	\$816,525	\$681,525
Projected Balance NEEDED	-\$1,138,475	\$91,525	-\$43,475	-\$1,138,475

Projects Continuing in the Spring-Funds Already Allocated

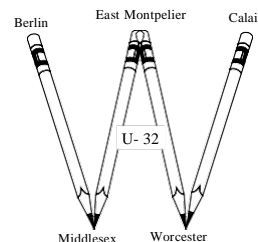
Berlin Parking Lot Project
Rumney Gym Floor Project
U32 Side Walk Project

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Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent; Jim Garrity, Technology Consultant
DATE: February 11, 2021
RE: Infrastructure Upgrades within the District

The district is in the middle of a technology assessment and the services it provides to its consumers: students, teachers, support staff members, and central office administrators. During this assessment, it became apparent that there is a critical need that must be addressed before the assessment is delivered to the board around the March timeframe.

To address this need, the District, in short order, will be putting out a Request for Proposal (RFP) for new server and storage infrastructure.

As background, at the high school, the District hosts a local three-server virtualization cluster which consists of 24 virtual servers and approximately 16TB of usable centralized storage along with several additional TB of backup storage. These servers run a variety of services for the district including, but not limited to, authentication and authorization services, file and print services, database services, and data visualization services.

In addition to this centralized infrastructure at the high school, each school has a server and storage at each location.

Earlier this school year the server and storage infrastructure reached its end of useful life and is currently outside of vendor support. While we are minimally worried about the end-of-life support for the server infrastructure, we are very concerned about the efficacy of the storage infrastructure.

Furthermore, there are several additional risks that must be remediated in the new server and storage architecture that exist today including but not limited to:

- Several virtual machines (VMs) are still running end of life operating systems (Windows 2008) and must be upgraded.
- Backup replication was failing for over 2 years. While some issues have been recently remediated, fixing the storage and replication architecture will ensure that we do not run the risk of losing data.
- Storage groups on the storage area network (SAN) are set up in high availability mode (Good) but tie back to the same logical units of disk (LUN) (Bad) so if storage hardware fails, your high availability configuration will not trigger, as there is no controller, and in some cases hard drive, diversity. This could lead to catastrophic disaster.
- Significant performance issues exist with our data visualization VMs and it appears to be a storage performance constraint.
- There is no hardware or software monitoring that exists at the district today.

This year's district budget includes funds allocated for this infrastructure replacement and upgrade project. Based on preliminary conversations and rough cost estimates we have received from several prospective vendors who may participate in the RFP process, we anticipate that the equipment acquisition cost will be approximately \$150,000 to \$180,000 with professional services costs for installation and configuration to range between \$20,000 and \$30,000.

This investment would replace our server and storage infrastructure at the high school. We will be seeking quotes for a hyperconverged infrastructure (HCI), which is a software-defined IT infrastructure that virtualizes all elements of traditional hardware-defined systems. This will allow us to collapse down and simplify our server and storage infrastructure into one framework, simplifying the operation and maintenance of the technology, giving our IT team back time in its day to focus on other district impactful initiatives.

While the district looked at cloud-based technology and non-HCI infrastructure, the cost benefit analysis was not as attractive as the hyperconverged options, which is why we are considering this path as part of the RFP.

Once we have socialized the RFP and received the quotes back, we will evaluate the bids and make a recommendation to the board.

Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

DATA RETENTION AND STORAGE POLICY

POLICY: F22

WARNED: 1.27.21

ADOPTED: _____

EFFECTIVE: _____

Overview

All WCUUSD information must be backed up to WCUUSD Network Storage or authorized Information Technology Department methods only. The use of external drives (thumb drives, UBS drives, etc.) must be approved by the Superintendent or the Superintendent's designee.

Purpose

To ensure Data Retention and Storage of data is controlled as outlined by industry, federal and/or state requirements. Additionally, information must be consistently protected throughout its life cycle, from its origination to its destruction. This Policy provides guidelines concerning the length of time official records should be retained under ordinary business circumstances.

Covered Records:

This Policy applies to all official records generated in the course of the WCUUSD operations, including but not limited to:

- Typed, or printed hardcopy (i.e., paper) documents.
- Electronic records and documents (e.g., email, Web files, text files, PDF files).
- Video or digital images.
- Graphic representations.
- Electronically stored information on network servers and/or document management systems.
- Recorded audio material

Minimize Storage and Retention of Sensitive Data

Sensitive data storage will be kept to the minimum necessary to conduct business operations. Sensitive data shall only be retained for that amount of time which is required for business, legal, and/or regulatory purposes.

At no time shall any sensitive data be stored in any form outside of approved systems without expressed written permission from the Superintendent or Superintendent's designee. The following storage mechanisms for sensitive information are prohibited, unless otherwise noted:

- Hardcopy, including guest books, paper notes, notebooks, receipts, or any other hardcopy format.

- Personal computers, including laptops, personal digital assistants, tablets, cell phones or other devices.
- Should any district employee, who has approval from the Superintendent or Superintendent's designee, access student or personnel records (i.e. student information system, learning management system etc.) for school purposes from a personal phone, PC, or other device that is not owned by the district, they **MUST** document the access, and then immediately remove the information from their personal device as soon as they are done handling the immediate school matter.
- Records containing confidential information should be labeled and/or stored in a manner to limit access to those employees or other individuals with authorization to view such records.
- **SUSPENSION OF RECORD DISPOSAL IN EVENT OF LITIGATION OR CLAIMS** In the event any employee of WCUUSD reasonably anticipates or becomes aware of a legal investigation or audit concerning the district, the school, or any employee within the district, such employee shall inform the Administration, the Superintendent and Board of Directors and any further disposal of documents shall be suspended until such time as the Board of Directors, with the advice of the Superintendent and WCUUSD's legal counsel, determines otherwise. The Administration shall take such steps as are necessary to promptly inform affected staff of any suspension in the disposal or destruction of documents.
- **CONFIDENTIALITY AND OWNERSHIP** All records are the property of WCUUSD, and employees are expected to hold all business records in confidence and to treat them as WCUUSD assets. Records must be safeguarded and may be disclosed to parties outside of the district only upon proper authorization. Any subpoena, court order or other request for documents received by employees, or questions regarding the release of the Agency's records, must be directed to the Administration, Superintendent, and Board of Directors prior to the release of such records. Any records of WCUUSD in possession of an employee must be returned to the employee's supervisor upon termination of employment. This policy is not intended to and does not constitute or create contractual terms of employment, assure specific treatment under specific conditions, and/or does not alter the nature of any employment relationship with WCUUSD.

Recommend

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

ACCESS CONTROL POLICY

POLICY: F25

WARNED: 1.27.21

ADOPTED: _____

EFFECTIVE: _____

Overview

This policy applies to Washington Central Unified Union faculty, staff, students, outside organizations, contractors and vendors that connect to servers, applications or network devices that contain or transmit WCUUSD Protected Data, per the Data Classification Policy. All servers, applications or network devices that contain, transmit or process WCUUSD Protected Data are considered “High Security Systems”. Additionally, All WCUUSD access is controlled by the use of keys at offices or proximity badge within parts of the building. The proximity badge is managed by IT. Access levels are defined by job requirements and management.

Purpose

This policy is designed to protect WCUUSD from unauthorized access to facility and assets. Access controls are designed to minimize potential exposure to the District resulting from unauthorized use of resources and to preserve and protect the confidentiality, integrity and availability of the District’s networks, systems and applications.

Policy

It is the policy of the Washington Central Unified Union School District (WCUUSD) to provide a safe environment for students and employees while facilitating access to school buildings, premises and equipment by authorized users. The safety and security of the district’s physical space and assets is a shared responsibility of all members of the Washington Central Unified Union School District. This policy addresses the design and management of access-control systems and measures to ensure consistency in implementation.

The District shall establish access control procedures to address the design, administration and management of access control systems and measures. Access-control privileges shall be determined and assigned by the Superintendent or designee based on the specific needs and requirements of the District and the electronic identification/access badge.

Physical Security

For the purpose of this policy, physical security has been divided into two elements: site physical security and information asset physical security.

- **Individual Access-** Physical access to information assets is granted on a need-to- know basis to provide the minimum access to sensitive data necessary.
- **Responsibilities-** IT will be responsible for:
 - Developing, implementing, maintaining and enforcing information asset physical security policies.
 - Ensuring physical security policies and procedures are tested and reviewed annually.

- Results of testing and review shall be used to make changes to policies and procedures as needed.
- Documenting exceptions to policies and procedures and identifying compensating controls where exceptions are made.
- Tracking all facility modifications

User Access

All users of District systems will abide by the following set of rules:

- Users with access to District Systems will utilize a separate unique account, different from their normal District account. This account will conform to the following standards:
 - The password will conform, at a minimum, to the published District Password Policy and Standards.
 - Inactive accounts will be disabled after 90 days of inactivity.
 - Access will be enabled only during the time period needed and disabled when not in use.
 - Access will be monitored when account is in use.
 - Repeated access attempts will be limited by locking out the user ID after not more than six attempts.
 - Lockout duration must be set to a minimum of 30 minutes or until an administrator enables the user ID.
 - If a session has been idle for more than 15 minutes, the user is required to re-authenticate to re-activate the terminal or session.
- Users will not login using generic, shared or service accounts.
- Service providers with remote access to customer premises (for example, for support of POS systems or servers) must use a unique authentication credential (such as a password/phrase) for each customer.

Administrative Access

- Administrators will abide by the Access Control Policy.
- Users will abide by the above user access guidelines.
- Administrators will immediately revoke all of a user's access to High Security Systems when a change in employment status, job function, or responsibilities dictate the user no longer requires such access.
- All service accounts must be used by no more than one service, application, or system.
- Administrators must not extend a user group's permissions in such a way that it provides inappropriate access to any user in that group.

Identification Badges

Each employee of the facility will be issued a Photo ID and access card (or key) during their new hire orientation and office employees will be given a key to the office. All employees are expected to wear the Photo ID card at all times when on site at any facility where WCUUSD assets are stored digitally. These cards are the responsibility of each employee to maintain and keep secure. If either card is lost or stolen, the employee must notify their manager and the IT Manager of their facility immediately. The lost card will be deactivated and a new card issued after it is signed for by the employee.

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

**REASONABLE CARE IN PROTECTING
PROPRIETARY AND/OR CONFIDENTIAL
INFORMATION**

POLICY: F41

WARNED: 1.27.21

ADOPTED: _____

EFFECTIVE: _____

Purpose

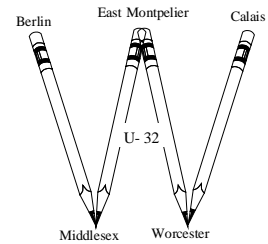
When WCUUSD service users are engaged in communication involving proprietary or confidential information from external or un-trusted networks, the use of encryption must be employed. The Information Technology Department has made available policies and procedures for service users that require remote access, these systems must be used for the transmission of sensitive information. For example, the use of the corporate VPN (IPsec), Secure Sockets Layer (SSL/https) or Transport Layer Security (TLS/https) is required for accessing WCUUSD systems when dealing with sensitive information across the Internet. Resources that are not encrypted by default should be avoided.

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



February 17, 2021

Dear Legislators,

Thank you for providing us an opportunity to submit written testimony. We are requesting that this letter be entered into the written testimony of the Committee (*We need to send it to a different committee waiting to hear*) and posted on the Committee's website.

While we understand the Committee on General, Housing, and Military Affairs worked through H.81, we write in support of H.63. We believe H.63 to be the best way to control health care costs for our district of approximately; 346 employees without jeopardizing current educational programming for our nearly 1500 students. The numbers below should help to support that position.

In our proposed FY22 Budget, \$3,876,070 are dedicated to healthcare. This represents 11.1% of our total budget. For the past three years, the healthcare percentage of the total budget was:

\$3,937,923 in FY 21 which is 11.1% of the total budget

\$3,256,884 in FY 20 which is 9.6% of the total budget

The cost of healthcare as a percentage of the average cost of compensation of teachers is approximately 18-20 %.

Given the outsized share of healthcare, our administration has been challenged to redistribute education dollars to ensure that significant programming and operations were not cut. This is an unsustainable ask. We urge you to support H.63 because it balances appropriate access to health care benefits and reasonable cost containment to ensure the financial sustainability of the benefits. Cost containment is needed in order to avoid further jeopardizing educational opportunities for students and maintenance of facilities. Please feel free to contact us with any questions you may have.

Sincerely,

Scott Thompson, WCUUSD School Board Chair

Bryan Olkowski, Superintendent

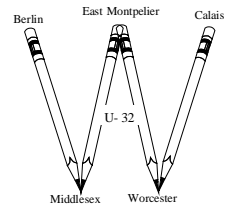
Flor Diaz Smith, WCUUSD School Board Vice Chair

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Bryan Olkowski
Superintendent



Washington Central Unified Union School District Board Meeting Minutes Unapproved 2.3.21 6:00 PM – 9:30 PM

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

Administrators: Superintendent Bryan Olkowski, Technology Consultant Jim Garrity, Business Administrator Lori Bibeau, Director of Curriculum, Instruction and Assessment Jen Miller-Arsenault, Director of Special Service Kelly Bushey, Associate Principal Jody Emerson, Director of Student Affairs Amy Molina, Special Education Coordinator Julia Pritchard

Others/Public: ORCA Media, Elizabeth Wirth, Carla Messier, Clifton Long, David Lawrence, David Powelson, Ellen Dorsey, Michael Deweese, Penny Chamberlin, Scott Griggs, Ursula Stanley, Brandy Saxton

1. **Call to Order:** Scott Thompson called the meeting to order at 6:03 p.m.
2. **Executive Session for Personnel, Administrative, Negotiations and Student Matters:**
Kari Bradley moved to go into Executive session at 6:06, with Bryan Olkowski, Carla Messier, and Scott Cameron, for personnel, administrative, negotiations, and student matters. Seconded by Lindy Johnson, this motion carried unanimously. Stephen Looke moved to leave Executive Session at 6:59. Seconded by Jaiel Pulskamp, this motion carried unanimously. During Executive Session the Board discussed administrator contracts, the application of policy C5, and labor negotiations.
3. **Welcome**
 - 3.1. Reception of Guests
 - 3.2. Agenda Revisions
4. **Reports**
 - 4.1. **Student Reports**

Townes DeGroot and Anna Farber shared some of the student happenings, including some of the online resources in light of the pandemic, e.g. a virtual performance from the U-32 Theater, and some online resources through the library. Yesterday was a snow day for U-32.
 - 4.2. **Superintendent**
 - 4.2.1. Central Vermont Career Center (CVCC) Governance Study: Superintendent Olkowski introduced Penny Chamberlin and others from the CVCC: Clifton Long, Scott Griggs, Mike Deweese. CVCC had provided the board with a memo and an overview document to discuss the issue of a governance research process to determine if CVCC would best serve its region by becoming its own technical school district.

Stephen Looke moved to approve the CVCC request to establish a Governance Study Committee to determine if a governance change is appropriate for the Central VT Career Center. Seconded by Karoline May.

Discussion: Flor Diaz Smith stated that she believes this is an important effort and she would be willing to serve on the study committee. Chris McVeigh asked why the WCUUSD board's approval is needed. Penny Chamberlin explained that this is indicated in the state law. He asked what would the impact be on WCUUSD, should governance change. Penny Chamberlin indicated that this would not impact the board by asking for additional work from school board members; it would give a shared voice from the local school boards to the CVCC board. Chris McVeigh asked whether there is any budgetary impact. Penny Chamberlin indicated that the current funding structure would stay in place. **This motion carried unanimously. Stephen Looke moved to appoint Flor Diaz Smith to serve as the WCUUSD District representative on the CVCC Governance Study Committee. Seconded by Chris McVeigh, this motion carried unanimously.**

- 4.2.2. Berlin Town Center Presentation:** Tom Badowski, Brandy Saxton and Paul Simon presented to the board a proposed plan for Town of Berlin's New Town Center Project. Board members were invited to send a list of follow up questions to Melissa Tuller by March 1, 2021, to be compiled and shared with the Town of Berlin. Tom Badowski explained that the town is asking for WCUUSD to "gift back" approximately 7.4 acres of former Town owned land. He invited questions from the board. At this time there is not a time frame for when the board would need to answer this request. Mr. Badowski indicated that having board action by fall of 2021 would be ideal.
- 4.2.3. Latest Information on Tax Estimates –Budget FY 21-22:** Lori Bibeau had prepared a memo to the board to explain a change in the state's revenue forecast. She noted that equalized pupil count will be higher than had been projected and this would have a positive impact on tax rates.
- 4.2.4. COVID -19 Update:** Superintendent Olkowski indicated that surveillance testing will take place again next week. He noted that when last reported, WCUUSD had the highest participation rate, state-wide, in the surveillance testing. Elizabeth Wirth reported that there have been no cases in schools in a long time; we seem to be doing the right things and they seem to be working.
- 4.2.5. Table of Organization Presentation:** Superintendent Olkowski shared a slideshow presentation to the board. Some discussion followed around job descriptions for central office administrators. Diane Nichols-Fleming asked whether these job description documents can be made available as "working documents" to support the discussion going forward. Kari Bradley asked if Superintendent Olkowski anticipates any sort of timeline as to when the board might need to make some decisions about change regarding some of these systems. He stated that he does not have a timeline in mind; he believes it will go hand in hand with the Strategic Planning Process. He believes that the process will be fluid, as these job responsibilities will need to evolve as the needs of students evolve. Lindy Johnson indicated that the difficult part about Act 46 was around funding and control; it was less around governance. We have always been, in many ways, effective at working together.
- 4.2.6. Multi-Tiered System of Support (MTSS) Job description and Bid Specs:** **Jonas Eno-Van Fleet moved to approve the position of MTSS Resource Developer using grant funds for the remainder of the school year. Seconded by Dorothy Naylor.** Discussion: Jen Miller-Arsenault and Kelly Bushey explained their vision of this position which will be anchored at Doty School. This position being grant funded is more of a "project" (through June 30) than an ongoing position. **This motion carried unanimously.** Superintendent Olkowski thanked Jen Miller Arsenault and Kelly Bushey for their leadership with this initiative.

4.2.7. AmeriCorps Volunteers in Service to America (VISTA) Application: Jonas Eno-Van Fleet moved for WCUUSD to apply for the AmeriCorps VISTA program for the FY22 school year. Seconded by Chris McVeigh. Kelly Bushey explained the impetus for applying for this program. She had provided a memo to the board to explain the project and the process. **This motion carried unanimously.** Scott Thompson thanked Kelly Bushey for ingenuity and for seeking this diverse opportunity.

4.3. Policy Committee: Chris McVeigh thanked Jim Garrity for the work he has done to help with these policies. He introduced the following three policies.

4.3.1. First Reading for policies to be adopted on 2/17/21:

F22 Data Retention and Storage Policy,

F25 Access Control;

F41 Reasonable Care in Protecting Proprietary and/or Confidential Information.

Jonas Eno-Van Fleet asked what type of training they anticipate for the district employees, to implement these policies. Jim Garrity offered to do any training that is needed. Scott Thompson asked to what degree these policies will need to adapt as technology changes. Jim Garrity explained that the policy committee had discussed and tried to create as “agnostic” as possible policies so that they don’t indicate specific technology and can apply universally even as technology advances. These three policies will come to the board at the next meeting, for adoption.

5. Board Operations:

5.1. Open Board Seats: Flor Diaz Smith explained that George Gross will not be running in Berlin, and that Jaiel Pulkamp’s board seat in Worcester will be vacant in March. She encouraged board members to recruit write-in candidates for these board positions. Karoline May thinks that she may have recruited a person to run for a write-in position on the Worcester board. Diane Nichols-Fleming asked, as a board member, is it appropriate for her to reach out to families? Scott Thompson encouraged her, in recruitment of board members, to reach out. Board members discussed that there need to be 30 votes for a write-in candidate; otherwise the vacancy falls to an appointment.

5.2. Town Meeting update: March 1st is the date for the budget information meeting in advance of Town Meeting. Flor Diaz Smith encouraged board members to post on Front Porch Forum, especially about updated information about tax rates. Lindy Johnson asked Lori Bibeau to share updated information with the town offices so that they can update their websites.

6. Consent Agenda:

6.1. Approve Minutes of 1.13.21 and 1.20.21: Jonas Eno-Van Fleet moved to approve the minutes of January 13, 2021 and January 20, 2021. **Seconded by Jaiel Pulkamp. Discussion:** Dorothy Naylor noted that she had been present at the January 20th meeting. **This motion carried unanimously with the noted edit.**

6.2. Approve Board Orders: Lindy Johnson moved to approve the board order in the amount of \$174,007.10. **Seconded by Flor Diaz Smith, this motion carried unanimously.**

6.3. Approve Educational Support Personnel (ESP) Job Descriptions: Jonas Eno-Van Fleet moved to approve the following job descriptions as presented in the board packet: Behavior Interventionist, Personal Care Attendant, 1:1 Paraprofessional and General Paraprofessional. **Seconded by Chris McVeigh, this motion carried unanimously.**

7. Personnel

7.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE: Lindy Johnson moved to change the FTE for Mary Carpenter, as presented. **Seconded by Jonas Eno-Van Fleet, 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.** Board Retreat
- 9.4.** Superintendent Evaluation
- 9.5.** Diversifying Educator Workforce
- 9.6.** Emergency Succession/Executive Decision Plan

10. Board Reflection

Karoline May: The board did well as far as sticking to the agenda and sticking to the time allotments. She would like to again encourage the board to allow for time during board meetings to work on superintendent job description and evaluation. She would like for the agenda committee to give careful consideration to urgency of agenda items.

Stephen Looke appreciates advance notice and preparation for agenda items. He also noted that Scott Thompson has done a good job in recent board meetings at balancing allowing people to have a voice but sticking to time constraints.

Jonas Eno-Van Fleet also feels that Superintendent Evaluation is an important agenda item which needs to be addressed as soon as possible. He hopes that the board will not limit itself to agenda items and discussion for the sake of time, and that board members will give consideration to going later as needed to allow for thorough discussion.

Chris McVeigh observed that there was no public comment tonight and that he believes this may be because it is at the end of the agenda, after a long meeting. He would like public comment to be moved to earlier in the meeting.

Diane Nichols-Fleming stated that it would be helpful for the agenda committee to indicate timelines and deadlines/ due dates for some agenda items (e.g. Superintendent Evaluation).

Flor Diaz Smith suggested that we might consider offering a different venue for community input, to be more intentional about how we ask for community participation.

Superintendent Olkowski reminded the board that a board meeting is a meeting for board business, held in public. He suggested that the board consider a board retreat again.

David Lawrence spoke briefly about the board's discussion about public comment. He believes that the board should allow a time during the meeting - earlier in the meeting - and allow for it to be "free form." The public does not always know well in advance the topic to discuss.

11. Adjourn: The board adjourned by consensus at 9:07 p.m.

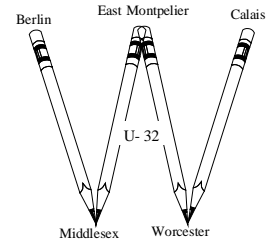
Respectfully submitted,
Lisa Stoudt, Board Recording Secretary

Washington Central Unified Union School District

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1130 Gallison Hill Road
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Bryan Olkowski
Superintendent



MEMORANDUM

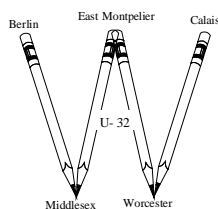
TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
CC: Kelly Bushey, Director of Special Services
DATE: February 10, 2021
RE: Speech Language Pathologist (SLP) Job Description

As we approach hiring season, we know that we will be needing at least one SLP for next year, due to the acceptance of the early retirement benefit. In preparing to advertise and begin the search process, Kelly initiated a revision process to the SLP job description.

In doing this, Kelly partnered with Carla to solicit examples from other schools from across the state. Kelly then reviewed these job descriptions and consolidated them into one that would apply to our school district and that is in alignment with special education law.

Kelly then shared draft 1 with the SLP's for them to review and met with them on February 5th to review their feedback and make any necessary revisions. After completing draft 2, Kelly then sent it out to the Principals for feedback.

After this, a final draft was completed and is included in this packet for your review.



Washington Central Unified Union School District

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Job Description

JOB TITLE:	Speech Language Pathologist
FLSA STATUS:	Exempt
CONTRACT TYPE:	
WAGE SCALE:	Per Negotiated Agreement
UPDATED:	February 8, 2021

POSITION OBJECTIVE(S): Consistent with state and federal law, case manages, coordinates and provides an effective and efficient system of speech and language support and resources designed to meet the needs of assigned students, and effectively integrate students into the least restrictive environment.

STUDENT ASSIGNMENT: All students on IEPs and 504 plans with the category of speech and language impaired, and other students who have demonstrated significant speech, language, hearing, fluency, and/or voice problems that require intensive intervention and instruction; this may include students on EST plans.

ESSENTIAL DUTIES AND RESPONSIBILITIES: include the following. Other duties may be assigned.

PLANNING & PREPARATION

- Integrates current best practices, research, and special education laws into the education of the disabled, to assure compliance with state and federal laws, and to provide the most effective educational program for assigned students.
- Demonstrates knowledge and understanding of assigned students including: intellectual, social, and emotional characteristics of age group; students' varied approaches to learning; student skills and knowledge; student interests and cultural heritage; economic and cultural influences; student's family, school and community context.
- Serves as liaison to assure a successful transition of assigned students from school to school, or classroom to classroom.
- Uses assessment information to develop an effective standards-based Individual Educational Plan (IEP) for those students who qualify for such services.

- Researches, coordinates and effectively utilizes available school and community resources and outside agencies to ensure proper delivery of students' IEP. (SLP, Social Worker, OT/PT, internal and external professionals and agencies, and the like).
- Plans, develops, and monitors and/or delivers extended school year programs for identified students to assure an effective educational program. Provides technical assistance to summer tutors as needed (if applicable).
- Works with classroom teachers to select, design/modify classroom services (including learning activities, instructional groupings, lesson plans, educational materials, curricula, assessments, teaching strategies, and the like) for assigned students designed to promote the academic, vocational, physical and social development needs of students, adhering to accommodations as appropriate.
- Administers and/or coordinates a thorough assessment in communication, language and cognitive skills using a variety of techniques including standardized tests, rubrics, checklists, curriculum based measures, developmental scales, observations, behavior objectives, and the like.
- Confers with parents, school counselors, classroom teachers, social workers, administrators, testing specialists and other professionals as needed to determine proper assessment tools and procedures, and to discuss evaluation results.
- Interprets both educational and clinical findings to accurately determine program eligibility and to assess student progress.

LEARNING ENVIRONMENT

- Creates and maintains an environment of respect and rapport.
- Effectively serves all children in general caseload and assists with the integration of assigned students into regular classroom settings using the concepts of normalization and least restrictive environment.
- Coordinates services and assures productive, effective, and efficient use of assigned para-educators.
- Determines appropriate affective and social behavior pragmatic language, identifies children's competencies in their daily living skills, and develops and implements effective intervention plan.
- Identifies and implements appropriate assistive technology devices and other adaptive or augmentative systems that will enhance student communication and accessibility to learning.
- Provides a safe learning environment for all students. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.

INSTRUCTION

- Effectively provides academic instruction, social skills training and other direct services to assigned students individually, and in small/large groups (both outside and within the regular classroom) as decided by team members, using the recommendations of the most current written Evaluation Report.
- Implements appropriate classroom activities/educational materials to effectively engage students in learning and to maximize student comprehension of the lesson; including implementation of individual educational plans, instructional groupings, behavioral management techniques, peer support and the like.
- Assists the classroom teacher in providing effective, timely, and quality feedback on student progress to parents, students and other professionals as needed or required.

- Assists the classroom teacher in accurately assessing the effectiveness of classroom services (including learning activities, instructional groupings, lesson plans, educational materials, curricula, assessments, teaching strategies, and the like) to make sure instructional goals of assigned students are being met; and persistently seeks thoughtful alternative approaches/resources to improve student learning.

OTHER PROFESSIONAL RESPONSIBILITIES

- Will serve in the role of special education/SLP case manager as assigned by administration.
- Routinely observes student interactions and learning environments in the classroom, school and community to assess instructional effectiveness.
- Identifies, coordinates, and implements training for teachers, para-educators and other school personnel as it relates to understanding speech and language disorders, managing and implementing student programs, screening and assessment, developing IEPs, and evaluating student progress.
- Assists the department head, school principal and/or Co-Chief of Instruction in planning and evaluating program effectiveness and identifying program needs.
- Prepares and maintains accurate, complete, timely, effective and confidential student records and related reports as required by law, district policy, and administrative regulations.
- Communicates/collaborates effectively with parents to keep families informed of the instructional program and individual student progress; and effectively engages families to help meet the educational needs of the student. Means of communication may include annual open house, observation sessions for parents, conferences, sessions for program discussion, making home visits, and other individual meetings as necessary.
- Works effectively, cooperatively and respectfully with supervisors, colleagues, and subordinates. Implements strategies such as collaborative teaming, conflict resolution, and mediation strategies to facilitate team decisions around student programs.
- Participates in EST/CRT functions including (but not limited to) meetings, developing referral processes, screening referred students, providing supplemental support, and consulting services as requested.
- Actively participates in school events, workshops, in-service meetings, building level staff meetings, district meetings, and other school and district committees/projects.
- Responsible for on-going professional growth activities as outlined in one's own Individual Professional Development Plan, consistent with district goals and school action/strategic plans, and as directed by the Co-Chief of Instruction/School Principal/Department Head.
- Keeps abreast of current best practices, research, and special education laws.
- Acts as a general resource person for classroom teachers, para-educators, and administration; and participates as a leader in teacher training activities (both school-wide and district-wide).
- Shows professionalism and considers "What's best for students" in serving and advocating for students, and in decision making.
- Follows and assists in upholding and enforcing school rules, administrative regulations and procedures, policies of the School District and corresponding school district policies.
- Other Duties as assigned by the Superintendent or Superintendent's Designee.

SUPERVISION RECEIVED:

Grades K-8: Reports to, evaluated by, and receives general administrative direction from the School Principal with input from the Director of Student Services or designee. Receives some technical direction from the Director of Student Services or designee.

Grades 9-12: Reports to and receives general administrative direction from the Director of Student Services or designee. Evaluated by the School Principal and/or his/her designee with input from the Director of Student Services or designee. Receives some technical direction from the Director of Student Services or designee.

SUPERVISORY RESPONSIBILITIES:

Grades K-8: Trains and plans, assigns/directs the activities, and is responsible for quality of work of assigned para-educators; plays key advisory role in evaluation, hiring, and continued employment.

Grades 9-12: Assists with training, planning and directing the activities of assigned para-educators; plays key advisory role in evaluating, hiring and continued employment.

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

- **Education and Experience.** Master's degree in Speech and Language Pathology plus relevant experience preferred. Knowledge of Vermont Special Education Law
- **Certifications and Licenses.** Holds or is eligible to hold a valid American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence, Vermont Agency of Education License, Vermont Office of Professional Regulation license and valid driver's license preferred.
- **Language Skills.** Ability to read, analyze, and interpret common educational and technical journals, periodicals and procedures, and special education regulations. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the community. Ability to write reports, business correspondence, and procedure manuals that conform to Special Education regulations. Ability to effectively present information to and respond to questions from administrators, parents, peers, board members and the general public.
- **Mathematical/Reasoning Skills.** Ability to interpret and use test results by applying math concepts such as standard error of measurement, bands of confidence, standard scores, and percentiles. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- **Computer Skills and Experience.** Basic computer skills and experience with word processing programs required. Experience with Microsoft Office preferred. Knowledge and experience with a variety of adaptive equipment and software.
- **Communication & Interpersonal Skills.** Ability to effectively, efficiently and regularly communicate and work cooperatively with a variety of individuals, including students, peers, subordinates, supervisors, parents, and representatives of outside organizations. Ability to effectively resolve conflicts and handle stress.
- **Additional Competencies.** The individual in this position must possess the following:
 - **Dependability** – being reliable, punctual, responsible and fulfilling obligations.
 - **Self-Control** – maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
 - **Stress Tolerance** – accepting criticism and dealing calmly and effectively with high stress situations.
 - **Cooperation** – being pleasant with others on the job and displaying a good-natured, cooperative attitude.
 - **Concern for Others** – being sensitive to others' needs and feelings and being understanding and helpful on the job.

- **Attention to Detail** – being careful about detail and thorough in completing work tasks.
- **Integrity** – being honest and ethical.
- **Adaptability/Flexibility** – being open to change (positive or negative) and to considerable variety in the workplace.
- **Independence** – guiding oneself with little or no supervision, and depending on oneself to get things done.
- **Social Orientation** – preferring to work with others rather than alone, and being personally connected with others on the job.

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

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

	<i>Frequency Code</i>		<i>Essential</i>	<i>Not Essential</i>
SITTING	F		X	
STANDING	F		X	
WALKING	F		X	
SEEING	C		X	
HEARING	C		X	
TALKING	C		X	
DEXTERITY (hands/fingers)	F		X	
USE OF COMPUTERS AND EQUIPMENT	F		X	
LIFTING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	O			X
100+ lbs.	NA			X
CARRYING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	O			X
100+ lbs.	NA			X
BENDING/STOOPING	O-F		X	
PUSHING/PULLING	O-F			X
TWISTING	F		X	

CLIMBING	O		X
BALANCING	NA		X
CROUCHING	O		X
KNEELING	O		X
CRAWLING	NA		X
REACHING (i.e., overhead)	O	X	
HANDLING	F		X
DRIVING	O	X	
REPETITIVE MOVEMENTS (hands, feet)	F		X
MANAGING STRESS	F	X	
RESOLVING CONFLICTS	O	X	
STUDENT RESTRAINT (consistent with CPI)	O	X	

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

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

Definitions - Physical Demands

Sitting: remaining in a seated position

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

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

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

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

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

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

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

Twisting: Rotating; moving to face in alternate direction.

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

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

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

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

Crawling: Moving about on the hands and knees

Reaching: Extending the hands and arms in any direction

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

Approved by:	
Date approved:	
Reviewed:	
Updated:	

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

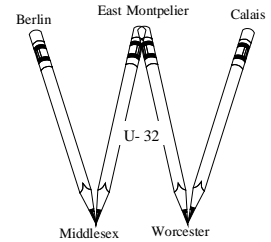
This job description in no way states or implies that these are the only duties to be performed by an employee occupying this position. Employees may be required to perform other related duties as assigned, to ensure workload coverage. Employees are required to follow any other job-related instructions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

Washington Central Unified Union School District

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

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Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent;
Kelly Bushey, Director of Special Services
DATE: February 12, 2021
RE: School Social Worker Position

This is a request for a new Social Worker position. Due to the resignation of a contracted services employee for social worker services, this leaves us with the need to continue providing services to students. We are requesting permission to recruit a full time Social Worker position as a WCUUSD employee for the balance of the FY 20-21 school year.

Funding for this position will come from the available balance of the unfilled contract for FY 20-21 with the contracted service provider.

Superintendent's Recommendation: Motion for the board to approve to convert the current unfilled Social Worker contract to an employee position for the remainder of the school year.