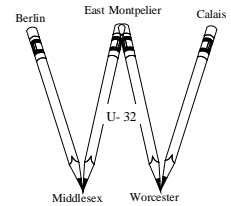


# Washington Central Unified Union School District

*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

**1.20.21 6:00 PM – 9:00 PM**

### Virtual Meeting Information:

<https://tinyurl.com/yxmo52l6>

Meeting ID: 982 9945 3728

Password: 500273

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

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

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

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

- |  |            |
|--|------------|
| 1. Call to Order   | 4 minutes  |
| 2. Executive Session for Negotiations and Personnel Matters                  | 30 minutes |
| 3. Welcome   | 10 minutes |
| 3.1. Reception of Guests   |            |
| 3.2. Agenda Revisions  |            |
| 4. Reports (Discussion/Action)   | 90 minutes |
| 4.1. Student Reports   | 30 minutes |
| 4.2. Superintendent  |            |
| 4.2.1. COVID-19 Update   |            |
| 4.2.1.1. Staff Leave – pg.3  |            |
| 4.2.2. Schools Response to January 6, 2021                                   |            |
| 4.2.3. Calais Air Ventilation Project update                                 |            |
| 4.2.4. Berlin Town Center Information – pg. 5                                |            |
| 4.2.5. Curriculum Management Review – pg. 11                                 |            |
| 4.2.6. State Systemic Improvement Plan (SSIP) – pg. 12                       |            |
| 4.2.7. Parenting in the time of Covid-19 Update                              |            |
| 4.3. Finance Committee (Discussion/Action)                                   |            |
| 4.3.1. Budget Forum Update   |            |
| 4.3.2. Announced Tuition (Action) – pg. 14                                   |            |
| 4.4. Education Quality (Discussion)  | 60 minutes |
| 4.4.1. Presentation of WCUUSD Continuous Improvement Planning (CIP) – pg. 15 |            |
| 5. Board Operations (Discussion/Action)                                      | 30 minutes |
| 5.1. Update on Election Considerations                                       |            |
| 5.2. Diversifying Educator Work Force  |            |
| 6. Consent Agenda (Action)   | 10 minutes |
| 6.1. Approve Minutes of 1.5.21 and 1.6.21 – pg. 37                           |            |
| 6.2. Approve Board Orders  |            |

7. Personnel (Action) 10 minutes  
7.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE – pg. 42
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
10. Board Reflection
11. Adjourn

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

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

# Washington Central Unified Union School District

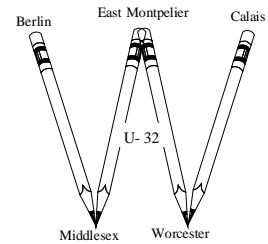
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Bryan Olkowski  
Superintendent



## MEMORANDUM

TO: WCUUSD School Board  
FROM: Bryan Olkowski, Superintendent  
Carla Messier, HR Coordinator  
DATE: January 14, 2021  
RE: Staff Leave

This memo is to provide updated information regarding the Families First Coronavirus Response Act (FFCRA) for Emergency Paid Sick Leave and Emergency Family Medical Leave. FFCRA was mandated from April 1, 2020 through December 31, 2020, and expired on December 31, 2020.

Under new guidance issued - "..., the Consolidated Appropriations Act (CAA), 2021, extended employer tax credits for paid sick leave and expanded family and medical leave voluntarily provided to employees until March 31, 2021. However, the CAA did not extend employees' entitlement to FFCRA leave beyond Dec. 31, 2020, meaning employers will no longer be legally required to provide such leave."

As WCUUSD schools are open with in-person instruction, we recommend consideration for extending benefits through the March 31, 2021 date to teachers and staff. We support extending the 10 Emergency Paid Sick Leave days (calendar days) through the March 31, 2021 date.

We propose an extension of the 10 Emergency Paid Sick Leave (EPSL) days and EFML leave 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. The following leave would be available to employees:

- 1) Advised by a health care provider to self-quarantine related to COVID-19
- 2) Experiencing COVID-19 symptoms and seeking medical diagnosis
- 3) Caring for an individual subject to an order described in (1) or self-quarantine as in (2)
- 4) Caring for a child whose school or place of care is closed (or childcare provider is unavailable) for reasons related to COVID-19, to be paid only at 2/3 pay.

An employee subject to quarantine who applies for leave under this policy may be required to participate in COVID-19 testing in order to receive or continue to receive leave benefits.

Travel - Employees choosing to travel out of state for non-essential purposes as defined by the state of Vermont are subject to quarantine upon return to Vermont. We do not recommend extending these additional leave benefits to employees who are subject to quarantine based on their voluntary and knowing decision to travel. Under these circumstances employees will NOT be covered under the FFCRA and will need to use personal, vacation or potentially unpaid time if their responsibilities cannot be completed remotely or are not approved for remote work. Additional information about VT's Essential Travel allowances may be found at <https://www.healthvermont.gov/covid19/travel-quarantine>.

The above recommendation is subject to any new or additional statutes or rules enacted after the date of this memo. Any new requirements mandated by a governmental agency (federal/state) will supersede and replace the provisions of this policy.

Superintendent's recommendation: The WCUUSD School Board motion and approve to "An extension of the 10 Emergency Paid Sick Leave (EPSL) 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.



# Washington Central Unified Union School District

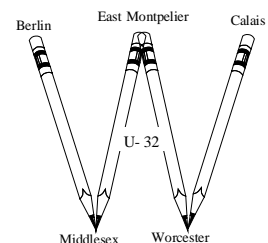
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Bryan Olkowski  
Superintendent



## MEMORANDUM

TO: WCUUSD School Board  
FROM: Bryan Olkowski, Superintendent  
DATE: January 15, 2021  
RE: Berlin Town Center

The following documents are for your information and will be discussed at a later board meeting.



# 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](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.

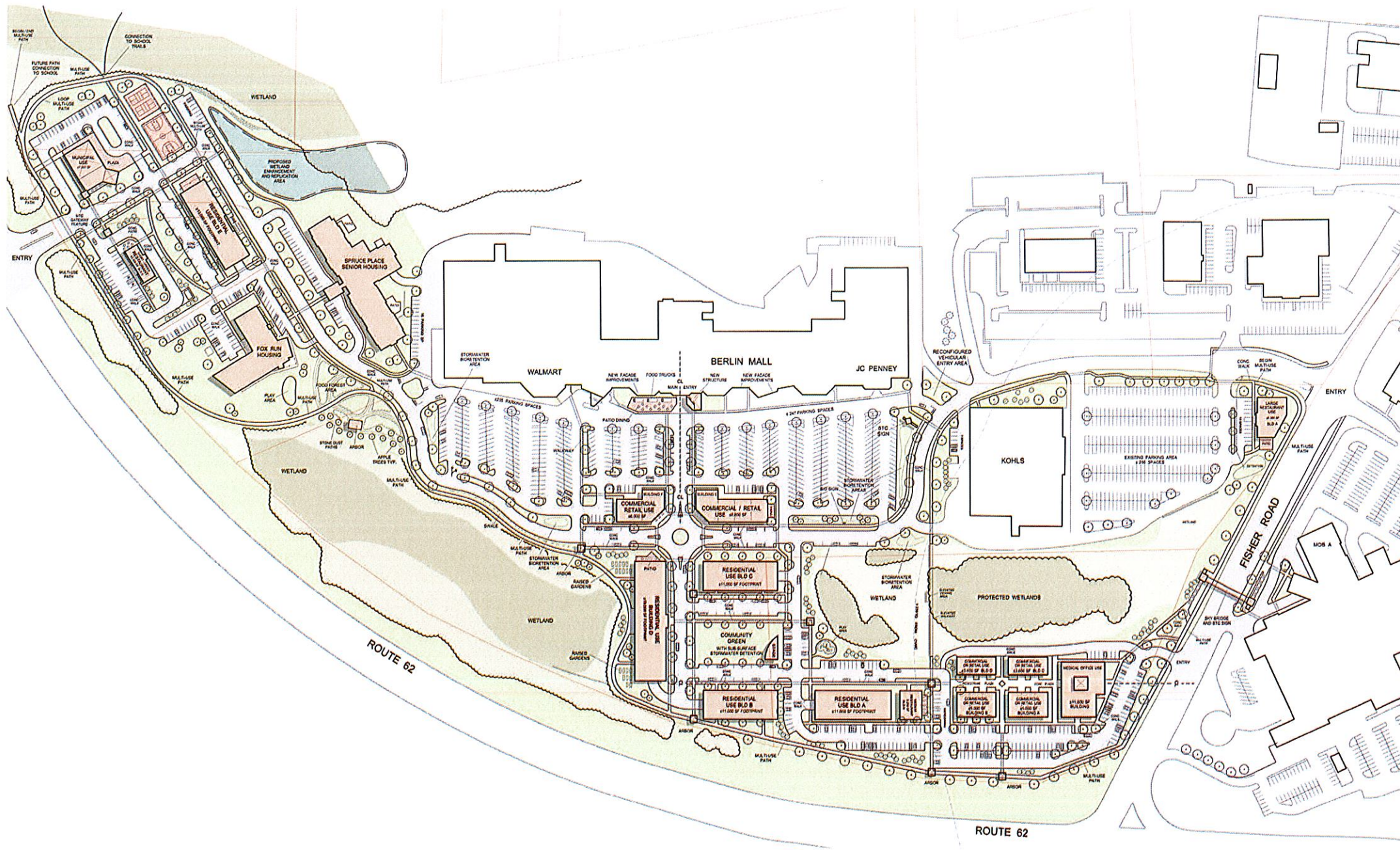
With that in mind, I am requesting the Supervisory Union consider gifting back to the Town approximately 7.4 acres of former Town owned land that is defined by the stream at the eastern edge of the Berlin Elementary campus and Berlin Mall Road (see attached). The 7.4 acres are comprised of approximately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

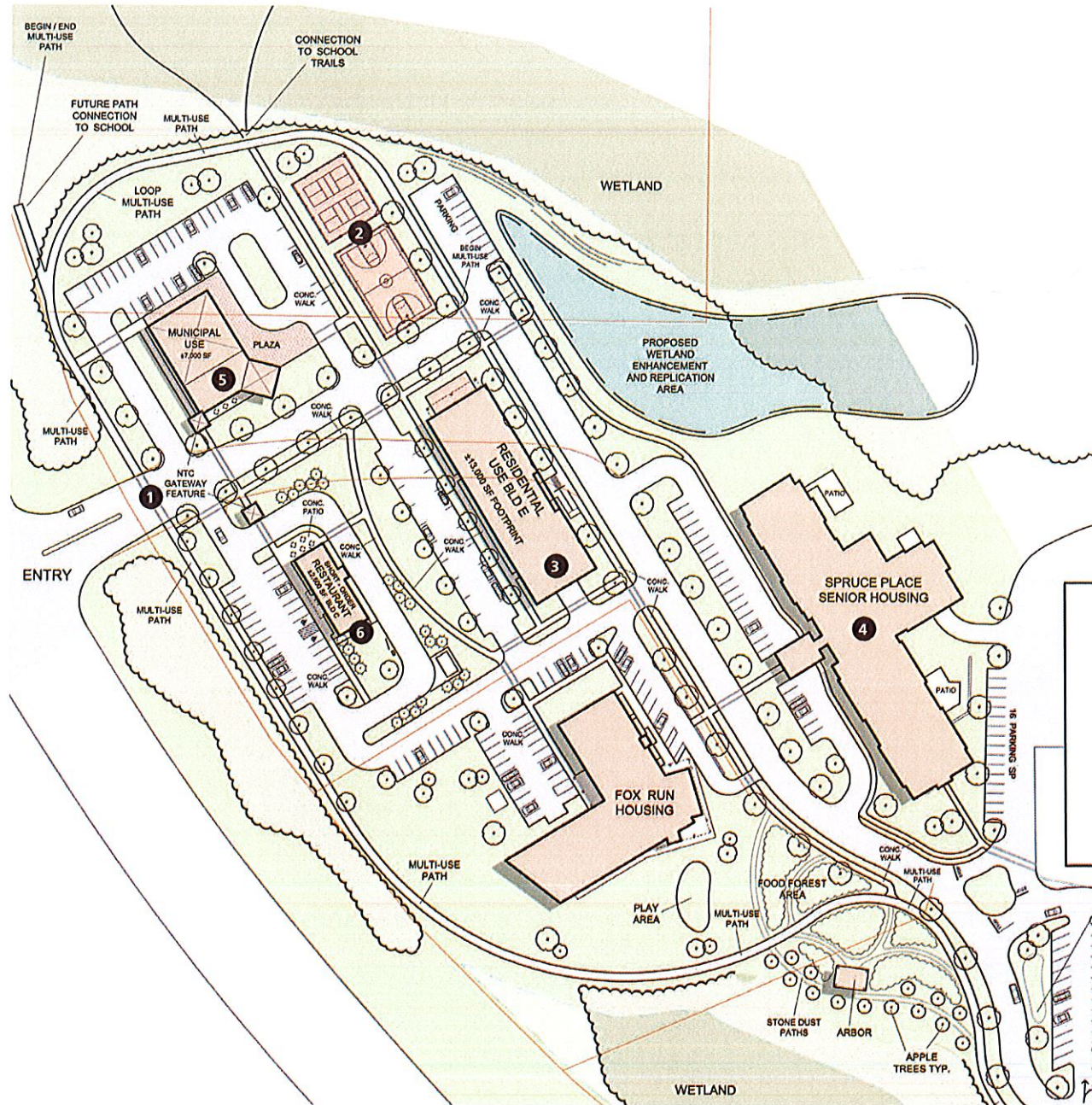
Please feel free to contact me at 802-229-2529 if you have any question. I look forward to continuing this discussion.

Tom

Thomas J. Badowski  
Assistant Town Administrator



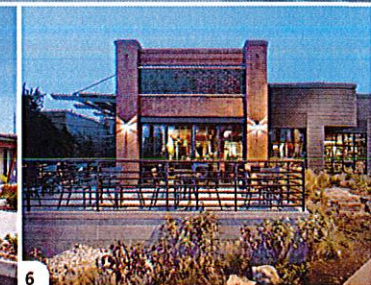
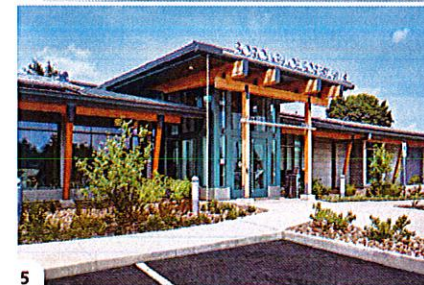




## route 62 gateway

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.









# Washington Central Unified Union School District

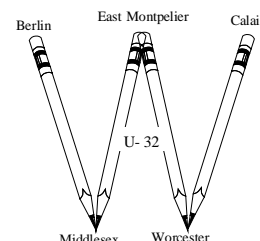
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Bryan Olkowski  
Superintendent



## MEMORANDUM

TO: WCUUSD School Board  
FROM: Bryan Olkowski, Superintendent  
Jennifer Miller-Arsenault, Director of Curriculum, Instruction, and Assessment  
DATE: January 14, 2021  
RE: Curriculum Management Review

We are writing to update you about our upcoming Curriculum Management Review with Curriculum Management Solutions, Inc.

Our site visit is scheduled for February 8-10, 2021. The review team consisting of two consultants will visit all of our schools. Principals will lead team members on a tour of the building, with an emphasis on observing literacy, math, science, and global citizenship classes, and other classes as time permits. The two consultants will follow all Vermont Covid-19 health and safety guidelines in order to conduct these site visits.

During the site visit the review team will interview multiple groups including administrators, Association leadership, teachers, parents/caregivers, and school board members. The team would like to conduct 1:1 interviews for 15 minutes with each school board member. We will reach out soon to schedule the interviews.

Currently, we are collecting requested documents related to curriculum management. Teachers are in the process of submitting student assignments for review as well, with a focus on literacy, math, science, and global citizenship.

Finally, prior to the site visits, administrators, teachers, and parents/caregivers will be asked to participate in an online survey.

Jen Miller-Arsenault is serving as our district's lead liaison to the curriculum review team. For additional details about the curriculum management review, please feel free to watch [this short video](#) and/or view [this slideshow](#) that Jen shared with our staff earlier this week.

We will look forward to sharing more details and answering any questions you may have at our school board meeting on January 20, 2021.

# Washington Central Unified Union School District

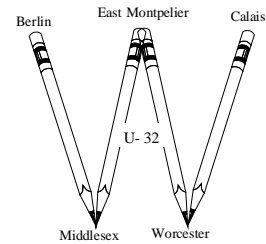
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---

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Bryan Olkowski  
Superintendent



## MEMORANDUM

TO: WCUUSD School Board  
FROM: Bryan Olkowski, Superintendent  
Kelly Bushey, Director of Student Services  
DATE: January 14, 2021  
RE: Annual Performance Report and the State Systemic Improvement Plan (SSIP)

Earlier this year, Kelly Bushey reviewed the Annual Performance Report with you all. This is the report that provides data on 14 Indicators related to special education compliance and/or outcomes for students eligible for special education. We were identified by the Agency of Education (AOE) as being in Year 1 of Needs Assistance.

What does this mean for us? This means that throughout this current school year, we may choose to participate in opportunities that the AOE provides throughout the state; but we are not yet required to do so. So far, there has been statewide training on Indicator 13 - Transition Plans in which Julia Pritchard and/or Kelly, along with some of the high school special educators have attended. Julia has spent time during the weekly staff meetings with the special educators at U-32 working on improving the transition plans/goals for the students in which we serve. There has been and will continue to be a concerted effort in this area, both at U-32 and across the state.

Engagement in the State Systemic Improvement Plan (SSIP) is an opportunity that the AOE has offered to districts across the state. The focus of this work is to improve outcomes for students on Individualized Education Plans (IEP's) in grades 3, 4, and 5, in the area of Math. This is one of the Indicators in which we did not meet the state target. After much consideration and conversation with the AOE and members of the leadership team, we have entered into an agreement with the AOE for the remainder of this current school year. There will be an opportunity to continue in this work into next year, with the Agency, should we choose to. Kelly is the liaison between the district and the AOE Systems Coach. She has been appointed by the Superintendent to lead the Implementation Team through this body of work.

With committing to this work, the following opportunities are available to us:

- A Systems Level Coach - will review our data and systems we have in place to support the growth of our students, meet with me and the Implementation Team on a regular basis



- Math Coach - provide workshops/professional development as needed, meet with teachers and provide feedback
- Ed Camps- the AOE sponsors several EdCamps that focus on this work/process and we are encouraged to attend these (several of us attended one of these last week)
- Access to professional development through the All Learners Network for all of our faculty and staff across the district.

We continue to be in the planning stages, as we are forming our Implementation Team. So far, our Implementation team is made up of Kelly Bushey, Steven Dellinger-Pate, Alicia Lyford, Ellen Dorsey, and Aaron Boynton. We are in the process of recruiting a Classroom Teacher and a Special Educator to join us.

It is important to note that while we were invited to join this work based on the results of Indicator 3 (% age of students proficient in Math in grades 3, 4, and 5), we anticipate that the systems level work may have an impact on students across all grade levels.

We have recently received more specific data related to Indicator 8, Parent Involvement. We exceeded the state targets in this area. However, the AOE released the questions and results from the survey that was sent to 241 parents of students on IEP's in our district. Kelly shared these results with the leadership team earlier this week and will be sharing them with our special educators next week. While we have exceeded the state target, there continues to be areas in which we can improve our practices.

A few weeks ago the AOE offered a mandatory training for those that are in a monitoring cycle during this current school year. In order to begin positioning Washington Central for a monitoring year next year, Kelly attended this training to learn about this new process. There are many new requirements and expectations that Kelly has already begun to work on- to set us up for next year. The most recent project that Kelly has been working on is a Policy and Procedure Manual for our Paraprofessionals (Paras, BI's, PCA/s, etc.) across the district. During the January 18th in-service, Kelly will be sharing this body of work in its current state, asking our support staff for their feedback and input to ensure that it is meaningful to our work and to our staff across the district.

LEA ID: U092  
LEA NAME: WASHINGTON CENTRAL UUSD

**State of Vermont**

**Announced Tuition FY 2021-2022**

Failure to satisfactorily complete and file the Annual Announced Tuition Report on or before January 15<sup>th</sup>, will result in the current year's announced tuition rate being applied to the next fiscal year per 16 V.S.A. 826(a).

In accordance with Title 16, VSA, Section 826, notice is hereby given that the tuition rate for non-resident students attending REGULAR programs in the above named district will be as follows:		
REGULAR EDUCATION		Total Rate To Be Charged
KINDERGARTEN	Full-time Program Rate OR	20,265
	Part-time Program Rate	-
OTHER ELEMENTARY	(includes grades 1st through 6th)	20,265
SECONDARY	7th through 12th Grades	20,647
FOR VOCATIONAL ONLY In accordance with Title 16, VSA, Section 1552(d), notice is hereby given that the		
Total Technical Center Rate To Be Charged*		-
* Technical Center allowable tuition Numbers are for Vermont students only		

Person to contact with questions about these completed worksheets:

Name: LORI T. BIBEAN  
Phone: 802-229-0553 x 1304  
Email: lbibeau@u32.org

**Superintendent's Signature Required**

I attest to the best of my knowledge and belief that the information is accurate and the school district is in compliance with all requirements of state and federal law.

Signature of Superintendent Bry O'Leary Date 1/7/2021

\*This signature page must be completed for each supervisory union or district.

To: School Board

From: Kari, Education Quality Committee chair

January 2021

Continuous Improvement Plan Review

This month our education quality work has us checking in on our district's Continuous Improvement Plan. The CIP comes from a long-standing requirement although the State has updated the planning process and underlying theory. We are currently in the second phase (of four) of the process. The pandemic has impacted our progress, but the plan is in effect and partially guiding our work as a district.

The presentation in our packet provides a good overview of the plan and process used so far. Included are various planning documents and the draft goals adopted by each school. We particularly encourage you to take a look at the principals' videos to get a sense of how each school is approaching our overarching goal to improve student achievement in math.

After reviewing the materials, we ask that you reflect on the following questions:

- *Does our CIP have the right focus and scope of achievement? Why or why not?*
  
- *How might our CIP work inform next year's strategic planning?*

Here are some highlights from the committee discussion:

What we find affirming:

- *This is an ongoing process with specific goals and action steps.*
- *Hearing from the principals talk about "kid talk" and the excitement around CIP.*
- *The topic of CIP and process used are familiar to me professionally and make sense.*
- *I see the interconnectedness between CIP and student learning outcomes.*
- *The plan includes rational steps; the focus on math seems appropriate; I like that there is alignment across the district.*
- *One of the positive outcomes of the pandemic has been that we have become adept at virtual meetings - geography is no longer an obstacle.*

What we find challenging:

- *Affecting change across the district is slow – this describes plans for incremental progress in one particular area, whereas we want to make a lot of progress in many areas.*
- *We will need to address the “Equity Support” piece. A large number of Vermont schools fall into the category of requiring this support. We are going to have to include some equity guidance in the CIP goals.*

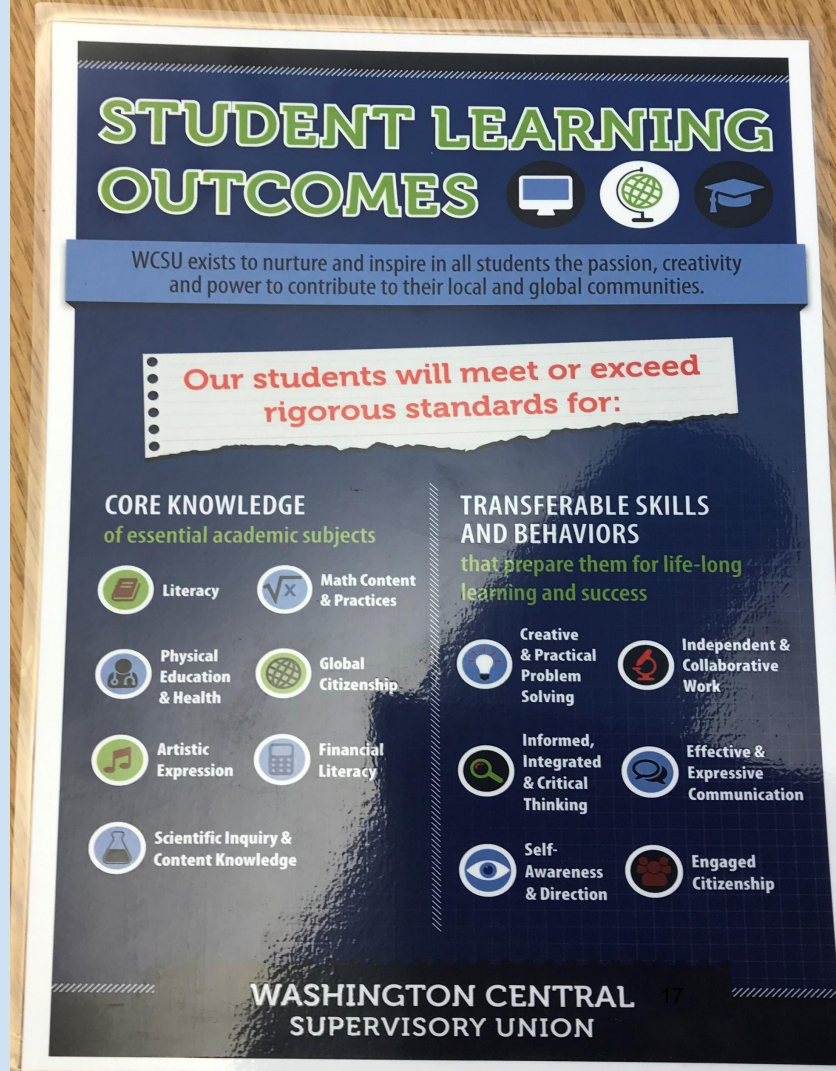
What we are wondering:

- *How to find Professional Development time? It’s always the balancing act between student instruction time and reflection/ planning time.*
- *What do “diversity talks” mean across our district? How to move forward in this?*
- *At what point will we bring the community back together to discuss the CIP and how can we foster community ownership of the plan?*
- *How specifically will we improve student test scores?*
- *Should part of our strategic planning be about identifying obstacles and seeing what we can do to remove them?*

Over the next three months, our education quality review will focus on three critical Student Learning Outcomes: math, literacy and science. As always, school board members are invited to join our committee meetings, which are the first Wednesday of the month at 5:00pm.

# WCUUSD Continuous Improvement Planning (CIP)

Education Quality Committee  
January 6, 2021



# Modified Coffee Talk Protocol

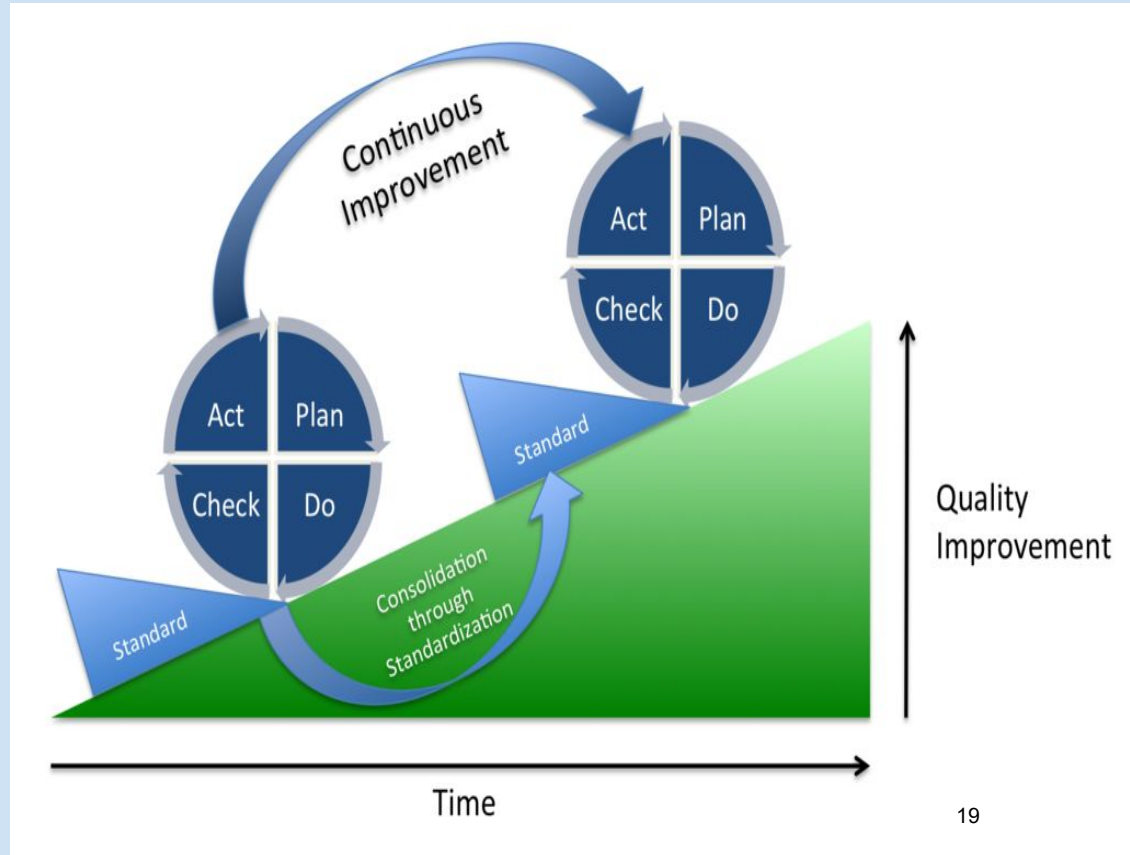
As you review the materials in preparation for our meeting and then engage in the presentation, please reflect:

- What was affirming?
- What did you find challenging or confusing?
- What are you wondering about/what questions do you have?
- What are our next steps?



# Continuous Improvement Planning (CIP)

- VT AOE Definition
  - An ongoing process of growth towards specific goals.
- VT AOE CIP Requirements
  - Expected of all schools and LEAs, every year
  - Aligned with VT's Education Quality Standards
  - Address data-supported individual needs
- [VT AOE CIP Framework](#)
- [VT AOE CIP Template](#)
- [VT AOE CIP Resources](#)



# VT AOE CIP Phases

1. Assess Needs and Innovate
2. Test and Pilot
3. Implement and Spread
4. Sustain

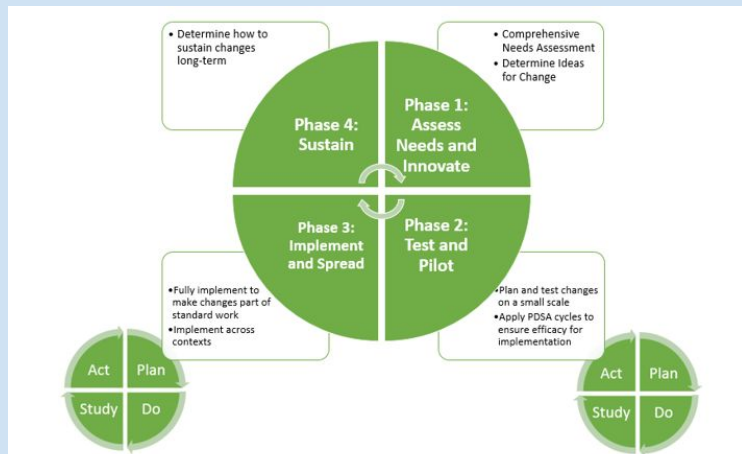


Figure 1: Phases of the Continuous Improvement Process

Figure 4: Supervisory Union/District Plans and School-Based Plans

SU/SD Plan	School-Based Plan
<ul style="list-style-type: none"> <li>• Needs Assessment including:                             <ul style="list-style-type: none"> <li>• Priority Problems of Practice and Root Causes (for SU/SD wide improvement)</li> <li>• Theory of Action (for SU/SD wide problems of practice)</li> </ul> </li> <li>• Goals and Measures of Impact (specific to SU/SD problems of practice)</li> <li>• Plan Details and Updates</li> </ul>	<ul style="list-style-type: none"> <li>• Needs Assessment including:                             <ul style="list-style-type: none"> <li>• Priority Problems of Practice and Root Causes (for school priorities congruent with SU/SD priorities)</li> <li>• Theory of Action (for school-based problems of practice)</li> </ul> </li> <li>• Goals and Measures of Impact (specific to school-based problems of practice)</li> <li>• Plan Details and Updates</li> </ul>



Figure 2: PDSA

Improvement Cycle for  
Test/Pilot Phase

Plan

- Review goals (connected to EQS) and determine change ideas that will most impact student learning
- Explicate improvement hypothesis, plan how you will test the selected/designed change (with supporting research and evidence), and determine how you will measure impact of the planned changes.

Do

- Test your planned change.
- Collect data, and document progress.

Study

- Analyze data and measure against goals and predictions
- Summarize learning and determine necessary revisions.

Act

- Adapt, adopt, or abandon the change, in response to data and evidence gathered through data analysis/monitoring/reviews.
- Plan for the next cycle (or move to implementation phase, if ready)



# Phase 1: Assess and Innovate

- Conduct a needs assessment, including:
  - Broad areas of focus
  - Priority problems/ problems of practice
  - Root cause analysis
  - Theory of improvement
  - Ideas for change

What do we  
want to  
accomplish?  
SMART Goal(s)

What change(s)  
can we make  
that will result  
in  
improvement?

How will we  
know our  
change(s)  
resulted in <sup>21</sup>  
improvements?

## Phase 2: Test and Pilot

- Apply Plan-Do-Study-Act iterative cycles
- Align actions across the organization
- Educate and train staff
- Communicate information/expectations
- Embed appropriate professional learning
- Collect relevant data
- Monitor progress and evaluate results
- Adapt, adopt, or abandon change idea and provide rationale for the decision

# Phase 3: Implement and Spread

- Fully implement to make changes part of standard work/practices/processes

## **Phase 3: Implement and Spread**

*This phase involves making plans and decisions for full implementation and for spreading the change(s) across classrooms and/or schools. Explain how you will implement, spread, and scale the successful practices and processes tested during this improvement cycle; include personnel, financial resources, scheduling, policy, practice, potential organizational/structural modifications, etc.*

# Phase 4: Sustain

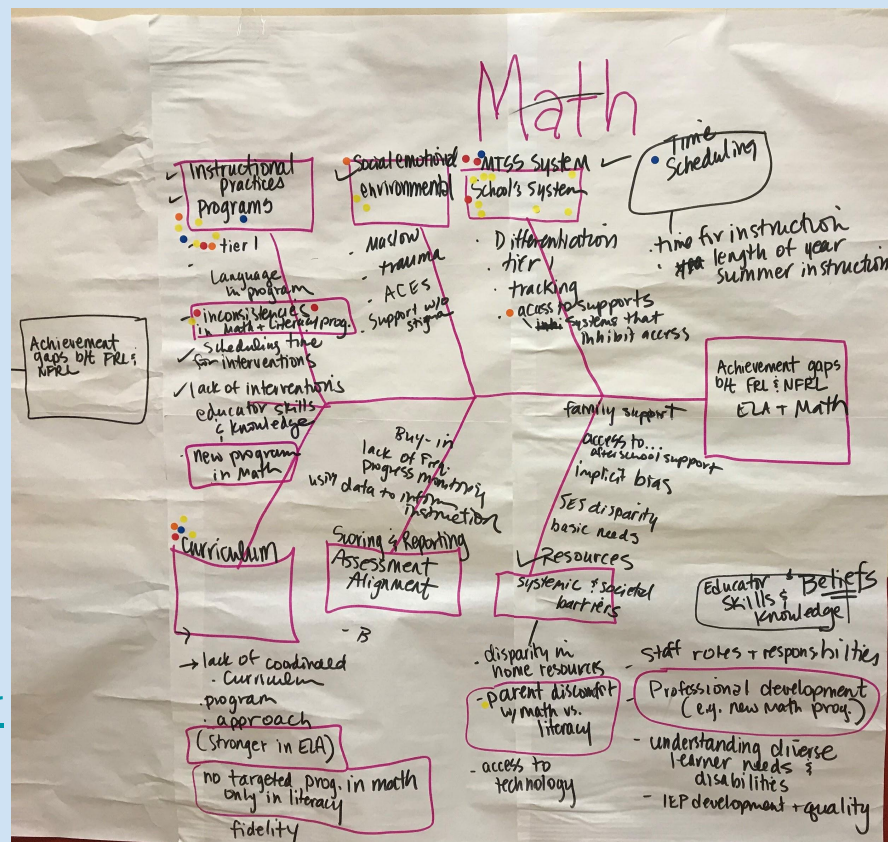
- Determine how to sustain changes long-term

## **Phase 4: Sustain**

*This phase involves planning and making decisions about how resources will be allocated and how your organization will sustain the implemented changes.*

# WCUUSD Phase 1: Spring 2020

- [Agenda, 2-20-2020](#)
- [Agenda, 3-12-2020](#)
- [Sample Agenda, By 5-29-2020](#)
- [CIP Data Slideshow, Spring 2020](#)
- [CIP Team Names and Roles, Spring 2020](#)
- [VT AOE Slideshow: Prioritizing Change Ideas, Reviewing the PDSA Cycle, Discussing Measurements for Improvement, Collecting and Displaying Data](#)



# Washington Central UUSD

## Phase 2: Current State

- Goal: We will increase the % of students who are proficient or above in mathematics in Grades 3-6 as measured by the SBAC.
- Note: In 2018-2019, 44% of WCUUSD's Grades 3-6 students were proficient or above as measured by the SBAC. Additionally, 48% of Grade 7 students, 46% of Grade 8 students, and 27% of Grade 9 students were proficient or above as measured by the SBAC.
- Change Idea: We will provide professional learning opportunities for teachers to analyze i-Ready fall diagnostic data and plan for instruction. We will offer learning opportunities across the district in order to increase both horizontal and vertical alignment.

Today's inservice day is designed to meet teachers' needs as they reflect on the school year so far and prepare for the weeks and months ahead.

There will be opportunities to engage in professional learning activities related to using i-Ready Math diagnostic data to plan instruction, Canvas, universal design for learning, trauma-informed practices, racial equity, and formative assessment. Some district grade/subject alike groups will meet as well.

All professional learning activities are optional with the exception of the i-Ready math workshops; all K-10 teachers of mathematics, including special educators and interventionist who support mathematics, are required to attend one 90-minute i-Ready diagnostic workshop.

Additionally, we are asking all elementary teachers to watch [this 5 minute video about Canvas and IC](#) and take [this 1 minute survey](#) at some point during the day.<sup>26</sup>

More details, links, and the schedule can be found [here](#).

# Berlin Elementary School

## Phase 2: Current State

- Goal: We will increase the % of students who are proficient or above in mathematics in Grades 3-6 as measured by the SBAC.
- Note: In 2018-2019, 41% of Berlin's Grade 3-6 students were proficient or above as measured by the SBAC.
- Change Idea: We will design strategic math interventions based on the results of the Fall administration of the i-Ready diagnostic.





# Calais Elementary School

## Phase 2: Current State

- Goal: We will increase the % of students who are proficient or above in mathematics in Grades 3-6 as measured by the SBAC. Specifically, at least 50% of Calais students in Grades 3-6 will be proficient or above in mathematics as measured by the SBAC in Spring 2021.
- Note: In 2018-2019, 42% of Calais's Grades 3-6 students were proficient or above as measured by the SBAC.
- Change Idea: We will leverage the i-Ready diagnostic results to structure targeted interventions, create intervention groups, and establish consistent, daily routines regarding math fact fluency grounded in our students' results.

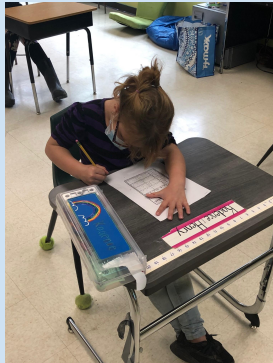




# Doty Memorial School

## Phase 2: Current State

- Goal: We will increase the % of students who are proficient or above in mathematics in Grades 3-6 as measured by the SBAC.
- Note: In 2018-2019, 37% of Doty's Grades 3-6 students were proficient or above as measured by the SBAC.
- Change Idea: We will administer small formative assessments related to mathematics in the beginning of the school year. We will examine the data through a social-emotional learning lens as well. The results of the small formative assessments will be used to identify students who will receive targeted math interventions.



# East Montpelier Elementary School

## Phase 2: Current State

- Goal: We will increase the % of students who are proficient or above in mathematics in Grades 3-6 as measured by the SBAC.
- Note: In 2018-2019, 47% of EMES's Grades 3-6 students were proficient or above as measured by the SBAC.
- Change Idea: We will develop a mechanism for kid talk and ensure that it happens regularly.



5th  
2020-21  
FALL

EMES Data Wall  
● Math ○ Reading ○ Writing

	Dec. 19 Ready	Fall 20 Ready	Teacher
Math	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
Reading	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
Writing	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

30

# Rumney Memorial School

## Phase 2: Current State

- Goal: We will increase the % of students who are proficient or above in mathematics in Grades 3-6 as measured by the SBAC.
- Note: In 2018-2019, 59% of Rumney's Grades 3-6 students were proficient or above as measured by the SBAC.
- Change Idea: We will analyze the results of the Fall i-Ready diagnostic to both identify students for interventions and to brainstorm ideas for Tier I common expectations. We will then identify a common expectation to try out across grade levels.



# U-32 Middle/High School




## Phase 2: Current State

- Goal: We will reduce the % of students who have “in progress” scores from the 2019-2020 school year.
- Note: In June 2020 25-30% of students had “in progress” scores at the end of the school year. Students received “in progress” scores on their report cards if they had not met the expectations for the course by the end of the school year.
- Change Idea: We will determine how many students still have “in progress” scores after October 14. We will analyze the resolution of “in progress” scores in order to determine which pathways were most accessed and most supportive of our students. We will share the results with our Department Heads and consider implications for our ongoing practice.
















# CIP Next Steps

- Engage in PDSA cycles
- Collect and analyze relevant data
- Adapt, abandon, or adopt change ideas
- Establish goals and change ideas related to Safe Healthy Schools (equity supports)

**STUDENT LEARNING OUTCOMES**   

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




**Our students will meet or exceed rigorous standards for:**

CORE KNOWLEDGE of essential academic subjects	TRANSFERABLE SKILLS AND BEHAVIORS that prepare them for life-long learning and success
 Literacy	 Math Content & Practices
 Physical Education & Health	 Global Citizenship
 Artistic Expression	 Financial Literacy
 Scientific Inquiry & Content Knowledge	 Creative & Practical Problem Solving
	 Independent & Collaborative Work
	 Informed, Integrated & Critical Thinking
	 Effective & Expressive Communication
	 Self-Awareness & Direction
	 Engaged Citizenship

WASHINGTON CENTRAL SUPERVISORY UNION 33













# Board Role

- Achieve board goal to establish a board process for review and analysis of student achievement of our Student Learning Outcomes
- Participate in continuous improvement planning process
- Support/participate in the strategic planning process
- What else?

**STUDENT LEARNING OUTCOMES**   

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

**Our students will meet or exceed rigorous standards for:**

CORE KNOWLEDGE of essential academic subjects	TRANSFERABLE SKILLS AND BEHAVIORS that prepare them for life-long learning and success
 Literacy	 Creative & Practical Problem Solving
 Physical Education & Health	 Independent & Collaborative Work
 Global Citizenship	 Informed, Integrated & Critical Thinking
 Artistic Expression	 Effective & Expressive Communication
 Financial Literacy	 Self-Awareness & Direction
 Scientific Inquiry & Content Knowledge	 Engaged Citizenship

WASHINGTON CENTRAL SUPERVISORY UNION 34

# Modified Coffee Talk Protocol

- What was affirming?
- What did you find challenging or confusing?
- What are you wondering about/what questions do you have?
- What are our next steps?



# Next Steps and Debrief

- How will we share this work with the full board?
- How and when would we like to receive updates about the CIP process?



# Washington Central Unified Union School District

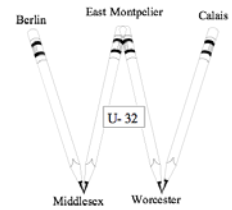
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*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

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

Bryan Olkowski  
Superintendent



## Washington Central Unified Union School District Board of Directors Special Meeting January 5, 2021 5:00-6:00

**Board Members Present:** Scott Thompson, Flor Diaz, Chris McVeigh, Karoline May, Dorothy Naylor, Jaiel Pulskamp, Jill Olsen, Kari Bradley, Jonathan Goddard, Lindy Johnson, Jonas Eno-Van Fleet, Stephen Looke, Diane Nichols-Fleming, **Administrators:** Bryan Olkowski, Superintendent and Carla Messier Human Resources Coordinator

1. **Call to Order:** Scott Thompson called the meeting to order at 5:04 p.m.
2. **Executive Session:** Jaiel Pulskamp moved to go into Executive Session at 5:09 for the purpose of discussing Superintendent Evaluation. Kari Bradley seconded and the motion passed unanimously. During Executive session the Board discussed Superintendent Evaluation. At 6:06 Scott Thompson moved to leave Executive Session by consensus.
3. **Adjourn:** The meeting was adjourned by consensus at 6:06 p.m.

Respectfully submitted,  
Jonas Eno-Van Fleet, Board Clerk

# Washington Central Unified Union School District

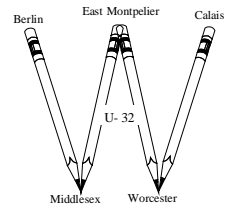
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*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

---

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

Bryan Olkowski  
Superintendent



## Washington Central Unified Union School District Board Meeting Minutes Unapproved 1.6.21 5:00 PM – 9:30 PM

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

**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, Associate Principal Jody Emerson, Principal Casey Provost, Principal Steven Dellinger-Pate, Amy Molina, Lisa LaPlante, Special Services Director Julia Pritchard

**Others/Public:** ORCA Media, David Delcore, DHann, David Lawrence, Erin Mullaney

1. **Call to Order:** Scott Thompson called the meeting to order at 6:00 p.m.

2. **Welcome:** Scott Thompson took a moment to recognize School Board Appreciation month.

**2.1. Reception of Guests:**

**2.2. Agenda Revisions:** Karoline May would like to add “Superintendent Evaluation” during open session. Will create item 2.2 for this (five minutes). Scott Thompson would like to add item 3.3.6 for the board to provide feedback on his Schoolboard Chair letter for Annual Reports.

3. **Reports:**

**3.1. Student Reports:** Townes DeGroot and Anna Farber reported on student happenings, which include the beginning of winter sports.

**3.2. Superintendent:**

**3.2.1. COVID -19 Update:**

Superintendent Olkowski shared that he had just earlier today learned about a positive COVID19 case in the Berlin Elementary community and Principal Boynton is currently working out the logistics to move to remote learning for tomorrow (Thursday) and Friday as a result. Superintendent Olkowski spoke briefly about possible plans for early release days going forward. He will have more information for the board at future board meetings.

**3.2.2. Administrative Searches Update:** Superintendent Olkowski noted that we currently have approximately 20 applicants for the Director of IT position and approximately 6 for the Business Administrator position. Stephen Looke commended the administration for their search for candidates from a wide pool to foster diversity.

Some discussion followed around the hiring process. Superintendent Olkowski stated that board members should send letters of interest to Carla Messier if they have interest in serving on the search committees.

**3.2.3. Class Size Update:** Superintendent Olkowski shared that he had worked with administrators to create class size guidelines - this was a collaboration with the leadership team and the superintendent's office. He noted that enrollment trends are declining so we will need to continue to discuss the topic of class size, going forward. Diane Nichols-Fleming asked whether there is any information to be shared about case load sizes for special educators. Kelly Bushey explained that the workload for a case load can vary; she uses a weighted rubric to weight students on their caseloads, to try to create caseloads of between 30 and 35 students.

### **3.3. Finance Committee:**

#### **3.3.1. Leadership Team Budget Support Letter:**

Flor Diaz Smith reiterated the initial guidelines the board had offered, for budget creation:

- Establish a budget that is less than 3% "Net Impact on Taxes"
- Find ways to pay for the three initiatives: Strategic Planning process, Facility Director and Health Instructors (Using Fund Balances where appropriate).
- Prepare a list of contingencies if needed.
- Establish a budget that is less than the "Excess Spending Threshold Amount per equalized pupil".
- Establish a budget that will move toward supporting a strong multi-tiered system of support in all schools".

She shared that the Leadership Team had shared a letter with the board expressing their unanimous support of the third draft of the budget.

Flor Diaz Smith explained that the timeline suggests that the board take action to approve the budget tonight.

#### **3.3.2. Review Budget – Draft 3:**

Superintendent Olkowski reviewed that he had met with each principal and then as a leadership group. He and Lori Bibeau reviewed this third draft of the budget, based on the feedback they had received to this date. They had prepared a memo dated December 30, 2020: *Budget Draft #3 FY 21-22 and Financial Update*, to explain the changes and details of this budget.

**Flor Diaz Smith moved to approve the budget for FY2022, as presented in the amount of \$34,984,949. Seconded by Kari Bradley.**

Discussion: Karoline May asked for some specifics about the letter that was signed by administrators. She asked whether this letter had been requested or had it come about from administrators. Flor Diaz Smith explained that the Finance Committee had asked for a letter of support from the leadership team to help present the budget as the result of a collaborative process.

Steven Dellinger-Pate shared that the leadership team had met after the prior board meeting and had come to consensus to draft this letter. He shared that the goal of the team was to come to agreement on necessary reductions to support a fiscally responsible draft.

Jill Olson asked for clarification around early retirements and attrition - she wanted to be sure that the positions that were not filled are not needed; might there be some moving around of staff?

Superintendent Olkowski stated that he thinks he will have a better idea around April 1st as far as staffing, but there likely is not a perfect 1:1 match of retirements/ attrition and staffing patterns as a result.

Jonas Eno-Van Fleet asked, what is the long term impact of this budget? Does it create opportunities to move forward improving student outcomes, once we come out of the COVID19 pandemic? Superintendent Olkowski shared some of the initiatives

in this budget including Early Childhood position and Facilities Director.

Lindy Johnson shared her concern with eliminating such a significant number of FTEs (full time employees). Lori Bibeau shared some details around these reductions.

Scott Thomson expressed his support for this budget and he stated that he believes as a board, we will have to continue to consider how to reduce the budget in coming years. He is grateful for having pre-emptive discussions and for working on a more long term vision toward that end.

Flor Diaz Smith expressed her support for this budget.

Kari Bradley commended the team for their thoughtful and diligent work on this budget. He noted that, seeing CLA and the impact on tax payers, he supports the reductions that were needed to create this draft.

Diane Nichols-Fleming expressed that the level of detail and information that is provided in this draft and its explanation helps her to understand and support this budget in a way that she feels she can share with community members.

**This motion carried unanimously.**

### **3.3.3. Review Cares Relief Fund Grants**

**3.3.4. Review Reserved Fund Balance: Flor Diaz Smith moved reserve fund balance for the early retirement program in the amount of \$499,136. Seconded by Karoline May. This motion carried unanimously.**

**Flor Diaz Smith moved to reserve fund balance for the COVID19 coordinator and full time nurses, subject to a reduction in cares relief or other grand funds, in the amount of \$190,004. Seconded by Karoline May.** Discussion: Lindy Johnson asked for clarification about the need for taking this action. Lori Bibeau explained and discussed this action.

**This motion carried unanimously.**

**3.3.5. Review Draft 2 Warning:** Board members had been provided this warning in writing. **Flor Diaz Smith moved to approve the warning as discussed, changing the location “Middlesex Town Office” to “Middlesex Town Hall.” Seconded by Stephen Looke. This motion carried unanimously.** Board members will stop by central office to sign this document. A budget information meeting is scheduled for next week.

**3.3.6. Annual Report Letter:** Scott Thompson had shared with the board his letter for the Annual Report. He invited feedback. Brief discussion followed.

## **4. Board Operations:**

**4.1. Diversifying Educator Work Force:** Flor Diaz Smith shared a presentation with the board about the importance of Diversifying Educator Work Force. Mia Smith also spoke to the board about the topic. Diane Nichols-Fleming thanked them for sharing the report and for preparing the board to continue to address this important work. Kari Bradley asked whether we have data for our district regarding diversity of staff, and diversity of student population. He noted that he could see this topic being a thread in the Strategic Planning process. Collecting this data would be helpful in preparing for the planning process and for monitoring progress toward goals.

Stephen Looke stated that if we want meaningful change, we need to decide as a board what we want to see and communicate our expectations to administrators. He agreed that data is an important element in setting goals and measuring progress. Board members discussed this topic. Flor Diaz Smith would like to bring to a future agenda the idea of WCUUSD supporting the Diversifying Educator Work Force effort. Karoline May shared that the Superintendent Evaluation plan is not yet

finalized. She feels that the board needs to put more effort into the Superintendent Evaluation plan - it needs to be broader and clearer. She would like to charge the Evaluation committee with drafting a plan and bringing it to the board for review. She would like to start with the previous evaluation plan or take other plans across the state, so that we are creating a template for a position and not a particular person. She would like the members of the committee to go back to the table and bring back a formalized and clear plan/ process. Jill Olson expressed her support for this idea; she noted that this is a “process” issue to her and bears no reflection on the current superintendent. Stephen Looke shared his understanding that this is an ongoing process. He suggests giving the committee a charge and asking them to continue the work to develop an effective evaluation process for the superintendent. Flor Diaz Smith would like to take this topic to a board retreat. Jill Olson stated that she is not aware of a committee or the formal meeting or work of the committee; however, she supports the creating of a smaller committee to do the work and bring to the board; she would not like to do this work as a whole group/ board. Stephen Looke stated that the ad hoc group that has been informally doing the work should continue its work and bring a proposal to the whole board at a future meeting. Kari Bradley offered to serve on this committee.

**5. Consent Agenda**

- 5.1. Approve Minutes of 12.16.20: Jonas Eno-Van Fleet moved to approve the minutes of December 16, 2020. Seconded by Flor Diaz Smith, this motion carried unanimously.**
- 5.2. Approve Board Orders: Lindy Johnson moved to approve the board order in the amount of \$1,041,359.62. Seconded by Diane Nichols-Fleming. This motion carried unanimously.**

**6. Personnel**

- 6.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE Karoline May moved to approve the leave of absence request recommended by the superintendent. Seconded by Stephen Looke. This motion carried unanimously.**

**7. Public Comments: None**

**8. Future Agenda Items**

- 8.1. WCUUSD Name; Other governance issues: size of board, pay for board members**
- 8.2. Assessment Needs for Building Bright Futures: Flor Diaz Smith will share information; a presentation is planned for Monday, 1-10-21.**
- 8.3. Board Retreat**
- 8.4. Curriculum Management Review Update**
- 8.5. Diversifying Workforce**

**9. Board Reflection**

Diane Nichols-Fleming noted that we are ahead of schedule tonight (8:15). Stephen Looke reflected that he is pleased with how the board is working; however, he feels that the board has not yet started the difficult discussions and work that lie ahead. Karoline May - the time estimates for tonight were accurate and this is helpful in making the meeting successful.

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

Respectfully submitted,  
Lisa Stoudt, Board Recording Secretary

**WCUUSD School Board**  
**Superintendent Personnel Summary and Recommendations**  
**January 20, 2021**  
**(as of 1/11/2021)**

- 1. New Teacher Nominations** (for 21-22 school year)  
Honi Bean-Barrett, Rumney Kindergarten  
Recommend Approval
- 2. Retirement**
- 3. Resignations**
- 4. Leave of Absence Request** (Remainder of the 20-21 school year )
- 5. Change in FTE**
- 6. Long Term Substitutes** (Remainder of the 20-21 school year)  
Caitlin Morgan, Long Term Substitute, Rumney Reading Specialist  
Recommend Approval
- 7. New Position**  
Kimberly Bolduc, Coordinator of Early Ed and Expanded Learning Opportunities  
Recommend Approval

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

Name: Honi Bean Barrett

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

Position: Classroom Teacher

Department/Area: Elementary Classroom Teacher (Assignment: Kindergarten)

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: Caitlin Morgan, leave of absence)

Educational Preparation:

College	Degree	Date Attained
<u>St. Joseph's College</u>	<u>Bachelor's Degree in Elementary Education</u>	<u>2002</u>

Experience: Honi has worked at Rumney Memorial School since 2016, serving in the role of preschool classroom assistant during most of her time here. Honi has served in the role of kindergarten classroom teacher since the beginning of the 20/21 school year in the capacity of long-term substitute. She is endorsed by the Vermont Agency of Education with license code 1-00 Elementary Education. Honi has also served as the Preschool Community Connections Teacher at Rumney. Prior to employment in recent years, Honi filled two long-term substitute positions in 2008 and has served as the preschool classroom assistant.

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

Salary Schedule Placement:

Start Date:

B00-B14 Step F

1-6-21

Salary or Wage Rate:

Date of Board Appointment:

\$51,541 prorated \$28,483.18

FTE: 1.0 Days / Year: 105/190 Hours / Day: 7.5

Interviewed by: Casey Provost

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

cc: (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

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

Name: Caitlin Morgan

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

Position: Reading Specialist (Long-term Substitute)

Department/Area: Reading Specialist

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: Jessica Kobb, leave of absence

Educational Preparation:

College	Degree	Date Attained
<u>University of Vermont</u>	<u>B.S. in Early Childhood Education</u>	<u>05/2011</u>

Experience: Caitlin has worked at Rumney Memorial as a classroom teacher since 2015. Caitlin's experience as a classroom teacher (responsible for teaching literacy and all other content areas) spans from preschool through grade 2.

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

Salary Schedule Placement:

Start Date:

Step

12/21/20

Salary or Wage Rate:

Date of Board Appointment:

\$ 294<sup>62</sup>/day 39<sup>28</sup>/hr

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

Interviewed by: Casey Provost

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

cc: (check as appropriate):



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

Name: Kimberly Bolduc

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

Position: Coord of Early Ed and Expanded Learning Ops

Department/Area: Administration

Type: ☐ Permanent ☐ One-Year Non-Renewable ☐ Temporary

Contract: ☐ Faculty ☐ Educational Support Personnel ☒ Non-Bargaining Unit

Reason for vacancy: ☐ Resignation/Retirement ☐ Leave of Absence ☒ New Position

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

**Educational Preparation:**

College	Degree	Date Attained
Johnson State, VT	BA History	Dec 2013

Experience: See Resume

*(Budget)*  
*75% CC*  
*25% Pre School*

Years of Related Experience: 18 years

Salary Schedule Placement:

Start Date:

Step \_\_\_\_\_

Salary or Wage Rate: Annual \$75,480

Date of Board Appointment:

\$ \_\_\_\_\_

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

Interviewed by: Bryan Olkowski and Lori Bibegan

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

cc: (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☐ UNION ☐ BUILDING PRINCIPAL

*11/12 Interview*