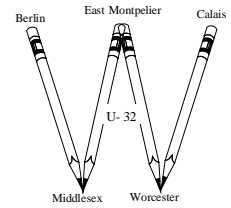


Washington Central Unified Union School District

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

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

Bryan Olkowski
Superintendent



Washington Central Unified Union School District Board Meeting Agenda

2.3.21 6:00 PM – 9:30 PM

Virtual Meeting Information:

<https://tinyurl.com/y6a9umz9>

Meeting ID: 921 1531 6948

Password: 016334

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

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

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

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

1. Call to Order 4 minutes
2. Executive Session for Personnel , Negotiations and Student Matters 30 minutes
3. Welcome 15 minutes
 - 3.1. Reception of Guests
 - 3.2. Agenda Revisions
4. Reports (Discussion/Action) 90 minutes
 - 4.1. Student Reports
 - 4.2. Superintendent
 - 4.2.1. Central Vermont Career Center (CVCC) Governance Study - pg. 3 30 minutes
 - 4.2.2. Berlin Town Center Presentation - pg. 26 15 minutes
 - 4.2.3. Latest Information on Tax Estimates-Budget Fy-21-22 – pg. 32
 - 4.2.4. COVID-19 Update
 - 4.2.5. Table of Organization Presentation – pg. 34 30 minutes
 - 4.2.6. Multi-Tiered System of Support (MTSS) Job description and Bid Specs – pg. 35
 - 4.2.7. AmeriCorps Volunteers in Service to America (VISTA) Application – pg. 41
 - 4.3. Policy Committee (Discussion)
 - 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; – pg. 43
5. Board Operations (Discussion/Action) 30 minutes
 - 5.1. Open Board Seats
 - 5.2. Town Meeting update
6. Consent Agenda (Action) 10 minutes
 - 6.1. Approve Minutes of 1.13.21 and 1.20.21 – pg. 48
 - 6.2. Approve Board Orders
 - 6.3. Approve Educational Support Personnel (ESP) Job Descriptions – pg.53

7. Personnel (Action) 10 minutes
7.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE –
pg. 76
8. Public Comments 20 minutes
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
10. Board Reflection
11. Adjourn

WCUUSD Board Norms - Adopted November 18, 2020

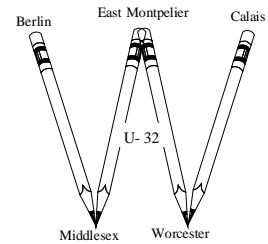
- **Public input** –Notify the community about public forums and opportunities for public comment at board meetings.
- **Community involvement during regular meetings of the board** – Every meeting will include at least one opportunity for public comment. Public comment is an opportunity for board members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

Washington Central Unified Union School District

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Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD Board
FROM: Bryan Olkowski, Superintendent
DATE: January 26, 2021
RE: Central Vermont Career Center (CVCC) Governance Study Committee

The following presentation from Central Vermont Career Center (CVCC) is an update on the governance research process to determine if CVCC would best serve its region by becoming its own technical school district. They are requesting board action on two motions.

The following CVCC staff are planning to make a presentation at the Board meeting on February 3, 2021: Penny Chamberlain, Director; Clifton Long, Re-Envisioning Team Chair; Cal Hopwood, Media Lead; Scott Griggs, Assistant Director; and Mike Deweese, Consultant. They would like you to consider making the two motions:

- 1.) I, _____, move to approve the Central VT Career Center request to establish a Governance Study Committee to determine if a governance change is appropriate for the Central VT Career Center.
- 2.) I, _____, move to appoint (Name of Board Member) to serve as the WCUUSD district representative on the CVCC Governance Study Committee.

The following information has been provided by the CVCC.

Please review the information prior to the meeting. After the presentation a short Q&A session will be held for school board members to ask questions to the CVCC staff.

155 Ayers Street, Suite #2
Barre, VT 05641

(802)-476-6237 (phone)

(802)-476-4045 (fax)

www.cvtcc.org



CENTRAL
VERMONT
CAREER
CENTER

"Education that works."

Penny Chamberlin
Director (ext. 1138)

Scott Griggs
Assistant Director (ext. 1045)

Stefanie Seng
School Counseling Coordinator (ext. 1156)

Kathi Fuller
Student Support Coordinator (ext. 1258)

Sarah Capron
Administrative Assistant (ext. 1139)



TO: Central VT Career Center Sending School District Boards
Barre Unified Union School District
Washington Central Unified Union SD
Montpelier Roxbury SD
Cabot School Board
Twinfield Unified School District Board
Harwood Unified Union SD

FROM: Penny Chamberlin, Director

DATE: January 26, 2021

RE: Governance Study Committee

Thank you for allowing us time in your upcoming board meeting agenda to update you on our governance research process to determine if CVCC would best serve its region by becoming its own technical school district.

The Regional Advisory Board has been kept up to date on this process which is now at the stage of presentation to each of the local boards in our region.

Included in this packet you will find the Governance White Paper completed by our consultant, Mike Deweese of Branch Schoolhouse Consulting. You will also find a chart with feedback from the three already formed Vermont independent technical centers (River Valley Technical Center SD, Southwest Vermont Regional Technical SD, and Patricia Hannaford Career Center SD) summarizing the pros and cons of operating under their own governance structure.

In this memo you will see sample language for the motions that your board may consider during this meeting as well as a brief description of the timeline.

The process of presenting to the regional boards is required by statute and in order to move forward with a Study Committee, there needs to be a positive vote from 5 out of our 6 sending school districts.

The information in this packet is intended to provide you with a foundation for this request to be followed by our presentation and a Q&A session during your board meeting where we will seek your approval to form a Study Committee. The charge of the Study Committee will be to determine if CVCC should move forward with a governance proposal to the Secretary of Education to be submitted in June or July of 2021.

As the boards discuss a Governance Study Committee for CVCC, the motions should read:

I, _____, move to approve the Central VT Career Center request to establish a Governance Study Committee to determine if a governance change is appropriate for the Central VT Career Center.

I, _____, move to elect _____ (name of Board Member) to serve as the U-32 district representative on the CVCC Governance Study Committee.

By a majority of the sending school boards approving these motions the Central VT Career Center will embark upon a Study Committee process with approximately 6-9 weekly meetings from April to June 2021 with the charge of investigating the appropriateness of CVCC to move forward with the Governance Change Request to the State Board of Education. The proposal will be written with the assistance of Mike Deweese of Branch Schoolhouse Consulting, LLC and Penny Chamberlin, Director of CVCC and presented to the Sec. of Education, Dan French, the process from there, which will include the State Board of Education is projected to have board action by September or October 2021. If approved, the proposal will go to a multi-district town vote in November or December 2021.

Notwithstanding additional steps between now and then, CVCC will still need to create two FY2023 budgets from October-December 2021 anticipating a potential change in its governing board. If there are adjustments made within the process that could lengthen the process, the summarized timeline above would need to be adjusted accordingly.

Thank you for your assistance with this process, we look forward to visiting with your board in the near future.

RE-ENVISIONING CENTRAL VERMONT CAREER CENTER: THE GOVERNANCE VARIABLE

Submitted to:
Barre Unified Union School District Board
CVCC Regional Advisory Board
CVCC Director Penny Chamberlin

Presented:

CVCC Regional Advisory Board: December 7, 2020
Barre Unified Union School District Board: December 17, 2020



Michael R. Deweese, Ed.D.
Branch Schoolhouse Consulting, LLC

Disclaimer: this work product represents an informational perspective on the Central Vermont Career Center and its contextual governance condition and options. It does not constitute legal advice. Interested parties are advised to consult legal counsel before taking actions.

Vermont Policy on Career Technical Education

16 V.S.A. §1521 outlines Vermont's policy on career technical education:

(a) It is the policy of the State of Vermont that all Vermonters should receive educational services that enable them to master the skills essential for further education and training or for successful entry into or advancement in the workplace.

(b) It is further the policy of the State of Vermont that Vermont's career technical education system shall be based on clear standards for student performance and career technical education program performance and that achievement of these standards shall be measured on a regular and ongoing basis.

CVCC Re-Envisioned

For over a half century, the Central Vermont Career Center (formerly the Barre Regional Vocational Technical Center), in honoring the state's policy, has responsibly delivered valuable educational and training opportunities to its service region. CVCC is endeavoring to position itself for a progressive and purposeful future as it continues to serve the region's career technical education needs. The following tenets capture CVCC's philosophical intent:

CTE graduates and the careers they enter are of the highest importance to Central Vermont: the education we offer must reflect their value to our community.

Our policy of continuous improvement maximizes our effectiveness as educators: our continued self-assessment and reflection ensures we are utilizing current best practices.

Investments in our students will be returned many fold in the economic and social benefits to our businesses, families and towns.

Education must remain relevant to industry: a modern facility ensures a seamless transition from school to work. Professional development keeps pace with technological and methodological state of the art procedures.

We are committed to guaranteeing a prosperous future for Central Vermont by anticipating and meeting the educational demands of our evolving community.

Our dedication to excellence in education demands that we review our structure and organization and work towards the highest efficiencies possible in delivering career and technical education.

A Broad View of School Governance

Governance is central to effective organizations. Governance is defined as the action, manner, or system of governing. Governance refers to the entity that has control and authority of an organization, and the methods by which authorized people exercise [organizational] controls.¹

The International Federation of Accountants asserts that, *“public sector governance is concerned with structures and processes for decision making, accountability, control and behavior at the top of organizations.”*² The Wallace Foundation suggests that governance creates a *“framework through which high-quality leadership is exercised throughout the educational system.”*³

The stewards of Vermont’s public schools organize as representational school boards. The vast majority of school board members are elected to their positions. Their roles, responsibilities and authority are informed by laws, state rules and informed best practices. Effective school boards involve themselves with regulations, organizational stewardship and management oversight. Effective school boards are governing boards, not management boards.

School boards routinely juggle three broadly distinctive responsibilities which frequently overlap:

1. *A representative role* which is community-centric. In the case of CVCC, the notion of “community,” by definition, is its entire service region;
2. *An instrumental role* as it deals with statutory and regulatory obligations. Across Vermont, it is increasingly the norm for boards to serve grades PK-12. The

¹ “Governance.” Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/governance>. Accessed 26 Oct. 2020.

² Loft, Anne and Christopher Humphrey. “In pursuit of global regulation: Changing governance and accountability structures at the International Federation of Accountants (IFAC); 2006. Accounting Auditing and Accountability Journal, 19(April): 428-451. DOI: [10.1108/09513570610670361](https://doi.org/10.1108/09513570610670361)

³ Plecki, et al. “Improving Governance: Redefining and Improving School District Governance.” The Center for the Study of Teaching and Policy, University of Washington: 2006. <https://www.wallacefoundation.org/knowledge-center/Documents/5-Redefining-and-Improving-School.pdf>

- dozen boards which have additional responsibilities for governing a regional technical center, despite being elected locally by voters of the local PK-12 constituency, have significant other governing burdens requiring knowledge of unique laws and regulations affecting technical education and the complexities of career and technical education; and,
3. *A fiduciary role* as it oversees the financial health and long-term stability of the district. The long-term financial stability of a technical center differs from grades PreK-12 system in that CTE centers need to run like businesses and align with industry at all levels.

Vermont's Agency of Education outlines below the responsibilities of school boards.⁴

School Boards

Purpose: Governance

The school board:

- Engages the community to establish the mission and vision for the district
- Uses the mission to guide decision-making
- Sets performance goals for the district
- Establishes local policies aligned across the supervisory union/supervisory district consistent with the minimum standards established by the State Board of Education
- Employs and supervises the superintendent (sole direct-employee of the Board)
- Holds the superintendent accountable for developing a strategy and education work plan to achieve district or SU goals
- Negotiates contracts with employees

School boards are accountable to voters, and are subject to the laws, rules, and regulations of the State.

Sample Indicators of Success:

The school board:

- Approves and monitors implementation of the district education plan and relevant performance indicators
- Approves proposed budget and submit to voters
- Monitors operations against the budget
- Reviews and updates policies on a routine basis to reflect changing statutory and regulatory context, and evolving system's priorities
- Determines capital project priorities
- Reviews and provides feedback to Superintendent on an annual basis
- Maintains a strong focus on outcomes and indicators of performance, as evidenced in meeting agendas and minutes
- Approves school continuous improvement plans, and reviews regular performance reports as provided by Superintendent
- Meetings are typically well organized and efficiently run

⁴ <https://education.vermont.gov/sites/aoe/files/documents/edu-governance-guidance-roles-responsibilities-school-systems.pdf>

Brief Historical Context for Vermont's Career Centers

To appreciate the roots of Vermont's technical centers' governance structures, an historical orientation is helpful. Through the first half of the twentieth century, Vermont had an abundance of small and aging town high schools. "Vocational education," to the extent that it existed in Vermont high schools, was relegated at best to departmental status.

By the early 1960's, the US was fully engaged in a "space war" with the Soviet Union. This environment spurred a national movement to modernize our nation's educational curricula and facilities, most notably in the areas of mathematics, science and technology.

Part of Vermont's response was a general theme of modernizing and centralizing school facilities. An era of newly constructed union high schools began.

The federal Vocational Education Act of 1963 (renewed in 1968) provided targeted grants, including construction grants for secondary schools' vocational training and concurrently, adult education training locations. The state's regional high school level vocational training regions were defined with students' and adult learners' access in mind; new (or expanded) vocational centers were sited so that students' homes would be reasonably proximate (measured in miles and travel time) to a regional center. It was common to co-locate vocational centers with a host high school. Over the ensuing decades, Vermont's career and technical training programming continued its metamorphosis from "department" status at high schools to becoming schools in their own right.

Contemporary Vermont Technical Center Governance Options

Current Vermont law requires the governance of Vermont's technical centers to be one of two structures (16 VSA §1571):

- 1) ***"Regional Career Technical Center School District"*** (also known as "regional CTE center school district"). These are districts that singularly maintain a regional career technical center under a governance structure approved by electorate of the served region. A minority of Vermont's technical centers currently fall under this structure.
- 2) ***"School District."*** These are districts that also maintain a high school. A majority of Vermont's technical centers currently fall under this structure

Central Vermont Career Center

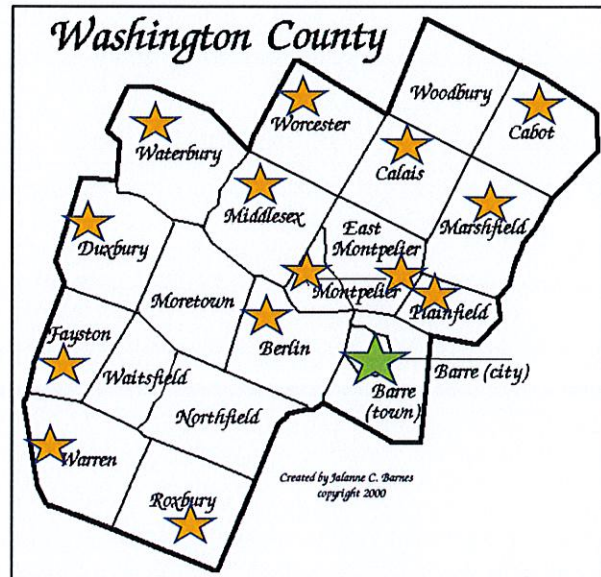
Since its inception in 1969-1970, the Central Vermont Career Center (formerly the Barre Regional Vocational Technical Center) has been co-located with Spaulding High School; the majority of its current operations remain at the Ayers Street campus in Barre. It has been governed by the board governing Spaulding High School, now the Barre Unified Union School District board. As such, its governance structure falls under the "school district" form.

A Vermont State Board of Education rule assigns a service region to each technical center. Rule 2374(1) defines Barre's technical center service region:

- A. *Barre Regional Vocational Technical Center: Spaulding UHSD # 41, Barre City, Barre Town, Twinfield USD # 33, Marshfield, Plainfield, Harwood UHSD # 19, Duxbury, Fayston, Warren, Waterbury, UHSD # 32, Berlin, Calais, East Montpelier, Middlesex, Worcester, Cabot High School, Montpelier High School⁵.*

⁵ By rule, the Town of Roxbury falls within the Randolph service region, although with a recent Act 46 consolidation Roxbury is now part of the Montpelier Roxbury School District which falls within the Central Vermont service region. Until formalized differently, the Agency considers Roxbury students a part of both Barre and Randolph regions.

Figure 1. Central Vermont Career Center Service Region.



The Central Vermont Career Center, like all technical centers governed by high school boards, has established a regional advisory board (RAB). Membership of centers' RABs is outlined in 16 VSA §1542.

<u>RAB Membership Categories</u>	<u>Current CVCC RAB Membership⁶</u>
Representatives of each high school in the region	<p>(Spaulding), Board Members: Alice Ferrell, Tim Boltin & Guiliano Cecchinelli</p> <p>(Twinfield), Mark Mooney, Principal; Janna Osman Board Member</p> <p>(Cabot), Sharon O'Connor, Board Member; Rebecca Tatistcheff, Principal</p> <p>(Harwood), Laurie Greenburg, Harwood Principal; Meghan McDonough, Principal; Michael Woods, Harwood Sped Director</p> <p>(U-#32), Flor Diaz-Smith, Board Member; Steven Dellinger-Pate, Principal</p> <p>(Montpelier) Renee Devore, Principal; Matt McLane, Flexible Pathways Coordinator</p>
Superintendent or his or her designee of each supervisory union within the center's service region;	<p>(Barre UUSD): D. Wells</p> <p>(Caledonia Central): M. Tucker</p> <p>(Harwood UUSD): B. Nease</p> <p>(Washington Central UUSD): B. Olkowski</p> <p>(Montpelier Roxbury SD): L. Bonesteel</p>

⁶ CVCC Director, Penny Chamberlin, serves the RAB ex-officio

From non-high school districts within the region	<i>Not applicable</i>
Comprehensive high school representatives	<i>Not applicable</i>
RAB appointees from business and industry	<p>Jeff Norway, Norway Electric</p> <p>Judy Bourbeau, VT Department of Labor</p> <p>Ian Arnold, Northfield Savings Bank</p>

State Board Rule 2375(4) *et seq.* prescribes the RAB shall meet at least four times each school year. Its function is to review CVCC's technical education programs and services and make written recommendations to the BUUSD board concerning:

- The quality of services and programs for secondary and adult students
- The alignment of programs and services to available jobs
- The reasonableness of fees set for rental of facilities and equipment
- The appropriateness of the budget for operation the programs
- The success of the programs in serving all parts of the region, and
- The adequacy of the provision to each student, beginning in grade nine, of appropriate career counseling and technical education information.

Considerations of the Two Governance Structures for CVCC

As noted, two structures for the governance of Vermont's CTE centers exist. CVCC has been governed since its inception under the host high *school board* version, which thereafter changed to a host district board effective July 1, 2019, when the three former Barre Supervisory Union districts merged into the Barre Unified Union School District (now governed by a single board). Moving CVCC's governance to the less common *regional career technical center school district* structure, while an option under state law for the past two decades, has not to date been considered.

CVCC is considering an array of current challenges to deliver on its promise to provide world class technical and career education to constituents in its service region. Given well documented limitations with its current aging and undersized facilities, CVCC's leadership is exploring its prospects for new and (or) renovated facilities. Inherent with such explorations must be attendant governance considerations. As deliberations

continue, following are governance variables that deserve to be included in planning conversations.

- CVCC continues to be satisfactorily governed by the Barre Unified Union School District board. Considerations of an alternate governance structure are not driven by concerns over inadequacies with current governance. Rather, alternate governance considerations should focus on whether prospective governance changes could further advance the quality of programs and services delivered by CVCC to its constituents.
- The Barre Unified Union School District oversees what had only recently been three separate school districts (and a supervisory union). The previous governance structure that oversaw CVCC was the Spaulding Union High School District, with approximately 850 students.⁷ The BUUSD board now governs the merged district with approximately 2,450 students.⁸
- Governance of Vermont's CTE centers requires some unique governance requirements. Only twelve other boards govern CTE centers through the traditional district school board structure. Examples of specialized CTE governance functions include CTE funding, laws, state policy and inter-agency relations that most boards serving only preK-12 students do not need to be versed in. These twelve school boards, including BUUSD, have additional governance responsibilities with oversight of their respective regional centers.
- A board governing a CTE center in the more common *school board* structure must, by definition, be stewards of the region's interests and needs. While expressly elected to a local board and accountable to local voters, board members governing CTE centers have the burden of being the public representatives overseeing the *region's* needs and interests for the CTE center. While it's not uncommon for the host high school to represent a significant portion of the CTE center's enrollment, all other enrolled CTE students come from outside the boundaries of the local district and they, their parents and their communities have only indirect influence over matters of policy, budget, programming and leadership affecting them.
- The BUUSD board, like other school district boards with CTE centers, relies on the recommendations proffered by its Regional Advisory Board. Recommendations by the RAB are advisory. RABs serve as the intermediaries between their respective regions and the local school district boards overseeing regional CTE centers. By Rule, RABs are only required to meet less than a handful of times per school year. Regional Advisory Boards are enhanced or diminished by the continuity and caliber of their members, the interest and level

⁷ This student count is not inclusive of CVCC's enrollment from other districts in the region.

⁸ Ibid.

of participation of their members and their individuals' skills relative to being true representatives of their respective constituencies. School boards governing CTE centers do not control the appointment of RAB members and over time are subject to any ebbs and flows with the overall caliber of their RAB.

- CVCC's service region represents a considerable footprint encompassing sixteen towns, six high schools and five supervisory unions/districts. CVCC's current home is in Barre, which is not centrally situated in the region. This current siting of CVCC places additional burdens on BUUSD due to its distance from some parts of the region and its responsibility in serving as a regional steward.
- CVCC could relocate its operations to another community within its region while remaining under the auspices of the BUUSD board. Such could comport with the state's requirements, but the obvious awkwardness of BUUSD governing a school outside of its district boundaries would be unique and pose added governance challenges.
- Should CVCC relocate its operations to a community beyond BUUSD, there is no specified legal mechanism to have a then more proximate school board assume governance responsibilities. It should not be assumed this cannot happen, only that no express State Board Rule anticipates this scenario. (A remote parallel example is the construct of supervisory union boundary adjustments, which involves the Secretary's studying the pros and cons of re-assigning a school district to another supervisory union and thereafter executed by the State Board.) Noteworthy is that the Secretary has some limited powers to waive State Board Rules that may be unnecessarily constraining, and he could be asked to consider specific proposals addressing this potentiality.
- The insertion of Regional Advisory Boards into school board governance structures is intentional and (when effective) serve as bridges between the region and the local host governing boards. It is an additional bureaucratic layer that can give regional voice to a local board charged with locally making governance choices that affect the region. The alternate governance structure (*regional career technical center school district*) offers a more direct link between the governing board and its regional constituency, without the need for an intermediary board. *Regional career technical center school* districts offer the advantage of direct governance representation.
- Vermont is now in a "post Act 46 era." Whether through local decision or state intervention, consolidations have now occurred. Affected districts continue to adjust and adapt to their new-to-them district arrangements. During the execution of Act 46, the overall number of Vermont districts declined. The prospect of CVCC moving from a *school district* governance model to a *regional career technical center school district* structure would result in adding a district to the state's count potentially running counter to the general philosophy of Act

46. However, the relevant statutes remain in place allowing for an alternative career center governance structure; hence it is not considered contrary to the state's interests for CVCC (or other centers') governance structure(s) to change.

- Should CVCC move to a Regional Career Technical Center School District, its governance relationship with BUUSD would cease. In this arrangement, BUUSD would become a regional member of the regional district, but not "the" governing district. As such, its influence would become shared with others in the region.
- An assessment of the BUUSD board's "bandwidth" deserves to be part of a prospective governance conversation. BUUSD is in the early phases of its reorganizing itself in the post-Act 46 era. Every newly merged board across Vermont has its own challenges; would the BUUSD board have the capacity to dedicate necessary energy to its preK-12 merger *and* overseeing an updated vision with a new and/or renovated CVCC facility?
- While political interests (including representational concerns) are central to any governance conversation, fiscal considerations ought also be considered. CVCC has a tradition of paying various indirect costs to support the high school facilities and shared costs through a BUUSD local assessment. These expenses incurred by CVCC are recovered through its tuition rate charged to sending districts. The FY'21 revenue stream from CVCC to the Barre Unified Union School District is approximately \$561,000. If CVCC were to completely vacate its Ayers Street operations, the BUUSD would gain square footage (41,000 sq. ft.) formerly used by CVCC for other district uses, and would concurrently lose these revenues.

An important caveat deserves attention.

Federal grants in the 1960's served to help underwrite the initial construction of the (then) Barre Regional Vocational Technical Center. Further financial support, potentially involving state and federal funds were afforded to further develop the Center. Research will be necessary to determine whether any funds would be expected to be refunded ("clawed back") should CVCC partly or fully vacate the Ayers Street campus. Noteworthy is that no "original" Vermont regional center has relocated its operations, so no precedent has been established.

Perspectives of Vermont's Three Regional Career Technical Center School Districts

Over the past two decades, the alternate structure of regional career technical center school district has been permitted under Vermont law. To date, three districts have exercised this option:

- 1) Patricia A. Hannaford Career Center School District (Middlebury);
- 2) Southwest VT Regional Technical Center School District (Bennington); and,
- 3) River Valley Technical Center School District (Springfield).

Each of the districts' Superintendent/Directors was polled about how their alternate governance structure was serving their respective centers and districts. Two responded, both positively. Their most common challenge noted by the Agency of Education was how best to effectively communicate with all citizens across their regions.

Each offers its own unique backstory, with lessons to avoid or replicate. The formal plans used to create each of these three regional technical career center districts may be informative, as would more in-depth consultation with each.

CVCC: Changing to a Regional Technical Center School District

16 VSA §1572(a) outlines the process to plan for the potential alternative form of a technical center's governance *from* school district *to* regional technical center school district. The process is begun when at least *two* of the following groups formally establish a planning committee:

- the school board of a school district that operates a regional CTE center (or all the school boards that operate a comprehensive high school that have been designated as the regional CTE center⁹); [*This would be the BUUSD board.*] Or,
- the majority of the school boards of the other school districts in the CTE center region; [*This would require at least three of the five boards*]; or,

⁹ An alternative for this option is all the school boards that operate a comprehensive high school that have been designated as the regional CTE center; however, none exists.

- an entity that performs workforce development activities pursuant to 10 V.S.A. § 542 in a CTE center region.
- The planning committee shall consist of representatives of the school district that operates a regional CTE center, the school districts that send students to the regional CTE center, regional employers, and residents of the CTE center region. *[Per the Department of Labor, the Central Vermont Economic Development Corporation serves workforce development activities for the Barre region.]*

Once established, the planning committee may determine that:

- No change to the governance structure is needed; or,
- It may prepare a report in the form of an agreement among the school districts that are located in the CTE center region
- Proposed bylaws.
- A plan for transition from the existing governance structure.
- The disposition of the existing CTE center land and facilities.
- How existing collective bargaining agreements and employee contracts will be addressed.
- Transportation to be provided.

The report shall describe:

- The makeup of the governing board.¹⁰
- The term of office of the board members and other officers, how other officers are selected, and how board members will be replaced when a vacancy occurs.
- The date on which the proposal will be submitted to the voters and whether the votes will be commingled.
- A process for amending or dissolving the governance structure.
- Any other matter which the committee considers pertinent

Upon completing a plan, the following steps are then required:

- Supply the plan to the Secretary of Education for comment, support and advancement to the State Board of Education;
- Approval by the State Board of Education;
- An affirmative vote of the region;

¹⁰ At least 60 percent of the board members shall be elected by direct vote of the voters, or chosen from member school district boards by the member school district boards, or a combination of the two. If the board is to have additional members, who may constitute up to 40 percent of the board, the additional members shall be appointed by the elected and chosen members from member school district boards for the purpose of acquiring expertise in areas they consider desirable. The appointed members may be selected from nominations submitted by the entity that performs workforce development activities pursuant to 10 V.S.A. § 542 or other workforce organizations, or may be chosen without nomination by an organization. Notwithstanding any provision of law to the contrary, a resident of an unorganized town, grant, or gore that sits within the regional CTE center school district who is otherwise eligible to vote under 17 V.S.A. § 2121 may vote for the board members and may be elected to or appointed as a member of the governing board.

- Recognition of the affirmative vote and advancement to the Secretary of State for certification;
- The alternative governance board assumes its duties and cooperates with expiring board on transitional details;
- Hold required school district meetings;
- Establish an initial budget; and,
- Initiate the process for incurring debt.

An Approach to Advance the Conversation

There are two governance options available to CVCC. Not engaging in the conversation over which is desirable results in the “default option” of the status quo. Engaging in the conversation could result in an informed decision to retain the existing structure or undertake a study to test the alternate structure.

There are three invested entities that could inform or even set the direction about whether to undertake a study; two are lawfully required to launch a study. They are:

- The BUUSD board;
- The school boards within the region;
- The region’s workforce investment entity.

Helpful is that three such studies have successfully taken place elsewhere in Vermont. Each can offer lessons and ideas, avoiding the sense of having to pioneer such a study.

Collectively or separately, with consideration of the CVCC vision statement, input from state and industry representatives on regional workforce development needs and an overview of the CVCC visioning work now underway, all three entities should assess which of the two available governance structures is better positioned to serve the needs of CVCC as it evolves in serving the future needs of the region.

-end-

Governance Discussion

CVCC

River Valley - Scott Farr

Hannaford - Dana Peterson

Southwest VT - Mike Lawler

November-December 2020

Notes relative to Governance for CTE Centers

Topic	River Valley		Hannaford		Southwest VT	
	<i>Pros</i>	<i>Cons</i>	<i>Pros</i>	<i>Cons</i>	<i>Pros</i>	<i>Cons</i>
Licensing/Hiring/Retaining Staff	No issues, we have very little turnover	You have to develop your own policy/procedures/routines for all of this.	VSBIT access to the HR Help Ticket resource is amazing. You have to be a member, but You have access to \$10K for safety and security as well as a wealth of resources. Close relationships with the staff and knowing how to help them with their Apprenticeship or Provisional license. You become intimately familiar with your own Policies and procedures. NOTE: We should start a consortium among us to share resources in this area. Retention is usually good. Very few issues except this year with COVID.	The most challenging aspect of licensing & hiring is working with some AOE licensing specialists who are not always helpful. Ron Ryan, however, is very helpful	No issues, we have very little turnover	The procedures - background checks, dealing with AOE on new hires

Admin: Health Care	We own it all in that we don't have to wait on others	Health Care changes in the last handful of years have been a challenge, hopefully statewide plans will end all of the changing	Direct connection to VEHI and VSBIT helps enormously with budgeting and decision-making. As Mike says, all handled in-house within Bus. Office.	Everyone has been dealing with the vagaries of health care. With the statewide agreement, VEHI can predict costs more easily. Info available more readily, but there could be another round of waiting when the contract expires in 2022.	All in house - HR/Business office deals with it	Echo what Scott says. With the statewide health it has been easier
Admin: Financial/Budgeting	We do all of this inhouse too. But it's not mixed up in a larger district conversation. Our region has been very supportive increasing approval rates on the budget, just shy of 70% approval last year. I think we have savings over what we were paying the host district for central office services.	Again, you own it all the buck stops with the Superintendent/Director.	I agree with everything that Scott said. We have had a similar experience at PAHCC. Also, having a budget independent of a host district takes some of the political pressure off financial decision-making to support CTE learners.	You may have to deal with regional superintendents around pressures with passing a budget. DITTO what Scott and Mike noted.	All in house. Business office/myself and usually only 1 or 2 finance committee meetings and it brought to the RGB in December for approval	Like Scott, the buck stops with you
Admin: HR/Salary/Benefits	The Superintendent's Administrative Assistant is the HR Coordinator.	Again, you own it all the buck stops with the Superintendent/Director	PAHCC has a set up similar to Southwest except the FT Student Data position. The Bus. Office handles HR/Payroll & Benefits.	As Scott says, the Superintendent has to respond to all issues, but a competent Bus. Manager/HR Administrator	Our Business office handles HR. I have a FT Business Manager, a FT payroll/AP	

				makes a world of difference.	FT Admin assistant FT Student Data	
Governing Board	<p>We have had a pretty solid board so no issues here.</p> <p>They can be really supportive when you have an specific CTE issue.</p> <p>The best thing is the focus on your CTE district issues and challenges, it's a purer structure to the CTE mission.</p>	<p>Meetings are monthly, and are more formal than a RAB Structure, but you don't have to have things approved by the Supervisory Union Board. Plus, you have to do an Annual Meeting, and an Annual Report.</p>	<p>The makeup of the Board is critical. We have reps from each partner high school and four from WIB. It provides a good balance. We use a Policy Governance Model, and I think it is a very good approach.</p> <p>Monthly meetings allow for good communication with the Board.</p> <p>What Scott says is also true at PAHCC</p>	<p>As Mike says, training the Board is crucial and can be a challenge. If they are familiar with general ed governance, they will need detailed info about the difference in operations, specifically the need to respond to a dual mission responding both to AOE as well as DOL.</p>	<p>We have a very strong RGB that I have trained. They have trust in what I am doing. Our monthly meetings are less than an hour.</p> <p>Also, there are no distractions on issues that are not CTE related.</p>	<p>Training the board members and getting them to generally understand funding and all the alphabet soup of CTE</p>
Admin: Legal Support	<p>No issues, we have Chris Leopold to help with labor issues if needed, which has been rarely. We have also used the legal services from VSBIT, which is usually Pietro Lynn.</p>		<p>What Scott and Mike say are both spot on. I have had similar experiences. Unless there is a major issue, regular costs are about \$5K.</p>	<p>You should budget for a healthy contingency fund of about \$25K for the new Board because of documents which require legal review before becoming independent. You may need more at first.</p>	<p>We have a District Attorney who works locally in Bennington. He has been with us for probably 10-15 years. I used him a lot when I first started as Super/Director - he was very helpful. I use him for support/guidanc</p>	NONE

					e on staff discipline, firing- Interpreting the CBA. I would say it averages 5K a year	
Admin: Unions/Bargaining Units	<p>Again, we get to focus on our issues and solve them. I think the teachers feel more valued, but you do have to negotiate. No grievances since we became a district in 2007.</p> <p>We have been able to structure salary scales and language which value industry credentials and training.</p>	You have to do a whole new contract, just use the old one as a starting point.	As Scott says, to a certain extent you can focus on your own issues and build relationships with staff members who are part of a separate CBA unit. Having that happen is key to avoid Mike's challenges.	<p>Board members need to make this a priority or it can get away from you as superintendent. It takes a good bit of time to coordinate with them. Board members will need training in this area. I suggest having your attorney help with this in the beginning.</p> <p>I echo what Mike said, our unit is a sub unit of ACSD and it is very cumbersome to try to make changes.</p>	<p>Our teachers are still in the SVSU contract.</p> <p>This COVID MOU SVSU teachers bargained for is a barrier to my flexibility in what we can teach/when.</p>	I guess my Pro was a Con :)
Admin Office, did you have to add new staff to take care of additional duties?	We added a .5 Fiscal Agent to do all of the books, our Assistant Director Secretary does all of the student accounts.		In the beginning we had to hire someone to handle the fiscal responsibilities that Scott identified. You will be a full-fledged school district with the autonomy and the tasks to operate it. You will get direct communications form	There will be additional duties such as coordinating with the Board for meetings, agendas and subcommittee meetings, as well as policies and other Central Office operations, but you should save time	<p>We actually consolidated 1 position.</p> <p>Admin Office has: Myself Asst Director FT Adult Ed FT Admin Asst</p>	

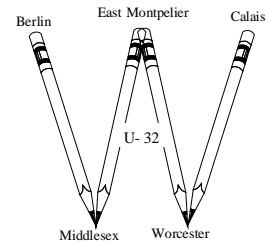
			<p>AOE which will be helpful for planning and understanding what is happening at the district level statewide.</p> <p>We were able to consolidate one position later, but in transition you will want to make sure the tasks are covered.</p>	from other district admin meetings under the old model.	<p>FT Student Data (although she is shared with adult ed and guidance)</p> <p>FT Business Manager</p> <p>FT payroll/AP</p> <p>.8 Guidance</p> <p>FT Outreach Coord</p>	
What year did you move from a Center to your own District.			2003		2003	

Washington Central Unified Union School District

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

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

Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD Board
FROM: Bryan Olkowski, Superintendent
DATE: January 27, 2021
RE: Berlin Town Center

I am writing to you to inform you that the Town of Berlin will be sending a delegation to the February 3, 2021 WCUUSD School Board meeting to discuss the Town of Berlin's new Town Center Project. They will make a short presentation.

Following the presentation, all School Board members are asked to send a list of questions they have regarding the Town of Berlin's request to Melissa Tuller at mtuller@u32.org by March 1, 2021. She will compile the list of questions for Berlin.

Attached please find the following documents regarding the Town of Berlin's proposal:

1. Berlin Town Center letter
2. Berlin Town Center Supporting Documentation



TOWN OF BERLIN, VERMONT

Selectboard:

Brad Towne, Chair
John Quinn III
Angelina Capron
Florence Smith
Justin Lawrence

Municipal Office Building
108 Shed Road
Berlin, Vermont 05602
Telephone: 802-223-4405
Fax Number: 802-223-4404

December 10, 2020

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

RE: Town of Berlin New Town Center

Dear Mr. Olkowski

As you may be aware, the Town of Berlin has for the past 25 years planned for the establishment of an identifiable New Town Center (NTC) to create a sense of community, enhance the quality of life, promote the establishment of housing and support economic development in Berlin. To that end, since 2015, the Town has spent in excess of \$8.5M in infrastructure improvements to bolster the NTC vision.

The Town is one step closer to seeing the NTC vision become a reality as it has recently submitted to the State of Vermont draft applications for a New Town Center and Neighborhood Development Area, which plans for 500+ units of housing to be constructed in the next 10 years. We anticipate receiving State designations for NTC and NDA in February 2021. You can view these applications here:

https://www.dropbox.com/sh/2zfv79blgsf01w1/AAA9e4I_jy8CEhG0Iz_UZmH1a?dl=0

I have attached the NTC Map and the section of the NTC that deals with the Route 62 Gateway. It is this Gateway that I would like to discuss with you.

The Gateway reconfigures the entrance of the current Berlin Mall Road into a T intersection. Berlin envisions a modern municipal building at the entrance of the Gateway complete with community gathering and recreational spaces. Much of the land that these structures would occupy currently belongs to the Supervisory Union.

With that in mind, I am requesting the Supervisory Union consider gifting back to the Town approximately 7.4 acres of former Town owned land that is defined by the stream at the eastern edge of the Berlin Elementary campus and Berlin Mall Road (see attached). The 7.4 acres are comprised of approximately 3.8 acres of developable land and approximately 3.6 acres of wetlands.

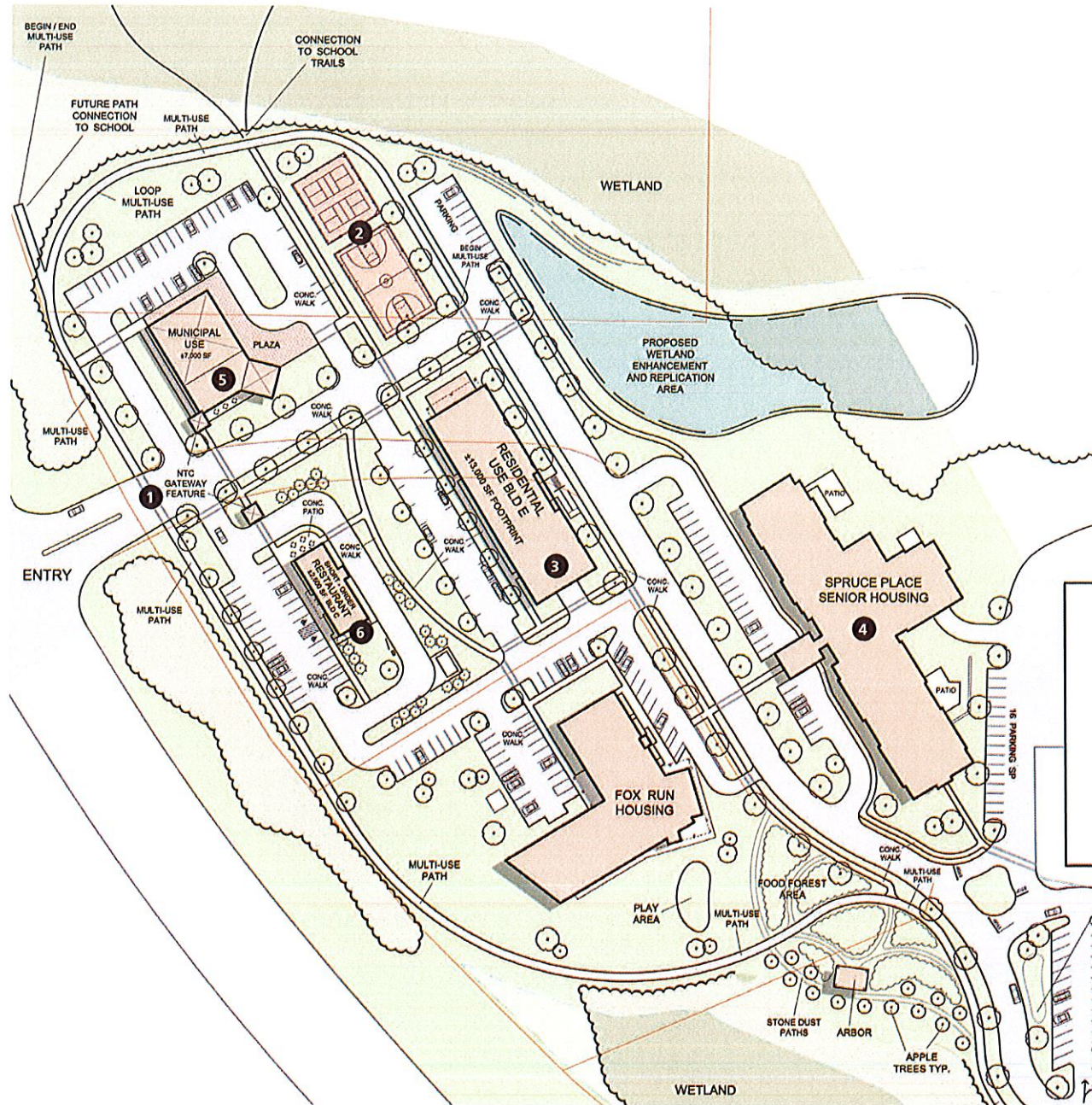
At the end of the day, Berlin wants NTC to be “the community that has everything I need”. Our vision is of high density housing as the anchor supporting local schools, daycare facilities and retail while providing a diverse workforce for central Vermont. I would welcome the opportunity have my team present to you in greater detail the NTC vision and how WCUUSC and the Town of Berlin can partner to achieve each of our goals.

Please feel free to contact me at 802-229-2529 if you have any question. I look forward to continuing this discussion.

Tom

Thomas J. Badowski
Assistant Town Administrator

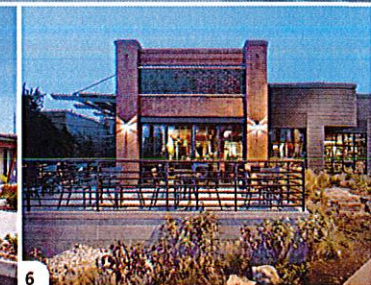
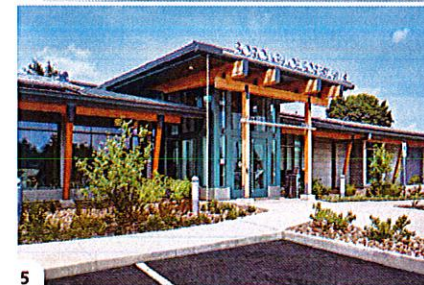




route 62 gateway

The entrance from Route 62 has potential for additional residential infill creating a neighborhood at the southern end of the Berlin Town Center. Small-scale dining or retail use could cater to both neighborhood residents and travelers. We've also identified the Route 62 entrance as one of the potential locations for a municipal facility where it would be a visible landmark from the highway and contiguous to the node of civic uses at the Paine Turnpike North intersection. Active and passive public recreation amenities would enhance quality of life for neighborhood residents and help establish a new civic focal point in the Berlin Town Center. The long-term vision is for the proposed multi-use path around the perimeter of the Berlin Town Center to ultimately extend from the Route 62 entrance area towards the Berlin Elementary School and beyond to Berlin Pond.

This gateway is critical to establishing a recognizable identity for the Berlin Town Center that meets community expectations. We want people to have an immediate sense that they have arrived somewhere when they reach the Route 62 - Berlin Mall Road intersection. The sense of place created at the Route 62 gateway will be carried through the Berlin Town Center highlighting the proposed pedestrian spine and major destinations.



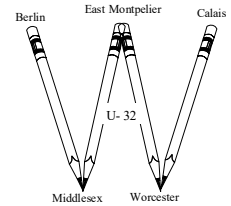


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Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski, WCUUSD Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: Latest Information on Tax Estimates –Budget 21-22
DATE: January 27, 2021

We are writing to apprise the school board of some new information regarding Education Tax rate estimates for the Budget 21-22:

- Today, the House Ways and Means Committee voted to set the property yield at an amount much higher than the Tax Commissioner calculated on December 1, 2020.
- In summary, when the property yield increases, property tax rates decrease.
- The new property yield amount considers new information regarding higher revenue projections from the Joint Fiscal Office.
- The new property yield is \$11,385, the December 1 property yield was \$10,763.
- While this amount is still subject to change, we are providing the board with an update on how this change impacts the estimated tax calculations for Washington Central Unified Union School District.

Here is a summary for Budget 21-22-**please see next page for more information:**

- Using the information provided by the Tax Commissioner on December 1, 2020, the calculation for the equalized tax rate is an INCREASE of 3.9 cents.
 - When the town common level of appraisal is factored into the formula, this results in a range of tax impacts; from a DECREASE of 5.4 cents to an INCREASE of 9.8 cents.
- Using the information approved by the House Ways and Means Committee on January 27, 2021, the calculation for the equalized tax rate is a DECREASE of 6.0 cents.
 - When the town common level of appraisal is factored into the formula, this results in a range of tax impacts; from a DECREASE of .6 cents to a DECREASE of 14.5 cents.

These calculations will continue to change during the legislative session and we will keep you apprised when we learn of any further developments!

Washington Central Unified Union School District

Tax Rate Projections using Budget 21-22

Prepared by Lori T. Bibeau, WCUUSD Business Administrator

Using information
as of:

January 27, 2021

Using the December 1 Information from the Tax Commissioner				
Includes Local Common Level of Appraisal(CLA)				
Towns	Common Level of Appraisal	Tax Rates FY20-21	Tax Rates FY21-22	Increase (Decrease)
Berlin	108.77%	\$1.723	\$1.669	(\$0.054)
Calais	93.93%	\$1.857	\$1.932	\$0.075
East Montpelier	94.18%	\$1.893	\$1.927	\$0.034
Middlesex	95.89%	\$1.795	\$1.893	\$0.098
Worcester	99.55%	\$1.770	\$1.823	\$0.053
NOTE: All Town's start with an equalized tax rate of \$1.8149 and an equalized tax rate increase of 3.9 cents. The local Common Level of Appraisal impacts the actual tax rate which is why the amounts differ by Town.				

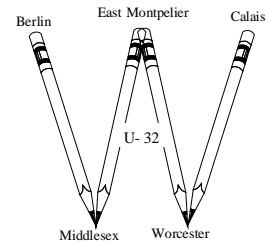
As Approved by House Ways & Means Committee January 27 2021				
Includes Local Common Level of Appraisal(CLA)				
Towns	Common Level of Appraisal	Tax Rates FY20-21	Tax Rates FY21-22	Increase (Decrease)
Berlin	108.77%	\$1.723	\$1.577	(\$0.145)
Calais	93.93%	\$1.857	\$1.827	(\$0.031)
East Montpelier	94.18%	\$1.893	\$1.822	(\$0.071)
Middlesex	95.89%	\$1.795	\$1.789	(\$0.006)
Worcester	99.55%	\$1.770	\$1.723	(\$0.046)
NOTE: All Town's start with an equalized tax rate of \$1.7157 and an equalized tax rate decrease of 6.0 cents. The local Common Level of Appraisal impacts the actual tax rate which is why the amounts differ by Town.				

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Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD Board
FROM: Bryan Olkowski, Superintendent
DATE: January 28, 2021
RE: WCUUSD Table of Organization

I am writing to let you know that I am making a presentation to the full school board entitled "WCUUSD Table of Organization: A View from the Top."

As you listen to the presentation I want you to consider the following:

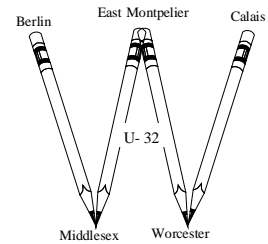
1. Is our district structured the way we need to be to improve student achievement?
2. Are the job responsibilities and expectations of the past the same as what we need in the future?

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Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD Board
FROM: Bryan Olkowski, Superintendent
DATE: January 26, 2021
RE: Multi-Tiered System of Support (MTSS)

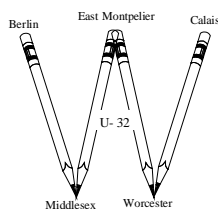
Our district is looking to hire a knowledgeable individual to help build upon our current Multi-Tiered System of Support (MTSS) across all schools. In order to accomplish this objective the District intends to do the following:

1. Post a position for an MTSS Resource Developer.
2. Send out a request for proposal to see if there are contractors in this content area.

The District intends to select the best option available. This position is fully funded by newly acquired grant funds.

Superintendent's recommendation:

1. Motion to approve the position for MTSS Resource Developer using grant funds for the remainder of the school year.
2. We will use the job description as a model for the RFP.



Washington Central Unified Union School District

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Job Description

JOB TITLE:	MTSS Resource Developer
FLSA STATUS:	
CONTRACT TYPE:	
WAGE SCALE:	Per Negotiated Agreement
UPDATED:	January 11, 2021

POSITION OBJECTIVE(S): To research, develop, and articulate a comprehensive MTSS framework and related effective instructional and assessment practices.

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

- Formalize and curate effective assessment practices, including a collection of formative assessments and progress monitoring tools to supplement the WCUUSD Local Comprehensive Assessment Plan.
- Articulate roles and responsibilities in a robust MTSS.
- Articulate effective practices regarding targeted interventions.
- Provide support and training in the integration of general education and special education practices, including high quality supplemental interventions.
- Oversee and research development and effective implementation of systems of student support.
- Increase the effective collection, reporting, analysis, and use of data focused on improving student learning and effectively monitoring student achievement.
- Coordinate development of progress monitor tools.
- Research, identify, and advocate for best practices regarding proficiency-based instruction and assessments for all students.
- Monitor and support use of evidence-based effective teaching strategies in classrooms and the analysis of authentic student work in collaborative data teams.
- Monitor and facilitate training in the use of Universal Design for Learning.
- Deep knowledge of and familiarity with a variety of effective formative and summative assessment tools.
- Fervent belief in the ability of all students to achieve proficiency in WCUUSD Student Learning Outcomes (SLO).
- Systems Thinker
- Other duties as assigned by the Superintendent or Superintendent's designee.

SUPERVISION RECEIVED: Reports to and receives general administrative direction from Doty Memorial School Principal.

SUPERVISORY RESPONSIBILITIES: None

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

- **Education and Experience.** Experience as a classroom teacher or administrator within the past five years.
- **Certifications and Licenses.** Must hold a license as a VT educator or be eligible for licensure.
- **Language Skills.** Excellent verbal and written communication skills. The ability to communicate effectively with staff, Administrators and outside organizations.
- **Mathematical/Reasoning Skills.** Advanced math skills, the ability to problem solve, and deal with complex numbers.
- **Computer Skills and Experience.** Excel, Microsoft Word, Google email, calendaring and sharing documents.
- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently, and effectively with a variety of individuals, including faculty, administrators, and outside organizations. Willingness to think flexibly and creatively about how supplemental instruction can be provided.
- **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)	C		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.	NA			X
100+ lbs.	NA			X
CARRYING				
up to 10 lbs.	O		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	NA			X
100+ lbs.	NA			X
BENDING/STOOPING	O		X	
PUSHING/PULLING	O			X
TWISTING	O		X	
CLIMBING	NA			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)	O			X
MANAGING STRESS	C		X	
RESOLVING CONFLICTS	C		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)	F
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
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	F
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.

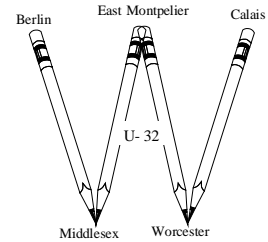
This job description in no way states or implies that these are the only duties to be performed by an employee occupying this position. Employees may be required to perform other related duties as assigned, to ensure workload coverage. Employees are required to follow any other job-related instructions 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

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

Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
Kelly Bushey, Director of Special Services
DATE: January 28, 2021
RE: AmeriCorps VISTA (Volunteers in Service to America)

This memo is written to request the board's approval to **apply** for an AmeriCorps VISTA for the FY 22 school year. One criteria of the application process is to have board support. The application process requires support from both the Superintendent and school board. Upon board approval, Kelly will complete the application process, which includes obtaining both Superintendent and Schoolboard Chair signatures.

From the AmeriCorps VISTA Request for Proposal document:

SerVermont's mission is to promote, support, and recognize volunteerism and community service throughout Vermont. SerVermont administers the federally funded AmeriCorps State program, sponsors and manages an AmeriCorps VISTA program, manages volunteers in disasters, and works with other national service and local partners to address pressing challenges in Vermont through service. The VISTA Programming Framework focuses on Anti-Poverty, community empowerment, sustainable solutions, and capacity building.

The current thinking around the project/work of the VISTA would be the following:

- Develop partnerships with other local agencies within Washington County (Capstone, Down Street Housing, Mental Health, etc.)
- Create documentation and referral procedures.
- Create brochures, posters, and ways to inform families throughout our communities about their support.
- Provide a support group or consultation to families in need.
- Other tasks related to this population of students/families.

The ideas listed above would be in alignment with the following objectives as outlined in the AmeriCorps Vista request for proposals:

- Expand the capacity of communities to develop and sustain effective programs that address various issues related to poverty.
- Strengthen operating systems of programs that support individuals and families facing poverty related obstacle in their lives.
- Increase community participation in programs with a special focus on meeting the needs of individual and families facing poverty.
- Increase the coordination between poverty-focused program and other appropriate community services.
- Increase community commitment to and involvement in programs that support individuals and families facing poverty related to obstacles in their lives.

Should we be awarded the VISTA, we would be responsible for \$6,000 contribution to the VISTA's living expenses, technology to complete the work, and mileage reimbursement that is accrued when they are working.

Superintendent's recommendation:

1. The motion for the District to apply for the AmeriCorps VISTA program for the FY 22 school year.

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

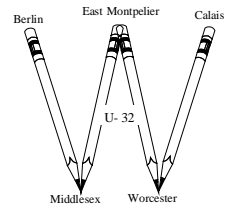
When WCUUSD service users are engaged in communication involving proprietary or confidential information from external or un-trusted networks, the use of encryption must be employed. The Information Technology Department has made available policies and procedures for service users that require remote 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.

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Bryan Olkowski
Superintendent



Washington Central Unified Union School District Board Budget Presentation Meeting Minutes Unapproved 1.13.21 6:00 PM – 7:00 PM

Board Members: Flor Diaz Smith, Lindy Johnson, Scott Thompson, Diane Nichols-Fleming, Kari Bradley, Karoline May, Anna Farber, Jill Olson

Administrators: Superintendent Bryan Olkowski, Technology Consultant Jim Garrity, Business Administrator Lori Bibeau, Principal Alicia Lyford, Curriculum Director Jen Miller-Arsenault, Principal Gillian Fuqua, Student Services Director Kelly Bushey, Principal Cat Fair, Principal Casey Provost, Principal Steven Dellinger-Pate, Amy Molina

Others/Public: Pat Fair

1. Call to Order: Scott Thompson called the meeting to order at 6:04 p.m.

2. Budget Community Forum – Presentation

Since there was no public present, the board agreed to go ahead with the presentation, to video record it, and make it available on the website.

Flor Diaz Smith provided an overview and board members facilitated the slideshow: *WCUUSD FY21-22 Board Draft #3 Budget Presentation January 13, 2021.*

2.1. Public Feedback: Flor Diaz Smith invited any community members to email any of the board members if they have any feedback about the board.

3. Adjourn: The board adjourned by consensus at 8:21 p.m.

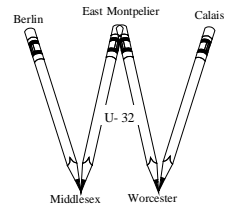
Respectfully submitted,
Lisa Stoudt, Board Recording Secretary

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Bryan Olkowski
Superintendent



Washington Central Unified Union School District Board Meeting Minutes Unapproved 1.20.21 6:00 PM – 9:00 PM

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

Administrators: Superintendent Bryan Olkowski, Technology Consultant Jim Garrity, Business Administrator Lori Bibeau, Principal Alicia Lyford, Curriculum Director Jen Miller-Arsenault, Student Services Director Kelly Bushey, Principal Cat Fair, Associate Principal Jody Emerson, Principal Steven Dellinger-Pate, Amy Molina, Special Services Director Julia Pritchard, Principal Aaron Boynton

Others/Public: ORCA Media, David Delcore, Ben Weiss, Elizabeth Wirth, Jes Wills, Lisa Hanna, Kelly MacMartin, Susan, Carla Messier

1. **Call to Order:** Scott Thompson called the meeting to order at 6:01 p.m.
2. **Executive Session for Negotiations and Personnel Matters**

At 6:02, Jonas Eno-Van Fleet moved to go into Executive Session, and to invite the Superintendent, for the purpose of discussing contracts/ negotiations and/or evaluations. Seconded by Flor Diaz Smith, this motion carried unanimously.

At 6:40 Jonas Eno-Van Fleet moved to come out of Executive Session; Lindy Johnson seconded, motion passed unanimously.

During Executive Session the Board discussed contracts, negotiations, and a personnel matter.
3. **Welcome**
 - 3.1. Reception of Guests
 - 3.2. Agenda Revisions
4. **Reports**
 - 4.1. **Student Reports:** Townes DeGroot shared that U-32 turns 50 this year, and that the *Chronicle* is planning some events around this milestone. Anna Farber shared that a new semester has begun; she shared that some of the winter sports have begun, with COVID-19 safety measures in place.
 - 4.2. **Superintendent**
 - 4.2.1. **COVID-19 Update:** Superintendent Olkowski reported that schools are doing well; there have been zero positive cases from the January screening. He shared

that winter sports are resuming this week; he applauded the leadership of the Athletic Director at U-32. He shared that the annual report is almost completed and ready to go to the printer. It will be mailed this year.

4.2.1.1. Staff Leave: Superintendent Olkowski had provided a memo, *January 14, 2021, regarding Staff Leave*. **Chris McVeigh moved to approve an extension of the 10 EPSL (Emergency Paid Sick Leave) days and EFML leave (EFML approved prior to 12/31/2020) to full time employees (pro-rated for part time employees) unable to work remotely for circumstances listed below through March 31, 2021, allowing for a total eligibility of 10 work days for the period April 1, 2020 through March 31, 2021. Seconded by Flor Diaz Smith, this motion carried unanimously.**

4.2.2. Schools Response to January 6, 2021: Superintendent Olkowski shared that he had sent a letter home to families to provide information and assurance regarding the schools' responses to the January 6 events at the Capitol.

4.2.3. Calais Air Ventilation Project update: Cat Fair shared that Bill Ford and Lori Bibeau had provided a great deal of support to make the ventilation project come to fruition. She listed several people who deserved credit during this time, including teachers and families to make the remote learning period successful. She shared that she values in-person learning and hopes to continue to take the safety precautions to allow for in-person learning. She spoke about the challenge of internet access in regards to remote learning.

4.2.4. Berlin Town Center Information: Superintendent Olkowski had shared some information from the town of Berlin, requesting the board's consideration to gift back to the town approximately 7.4 acres of former town owned land. The town would like an opportunity to address the board directly about this issue. Jonas Eno-Van Fleet asked, has this ever been done in WCUUSD in the past? E.g., a "quit claim" related to property. Superintendent Olkowski will research this.

4.2.5. Curriculum Management Review: Superintendent Olkowski spoke about the plan for this endeavor. He shared the safety precautions that will be in place around COVID19, for these out-of-state visitors. Jen Miller-Arsenault shared that currently the work is around collecting documents and data for the review team to consider before they even arrive in Vermont. The site visit is expected in February and a report is expected in May. Superintendent Olkowski reiterated how this review process will help with strategic planning.

4.2.6. State Systemic Improvement Plan (SSIP): Kelly Bushey and Superintendent Olkowski had prepared a memo (January 14, 2021) reviewing the Annual Performance Report and State Systemic Improvement Plan. Kelly Bushey reviewed this document and shared that the SSIP will include access to: a systems level coach, math coach, AOE sponsored Ed Camps and other professional development. She explained the work with the systems level coach will support the district's ongoing work to ensure growth for all students.

4.2.7. Parenting in the time of Covid-19 Update: Kelly Bushey shared that she has worked with the WCUUSD School Social Worker who held a workshop around this topic. Fourteen parents from around WCUUSD attended. There will be more offerings around this topic going forward.

4.3. Finance Committee:

4.3.1. Budget Forum Update: Flor Diaz Smith shared that a budget forum meeting had taken place and was video recorded. It is available for viewing. She stated

that the Finance Committee would like to schedule one more informational meeting, rather than two, as the attendance for past meetings has been negligible. The board expressed support for having one versus two future budget informational meetings before Town Meeting Day.

- 4.3.2. Announced Tuition: Flor Diaz Smith moved to set the tuition for 2021-2022, at the following: Kindergarten \$20,265; Other Elementary \$20,265; Secondary \$20,647. Seconded by Diane Nichols-Fleming, this motion carried unanimously.**

4.4. Education Quality:

- 4.4.1. Presentation of WCUUSD Continuous Improvement Planning (CIP):** Jen Miller-Arsenault presented to the board an overview of the Continuous Improvement Plan that she had discussed with the Education Quality Committee earlier this month. Kari Bradley asked board members to reflect: Does our CIP have the right focus and scope of achievement? How might our CIP work inform next year's strategic planning? He reminded the board that the next three meetings will look at math, reading and science, and he invited board members to join the Ed Quality meetings at any time. He will ask to have meeting link/ invitations sent to all board members should they choose to attend.

5. Board Operations:

- 5.1. Update on Election Considerations:** Superintendent Olkowski asked the board to consider what uniform process to offer all voters. **Flor Diaz Smith moved to have each town mail ballots to all registered voters in all five towns that comprise WCUUSD, and that the district will cover the extra cost of mailing. Seconded by Lindy Johnson.** Discussion: Lindy Johnson would like to be sure that the ballots are mailed together with the local town ballots, so as not to confuse voters. Kari Bradley asked whether ballots can be mailed back or dropped off at designated places. Some discussion followed about the fact that each town office is in charge of voting and polling procedures. **This motion carried unanimously.**
- 5.2. Diversifying Educator Work Force:** Diane Nichols-Fleming suggested reviewing policies to consider the idea of racial bias and equity. Karoline May suggested that each hiring committee looked for implicit bias in the questions that are asked, and how the hiring committee is run. She also suggested creating a committee including the community, to consider these topics. Kari Bradley stated, if we are going to collect baseline data, he would be curious to see what is the diversity of the current work force; how does this compare to our student body; how does it compare to our community; how does it compare to other districts? From that we could create targets. Stephen Looke stated that he would like to consider what the board's responsibility is in diversifying the work force. He suggested that the board assume some of the responsibility in creating equitable practice, and also to ensure practice that makes it safe and work the risk to uproot and come to Vermont to work. He spoke about travel expenses being a factor. Flor Diaz Smith suggested that she will work with Carla Messier and Bryan Olkowski, to create a draft proposal to share with the board, around this topic of educator work force diversification. She suggested collaborating with Steven Dellinger-Pate and Jody Emerson at U-32 where work has been done around equity and restorative practice, and with student groups such as BLAM. Scott Thompson asked, is it possible, e.g. through VSBA, how other school districts might be addressing these issues and learn from others' experiences? Is there such a thing as exchange programs for teachers? Some discussion followed about the

hiring process and vetting applicants. Should all applications that are received be shared with the committee, or should there be a vetting process or a screening committee?

6. Consent Agenda:

6.1. Approve Minutes of 1.5.21 and 1.6.21: Jonas Eno-Van Fleet moved to approve the minutes of January 5, 2021, and January 6, 2021. Seconded by Flor Diaz Smith, this motion carried unanimously.

6.2. Approve Board Orders: Lindy Johnson moved to approve the board orders in the amounts of \$260,987.58 and \$23,366.80. Seconded by Jill Olson, this motion carried unanimously.

7. Personnel:

7.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE: Chris McVeigh moved to approve the hiring of Honi Bean Barrett, as presented in the board packet nomination form. Seconded by Kari Bradley, this motion carried unanimously. Chris McVeigh moved to approve the hiring of Caitlin Morgan, long term substitute, as presented in the board packet nomination form. Seconded by Karoline May, this motion carried unanimously. Chris McVeigh moved to approve the hiring of Kimberly Bolduc, Coordinator of Early Ed and Expanded Learning Opportunities. Seconded by Jonas Eno-Van Fleet, this motion carried unanimously.

8. Public Comments: Scott Thompson shared a letter from a community member about the social-emotional needs of our students and families especially during this pandemic. Chris McVeigh expressed concerns around scheduling in-service requirements on Martin Luther King holiday, as it should be a day of service to the community in the spirit of Martin Luther King, Jr. Superintendent Olkowski will bring this concern to the regional calendar planning team.

9. Future Agenda Items:

9.1. WCUUSD Name

9.2. Assessment Needs for Building Bright Futures

9.3. Board Retreat

9.4. Berlin Town Center Proposal

9.5. CVCC

9.6. Superintendent Evaluation (Karoline May requests 1 hour in open session)

Dorothy Naylor shared about H54 which addresses “weighting “for students regarding education funding; she will keep the board apprised.

10. Board Reflection: Lindy Johnson expressed gratitude that the meeting is wrapping up at 9:00.

11. Adjourn: The board adjourned by consensus at 9:06 p.m.

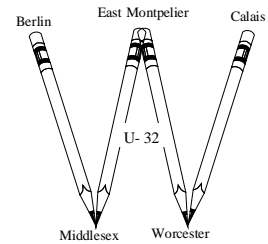
Respectfully submitted,
Lisa Stoudt, Board Recording Secretary

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Bryan Olkowski
Superintendent



MEMORANDUM

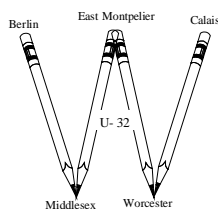
TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
Kelly Bushey, Director of Special Services
DATE: January 28, 2021
RE: Education Support Personnel (ESP) Job Descriptions

Attached, you will find job descriptions that are related to several roles that fall within the Education Support Personnel.

The Behavior Interventionist (BI) and Personal Care Attendant (PCA) job descriptions were developed during the spring of 2019. You may recall that this was the spring in which these job categories were added into the ESP contract. In developing these job descriptions, Kelly collected sample job descriptions from some of our agency partners and other districts. Kelly then took these samples and developed job descriptions that were relevant to Washington Central.

The other two job descriptions, 1:1 paraprofessional and general paraprofessional have been developed recently. Kelly has been working with members of the ESP Association to develop new rubrics to support the supervision and evaluation process of all ESP categories. Becky Pellegrini, Chrissy George, and Mary Ellen Hill have been working with Kelly on this project. In doing this, it was discovered that these two roles needed job descriptions. Kelly drafted these and shared them with this workgroup for feedback.

Kelly also recently shared all of these job descriptions with the Paraprofessionals from across the district on Jan 18th as part of the Paraprofessional Manual feedback process.



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Job Description

JOB TITLE:	Behavior Interventionist
FLSA STATUS:	Non-exempt
CONTRACT TYPE:	ESP Class Three
WAGE SCALE:	Per Negotiated Agreement
UPDATED:	January 19, 2021

POSITION OBJECTIVE(S):

To support students to maximize learning and success to students with challenging behavior. A BI delivers educational and support services, directly and indirectly, with the goal of meeting classroom expectations through positive and meaningful experiences within and outside of the classroom. The BI will implement student's individualized behavior support plan within a variety of settings within the school and the community. The BI will implement behavior intervention plans as designed by a licensed staff. BI will create behavior modifications through skill acquisition, positive reinforcements and the reduction of problematic behavior.

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

- Understand crisis intervention techniques, including de-escalation and the use of physical intervention when necessary to maintain safety.
- Maintain ongoing data collection on student performance and provides information for record keeping and instructional planning
- Maintains confidentiality about students and their families.
- Implements effective behavioral techniques and individual behavior plans under the guidance of a special educator, behavior specialist, and/or consultant.
- Administers one to one Intensive Behavior Intervention to students in a school or community.
- Provide input on the development of Individual Education Plans (IEP) and behavior plans as appropriate.
- Models appropriate behavior and helps to create an environment of respect and rapport.
- Monitors, observe and reports behavior of students according to approved procedures; reports progress regarding student performance and behavior.
- Participates in student supervision during nonacademic times.
- Communicates academic and behavioral expectations and provides timely feedback to students.

- Support students with personal care tasks (toileting, feeding, and personal hygiene, etc.) as decided by the team, under the supervision of licensed staff (i.e. BCBA, Special Educator, etc.)
- Participates in ongoing staff development activities and demonstrates continuous improvement in job performance.
- Implement behavioral plans as developed by a special educator, behavior specialist, and/or consultant
- Assist students in following their schedules, completing all activities specified for the student each day.
- Maintain emotional neutrality when students engage in challenging behavior, ask for assistance when needed, and treat all students with respect.
- Prepare necessary materials (schedules, tokens, etc.) at the start and end of every day.
- Collaborate and support other members of the student's team.
- Participate in meetings including staff, in service, and IEP meetings as requested.
- Completes procedural responsibilities as outlined in district policies, procedures and guidelines.
- Other duties as assigned by the Superintendent or Superintendent's Designee.

SUPERVISION RECEIVED: Reports to and receives general administrative direction from the School Principal in coordination with the Director of Student Support Services.

SUPERVISORY RESPONSIBILITIES: Assists in training, planning and directing the activities of assigned para-educators; plays an advisory role in evaluation, 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.** A minimum of two years of higher education (or 48 credits) plus one year of directly related experience, or a combination of education and experience from which comparable knowledge and skills are acquired. One year of directly relevant experience in a school setting desirable and possibly required. Good working knowledge of children. Knowledge of special education students, and special education teaching methods preferred. Basic health care or nursing nurse's aide training/experience may be desirable. Demonstrate through a local academic assessment, knowledge of and the ability to assist in instructing both academic and functional skills appropriate to the student to which they are assigned.
- **Certifications and Licenses.** Have current Handle With Care (HWC) certification or the ability to obtain HWC certification upon being hired. Must obtain within XXX of being hired.
- **Language Skills.** Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively. Ability to provide effective instruction and receive constructive feedback.
- **Mathematical/Reasoning Skills.** Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry may be necessary.
- **Computer Skills and Experience.** Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office preferred. Ability to use adaptive equipment preferred.
- **Reasoning Ability/Mental Requirements.** Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations. Ability to anticipate and diffuse emotionally explosive situations.
- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies. Ability to show patience, respect and compassion in working with students. Ability to effectively resolve conflicts and handle stress.

- **Other Qualifications.** Experience working with children/adolescents. Training/experience working with students who have intensive special needs desirable. Ability to assist students physically as required. Available to attend required or requested training, meetings, and professional growth activities outside of school hours (e.g., summers, teacher in-service days and after-school). Ability to remain calm and efficient in responding to medical emergencies.
- **Additional Competencies.** The individual in this position must possess the following:
 - **Dependability:**
Being reliable, punctual, and 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
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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)	C		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.	NA			X
100+ lbs.	NA			X
CARRYING				
up to 10 lbs.	O		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	NA			X
100+ lbs.	NA			X
BENDING/STOOPING	O		X	
PUSHING/PULLING	O			X
TWISTING	O		X	
CLIMBING	NA			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)	O			X
MANAGING STRESS	C		X	
RESOLVING CONFLICTS	C		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)	F
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
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	F
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

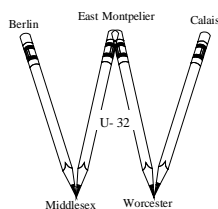
Reaching: Extending the hands and arms in any direction

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.

Job Description

JOB TITLE:	Personal Care Attendant (PCA)
FLSA STATUS:	Non-exempt
CONTRACT TYPE:	ESP Class Three
WAGE SCALE:	Per Negotiated Agreement
UPDATED:	January 19, 2021

POSITION OBJECTIVE(S):

To support students who need daily living skills support and to maximize learning and success. A PCA delivers educational and support services, directly and indirectly, with the goal of meeting proficiencies through positive and meaningful experiences within and outside of the classroom. The PCA will support the implementation of an Individualized Educational Plan within a variety of settings across the school and community.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Under the direction of a licensed professional, PCAs will:

- Maintain accurate records.
- Implement activities and/or accommodations as outlined in the students' educational plan
- Support students with personal care tasks (toileting, feeding, personal hygiene, dressing, etc.) as decided by the team, under the supervision of licensed staff (i.e., BCBA, Special Educator, OT, PT, etc.)
- Implement and follow medical plans as outlined by medical providers (School Nurse, doctors, etc.)
- Collect data for behavior, medical, and/or task-oriented activities, as requested by the professional staff.
- Participate in student meetings, as requested.
- Develop detailed sub plans to support the success of the student in the employee's absence.
- Support students in the use of assistive technology, as required by their plan.
- Implement emergency evacuation plans as developed by the team.
- Implement plans as designed by the professionals on the team (Speech, Technology, Occupational Therapy, Physical therapy, etc.)
- Transport students to learning environments throughout the community, as required by their individualized plan.
- Participate in various community activities and field trips with students.

- Assist students as required with toileting, self-care, eating, wheel chair transport and transfer. Check and adjust hearing aids, and other duties as assigned.
- Participate in team meetings upon request to assist in developing student plans and assessing and evaluating student needs and progress. Confer with teachers, parents and administrators as appropriate concerning various matters pertaining to the students.
- Assist students physically as required. Such could include implementing non-aversive restrictive behavior interventions in accordance with established protocols as necessary.
- Attend and participate in all relevant training sessions, meetings and professional growth activities as requested and/or required.
- Assist with the transportation of assigned students as requested.
- Process routine communications, such as parent logs, permission slips, meeting reminders, staff meeting notices, and the like.
- Implement and practice behavior management/modification plans and programs for and with students.
- Assist and/or instruct students in activities of daily living, such as general behavior, dressing/undressing for outdoors, toileting, care of belongings, insertion and adjustment of hearing aids and use of other special equipment, and other areas as assigned.
- Assist in transporting students in, and transferring them to and from specialized equipment, such as wheelchair, stander and the like. Maintain a good working knowledge of such equipment, and ensure equipment is in proper working order.
- Implement or assist in implementing a variety of assistive and medical therapy as directed by licensed staff (School Nurse, BCBA, Special Educator, OT, PT, etc.) Such may include but is not limited to respiratory therapy, physical and occupational therapy, speech therapy, administering medications as needed under the direction of the school nurse and implementing a variety of feeding programs.
- Assist students as necessary with toileting, toilet training, diaper changing, catheterization, colostomy bags; self-care skills.
- Provide other types of physical assistance as needed including lifting and carrying the student, wheelchair transfer etc.
- Perform other duties as assigned by the Superintendent or Superintendent's designee.

SUPERVISION RECEIVED:

Supervision is received from a special education teacher. General supervision is received from the school principal or director of special education services. Performs many duties independently.

SUPERVISORY RESPONSIBILITIES:

No formal supervisory duties. May train or assist and co-workers and parent volunteers, but generally works along with those persons.

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.**
A minimum of two years of higher education (or 48 credits) plus one year of directly related experience, or a combination of education and experience from which comparable knowledge and skills are acquired. One year of directly relevant experience in a school setting desirable and possibly required. Good working knowledge of children. Knowledge of special education students, and special education teaching methods preferred. Basic health care or nurse's aide training/experience may be desirable. Demonstrate through a local academic assessment, knowledge of and the ability to assist in instructing both academic and functional skills appropriate to the student to which they are assigned.

- **Language Skills.**
Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively. Ability to provide effective instruction and receive constructive feedback.
- **Mathematical/Reasoning Skills.**
Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry may be necessary.
- **Computer Skills and Experience.**
Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office preferred. Ability to use adaptive equipment preferred.
- **Reasoning Ability/Mental Requirements.** Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations. Ability to anticipate and diffuse emotionally explosive situations.
- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies. Ability to show patience, respect and compassion in working with students. Ability to effectively resolve conflicts and handle stress.
- **Other Qualifications.** Experience working with children/adolescents. Training/experience working with student who have intensive special needs desirable. Ability to assist students physically as required. Available to attend required or requested training, meetings, and professional growth activities outside of school hours (e.g., summers, teacher in-service days and after-school). Ability to remain calm and efficient in responding to medical emergencies.
- **Additional Competencies.** The individual in this position must possess the following:
 - **Dependability:**
Being reliable, punctual, and 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
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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)	C		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.	NA			X
100+ lbs.	NA			X
CARRYING				
up to 10 lbs.	O		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	NA			X
100+ lbs.	NA			X
BENDING/STOOPING	O		X	
PUSHING/PULLING	O			X
TWISTING	O		X	
CLIMBING	NA			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)	O			X
MANAGING STRESS	C		X	
RESOLVING CONFLICTS	C		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)	F
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
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	F
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

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Twisting: Rotating; moving to face in alternate direction.

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Crawling: Moving about on the hands and knees

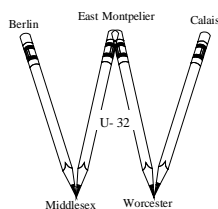
Reaching: Extending the hands and arms in any direction

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.

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Washington Central Unified Union School District

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Job Description

JOB TITLE:	1:1 Para educator
FLSA STATUS:	Non- Bargaining
CONTRACT TYPE:	ESP
WAGE SCALE:	Per Negotiated Agreement
UPDATED:	January 19, 2021

POSITION OBJECTIVE(S):

To support students to maximize learning and success to students with special needs. A Para educator delivers educational and support services, directly and indirectly, with the goal of meeting classroom expectations through positive and meaningful experiences within and outside of the classroom. The Para educator will work under the direction of and in collaboration with a licensed professional educator. The classroom teacher and/or special educator has the ultimate responsibility in the design, implementation and evaluation of instructional programs and evaluation of student progress.

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

Under the direction of a licensed professional, para educators will:

- Support and perform in accordance with philosophy of inclusionary education.
- Implement effective behavioral techniques and individual behavior plans under the guidance of the classroom teacher and the special educator.
- Model appropriate behavior and help to create an environment of respect and rapport;
- Participate in student supervision during student breakfast, lunch, free time, and dismissal, as assigned.
- Communicate academic and behavioral expectations and provide timely feedback to students.
- Provide one on one support to assigned students
- Implement lesson plans under the guidance of the classroom teacher and/or special educator.
- Maintain data on student performance and provides information for record keeping and instructional planning.
- Participate in meetings including staff, in service, parent conferences, and IEP meetings as deemed appropriate by the building administrator.
- Establish and maintain the interpersonal and professional relationships necessary to carry out responsibilities.
- Complete procedural responsibilities as outlined in district policies, procedures and guidelines.
- Maintain confidentiality.

- Familiar with the faculty handbooks and school policy and procedures.
- Know and follow the written plan for the assigned student
- Establish and maintain a positive and supportive relationship with student and school personnel.
- Facilitate instruction activities with students under the direction of special education/classroom teacher.
- Carry out meaningful, realistic and consistent rules, routines and expectations with students in collaboration with professionals.
- Collect data and provide objective feedback to teachers and case manager on student progress.
- Assist in the preparations and maintenance of instructional materials and equipment, as needed.
- Communicate with appropriate educational personnel and related service providers on a regular and consistent basis to support planning and scheduling activities, instructional goals and objectives, student progress and pertinent health and behavior concerns.
- Provide support to additional students when not engaged with assigned student.
- Participate in assigned training activities and apply skills acquired when carrying out duties.
- Assist students to fully participate in school activities while encouraging independence for the student.
- Support the individual needs of the assigned student in emergency situations, as needed and with appropriate training.
- Perform other duties as assigned by the Superintendent or Superintendent's Designee.

SUPERVISION RECEIVED: Supervision is received from a licensed professional such as the Building Principal, classroom or special education teacher, or as assigned by an administrator.

SUPERVISORY RESPONSIBILITIES: No formal supervisory responsibilities.

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.** A minimum of two years of higher education (48 credits) plus one year of related experience, or a combination of education and experience from which comparable knowledge and skills are acquired. One year of directly relevant experience in a school setting is desired. Good working knowledge of children. Knowledge of special education students, and special education teaching methods preferred. Basic health care or nursing, nurse's aide training/experience may be desirable.
- **Certifications and Licenses.** Training/experience working with children/adolescents desirable. Ability to assist students physically as required. Available to attend required or requested training, meetings, and professional growth activities outside of school hours (e.g., summers, teacher in-service days and after-school.) Ability to remain calm and efficient in responding to medical emergencies. Licensed driver with a reliable personal vehicle, and appropriate level of insurance and a clean driving record, if required by assignment.
- **Language Skills.** Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively. Ability to provide effective instruction and receive constructive feedback.
- **Mathematical/Reasoning Skills.** Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry may be necessary.
- **Computer Skills and Experience.** Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office preferred. Ability to use adaptive equipment desired.
- **Reasoning Ability/Mental Requirements** Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagram form. Ability to deal with problems involving several concrete variables in standardized situations. Ability to anticipate and diffuse emotionally explosive situations.

- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently, and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations, Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents and outside agencies. Ability to show patience, respect and compassion in working with students. 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.
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WALKING	F		X	
SEEING	C		X	
HEARING	C		X	
TALKING	C		X	
DEXTERITY (hands/fingers)	C		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.	NA		X
100+ lbs.	NA		X
CARRYING			
up to 10 lbs.	O	X	
10-25 lbs.	O	X	
25-50 lbs.	O		X
50-100 lbs.	NA		X
100+ lbs.	NA		X
BENDING/STOOPING	O	X	
PUSHING/PULLING	O		X
TWISTING	O	X	
CLIMBING	NA		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)	O		X
MANAGING STRESS	C	X	
RESOLVING CONFLICTS	C	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)	F
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
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	F
HEIGHTS	NA

Definitions - Physical Demands

Sitting: remaining in a seated position

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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)

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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

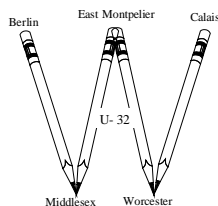
Reaching: Extending the hands and arms in any direction

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.

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Washington Central Unified Union School District

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

Job Description

JOB TITLE:	Para educator
FLSA STATUS:	Non-Exempt
CONTRACT TYPE:	ESP Class Three
WAGE SCALE:	Per Negotiated Agreement
UPDATED:	January 19, 2021

POSITION OBJECTIVE(S):

OTHER

A para educator delivers educational and support services, directly and indirectly, with the goal of meeting classroom expectations through positive and meaningful experiences within and outside of the classroom. The para educator will work under the direction of and in collaboration with a licensed professional educator. The classroom teacher and/or special educator has the ultimate responsibility in the design, implementation and evaluation of instructional programs and evaluation of student progress.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Under the direction of a licensed professional, para educators will:

- Consistently collaborate in the planning of instructional opportunities that meet the developmental needs of students.
- Prepare for instruction by completing background reading and adapting and reviewing of instructional materials.
- Supports and perform in accordance with philosophy of inclusionary education.
- Implement effective behavioral techniques and individual behavior plans under the guidance of the classroom teacher, the special educator and/or a consultant.
- Model appropriate behavior and help to create an environment of respect and rapport.
- Participate in student supervision during student breakfast, lunch, free time and dismissal.
- Communicate academic and behavioral expectations and provide timely feedback to students.
- Provide individual and small group instruction and support to students.
- Implement lesson plans under the guidance of the classroom teacher and/or the special educator.
- Support students with personal care tasks, as decided by the IEP team (i.e., toileting, hygiene, etc.), under the supervision of proper professional staff.
- Maintain data on student performance and provides information for record keeping and instructional planning.

- Participate in meetings including staff, in service, parent conferences, and IEP meetings as deemed appropriate by the building administrator;
- Establish and maintain the interpersonal and professional relationships necessary to carry out responsibilities.
- Complete procedural responsibilities as outlined in district policies, procedures and guidelines.
- Maintain confidentiality
- Participate in staff development activities and demonstrates continuous improvement in job performance.
- Shows initiative to help where needed.
- Complete additional tasks as assigned by the principal, special educator, nurse and/or teacher.
- Attends all in service days, conferences and workshops deemed appropriate by the school principal in accordance with the applicable master contract.
- Familiarize self with faculty handbook and school policy and procedures.
- Know and follow the written plan for assigned students.
- Establish and maintain a positive and supportive relationship with student and school personnel.
- Carry out instructional activities with students under the direction of special education case manager in collaboration with classroom teacher(s).
- Facilitate instructional activities and provide accommodations for students under the direction of a special education case manager in collaboration with classroom teacher(s).
- Carry out meaningful, realistic and consistent rules, routines and expectations with students in collaboration with professionals.
- Implement behavior plans for students under the direction of a special education case manager in collaboration with classroom teacher(s).
- Collect data and provide objective feedback to teachers and case manager on student progress.
- Assist in the preparations and maintenance of instructional materials and equipment.
- Communicate with appropriate educational personnel and related service providers on a regular basis in regard to planning and scheduling activities, instructional goals and objectives, student progress and pertinent health and behavior concerns.
- Provide support to additional student(s) when not engaged with assigned student(s).
- Participate in team meetings as assigned by case manager.
- Communicate with parents as directed by case manager.
- Participate in assigned training activities and apply skills acquired when carrying out duties.
- Assist students to fully participate in school activities while encouraging independence for the student.
- Provide supervision for students as directed in school related activities such as lunchroom, recess, bus arrival and departure, etc.
- Follow all building and district directives, procedures and policies.
- Provide periodic personal care, including possible toileting assistance, for individual students as assigned
- Maintain confidentiality.
- Perform clerical duties as assigned.
- Assist or administer appropriate medical protocols under the direct and/or indirect supervision of nursing staff, consistent with district policies.
- Other duties as Assigned by Superintendent or Superintendent's designee.

SUPERVISION RECEIVED: Supervision is received from a licensed professional such as the Building Principal or a classroom or special education teacher or as assigned by an administrator.

SUPERVISORY RESPONSIBILITIES: No formal supervisory duties.

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.** A minimum of two years of higher education (48 credits) plus one year of related experience, or a combination of education and experience from which comparable

knowledge and skills are acquired. One year of directly relevant experience in a school setting desired. Good working knowledge of children. Knowledge of special education students, and special education teaching methods preferred. Basic health care or nurse's aide training/experience may be desirable.

- **Language Skills.** Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively. Ability to provide effective instruction and receive constructive feedback.
 - **Mathematical/Reasoning Skills.** Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry may be necessary.
 - **Computer Skills and Experience.** Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office preferred. Ability to use adaptive equipment desired.
 - **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies. Ability to show patience, respect and compassion in working with students. Ability to effectively resolve conflicts and handle stress.
 - **Other Qualifications.** Training/experience working with children/adolescents desirable. Ability to assist students physically as required. Available to attend required or requested training, meetings, and professional growth activities outside of school hours (e.g., summers, teacher in-service days and after-school). Ability to remain calm and efficient in responding to medical emergencies. Licensed driver with a reliable personal vehicle, an appropriate level of insurance and a clean driving record, if required by assignment.
 - **Additional Competencies.** The individual in this position must possess the following:
 - **Dependability:**
Being reliable, punctual, and 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)	C		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.	NA			X
100+ lbs.	NA			X
CARRYING				
up to 10 lbs.	O		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	NA			X
100+ lbs.	NA			X
BENDING/STOOPING	O		X	
PUSHING/PULLING	O			X
TWISTING	O		X	
CLIMBING	NA			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)	O			X
MANAGING STRESS	C		X	
RESOLVING CONFLICTS	C		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)	F
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
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	F
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.

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WCUUSD School Board
Superintendent Personnel Summary and Recommendations
February 3, 2021
(as of 1/27/2021)

- 1. New Teacher Nominations** (for 20-21 school year)
- 2. Retirement**
- 3. Resignations**
- 4. Leave of Absence Request** (Remainder of the 20-21 school year)
- 5. Change in FTE**
Mary Carpenter, Special Educator 0.5 FTE (replacing a 0.5 FTE Para educator position)
Recommend Approval
- 6. Long Term Substitutes** (Remainder of the 20-21 school year)
- 7. New Position**

Washington Central Unified Union School District
Employee Nomination Form

Name: Mary Carpenter

School: WCUUSD/Calais Employer (if different): _____

Position: Special Educator

Department/Area: Calais

Type: ☐ Permanent ☐ One-Year Non-Renewable ☒ Temporary
Contract: ☐ Faculty ☐ Educational Support Personnel ☐ Non-Bargaining Unit
Reason for vacancy: ☐ Resignation/Retirement ☐ Leave of Absence ☒ New Position

[If leave of absence or resignation, name of terminated employee: _____]

Educational Preparation:
College _____ Degree _____ Date Attained _____
On File – Current Faculty

Experience: On File – Current Faculty

Years of Related Experience: 14

Salary Schedule Placement: B15+^{ALT} Step 15 Start Date: January 22, 2021

Salary or Wage Rate: 60,207. Date of Board Appointment: _____
\$ 14,734.87 93 February 3, 2021

FTE: 0.5 Days / Year: 190 Hours / Day: 7.5

Interviewed by: Cat Fair

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

cc: (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

Provisional