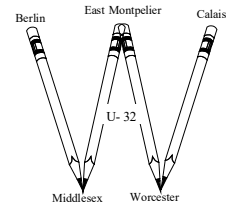


Washington Central Unified Union School District

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

12.16.20 5:00 PM – 9:30 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 Superintendent Evaluation | 60 minutes |
| 3. Welcome | 10 minutes |
| 3.1. Reception of Guests | |
| 3.2. Agenda Revisions | |
| 4. Reports (Discussion/Action) | 110 minutes |
| 4.1. Student Reports | 50 minutes |
| 4.2. Superintendent | |
| 4.2.1. COVID-19 Update | |
| 4.2.2. Coordinator of Early Education and Expanded Learning Opportunities - pg. 3 | |
| 4.2.3. Winooski Valley High School Choice Agreement - pg. 11 | |
| 4.3. Leadership Team Report - pg. 12 | |
| 4.4. Education Quality (Discussion) - pg. 16 | |
| 4.4.1. Presentation of Transferable Skills Student Learning Outcomes - pg.18 | |
| 4.5. Finance Committee(Discussion/Action) | 60 minutes |
| 4.5.1. Approve issuing a dental premium refund and fund balance transfer to the General Fund-pg.43 | |
| 4.5.2. Review recommended changes to the Health Reimbursement Account Budget FY 21-22-pg.46 | |
| 4.5.3. Review Tax and Comparative Information | |
| 4.5.3.1. Tax Commissioner Letter – pg. 49 | |
| 4.5.3.2. Tax Rate Projections – pg. 56 | |
| 4.5.3.3. Comparative Information –pg. 59 | |
| 4.5.4. Review Budget Draft 2 | |
| 4.5.4.1. Draft 2 Budget – pg. 62 | |
| 4.5.4.2. Fund Balance Reservations – pg.70 | |
| 4.5.5. Review Town Meeting Items | |
| 4.5.5.1. Town Meeting Warnings – Draft – pg. 71 | |
| 4.5.5.2. School Board Member Vacancies –pg. 72 | |
| 4.5.5.3. Town Report/Annual Report Format – pg. 74 | |

- | | |
|--|------------|
| 5. Board Operations (Discussion/Action) | 10 minutes |
| 5.1. Community Engagement during the Pandemic – pg. 76 | |
| 6. Consent Agenda (Action) | 10 minutes |
| 6.1. Approve Minutes of 12.2.20 – pg. 77 | |
| 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 | |
| 8. Public Comments | 20 minutes |
| 9. Executive Session about Personnel and Negotiations | 30 minutes |
| 10. Future Agenda Items | |
| 10.1.WCUUSD Name | |
| 10.2.Assessment Needs for Building Bright Futures | |
| 10.3.Diversifying Educator Work Force | |
| 11. Board Reflection | |
| 12. Adjourn | |

WCUUSD Board Norms - Adopted November 18, 2020

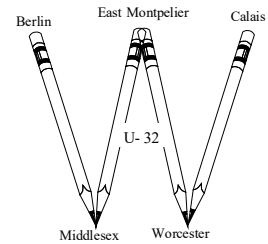
- **Public input** –Notify the community about public forums and opportunities for public comment at board meetings.
- **Community involvement during regular meetings of the board** – Every meeting will include at least one opportunity for public comment. Public comment is an opportunity for board members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

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Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, WCUUSD Superintendent
DATE: December 7, 2020
RE: Coordinator of Early Education and Expanded Learning Opportunities

The vision for creating the Coordinator of Early Education and Expanded Learning Opportunities position is to incorporate the duties of the Community Connections Director and Early Education tasks currently carried out by the Director of Curriculum, Instruction and Assessment. This position would be responsible for staying on top of licensing and certifications required by Department of Children and Families and the Agency of Education. At the same time, this will provide more time for the Director of Curriculum, Instruction and Assessment to focus more on assessment and development of the PK-12 programs in our school.

It is the hope that with one person able to focus on the Early Education and Expanded Learning Opportunities in our schools that we may see an increase in the number of PK students, slowing or stopping the trend of the decreased number of ADM annually. Currently, and in years past, there is a possible gap in the information shared with families on the availability of a full weeks' care at the majority of our district schools. Because there is a perceive lack of services some families do not choose to access all the early education service our district can provide.

If this plan is implemented, we anticipate the position cost will be offset partially by other funding sources. Here are some examples:

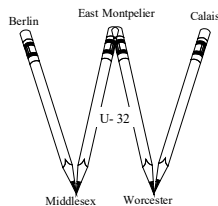
- Some of the cost may be covered by an increase in participation for Community Connections and related user fees.

- An expected increase in ADM which increases the number of equalized pupils. We will be able to monitor the increase ADM in Prek students in future years by monitoring the increase in student attendance.
- We expect that with more students attending Washington Central UUSD schools, there will be a reduction in ACT 166 tuition expenses paid to private providers.

As the above-mentioned funding sources are in the future, here is the plan for paying for the position:

- FY 20-21 use savings in other unfilled positions.
- Budget FY 21-22 the cost is included in the draft #2 budget as a .25 FTE with a salary and benefit cost of \$27,377.
- It should be noted that we consider this position an investment to benefit future budgets.

Board Action needed: To authorize the creation of the new Coordinator of Early Education and Expanded Learning Opportunities position.



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Job Description

JOB TITLE:	Coordinator of Early Education and Expanded Learning Opportunities
FLSA STATUS:	Exempt
CONTRACT TYPE:	
WAGE SCALE:	Per Negotiated Agreement
UPDATED:	December 9, 2020

POSITION OBJECTIVE(S):

The Coordinator of Early Education and Expanded Learning Opportunities provides coordination, oversight, and facilitation of the goals, objectives and strategies as set forth for Community Connections and school based Pre-kindergarten programs, and to ensure consistent communication between the school systems, programs, and the community.

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

PROGRAM COORDINATION

- Coordinate with Pre-Kindergarten teachers, principals and other program staff to ensure that program objectives and activities are implemented to meet district Pre-k objectives that promotes positive social and emotional learning (SEL) and meets Vermont AOE Act 166 requirements.
- Work with area agencies such as AOE, Head Start, Success by 6, and Back to Universal Pre-K to support students/families birth to 5 years old, including attending meeting and responding to emails.
- Work in partnership with Regional Act 166 Coordinator or Winooski Valley Superintendents association to implement the Pre-k agreements across the region.
- Attend and contribute to regional Act 166 meetings.
- Support and coordinate programs within Community Connections with WCUUSD Curriculum Coordinator and other school staff to connect out of school programs (ex. before/after care and Pre-K) to in-school learning; work with onsite Principals and staff at each site.

STRATEGIC PLAN

- Assist the Community Connection Sites in implementing all aspects of out-of-school programs, summer programs, and community education opportunities.
- Assist all sites in adopting policies and operating procedures to meet licensing guidelines.
- Oversee implementation of any grant-funded projects and programs as needed.

PROGRAM EVALUATION AND LICENSURE

- Issue reminders for licensed programs pertaining to upcoming renewals, documentation changes (i.e. room changes, staffing updates, First Aid/CPR renewals, etc.), and day-to-day regulation requirements.
- Maintain current knowledge of Licensing Regulations/Standards to help programs remain in compliance through form collection, attendance and record keeping.
- Support evaluation processes.
- Use technology to help each program track and report hours and information for renewal of quality credentials every 2-3 years, such as, Environmental Rating, Professional Development, Internal/External Evaluations & Community Engagement hours: STep Ahead Recognition System (STARS), Early Childhood Environment Rating Scale (ECERS) & Teaching Standards Gold (TSG)
- Develop a system for evaluation, including designing, administering and collecting data for formal program and staff evaluations; assist Site Coordinators in collecting informal, anecdotal evaluations.
- Complete documents necessary to ensure licensure with state agencies as needed.

PROFESSIONAL DEVELOPMENT

- Provide Professional Development opportunities to WCUUSD Preschool Staff to meet annual licensing requirements and works towards retaining STARS and ECERS quality levels and comply with Teaching Strategies GOLD state requirements.
- Train staff to monitor and update BFIS credential account with trainings, courses and PD, including reminders to obtain annually required professional development.
- Plan and facilitate opportunities for district Pre-k staff to collaborate and share.
- Plan and implement professional development for all Community Connections staff members.
- In conjunction with the WCUUSD Human Resource Coordinator, advertise, interview and recommend candidates for hire.

FINANCES

- Responsible for budget management from all sources. Work with fiscal agent to monitor and report on Community Connections finances; work with Washington Central Friends of Education or other agencies to coordinate grant funds, as available or needed.
- Collect and authorize staff timesheets, invoices, purchase orders and reimbursements for payment.

OUTREACH AND NETWORKING

- Work with area agencies to support students/families birth to 5 years old, including attending meetings and responding to emails.
- Work in partnership with the Regional Act 166 Coordinator or Winooski Valley Superintendents association.
- Attend and contribute to Regional Act 166 meetings.

STUDENT INFORMATION AND BILLING

- Work with Central Office Administrative Assistant to create Early Education accounts and invoicing for students attending other program/facilities.
- Monitor and help track student attendance.
- Oversee a student attendance system for school year and camps.
- Gather and submit required information to collect state subsidies and billing families.
- Collect payments and submit deposit to the Central Office.
- Track accounts receivable and manage a system of collections.

REGISTRATION AND SCREENING

- Coordinate Act 166 registrations.
- Facilitate and coordinate Pre-kindergarten screenings with Pre-k teachers, EEE, Community Connections and Special Education staff.
- Coordinate with Community Connections to meet the needs of families and to enable the highest possible coverage for district family childcare schedules.

OTHER

- Other duties as assigned by the Superintendent or Superintendent's designee.

SUPERVISION RECEIVED: Reports to the Superintendent or the Superintendent's designee.

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.** Minimum of a Bachelor's degree. Background in education, before and after-school experience, administrative experience in human services/education, out of –school care and program development. Minimum of 5 years' education or early education experience.
 - **Certifications and Licenses.** Vermont Educator's License; preferably with an endorsement in Early Childhood Education, Early Childhood Special Education, or Elementary Education.
 - **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.** NEMRC, Excel, Microsoft Word, Google Suite
 - **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently, and effectively with a variety of individuals, including faculty, administrators, and outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, state agencies.
 - **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** – being self-directed requiring little or no supervision in accomplishing and completing duties outlined within the job description.
 - **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

Agreement to Join the Winooski Valley & Statewide
Choice of Public High School Collaborative
for the 2021-2022 School Year
Under Act 129 (Sec. 34. § 822d 2A)

U-32 Middle & High School agrees to join the Winooski Valley & Statewide Choice of Public High School Collaborative for the 2021-2022 school year. We will abide by the conditions outlined in the attached Articles of Agreement.

Our high school will agree to accept no more than 10 (ten) students and will send no more than 40 (forty) students* for the 2021-2022 school year.

** Please make sure this number agrees with the guidelines provided
by Act 129 Sec. 34. § 822a.(b)**

For the Board of School Directors of Washington Central Unified Union School District

Signature & Title: _____

Dated: _____

Please fill in the name of the school contact who will send out & receive applications (usually the Principal or Guidance Director) for your school.

School Contact Name & Position: Lisa LaPlante, Student Services Director

E-mail for School Contact: llaplante@u32.org

WCUUSD School Board Leadership Team Report
December 2020

Local Comprehensive Assessment Plan (LCAP) Updates

The WCUUSD Curriculum Council, composed of teachers and administrators from across all of our schools, met in early November to reflect on the administration of the fall assessments and establish windows for the winter assessments.

As you'll recall, we extended the fall testing windows in order to ensure that students were ready to access the assessments. As eager as we were to administer some common assessments once we were back in school, we wanted to make sure that our safety and health protocols were routinely established and our students' social emotional learning needs were met prior to administering assessments like the Benchmark Assessment System (BAS) in literacy and the i-Ready math diagnostic.

We will administer reading and math assessments beginning shortly after we return from December break.

The administration of the National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card, has been postponed until 2021-2022. The Vermont Agency of Education has put the VT Physical Education Assessment on hold indefinitely. Currently, the VT AOE has established spring windows for the Smarter Balanced Assessment (SBAC) and the Vermont Science Assessment (VTSA), but the status of those assessments is subject to change.

The Curriculum Council and the leadership team will finalize the spring assessment plans once we have more information about the statewide assessments.

The December 2020 version of the LCAP can be found [here](#). Assessment results will be reviewed during the Education Quality Committee's review of each Student Learning Outcome in the months ahead.

School Celebrations

Berlin: We continue to be grateful for in person learning every day. Students have been wonderful in their efforts in wearing masks, washing hands, and social distancing. Many classrooms and teachers are conducting outdoor learning in science and also a program called Educating Children Outdoors (ECO). Students have created base camps and not only conduct science lessons but engage in team building activities. They have further gained an appreciation for the natural world. We are grateful to have access to such an amazing resource.

Our PBIS approach celebrates students' positive behaviors. At Berlin we have Community Bobcat awards that recognize students who conduct selfless acts that go above and beyond for the greater school community. We also recognize classrooms for their team efforts in keeping their classrooms and cubbies neat and tidy. We award the

Golden Dustpan monthly to classrooms that rise above in their efforts. When we reach our positive behavior goals, we celebrate as a whole school in events like costume day, crazy hair day, backwards day, or the Principal's Challenge.

This holiday season we are modifying our annual Mitten Tree. This year, in place of items, folks can donate gift cards to families. This way, less people are out and about in stores and still a great way to give to others.

Calais: There is much to celebrate at Calais this month. Faculty and staff have worked so incredibly hard over the last few months to be poised for a more robust approach to remote instruction than we experienced last spring. Our **planned remote period** in December (due to our HVAC project) is well underway and we are already receiving positive feedback from families. We have leveraged our strong partnerships with families; expertise in instruction; new learning in the use of our learning management system, Canvas; and fantastic IT support to create dynamic learning opportunities for each student. I know I'm biased but the Calais staff has truly dazzled me!

It's also important to celebrate the broader Calais community as well. Each year over the holiday season, we try to connect families who want to give - with families who are in need. This year the need is even greater than we usually experience and the broader Calais community has been incredibly generous in their support.

Lastly, I'm happy to report that our HVAC project is coming along nicely. There were some initial concerns that the long process involved in ordering equipment and having it delivered might not occur in time for the 12/31/20 deadline but everything has arrived in time and work is progressing. I know what I see now is a gaping hole in the gym leading into the mezzanine and tons of the old equipment pulled out into the construction dumpster. But...the gleam of the new equipment, ready to be installed is filling my head with visions of a high quality heating and ventilation system running smoothly all throughout the building. Much gratitude goes out to Bill Ford and his team of architects from Black River Design, engineers from Kohler and Lewis, and our contractors from Thomas Mechanical, Connor Construction, and Selectric. We are in good shape for the new year!

Doty: Doty is celebrating the snowfalls and recess fun, slipping and sliding all around! The staff has a new game called, "Learn that Snowsuit." With masks, hoods, and hats identifying students on the fly has new levels of challenge to it. It's good for us all to be outdoors, getting fresh air and having so much fun!

Student learning is in full swing here at Doty. The hallway bulletin boards are filling up with examples of student work and student art. Our primary wing is diving into learning how to use digital tools and the students are taking much delight in showing off not just how to use the tools but what they can show about their learning.

We are working with members of the community to help our families out in the holiday time. Whether it is food, warm clothes, or holiday gifts, the Doty family far and wide is stepping up to support those in need.

EMES: We have so much to celebrate at EMES. Although things look a little different around here, so many of our school-wide initiatives and celebrations are still happening. Over Thanksgiving, in collaboration with the Old Meeting House Church and the EM Fire

Department, we were able to support dozens of East Montpelier families with food for the holiday. We are now gathering gift donations for families for the upcoming holiday. Over a dozen East Montpelier families will receive gifts of clothing, books and toys, and food. We couldn't do this without the generous donations from community members, the EMES staff, and our local fire department. It is such a magical thing to see the gifts pouring into our building for our families in need.

We are so thankful to have spent the last 14 weeks fully in person. We have learned efficiencies around hand washing and other sanitizing methods so that learning does not get interrupted. Although we are spending more time indoors as of late, students are adhering to the safety protocols we have in place, and a healthy dose of learning happening in more ways than one! Students and staff are becoming more comfortable with using Canvas and other technological tools to support both in-person and remote learning.

EMES recently received 25 air purifiers based on recommendations from Kohler and Lewis. Our building was designed to be energy efficient, which in non-covid times is wonderful but does not lend for sufficient fresh air ventilation. These purifiers are used to supplement the fresh air in our spaces. We are thankful to have these as we move into the colder winter months.

Remote School: We should all take enormous pride in the work that the remote team has done to create what I (without bragging) think is one of the richest remote learning programs in the state. When I talk to colleagues at other schools about the level of community, engagement, and innovative learning that is happening in our program, I am universally met with expressions of wonder and "how did you do that?" I take no credit for the work these teachers have done, they are truly a gifted group of professionals who have thrown themselves into the unknown of remote learning.

Our remote school has even figured out how to do Gifts for Giving! Kate Rob's fourth graders will be leading the rest of the grades in craft projects over Zoom. Student led learning at its best!

Rumney: A lot of wonderful learning continues to take place at Rumney! Typically we would be looking forward to an Artist Residency program but in light of COVID restrictions our art teacher, Jen Campbell, collaborated with other local artists and program organizers to extend a community art event to the Rumney school community. Nearly all of our in-person and remote Rumney students participated in the modified Light Lantern "Parade" that showcased Rumney student lanterns at Red Hen! We are so proud of the work of our artists and thankful that Jen could make this possible.

Classrooms continue to spend a lot of time outdoors when the weather allows it. Students enjoy being outdoors, having space to spread out and safely unmask when distanced. We are thankful that the Town of Middlesex generously shares neighboring property so that we can make the most of outdoor spaces. Wonderful teaching and learning still occurs inside the building, too! One example was found in the sixth grade where students created a "shield" that was representative of themselves. Students designed and created shields, thinking about their values, interests, skills, areas for growth, and then shared in front of their class -- then, many even asked for feedback to grow and improve on their public speaking skills.

During the winter holiday season we notify families that we are happy to support in the best ways that we can. We gently offer support to families and ensure a respectful and confidential process throughout. We are so thankful for the generosity of the Middlesex community in their support families in the school community to make this possible! Middlesex community members can make donations toward our Holiday Fund and school staff take care of the rest - shopping, wrapping (if desired), and more. We will also be holding a school-wide food drive to share donations with the wider community.

U-32: We are continually thankful for the work of this community to help us have in-person schooling. During this holiday season we continue our tradition of our “Giving Tree.” As the holiday season approaches, the staff at U-32 understands that it can be an anxious time for families who are already struggling to make ends meet, especially during a pandemic. To show our care and concern for U-32 students, a program known as “The Giving Tree” started six years ago. U-32 staff and community members donate new clothes, books, toys or grocery store gift certificates to students whose families may not be able to afford holiday presents or food. Items donated are based on suggestions from the student’s parent or guardian.

We also welcomed anyone from the community who would like to join our staff in providing donations to U-32 students. So far our community has donated over \$950 for the “Giving Tree.” You can also find more information about happenings at U-32 in our [newsletter](#).

To: School Board

From: Kari, Education Quality Committee chair

December Student Learning Outcome Review

It would be hard to overstate the importance of this month's review subject to our mission as a district. Transferable Skills make up half of the [Student Learning Outcomes](#) our board has identified as fundamental to student success. Regardless of how familiar you are with this part of our curriculum, we hope this will provide an informative overview.

The presentation in your packet addresses the key elements we focus on with each review: proficiency standards and performance indicators, various elements of our curriculum and instruction, the perspectives of students and teachers and achievement data. Below are some highlights from our discussion. As usual, we welcome your questions, comments and suggestions.

What do you see?

- Transferable skills are for all ages.
- A lot of thought has gone in to creating tools to identify what it looks like when learners are demonstrating the transferable skills.
- A lot of creative options and pathways exist for U-32 learners.

What questions does this presentation raise for you?

- How do teachers feel they are doing in this area? What supports might be needed?
- How aligned are our transferable skills proficiencies with those of other schools?
- How to provide all students multiple opportunities to learn transferable skills?

What strikes you as significant?

- These skills are what help create confident citizens.
- This is a nice match to universal design of instruction.
- These skills take years to develop so it is important that we have a sound system across schools and grade levels.
- This review helped me realize how important board policies are. We are seeing how the SLOs that the board worked on for years are impacting programming.

What are the implications for our work?

- Since this such a rich topic, the board would benefit from a deeper understanding.
- Because teaching TS is so complex, it highlights the need for an effective strategic plan to support teachers in this endeavor.
- There is a need for collaboration and to focus on learning and results – board, teachers and students are learning; this requires effective leadership to stay focused on priorities.

Upcoming Committee Review Schedule

- January: Continuous Improvement Planning Check In
- February: Math
- March: Literacy
- April: Science

WCUUSD Transferable Skills SLO

Education Quality Committee
December 2, 2020

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.

TRANSFERABLE SKILLS

- #1 CREATIVE AND PRACTICAL PROBLEM SOLVING**
Apply a variety of problem-solving strategies demonstrating reflective, creative, and innovative thinking and modeling.
- #2 EFFECTIVE AND EXPRESSIVE COMMUNICATION**
Communicate effectively and creatively using oral and written language.
- #3 ENGAGED CITIZENSHIP**
Participate in and contribute to local and global communities.
- #4 WORKING INDEPENDENTLY AND COLLABORATIVELY**
Exhibit the skills to work independently and collaboratively with efficiency and effectiveness.
- #5 INFORMED, INTEGRATED, AND CRITICAL THINKING**
Use a variety of sources to understand, interpret, analyze, and evaluate information.
- #6 SELF-AWARENESS AND SELF-DIRECTION**
Identify and actively pursue interests in preparation for lifelong learning and growth.

WASHINGTON CENTRAL
SUPERVISORY UNION

18

Modified Making Meaning Protocol

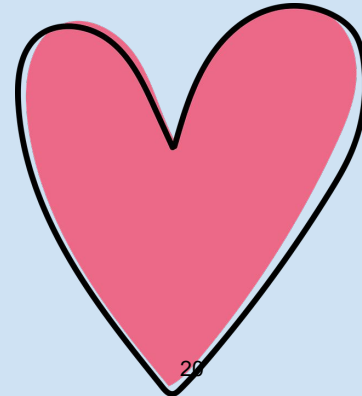
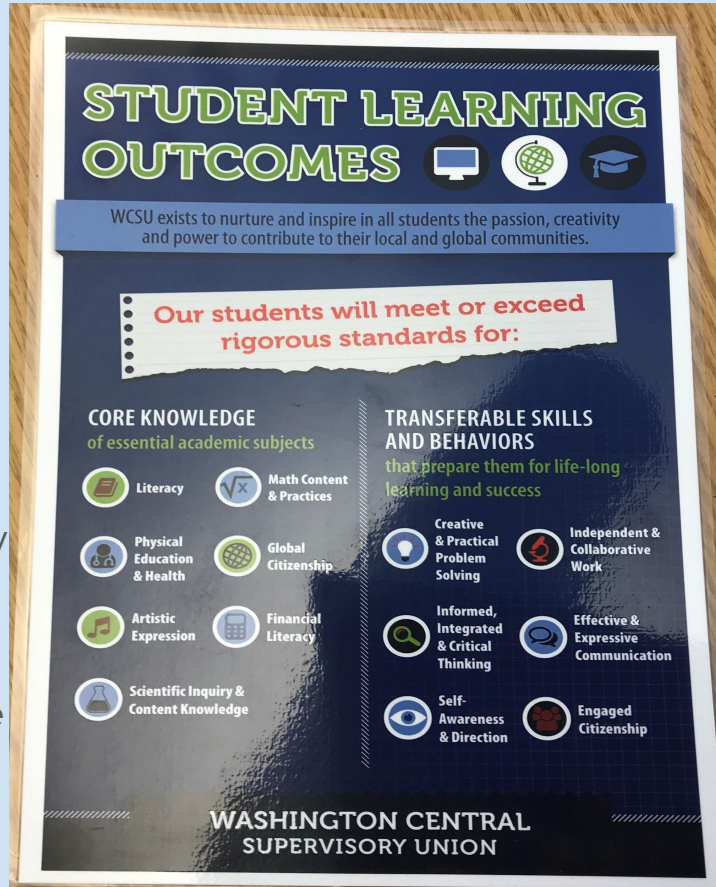
As you enjoy this presentation, consider:

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



WCUUSD Transferable Skills

- Definition: A broad set of knowledge, skills, work habits, and character traits that are believed to be critically important to success in today's world, particularly in collegiate programs and modern careers (VT Education Quality Standards)
- Transferable skills transcend content. They are what make our content standards relevant and meaningful.



Curriculum: Standards and Performance Indicators

1. Creative and Practical Problem Solving
2. Effective and Expressive Communication
3. Engaged Citizenship
4. Working Independently and Collaboratively
5. Informed, Integrated, and Critical Thinking
6. Self-Awareness and Self-Direction

Learning Progression

PBGR	
Skill 1: Creative and Practical Problem Solving	
	Apply a variety of problem-solving strategies demonstrating reflective, creative, and innovative thinking and modeling.
	Performance Indicators:
a.	Observe and evaluate situations in order to define problems and generate and evaluate the effectiveness of solutions.
b.	Develop, use, and communicate through models
Skill 2: Effective and Expressive Communication	
	Communicate effectively and creatively using oral and written language.
	Performance Indicators:
a.	Demonstrate organized and purposeful oral communication.
b.	Demonstrate organized and purposeful written communication.
c.	Use technology to enhance and disseminate communication.
d.	Demonstrate appropriate social communication.
Skill 3: Engaged Citizenship	
	Participate in and contribute to local and global communities.
	Performance Indicators:
a.	Demonstrate knowledge of and take responsibility for rights, duties, and responsibilities as a citizen in school, online, and in the community.
b.	Demonstrate perspective-taking and advocacy; respect diversity and differing points of view.
Skill 4: Working Independently and Collaboratively	
	Exhibit the skills to work independently and collaboratively with efficiency and effectiveness.

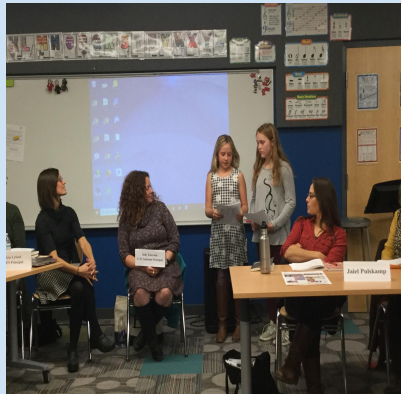
Introduction to Our Transferable Skills

World Peace Game



Instructional Practices: Grade 5 Example

- [Performance Indicators in Monarch Unit](#)
- [Student eBook Example](#)
- [Student Video Example](#)



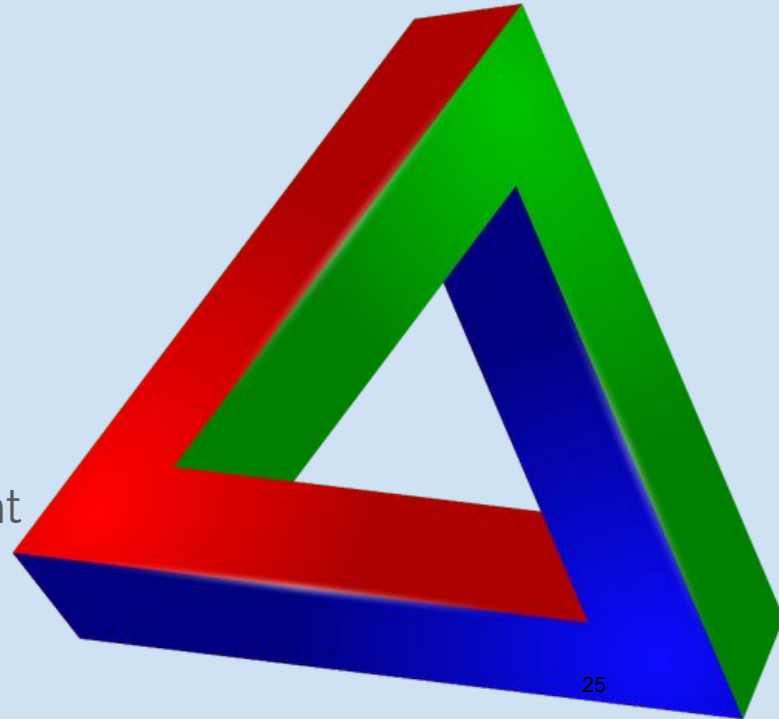
Instructional Practices: [Video Examples](#) Pre-Kindergarten through High School



Triangulation of Data

Using multiple data points when making educational decisions

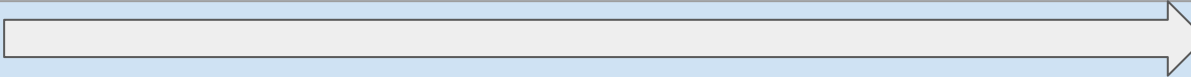
- Classroom Assessments
 - Teacher observations, quizzes, projects
- Common Assessments
 - Benchmark Assessment System (BAS), Star 360, i-Ready math diagnostic
- Statewide/External Assessments
 - Smarter Balanced (SBAC), Vermont Science Assessment (VTSA), Scholastic Aptitude Test (SAT)



Learning Scales

- [Building a Shared Understanding of Learning Scales, Curriculum Camp 2019](#)
- [Transferable Skills Learning Scales PreK-Kindergarten](#)
- [Transferable Skills Learning Scales Grades 1 and 2](#)
- [Transferable Skills Learning Scales Grades 3 and 4](#)
- [Transferable Skills Learning Scales Grades 5 and 6](#)
- [Transferable Skills Learning Scales Grades 7 and 8](#)
- [Transferable Skills Learning Scales Grades 9-Graduation](#)

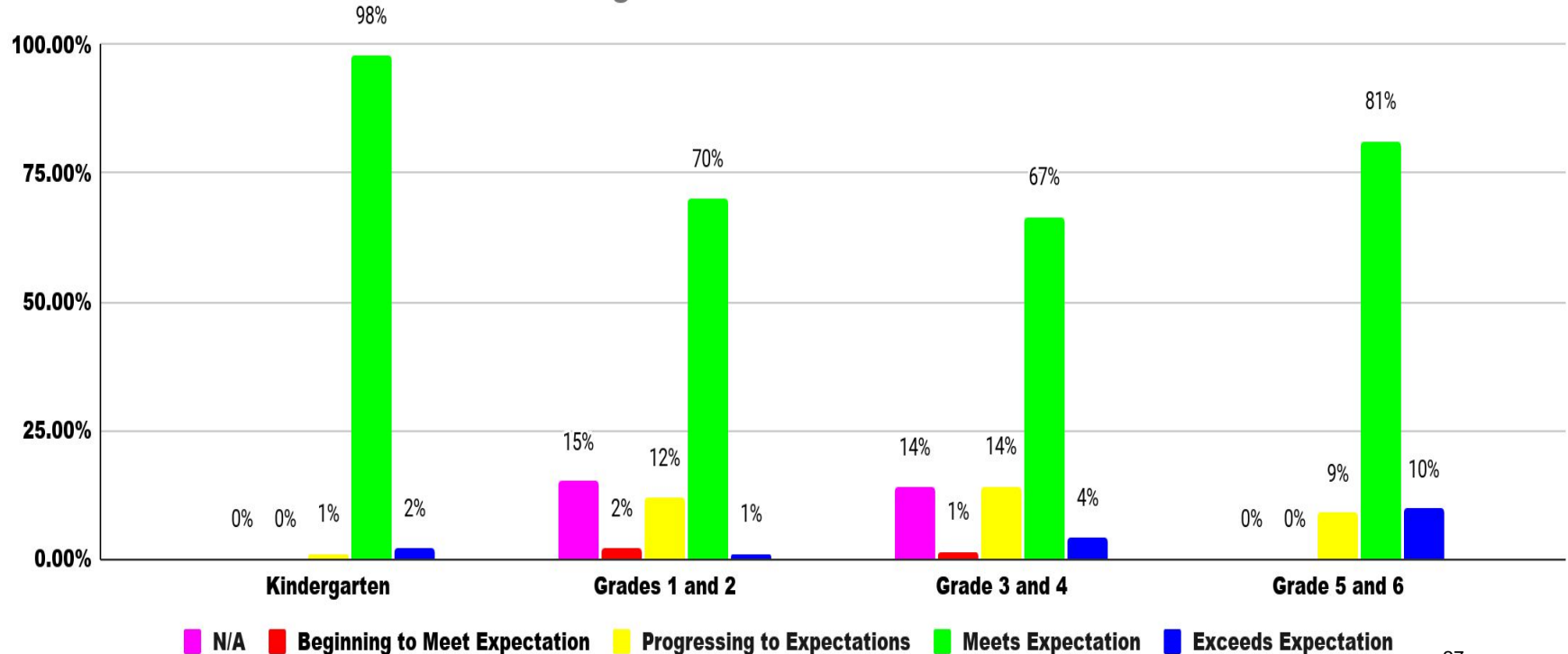


				
Performance Indicator (PI)	Beginning	Developing	Proficient	Advanced

Creative and Practical Problem Solving

Elementary Report Card Data, January 2020

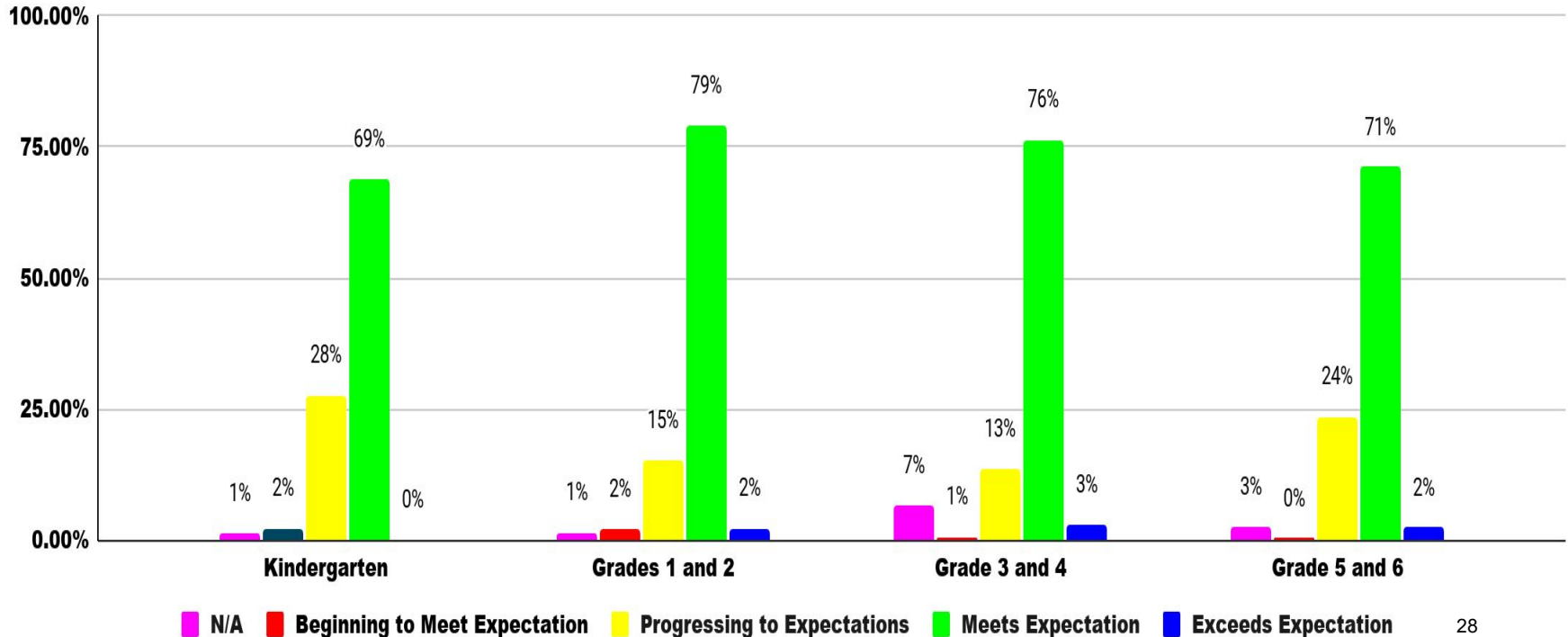
Creative and Practical Problem Solving



Effective and Expressive Communication

Elementary Report Card Data, January 2020

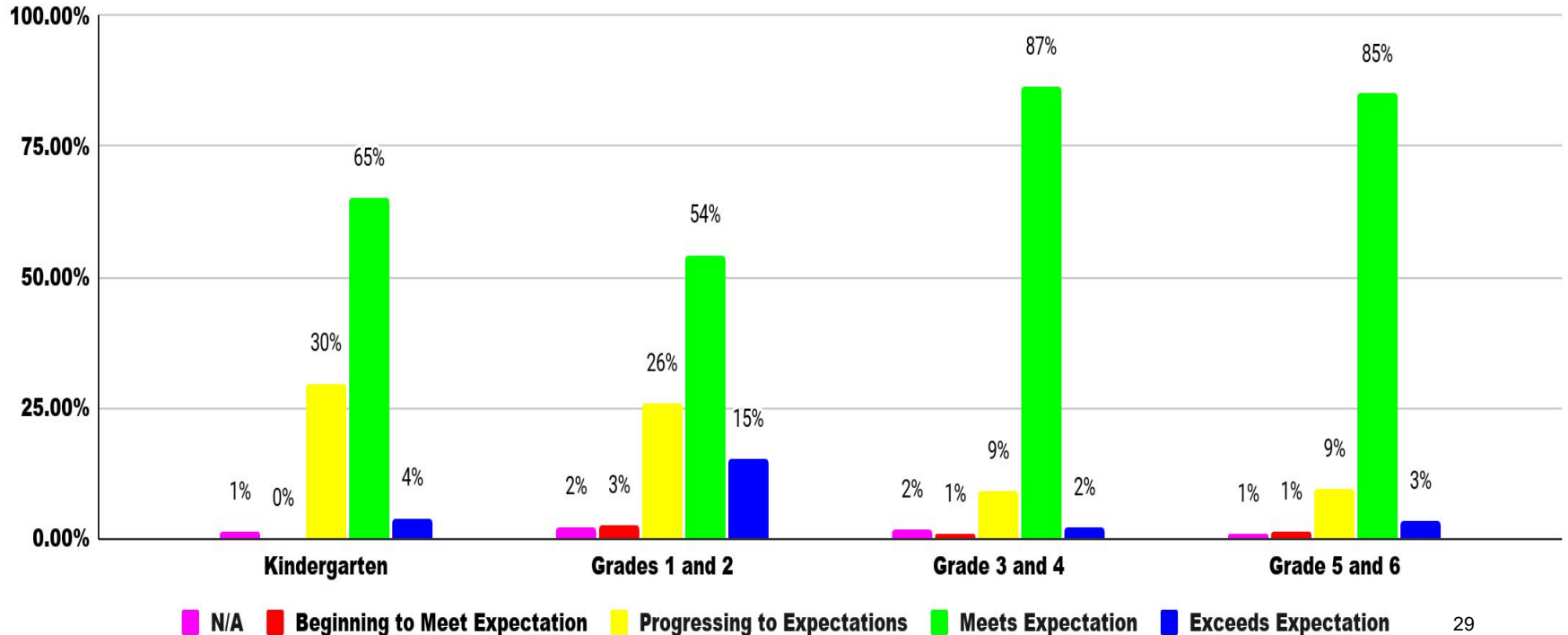
Effective and Expressive Communication



Engaged Citizenship

Elementary Report Card Data, January 2020

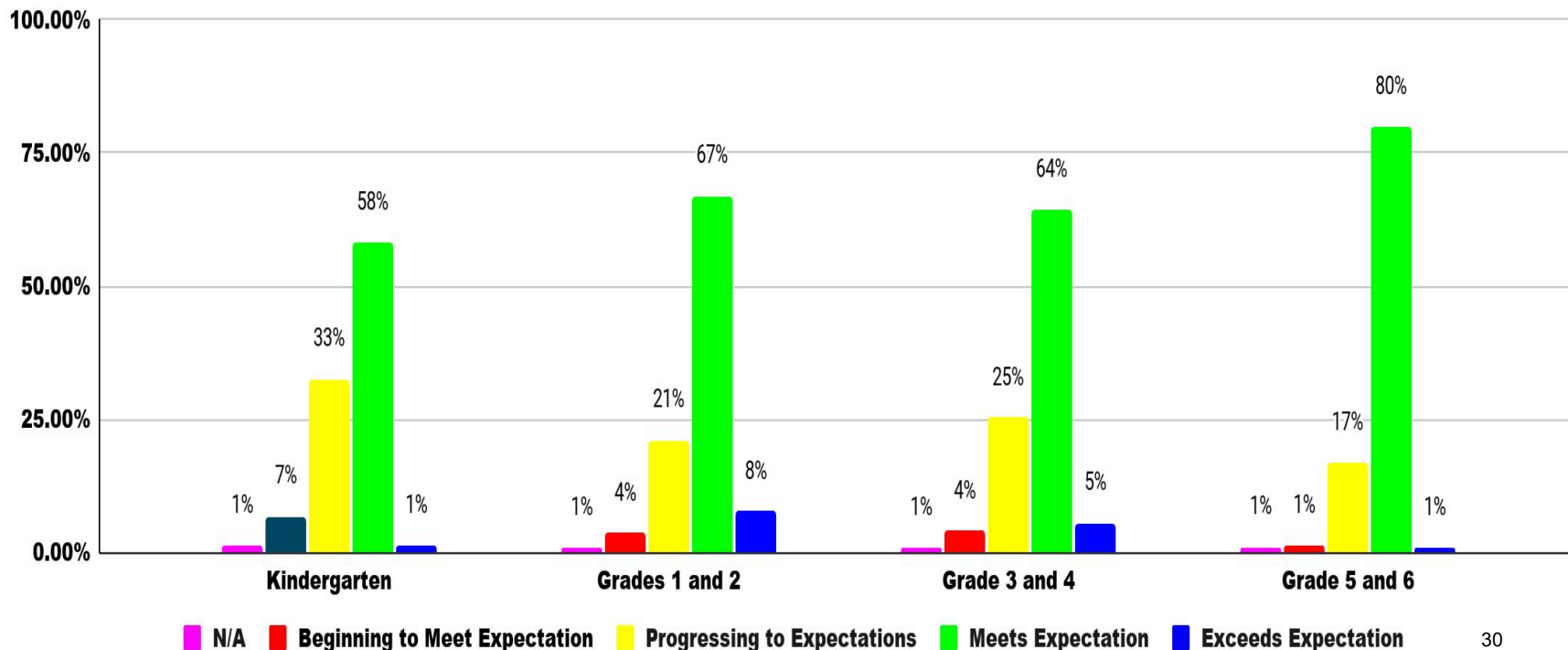
Engaged Citizenship



Working Independently and Collaboratively

Elementary Report Card Data, January 2020

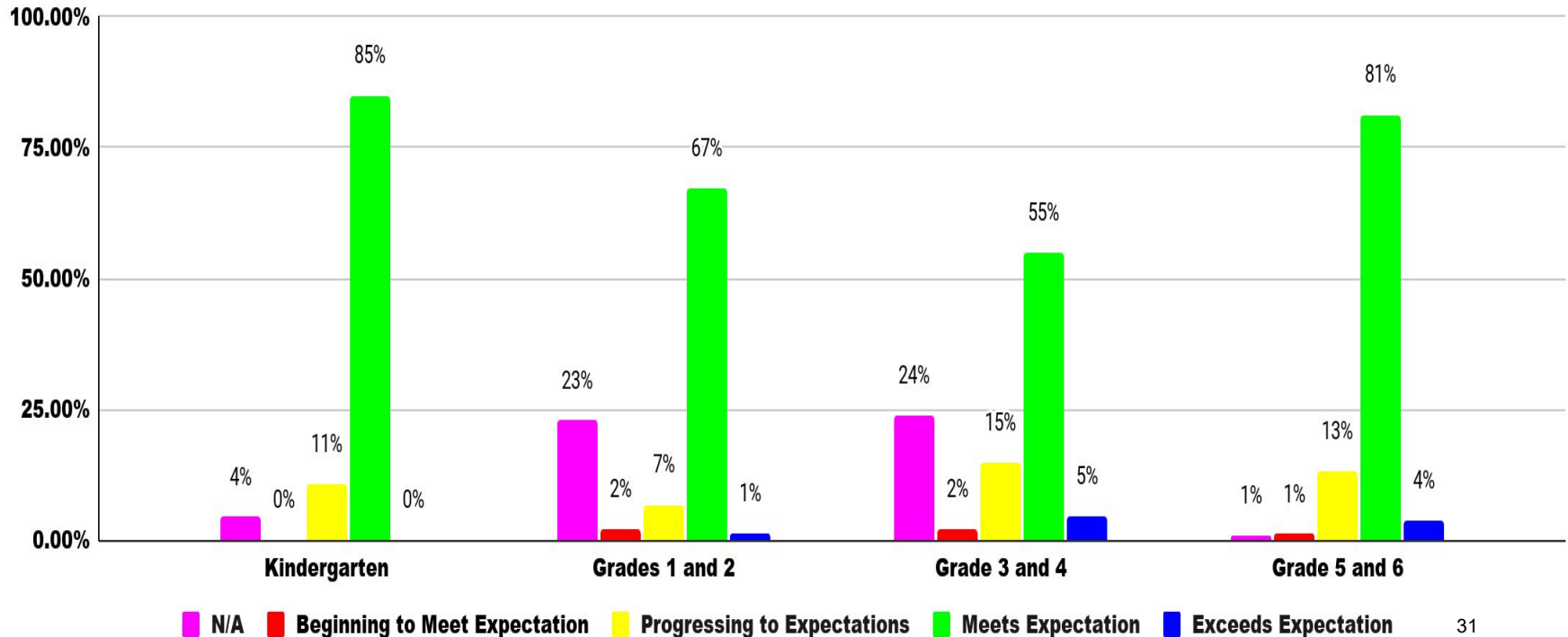
Working Independently and Collaboratively



Informed, Integrated, and Critical Thinking

Elementary Report Card Data, January 2020

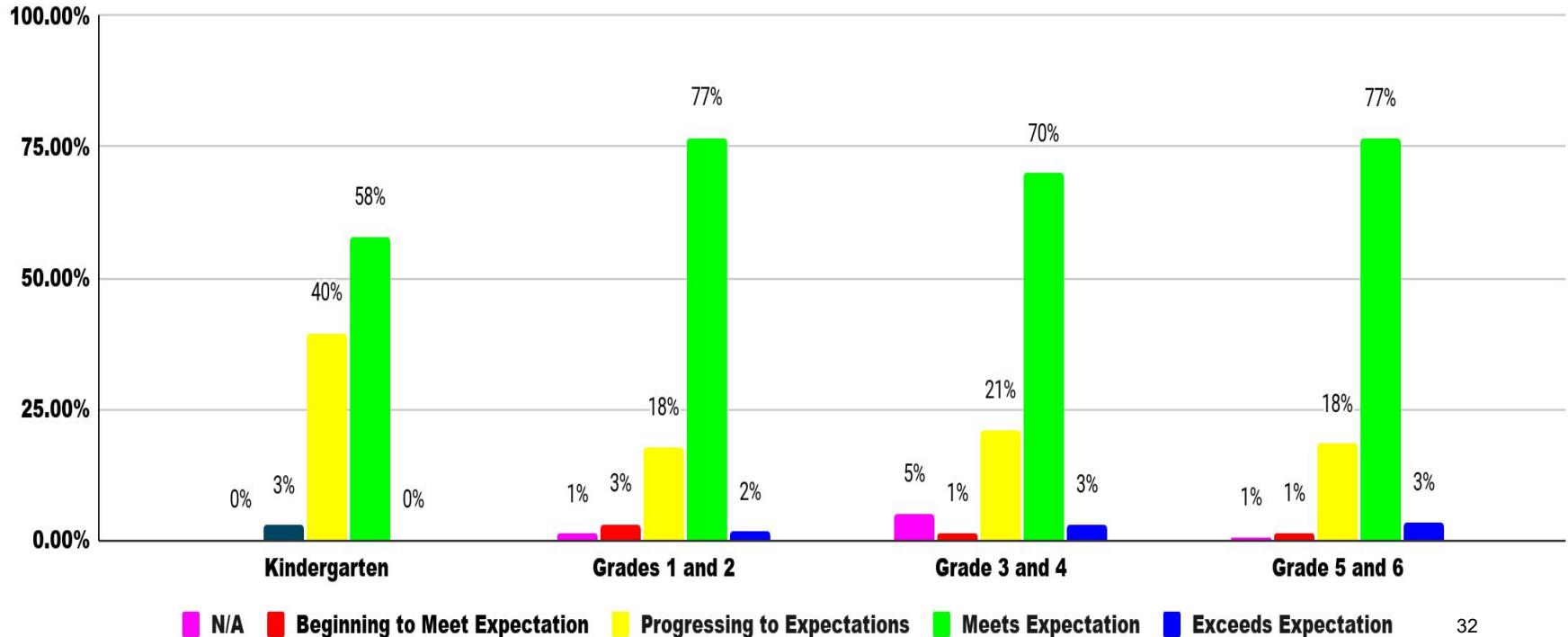
Informed, Integrated and Critical Thinking



Self-Awareness and Self-Direction

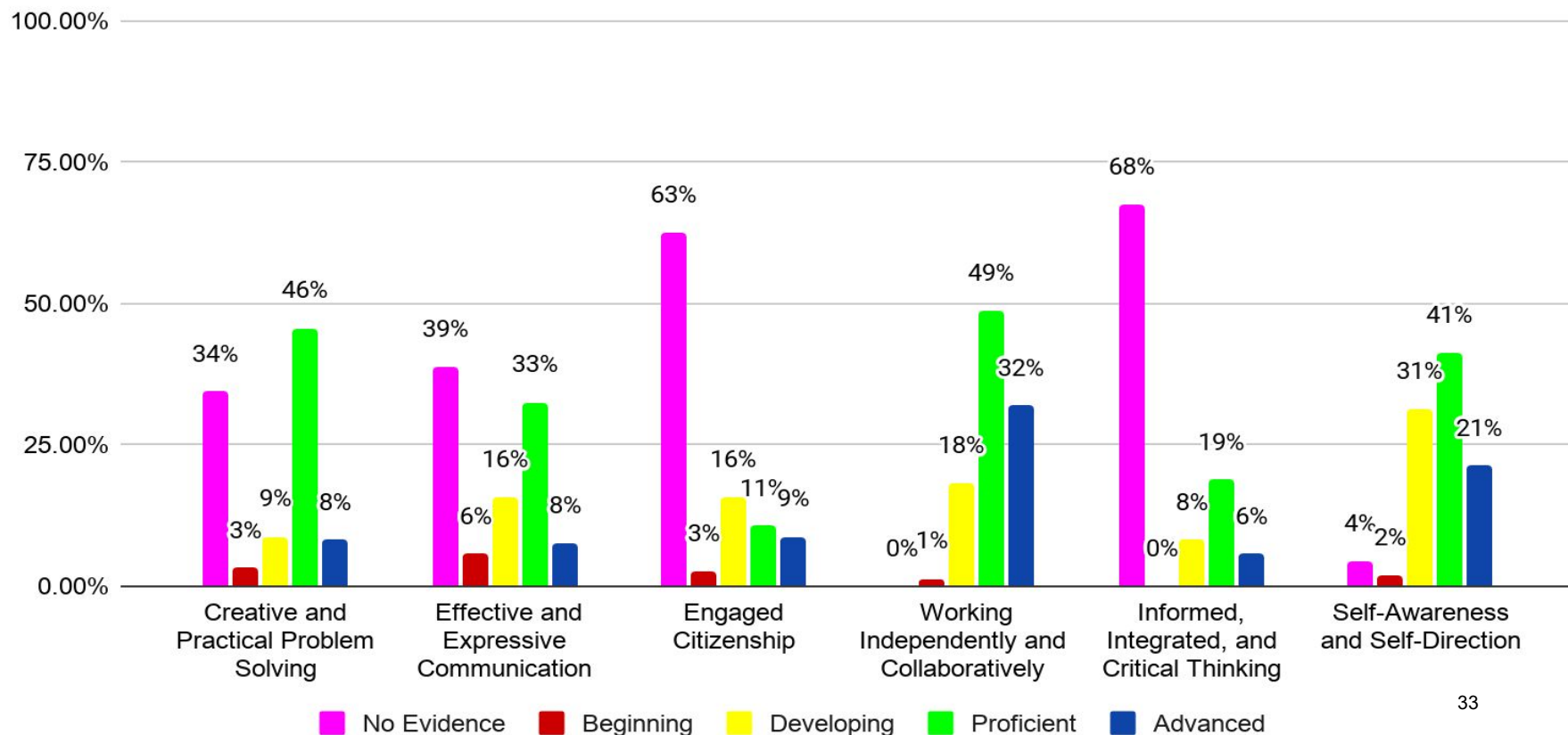
Elementary Report Card Data, January 2020

Self-Awareness and Self-Direction



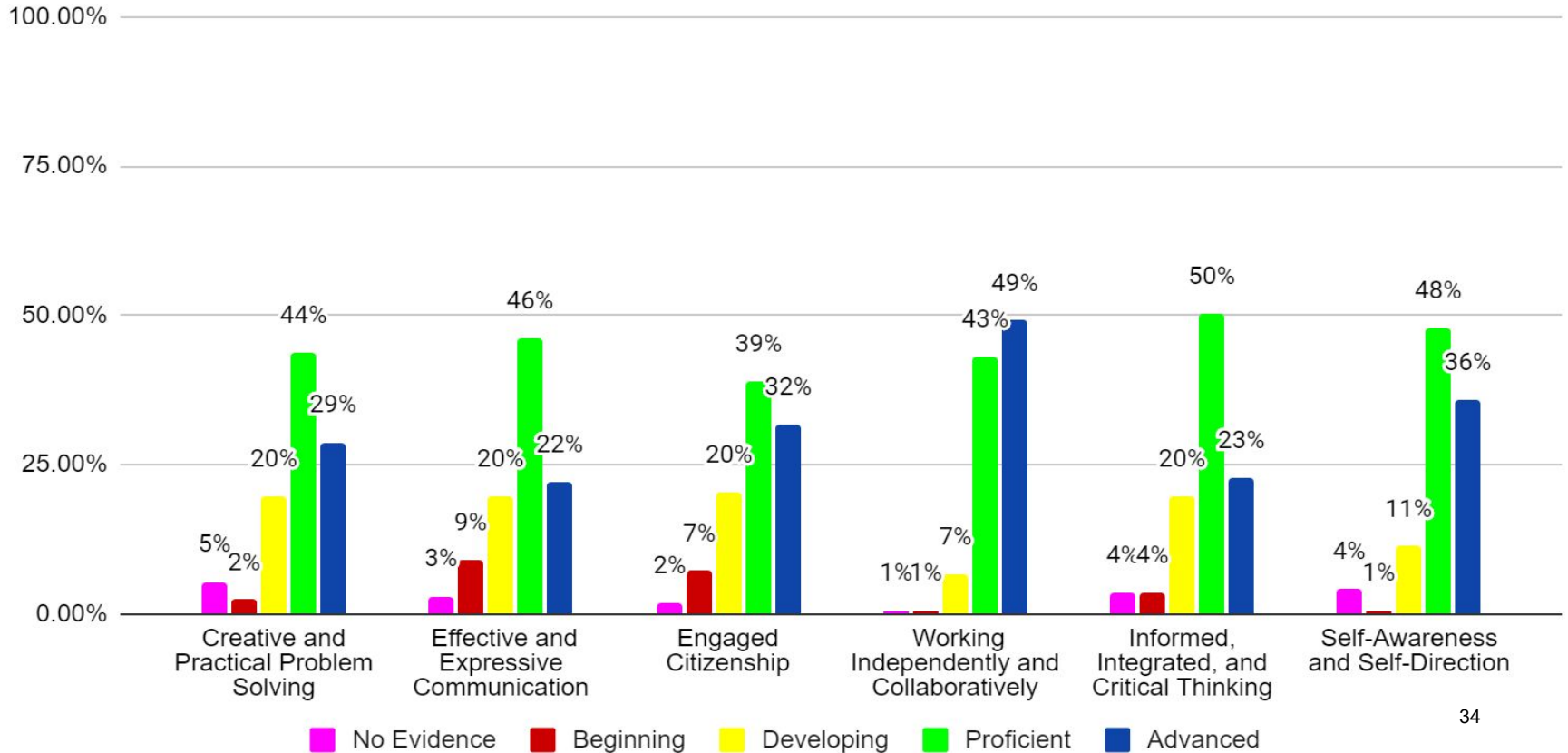
Transferable Skills PBGR's: Current Grade 10

June 2020



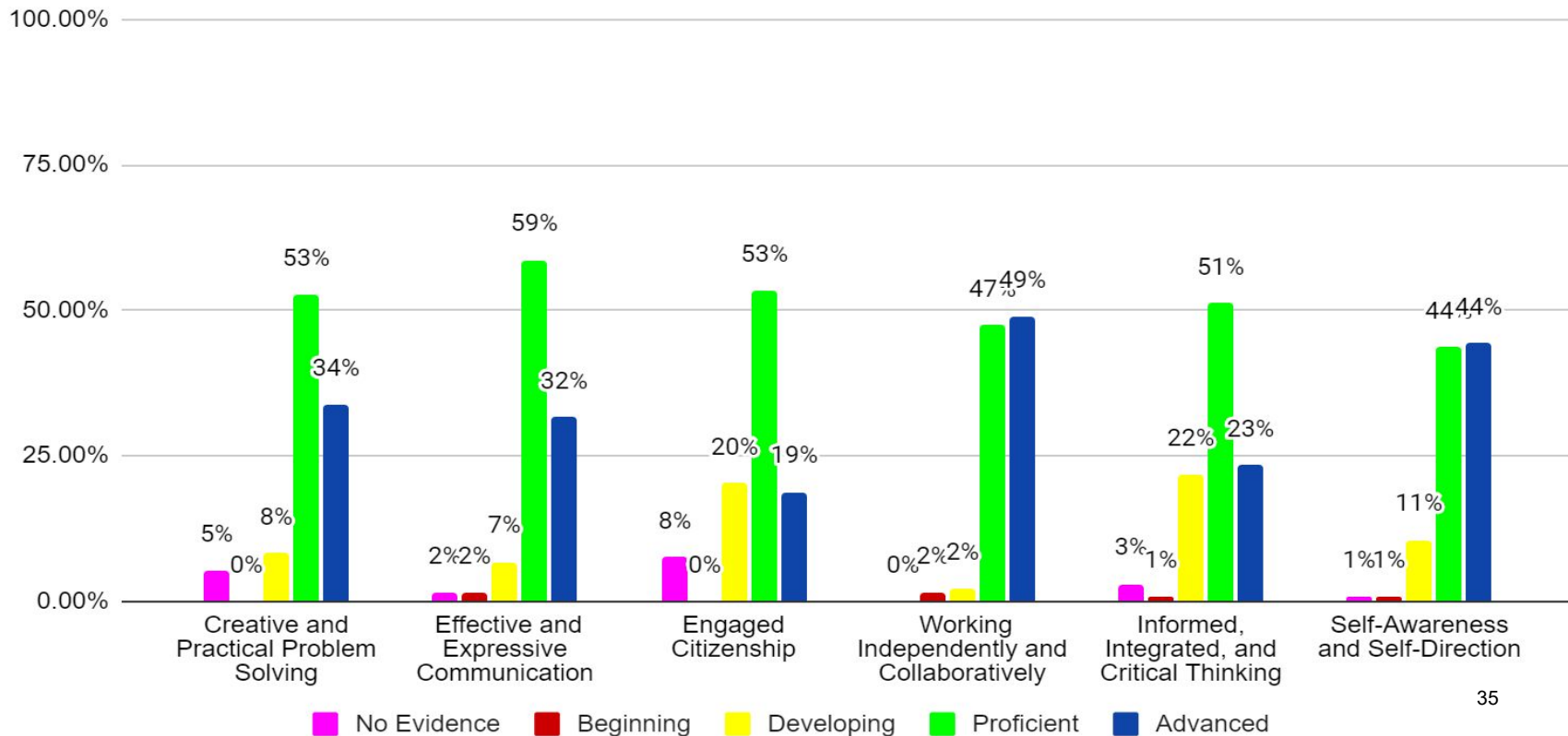
Transferable Skills PBGR's: Current Grade 11

June 2020



Transferable Skills PBGR's: Current Grade 12

June 2020

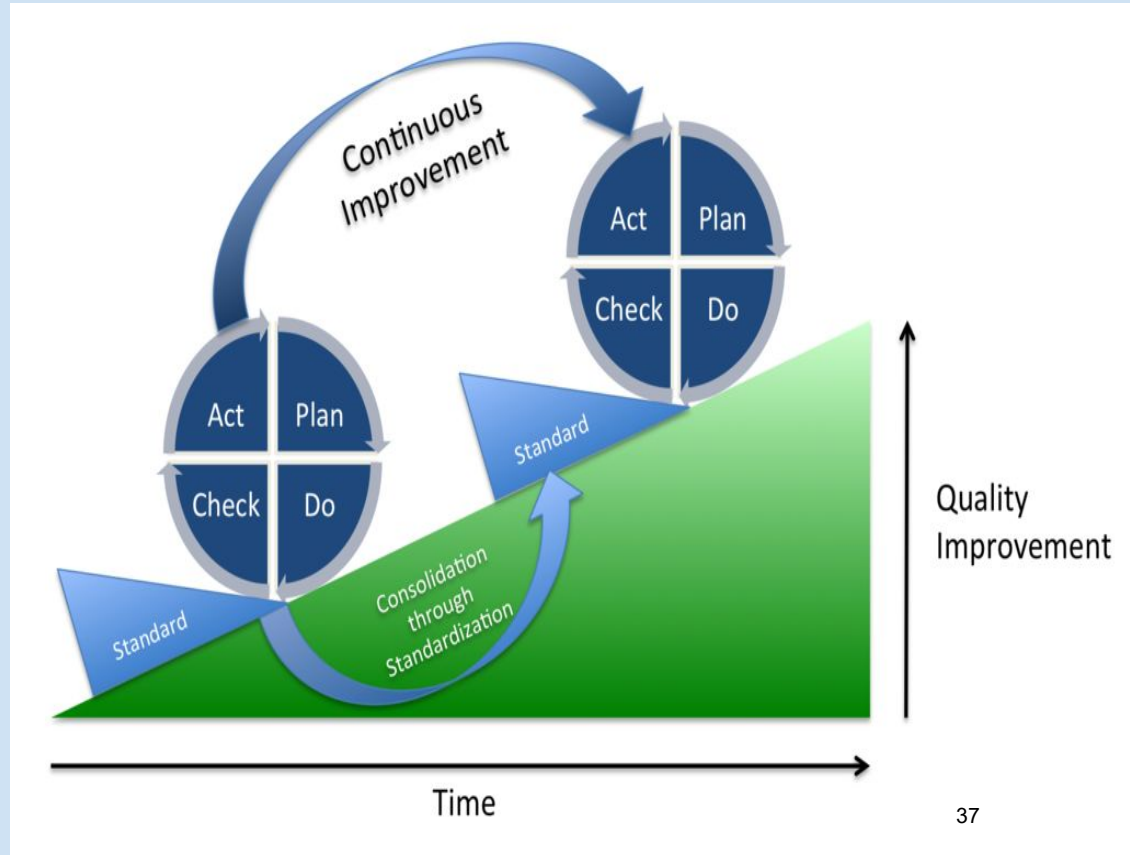


High School Courses 2019-2020: TS Only

- Community Based Learning
- Driver Education
- Inc.
- Living Skills: Zenith
- Literacy Lab
- Branching Out
- Pilot
- Reading Strategies
- Accounting
- Blue Table
- Furniture Design
- Architectural Drafting
- Woods
- Central Vermont Career Center (CVCC): Human Services, Automotive, Building Trades, Culinary, Digital Media, Electrical, Exploratory Tec, Baking Arts, Medical Programs, Natural Resources
- Various electives through Vermont Virtual Learning Cooperative (VTVLC), Vermont Technical College (VTC) VT Academy of Science and Technology (VAST) electives, Community College of VT, Norwich University, St. Michael's
- Randolph Tech: Diesel Tech, Construction
- Green Mountain Tech: Medical Professions, Business

Continuous Improvement: Next Steps

- Scoring
 - Learning Scales
 - Calibration
- Reporting
 - Transferable Skills
 - Habits of Work
- Portfolios
 - PLP's
 - Canvas



Board Role

- Deepen understanding of what they are and why they are important
- Support continuous improvement efforts
- What else?

STUDENT LEARNING OUTCOMES



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TRANSFERABLE SKILLS

#1

CREATIVE AND PRACTICAL PROBLEM SOLVING

Apply a variety of problem-solving strategies demonstrating reflective, creative, and innovative thinking and modeling.

#4

WORKING INDEPENDENTLY AND COLLABORATIVELY

Exhibit the skills to work independently and collaboratively with efficiency and effectiveness.

#2

EFFECTIVE AND EXPRESSIVE COMMUNICATION

Communicate effectively and creatively using oral and written language.

#5

INFORMED, INTEGRATED, AND CRITICAL THINKING

Use a variety of sources to understand, interpret, analyze, and evaluate information.

#3

ENGAGED CITIZENSHIP

Participate in and contribute to local and global communities.

#6

SELF-AWARENESS AND SELF-DIRECTION

Identify and actively pursue interests in preparation for lifelong learning and growth.

WASHINGTON CENTRAL
SUPERVISORY UNION

Modified Making Meaning Protocol

In rounds:

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



Next Steps and Debrief

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

What strikes you as significant?

EQC, 12-2-2020

- These skills are what help create confident citizens
- This is a nice match to universal design of instruction.
- These skills take years to develop so it is important that we have a sound system across schools and grade levels.
- This review helped me realize how important board policies are. We are seeing how the SLOs that the board worked on for years are impacting programming.

What are the implications for our work?

EQC, 12-2-2020

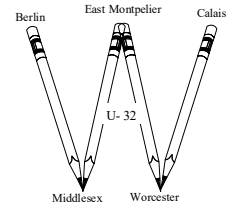
- Since this is such a rich topic, the board would benefit from a deeper understanding.
- Because teaching TS is so complex, it highlights the need for an effective strategic plan to support teachers in this endeavor.
- There is a need for collaboration and to focus on learning and results--board, teachers, and students are learning; this requires effective leadership to stay focused on priorities.

Washington Central Unified Union School District

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

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

Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: Self-funded Dental Insurance Refunds
DATE: December 10, 2020

In Vermont, the Dental Office's were closed to services beginning on March 17, 2020 due to the Governor's Orders. They re-opened on June 1, 2020 and there was a backlog of prior claims for the Dental Offices to process. When the School Board approved the Self-Funded Dental Budget for FY 21-22 this Fall, it was reviewed there was the possibility for a one-time refund for both employees and the District. It has taken several months for the information to be verified and for the Dental Offices to process the backlog in claims.

Using the latest information, we are recommending a one-time refund to employees who could not access dental services during that time but had payroll deductions. The affected employees had 5 payroll deductions for their share of the dental premiums. This also saved the District money and generated a surplus in the Dental Fund. In making a recommendation, we have considered the board request regarding whether or not terminated employees would receive the refund.

After conferring with the Senior Payroll Accountant, we recommend only current active employees receive the refund. This would result in a refund issued to 144 active employees. There are 13 employees who have left the district and have the status as terminated/inactivated in the system. When issuing other payments, the past practice has been to issue payments ONLY to active employees. It should be noted it would also result in much more additional work to process a refund to terminated/inactivated employees.

At the December 16th meeting, we will review the following:

Employee Information

The District pays a single plan coverage for all eligible full-time employees.

- Employees who work less than full-time pay a prorated share of the full cost of insurance. There are 15 employees in this category.
- Employees pay 100% for a two person and family coverage. There are 129 employees in this category.
- The combined total of the refund to staff would be \$23,870.

District Information

The Dental Fund has a reserve for future claims greater than is needed. We recommend the fund maintain a balance equal to six months of estimated claims. This is because, this would provide a reserve for a 6 month time period for Dental Offices to submit claims. Therefore, the second recommendation is to transfer a refund in the amount of \$125,000 to the WCUUSD general fund.

Attached is an updated Dental Budget showing the projected impact of these recommendations.

Recommended Board Action:

- 1) Authorize a Dental Fund Refund to active employees for the amount of their 5 payroll dental premium deductions in the amount of \$23,870.**
- 2) Authorize a Dental Fund transfer to the General Fund in the amount of \$125,000.**

Washington Central Unified Union School District
Self Funded Dental Insurance Budget FY 2021-22
Finance Committee & Board Meeting-December 16, 2020

Revised Projections

Board Action Needed:

To set the CY21 Dental Insurance rates as follows:

	Jan-19	Jan-20	Jan-21
Single Plan	\$552	\$552	\$552
2Person Plan	\$1,080	\$1,080	\$1,080
Family Plan	\$1,512	\$1,512	\$1,512

	<u>ACTUAL</u> <u>FY 2020</u>	<u>BUDGET</u> <u>FY 2021</u>	<u>PROJECTED</u> <u>FY 2021</u>	<u>BUDGET</u> <u>FY 2022</u>
<u>Revenues:</u>				
Interest Income	\$3,580	\$3,860	\$3,300	\$3,300
Employee Participation	\$124,501	\$127,146	\$124,501	\$124,501
District Share	\$154,861	\$152,372	\$154,861	\$154,861
Total Revenues	\$282,942	\$283,378	\$282,662	\$282,662
<u>Program Costs:</u>				
Employee Claims	\$178,119	\$222,480	\$200,232	\$222,698
Benefit Coordination	\$37,358	\$39,599	\$39,599	\$42,371
Monthly Administrative Fees	\$12,758	\$13,390	\$13,500	\$14,193
Tax Reporting & Compliance	\$1,927	\$2,200	\$2,200	\$2,300
Processing Materials & Communication	\$1,000	\$1,000	\$1,100	\$1,100
Refund to Employees-Pending BOD Action			\$19,105	
Refund to District-Pending BOD Action			\$125,000	
Total	\$231,162	\$278,669	\$400,736	\$282,662
Surplus/(Deficit)	\$51,780	\$4,709	-\$118,074	\$0
Carryover-Beginning Balance	\$179,613	\$231,393	\$231,393	\$113,319
Carryover-Ending Balance**	\$231,393	\$236,102	\$113,319	\$113,319

**Note: This carryover is reserved for future claims and to maintain level pricing.

OTHER NOTES:

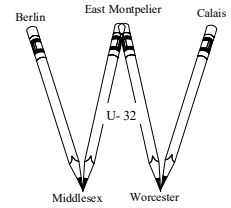
- 1) EBPA/CBA Blue is the agent for this self-insured program.
- 2) WCUUSD employees complete the employee enrollment and benefit coordination and receive additional compensation for hours worked beyond contract hours.
- 3) There have been 9 insurance premium increases in 26 years.
- 4) Any surplus or deficit is undetermined at this time and cannot be calculated until April 2021.

Washington Central Unified Union School District

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

Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: Health Insurance Reimbursement Account
DATE: December 10, 2020

When the School Board approved the Self-Funded Health Reimbursement Account FY 21-22 Budget this Fall, it was reviewed there was the possibility for budget savings that would be identified in December. The Health Reimbursement Account was established in 2018. In setting rates used for budgeting purposes for FY21-22, the amounts were established as estimates.

Since 2018, we have included an amount in the budget which would build up a fund for possible claims. The program has now been in place for three years and we have reviewed historical claims to make an updated budget recommendation. Here is a summary of the Health Reimbursement information:

District Liability:

- a. Calendar year 2020, the maximum liability for the District is \$2,500/\$5,000 per employee taking the health insurance.
- b. Calendar year 2021, the maximum liability is:
 - i. Teachers and related: \$2,100/\$4,200
 - ii. ESP and related: \$2,200/\$4,400
- c. Calendar year 2022, the maximum liability is currently in negotiations.

District Budget Information:

- a. The WCUUSD budget draft #1 included \$2,050/\$4,100.
- b. The above-mentioned reduction in liability, combined with a favorable claim experience, provides an opportunity to reduce the budget.
- c. Using the prior 2 years of actual claims experience, the budget can be reduced to \$1,500/\$3,000 versus \$2,050/\$4,100.
- d. We have updated the HRA budget for this change.
- e. The total budget reduction included in the WCUUSD Draft #2 budget reflects a savings of \$231k.

Attached is an updated HRA Budget showing the projected impact of this recommendation.

Recommended Board Action:

- 1) Authorize the revised Health Reimbursement Account Budget using the rates of \$1,500/\$3,000.**

Washington Central Unified Union School District
 Health Reimbursement & Flex Spending Accounts Budget 2021-2022
 Finance Committee & Board Meeting-December 16, 2020

Board Action Needed:

To approve the REVISED Health Reimbursement and Flexible Spending Accounts Budget for FY21-22.

Rates per eligible participant:
 # Participating

\$70	\$70
331	336

	ACTUAL FY 2020	BUDGET FY 2021	PROJECTED FY 2021	BUDGET FY 2022
Revenues:				
Interest Income	\$16,820	\$7,380	\$10,000	\$10,000
Employee Ded-Reserved for FSA Claims	\$105,726	\$135,696	\$106,000	\$85,390
Employee Ded-Reserved for Dep Care Claims	\$80,203	\$93,000	\$82,000	\$65,500
District Cost for HRA Claims & Admin	\$841,303	\$841,160	\$841,160	\$631,800
District Cost For Flex Plan	\$22,791	\$23,170	\$23,170	\$23,520
Total Revenues	\$1,066,843	\$1,100,406	\$1,062,330	\$816,210
Expenses:				
Enrollment & Benefit Coordination-EST HRA	\$47,730	\$49,639	\$49,639	\$51,625
Enrollment & Benefit Coordination-S125	\$23,670	\$24,617	\$24,617	\$25,601
Monthly Admin. Fees, Tax Reporting	\$22,485	\$37,295	\$37,295	\$37,295
Processing Materials	<u>\$1,100</u>	<u>\$1,100</u>	<u>\$1,100</u>	<u>\$1,100</u>
Subtotal District Costs	\$94,985	\$112,651	\$112,651	\$115,621
Employee Reimbursement-FSA	\$77,348	\$135,696	\$106,000	\$85,390
Employee Reimbursement-Dependent Care	\$76,598	\$93,000	\$82,000	\$65,500
Claims-Health Reimbursement	\$609,489	\$759,059	\$709,518	\$631,800
Surplus/(Deficit) Claims	\$0	\$0	\$0	\$0
Total	\$858,420	\$1,100,406	\$1,010,169	\$898,311
Surplus/(Deficit)	\$208,423	\$0	\$52,161	-\$82,101
Prior Year-Reserve for Claims	\$390,257	\$598,680	\$598,680	\$650,841
Carryover-Reserve for Claims	\$598,680	\$598,680	\$650,841	\$568,740

NOTES:

- 1) Health Reimbursement Account began January 2018. The Program Agent was Future Planning(Jan-April)
- 2) WCUUSD employees complete the employee enrollment and benefit coordination and receive additional compensation for hours worked beyond contract hours.
- 3) Any surplus or deficit is undetermined at this time and cannot be calculated until April 2021

Amount Employees are saving taxes on CY2020 \$1,019,976
 FICA Savings to the District **\$78,028**



State of Vermont
Department of Taxes
133 State Street
Montpelier, VT 05633-1401

Agency of Administration

For Immediate Release

Contact: Kate Strousse
Executive Assistant
Vermont Department of Taxes
(802) 828-3763 or Kate.Strousse@vermont.gov

Commissioner of Taxes Releases FY2022 Education Yield Letter

Montpelier, Vt.,— Commissioner of Taxes Craig Bolio has released his December 1 education tax rate letter which forecasts the education tax yields for resident homeowners and the non-homestead tax rate for the upcoming fiscal year (FY) 2022. Using statutorily prescribed calculations, the Agency of Education, Department of Taxes, Department of Finance and Management, and Joint Fiscal Office collaborate to project the yields and rate based on these statutory assumptions.

The forecasted FY22 homestead yield is \$10,763 compared to \$10,998 for FY21 (the current property tax year). The forecasted FY22 income yield is \$12,825 compared to \$13,535 for FY21. The average homestead tax rate is forecasted to increase by 9.5 cents over FY21. The statewide base non-homestead tax rate is forecasted to increase by 10 cents. This represents about a 9 percent education tax increase, on average, for all property taxpayers.

“It is important for Vermonters to know this is a forecast put together according on statutorily prescribed parameters,” said Secretary of Administration Susanne Young. “For fiscal year 2019, the forecast was similar, but due to the hard work of school districts as well as spending decisions made between the Administration and the Legislature, the average homestead rate did not increase at all and the nonhomestead rate increased about 4 cents. Just like we did then, the Administration is committed to mitigating the impact of these uncertainties on property taxpayers, to the greatest extent possible,” Young added.

There are two significant elements impacting the rate forecast this year. First, the economic downturn due to the COVID-19 pandemic has significantly reduced the forecast for non-property tax revenues that go to the Education Fund. In August of this year, the FY2022 forecast for these funding sources was reduced from \$590.9 million to \$552.1 million. These revenue sources include 100% of Sales and Use Tax, 25% of Meals and Rooms Tax, 33% of Purchase and Use Tax, and lottery proceeds. This downgrade in the revenue forecasts alone accounts for over 4 cents on the property tax rate. Additionally, due to calculations from the State Treasurer, this year the projected cost of teachers’ retirement to the Education Fund is \$38.9 million, up from \$6.9 million last year. This accounts for approximately 3.5 cents on the forecasted rate. Importantly though, as in all years, changes in each district’s per pupil spending will result in very different property tax impacts across the state, as locally voted spending amounts are still the primary determinant of a town’s homestead education tax rate.

While there is always an element of uncertainty in forecasting rates, this year the COVID-19 pandemic has created

extra uncertainty, meaning these forecasted rates are not inevitable. While the forecasts of non-property tax revenue sources were reduced due to the pandemic, the future path of the virus could require further adjustments to those forecasts. It is also unknown what future federal stimulus may look like, or how that stimulus could impact property tax rates. Changes in these areas would lead to changes in the ultimate rates for FY22.

Additional resources for understanding education tax rates are available on the department's website at <http://tax.vermont.gov/property-owners/understanding-property-taxes/education-tax-rates> and from the Vermont school boards association at <http://www.vtvsba.org>.





State of Vermont
Department of Taxes
133 State Street
Montpelier, VT 05633-1401

Agency of Administration

December 1, 2020

Rep. Johnson, Speaker of the House
Sen. Ashe, President Pro Tempore
Vermont State House
115 State Street
Montpelier, VT 05633-0004

Dear Speaker Johnson and President Pro Tempore Ashe:

The Commissioner of the Vermont Department of Taxes, after consultation with the Agency of Education, the Secretary of Administration and the Joint Fiscal Office, is required by 32 V.S.A. § 5402b to calculate and forecast a property dollar equivalent yield, an income dollar equivalent yield, and a non-homestead tax rate by December 1. This letter is submitted in fulfillment of the statutory obligation. The Department of Taxes, Department of Finance and Management, Agency of Education, and the Joint Fiscal Office prepared consensus forecasts on various components of the Education Fund Operating Statement for Fiscal Year (FY)2022 so that the required analysis could be performed. Many thanks go to the gifted staff who performed this important work.

Key Considerations from the Administration's Point of View

It is important to note that this forecast is calculated as prescribed in statute with the information available to date. There are always variables, concerns and opportunities that lead to uncertainty in the forecast. These uncertainties are significantly amplified this year and Governor Scott and the Administration are committed to mitigating the impact of these uncertainties on property taxpayers, to the greatest extent possible. Absent any intervention, **this forecast predicts education property tax bills will increase 9 percent**, on average, for all payers. The Governor and Administration do not believe this is a tenable tax increase for Vermonters who are working hard to recover from the pandemic, nor for the Vermont economy which continues to struggle due to the pandemic-related disruption.

Non-property tax revenue forecasts, for example, are impacted by the local and national path of the virus, and potential for recovery is contingent on positive outcomes with a vaccine, treatments, and prevention efforts moving into next year. It is unclear if, and when, additional



federal stimulus may arrive, and what shape that stimulus may take to help alleviate pressures in the Education Fund to offset what the Administration views as the unacceptably high burden these pressures would impose on taxpayers. All of this will make for a very difficult landscape in FY22, and we look forward to working collaboratively and creatively with the Legislature to address these challenges.

Additionally, while this forecast is specific to our K-12 schools, we must not forget that our state, to be more competitive and provide better outcomes for children, must build a comprehensive cradle to career education system. To this end, we will need to grapple this year with substantial funding requests from our public higher education institutions totaling \$138 million, as well as the need to continue to invest in expanding early care and learning programs. While student enrollment trends downward in our K-12 schools, and in our state colleges, our education system as a whole continues to require unsustainable increases in spending, year after year. The Administration would welcome opportunities to collaborate with the Legislature on reforms to strengthen and transform the system, so more money is going directly to students and into classrooms, instead of underutilized overhead.

Here are a few key items impacting property tax rates and general thoughts for consideration:

- Despite the trend of stagnant or declining enrollments, and some districts reducing programs and services that benefit children, district budgets continue to increase – in the aggregate – by between 3 and 5 percent every year. While this structural imbalance existed prior to the pandemic, it has continued this year. The rate of growth in total cost of education is outpacing growth in property values, which is the primary contributor to why Vermonters face tax rate pressure every year.
- Due to the economic downturn from COVID-19, the FY22 forecasts for non-property tax revenue sources to the Education Fund were downgraded from \$590.9 million to \$552.1 million earlier this year. Non-property tax revenue sources include: 100% of Sales and Use Tax, 25% of Meals and Rooms Tax, 33% of Purchase and Use Tax, and lottery proceeds. This downgrade alone accounts for over 4 cents on the forecasted rate below.
- This year the projected cost of teachers' retirement to the Education Fund is \$38.9m, up from \$6.9 million, or more than 5 times the amount from last year. This unprecedented increase accounts for approximately 3.5 cents of the forecasted tax rate increase.
- These rates do not include consideration of the \$58 million deficit in the Education Fund for FY21 because Act 154 of 2020, Sec. E.111.1 directed the Department to disregard the deficit. The Legislature had previously outlined, in Act 122, a variety of options to address this deficit that avoid a spike in property taxes. We look forward to the continued work with the Legislature to help address that deficit in a way that is affordable for Vermonters.

- Per pupil spending is what determines homestead tax rates, not total spending. Locally voted spending amounts are still the primary determinant of a town's tax rate. The more per pupil spending goes up, the more tax rates will go up.
- The Tax Department is planning to publish a calculator on our website in February that districts and individuals can use to calculate how different per pupil spending amounts will impact tax rates at a variety of income and property value levels. We hope that this calculator helps illuminate the ways in which local spending decisions impact a district's and individual's education property taxes.
- Most taxpayers in a town will experience an increase on their FY22 bills if the town's education property tax rates go up versus the current year. Even taxpayers who receive a property tax credit the following year would experience property tax rate increases from higher school spending because an increase in per pupil spending increases the income percentage taxpayers are expected to pay before a property tax credit is applied.
- Penny rule of thumb for FY22: One penny on the tax rate translates to \$20 on a \$200,000 house and one penny on both homestead and non-homestead rates raises about \$9M. Roughly 2/3rds of residents pay based on income, and absent intervention, their rates move proportionally with property rates.
- Short-term relief: while we do not know what Congress will do regarding additional stimulus funding, school districts have received considerable federal funds through the Elementary and Secondary School Emergency Relief Fund (ESSER), Governor's Emergency Education Relief Fund (GEER), as well as state allocated Coronavirus Relief Funds (CRF) to help with managing the variables of this virus on their operations. We expect many schools will carry a budget surplus from FY20 and FY21 into the coming fiscal year, which could be used to offset the property tax impacts forecasted below.

The forecasts in this letter prove to be quite serious for Vermont's affordability. This letter forecasts one of the largest single year increases in the average homestead rate in the last decade. And, as noted above, Governor Scott and the Administration are committed to mitigating the impact of these uncertainties on property taxpayers, to the greatest extent possible.

Clearly, there is still a lot of challenging work ahead as we continue to navigate the effects of this pandemic on Vermont, our students, and our taxpayers. We look forward to working with the Legislature to meet these challenges and ensure we are all doing our best to both serve our students and manage Vermont's ability to meet these rising costs.

5402b(a)(2) Mandated Forecast

In the statutorily mandated calculation and recommendation under 32 V.S.A. 5402b, the Commissioner must assume the following:

1. The homestead base tax rate is \$1.00 per \$100.00 of equalized education property value;
2. The applicable percentage under 32 V.S.A. 6066(a)(2) is 2.0;
3. The statutory reserves under 16 V.S.A. §4026 are maintained at five percent¹; and
4. The percentage change in the average education tax bill applied to homestead property, non-homestead property, and taxpayers who claim a property tax credit is the same.

Applying these statutory assumptions, the yields and non-homestead rate in the table below would support all forecasted FY22 education fund uses and maintain the statutory reserves under 16 V.S.A. §4026 at the FY21 level. Additionally, the percentage change in the average bills for non-homestead property, homestead property, and those who claim a credit² under 32 V.S.A. §6066(a) are projected to be equal under these yields and non-homestead rate.

Homestead Yields and NH Rate	FY2021 (for comparison)	FY2022
Homestead Property	\$10,998	\$10,763
Income	\$13,535	\$12,825
Non-homestead Property	\$1.63	\$1.73

Average Rates

If the forecasted yields and rate in this letter were adopted by the Legislature the average 2021-2022 (FY2022) equalized property tax rates would be as follows:

	FY2021 (for comparison)	FY2022
Homestead Property	\$1.54	\$1.635
Income	2.51%	2.74%
Non-homestead Property	\$1.63	\$1.73

¹ Except for FY22, “the Commissioner shall assume the stabilization reserve... is maintained at the FY21 amount” (Act 154,2020)

² Those who claim a credit will pay FY22 taxes based on their 2021 household income

These rate increases, in conjunction with forecasted appreciation in property value, would lead to an average increase of roughly 9% in education property taxes for all payers.

Education Spending Growth

On a per-pupil basis, the expected growth in spending is forecast to be 3.75% on average.

	FY2021 (for comparison)	FY2022	Rate of Growth
Total Education Spending (\$Millions) ³	\$1,482.0	\$1,538.1	3.79%
Equalized Pupil Count ⁴	87,304	87,332 ⁵	0.03%
Average Equalized Per Pupil Spending	\$16,975	\$17,612	3.75%

In closing, I would like to thank everybody who plays a role in the education of Vermont's students. While all areas of life have been impacted by COVID-19, public education has had a unique spotlight on it, due to how critical in-person learning is to children and families. School boards, teachers, school support staff, and students have all worked hard, learning to be nimble and innovative, while ensuring the safety and health of kids throughout this year.

I'd also like to thank the teams at the Department of Taxes, Agency of Education, Department of Finance and Management, and the Joint Fiscal Office for the extensive and thoughtful collaborative work it takes to gather and analyze the data necessary to publish this forecast.

Sincerely,



Craig Bolio
Commissioner, Department of Taxes

cc: Susanne Young, Secretary, Agency of Administration
Daniel French, Secretary, Agency of Education
Adam Greshin, Commissioner, Department of Finance and Management
Rep. Jill Krowinski
Sen. Becca Balint
Rep. Janet Ancel
Sen. Ann Cummings
Rep. Kathryn Webb
Sen. Philip Baruth
Stephen Klein, Joint Fiscal Office
Luke Martland, Legislative Council

³ Projected total education spending for property tax rate purposes as defined by 16 V.S.A. § 4001 (6)

⁴ "Equalized pupils" is a weighted number. Actual student enrollment is lower

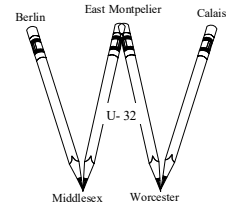
⁵ FY22 equalized pupils are calculated in accordance with Act 154 (2020) limitation on average daily membership (ADM) declines

Washington Central Unified Union School District

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Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: Tax Information
DATE: December 10, 2020

Local Tax Information

At the time of writing this report we have not received a draft of the Washington Central Unified Union School District Equalized pupils. The state timeline is to have this information available on December 15th. There continues to be issues with the Agency of Education software used to collect this data.

We have done our best to estimate this information and considered the legislative change to use the FY 19-20 Average Daily Membership and to NOT use the FY 20-21 Average Daily Membership information. There are still other state-wide considerations in this formula so please consider the following information as estimates:

- FINAL Equalized Pupils FY 20-21 1440.65
- ESTIMATED Equalized Pupils FY 21-22 1422.30(Decline of 18.35 or 1.27%)

NOTE: If the legislators had not changed the formula our estimate is:
1401.04(Decline of 39.61 or 2.75%)

The new Common Level of Appraisal for each of the 5 towns is due December 31, 2020. We have used current Common Level of Appraisal information in preparing the tax calculations. These estimates will need to be updated when the final information is received in the coming weeks.

State-wide Tax Information

The December 1 letter from the Tax Commissioner stated that the average homestead tax rate would increase by 9.5 cents. This is due to a projected decline in state revenues of 4 cents and a projected cost for the Teachers Retirement system of 3.5 cents. These two factors represent a total increase of 7.5cents. School Districts cannot control or change this state-wide tax increase. The Press release and letter are attached to this memo.

The following projections were also included in the state calculations:

State Projections: Education Spending Growth Projected State Average 3.79%

Washington Central Unified Union

Budget Draft #1A 4.66%

Budget Draft #2 -1.26%

State Projections: Average Education Spending Increase per Equalized Pupil 3.75%

Budget Draft #1A 6.01%

Budget Draft #2 .02%

State Projections: Average Equalized homestead tax rate increase 9.5 cents

Budget Draft #1A 14.8 cents

Budget Draft #2 3.9 cents

Washington Central Unified Union School District
Budget 2021-2022

Uses AOE Final Tax Information June & November 2020

How to Calculate Tax Rates

Draft #2

Final Information FY 20-21	Incr % Budget 22 vs Budget 21
\$35,430,502	-1.89%
\$283,755	
\$1,094,291	
\$315,117	
\$772,664	
\$4,826,785	
\$7,292,612	-4.33%
\$28,137,890	-1.26%
1440.65	-1.27%
	Incr % Per Eq Pupil
\$19,531	0.02%
\$10,998	-2.14%
TAX INCR (DECR)	
177.59%	
\$1.776	\$0.039
FY20-21Tax Rate W/ CLA	Increase/ (Decrease)
\$1.723	\$0.038
\$1.857	\$0.041
\$1.893	\$0.042
\$1.795	\$0.039
\$1.770	\$0.039

TOTAL BUDGETED EXPENDITURES -Date to finalized- January 2021		
	\$34,760,225	A
LESS OFFSETTING REVENUES-per State formula:		
Interest Income	\$283,755	
Tuition-School Districts and Individuals	\$908,448	
Miscellaneous Income -Other	\$263,438	
Miscellaneous State Reimbursements	\$801,530	
Special Education Reimbursements	\$4,719,541	
TOTAL OFFSETTING REVENUES	\$6,976,712	B
LOCAL EDUCATION SPENDING	\$27,783,513	A-B=C
EQUALIZED PUPILS-per state report June 2020 AOE Two year average, HS weighted, .94931 state wtd- Information received Dec 15		
	1422.30	D
LOCAL SPENDING PER EQ PUPIL		
	\$19,534	C/D=E
Property Yield Per \$1.00 Tax Rate-Draft December 1	\$10,763	F
Spending Adjustment	181.49%	E/F=G
Equalized Tax Rate \$1.00	\$1.8149	
Using Equalized Tax Rate Divide By Common Level of Appraisal		
	Common Level Of Appraisal(CLA)- December 31	FY21-22Tax Rate W/ CLA
Berlin	103.09%	\$1.761
Calais	95.61%	\$1.898
East Montpelier	93.82%	\$1.934
Middlesex	98.93%	\$1.835
Worcester	100.35%	\$1.809

How to Calculate the Excess Spending Formula

Excess Spending Formula		
Debt Allocation-per formula	\$1,116,994	
Capital Fund Transfer pending AOE	\$725,000	
Special Education over \$60k-@10%	\$43,506	
New Teachers Retirement Assessment	\$129,892	
Subtotal Reductions per Excess Spending Formula	\$2,015,392	H
Reduction Per Equalized Pupil	\$1,417	H/D=I
WCUUSD Excess Spending Per Equalized Pupil	\$18,117	E-I=J
State Excess Spending Amount Per Eq Pupil-Dec 15th	\$18,789	K
Amount away from Threshold Per Equalized Pupil	\$672	K-I=L
Amount away from Threshold (cut needed)	\$955,474	L*D=M

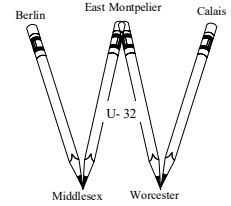
\$1,129,505
\$0
\$62,119
\$72,384
\$1,264,008
\$877
\$18,654
\$18,756
\$102
\$147,504

Washington Central Unified Union School District

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Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: Comparative Information
DATE: December 10, 2020

Comparative Information

The Finance Committee and School Board requested comparative information with other school districts. Here is a summary of the information readily available from the Agency of Education at the time of printing this report. This information was considered in developing the Budget Draft#2.

Budget FY 20	Education Spending Per Eq Pupil	WCUUSD Amount Above per EQ Pupil	Equalized Pupils
Washington Central	\$18,657		1452
Twinfield	\$18,261	\$396	349
Hazen	\$18,301	\$356	330
Harwood	\$17,957	\$700	1808
Orange SW/Randolph	\$17,154	\$1,503	873
Lamoille North	\$16,623	\$2,035	1466
Montpelier Roxbury	\$16,350	\$2,307	1241
Lamoille South	\$15,491	\$3,166	1645
Echo Valley/Central VT	\$15,347	\$3,310	289
Barre	\$13,560	\$5,097	2411

Comparative Information for Special Education

The Finance Committee and School Board requested comparative information with other school districts for Special Education. The only information readily available from the Agency of Education was outdated (FY 2017-2018). We expect information in the near future.

Here is a summary of the staffing and student historical trends information using the Budget Draft#2.

Total for WCUUSD K-12	# of students on IEPs	Total weight	Total average weight per caseload	Unweighted Caseload	FTE of special educators	SLP K-12	Paras	PCA	BI	Contracted BI's	IEP Student to Staff
Budget FY 22	229	621	28	10	22	4.4	25.66	3	16	14	2.7
Projected FY 21	229	626	26	10	24	4	25.66	1	10	14	2.9
Budget FY 21	244	637	26	10	24.5	3.9	27.7	1	11	23	2.7
FY20	256	623	27	11	22.9	4.1	27.85	2	10	27	2.7

The following page is a summary of the historical spending trends information using the Budget Draft #2.

WCUUSD Special Education Program
 Spending Trends Report
 Budget 21-22-DRAFT #2
 December 10 2020

	Actual FY 19-20	Budget FY 20-21	Projected FY 20-21	Budget FY 21-22	Expense change	Revenue Change	Net Impact on Taxes
Total State Placed Student Costs	\$422,437	\$534,868	\$355,508	\$373,790	-\$161,078	-\$161,078	\$0
Total Extraordinary Student Costs over \$60k	\$1,395,064	\$1,602,182	\$1,465,147	\$1,559,252	-\$42,930	-\$40,784	-\$2,147
Total SPED Program Costs Incl 504	\$4,453,376	\$5,097,402	\$4,804,689	\$5,123,880	\$26,479	\$67,633	-\$41,154
Total Administration Costs	\$381,752	\$363,566	\$414,679	\$411,752	\$48,186	\$26,984	\$21,202

Total Special Education Costs	\$6,652,628	\$7,598,017	\$7,040,023	\$7,468,674	-\$129,343	-\$107,244	-\$22,099
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Students on IEP's	256	244	229	229
Average Cost Per Pupil	\$25,987	\$31,139	\$30,742	\$32,614
Incremental Increase per pupil		\$5,153	-\$397	\$1,872
% Increase Per Pupil		20%	-1%	6%
% Increase Per Pupil FY 20 to FY 22(2 Year)				26%
Increase per pupil Budget 22 to Budget 21				\$1,475
Percentage Increase Per Pupil Budget 22 to Budget 21				4.74%

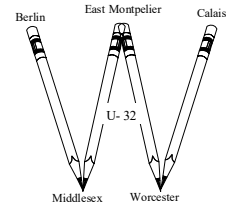
Special Education Student % to All Students	16.3%	16.4%	15.4%	15.8%
Special Education Costs % to Total Budget	20.3%	21.4%	19.9%	21.5%

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Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: Budget Draft #2
DATE: December 10, 2020

On November 18, 2020, the School Board established parameters for the second draft of the budget. The parameters are:

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

We have considered the above parameters along with, the following considerations:

- Minimize the tax impact.
- The cost per equalized pupil.

In preparing the Draft #2 budget, we have met several times with the Principal's and Central Office Administrator's to work through ideas and areas for budget reductions. This year we have a unique opportunity to utilize the Early Retirement program to reduce and restructure staffing for the 15 positions which are available. In our meetings, we reviewed the projected enrollments, staffing and class size minimums/maximums with each Administrator. We also discussed the comparative information included in this packet. Through creative planning, we have identified numerous areas to achieve budget reductions.

Here is a summary of our work:

- The Draft #2 budget for Board consideration, reflects a DECREASE to the Net Impact on Taxes of -\$354,377 or -1.00%.

- For reference purposes, the Draft #1 budget had a Net Impact on Taxes increase of \$1,310,356 or 3.7%.
- Using the Draft #1 budget as a starting point, the Net Impact on Taxes was REDUCED by -\$1,664,733 or -4.70%.
- This reduction was accomplished by the following themes:
 - Take out one-time expenses and utilize fund balance as appropriate.
 - Update spending to reflect the declining enrollment and review actual spending for prior years.
 - Utilize the Early Retirement Program to reduce and restructure staffing.

Included in this packet is more information about the budget reductions and plans to utilize fund balance. These will be reviewed in more detail at the Board meeting.

Equalized Pupil Hold Harmless provision and Small Schools Grant

In preparing this budget draft, we learned that only Schools who voluntarily merged were eligible for the Equalized Pupil Hold Harmless provision of a 3.5% decline and the continuation of Small Schools Grants. Lori Bibeau requested that Janet Ancel (a representative for the district) check on this to see if there was a way to keep these same provisions for schools who did not voluntarily merge. Janet Ancel notified us she is working on this and more information will be forthcoming.

Fund Balance

The Fund Balance provides an opportunity for one-time expenses or for unknown items. Included in this packet is more information about plans to utilize the fund balance for budget reductions. While we have made every attempt to project costs not included in the budget, it should be noted there are several items with an amount a TBD (To Be Determined). We will need more time to prepare estimates. The fund balance sheet will be updated for the January 6, 2021 board meeting to include the latest information available.

Budget Next Steps

We would appreciate feedback and guidance regarding the Draft #2 budget so we can consider the School Boards input as we complete the next version of the budget. There will also be new revenue and tax information for the Draft #3 budget. The next meeting scheduled to review the budget again is January 6, 2021.

WCUUSD Budget FY2021-2022 CHANGE SUMMARY

16-Dec-20

Draft 2

	ADJUSTED BUDGET 2021	INCREASE (DECREASE)	BUDGET % CHANGE	BUDGET 2022
SALARIES AND BENEFITS				
<u>Negotiated Items</u>				
Salary Estimate		\$565,877	1.60%	
Benefits Related to Salary Estimate		\$56,588	0.16%	
Health Insurance @ 9.6% Increase with current coverage, HRA Adjustment		\$81,626	0.23%	
Miscellaneous Benefit Changes		-\$19,452	-0.05%	
SUBTOTAL NEGOTIATED ITEMS		\$684,639	1.93%	
<u>Other Staffing Changes</u>				
Staffing Changes-Includes Early Retirement & Unfilled Vacant Positions		-\$786,629	-2.22%	
Staffing Transferred to Grant Funding		-\$164,336	-0.46%	
Administrative Reductions		-\$390,422	-1.10%	
Covid Coordinator and Full-time Nurses at all schools-Grant/Fund Balance		\$0	0.00%	
Special Education Programs-Addl. Staffing 6.71 FTE's ESP		\$272,163	0.77% *See Revenues Below	
Academic & Operation of Plant Programs-Staffing Changes		\$181,690	0.51%	
SUBTOTAL OTHER STAFFING CHANGES		-\$887,534	-2.50%	
TOTAL SALARY & BENEFITS	\$24,928,979	-\$202,895	-0.57%	\$24,726,084
<u>NONSALARY ITEMS</u>				
Fund Transfer Food Program-Draft #2		\$0	0.00%	
Technology Services-Erate Income		-\$44,679	-0.13%	
Operation of Plant-Repair and Maintenance(Previously Capital)		\$100,000	0.28%	
Technical Education Tuition(Using current year +2%)		\$10,125	0.03%	
Transportation Services		\$44,842	0.13%	
School-wide Budget update		-\$76,909	-0.22%	
School-wide Expenses-Prek Services		-\$96,105	-0.27%	
Special Education Programs-Tuition & Prof Svcs		-\$404,970	-1.14% *See Revenues Below	
TOTAL NONSALARY-w/o OTHER ITEMS	\$8,553,677	-\$467,696	-1.32%	\$8,085,981
SUBTOTAL BASE BUDGET INCREASE	\$33,482,656	-\$670,591	-1.89%	\$32,812,065
<u>OTHER ITEMS</u>				
Debt Service-Bond Payment	\$1,241,324	-\$18,164	-0.05%	\$1,223,160
Capital Fund -Transfer	\$706,522	\$18,478	0.05%	\$725,000
TOTAL OTHER ITEMS	\$1,947,846	\$314	0.00%	\$1,948,160
Combined Total WCUUSD Expenses	\$35,430,502	-\$670,277	-1.89%	\$34,760,225
Revenues that Offset Expense Increases(Decreases):				
Tuition Income-Level Budget @9 Less Students(4 FY21, 5 FY22)		-\$185,843	-0.52%	
Small Schools Grant		\$28,866	0.08%	
Miscellaneous Income-ERATE See Exp		-\$44,679	-0.13%	
Miscellaneous Income-u32		-\$7,000	-0.02%	
Special Education Reimbursements		-\$107,244	-0.30% *See Expenses Above	
Transportation Aid-COVID		\$0	0.00%	
Subtotal Revenues		-\$315,900	-0.89%	
Net Impact on Taxes		-\$354,377	-1.00%	

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Draft 2

BUDGET 2021-2022 VS BUDGET 2020-2021

%

Budget22/
Budget 21**DESCRIPTION**
REVENUES

	Actual 2020	BUDGET 2021	PROJECTED 2021	BUDGET 2022	Increase(Decrease)
TUITION-SCHOOL DISTRICTS & INDIVIDUALS	\$1,081,930	\$1,094,311	\$1,011,703	\$908,468	-\$185,843
INVESTMENT EARNINGS INTEREST	\$354,463	\$283,755	\$229,975	\$283,755	\$0
MISCELLANEOUS INCOME-OTHER	\$305,289	\$315,118	\$326,618	\$263,440	-\$51,679
EDUC. SPENDING REVENUES	\$27,091,430	\$28,137,890	\$28,137,890	\$27,783,513	-\$354,377
MISC STATE REIMBURSEMENTS	\$909,141	\$772,663	\$2,727,246	\$801,529	\$28,866
SPED EXPENDITURE REIMBURSEMENT	\$4,321,332	\$4,826,765	\$4,521,877	\$4,719,520	-\$107,245

SUBTOTAL REVENUES

	\$34,063,585	\$35,430,502	\$36,955,309	\$34,760,225	-\$670,277
FUND BALANCE	\$1,941,291	\$0	\$0	\$0	\$0
TOTAL REVENUES	\$36,004,876	\$35,430,502	\$36,955,309	\$34,760,225	-\$670,277

-1.89%

EXPENSES**INSTRUCTIONAL SERVICES**

SALARIES	\$7,885,465	\$8,540,110	\$8,369,876	\$8,379,023	-\$161,087
MISCELLANEOUS BENEFITS	\$2,318,701	\$2,629,714	\$2,540,085	\$2,452,228	-\$177,486
TUITION REIMBURSEMENT	\$160,237	\$197,042	\$197,042	\$193,962	-\$3,080
PROFESSIONAL EDUCATION SVC	\$43,746	\$169,132	\$73,263	\$62,795	-\$106,337
TUITION TO OTHER SCHOOL DISTRICTS	\$475,755	\$506,668	\$506,268	\$516,390	\$9,722
TRAVEL	\$10,585	\$14,700	\$15,100	\$14,100	-\$600
GENERAL SUPPLIES	\$195,450	\$276,105	\$285,605	\$240,913	-\$35,192
BOOKS AND PERIODICALS	\$26,504	\$83,593	\$74,390	\$56,484	-\$27,109
EQUIPMENT	\$6,223	\$64,000	\$64,000	\$49,901	-\$14,099
DUES AND FEES	\$2,999	\$700	\$700	\$1,200	\$500
TOTAL INSTRUCTIONAL SERVICES	\$11,125,665	\$12,481,764	\$12,126,329	\$11,966,996	-\$514,768

-4.12%

PRESCHOOL PROGRAM

SALARIES	\$375,148	\$366,368	\$351,002	\$322,470	-\$43,898
MISCELLANEOUS BENEFITS	\$109,184	\$100,318	\$117,464	\$99,987	-\$331
TUITION REIMBURSEMENT	\$1,675	\$4,331	\$4,331	\$0	-\$4,331
PROFESSIONAL EDUCATION SVC	\$50,727	\$112,927	\$110,952	\$40,338	-\$72,589
TUITION TO PRIVATE SCHOOLS	\$180,066	\$148,325	\$144,690	\$148,512	\$187
GENERAL SUPPLIES	\$11,932	\$7,915	\$7,915	\$7,715	-\$200
TOTAL PRESCHOOL PROGRAM	\$728,732	\$740,184	\$736,354	\$619,022	-\$121,162

-16.37%

GUIDANCE SERVICES

SALARIES	\$745,719	\$773,088	\$723,423	\$766,750	-\$6,338
MISCELLANEOUS BENEFITS	\$245,850	\$270,590	\$264,474	\$271,074	\$484
TUITION REIMBURSEMENT	\$2,739	\$3,575	\$3,575	\$1,125	-\$2,450
GENERAL SUPPLIES	\$26,954	\$34,200	\$34,200	\$32,550	-\$1,650
BOOKS AND PERIODICALS	\$450	\$2,260	\$2,260	\$1,010	-\$1,250
TOTAL GUIDANCE SERVICES	\$1,021,712	\$1,083,713	\$1,027,932	\$1,072,509	-\$11,204

-1.03%

HEALTH SERVICES

SALARIES	\$323,018	\$340,061	\$335,365	\$348,269	\$8,208
MISCELLANEOUS BENEFITS	\$128,100	\$139,871	\$149,070	\$149,455	\$9,584

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Draft 2

BUDGET 2021-2022 VS BUDGET 2020-2021

DESCRIPTION	Actual 2020	BUDGET 2021	PROJECTED 2021	BUDGET 2022	Increase(Decrease)	% Budget22/ Budget 21
TUITION REIMBURSEMENT	\$4,100	\$2,300	\$2,300	\$0	-\$2,300	
TECHNICAL SERVICES	\$120	\$550	\$562	\$550	\$0	
GENERAL SUPPLIES	\$3,993	\$6,535	\$6,535	\$7,135	\$600	
BOOKS AND PERIODICALS	\$496	\$933	\$933	\$845	-\$88	
TOTAL HEALTH SERVICES	\$459,827	\$490,250	\$494,765	\$506,254	\$16,004	3.26%
LIBRARY SERVICES						
SALARIES	\$336,130	\$350,669	\$341,951	\$328,725	-\$21,944	
MISCELLANEOUS BENEFITS	\$106,714	\$116,849	\$112,084	\$106,774	-\$10,075	
TUITION REIMBURSEMENT	\$2,968	\$5,400	\$5,400	\$1,300	-\$4,100	
GENERAL SUPPLIES	\$10,895	\$19,901	\$19,901	\$15,895	-\$4,006	
BOOKS AND PERIODICALS	\$43,545	\$50,658	\$50,658	\$52,108	\$1,450	
TOTAL LIBRARY SERVICES	\$500,252	\$543,477	\$529,994	\$504,802	-\$38,675	-7.12%
CURRICULUM SERVICES						
PROGRAM COSTS	\$157,084	\$253,501	\$193,145	\$317,292	\$63,791	
TOTAL CURRICULUM SERVICES	\$157,084	\$253,501	\$193,145	\$317,292	\$63,791	25.16%
INSTRUCTIONAL -RELATED TECHNOLOGY SVCS						
SALARIES	\$467,477	\$518,692	\$524,145	\$530,764	\$12,072	
MISCELLANEOUS BENEFITS	\$97,058	\$104,089	\$96,072	\$111,723	\$7,634	
TUITION REIMBURSEMENT	\$0	\$8,600	\$6,100	\$7,500	-\$1,100	
TECHNOLOGY RELATED R&M	\$39,421	\$32,516	\$32,516	\$32,516	\$0	
RENTALS AND LEASES-COPIER	\$31,742	\$50,700	\$55,200	\$50,700	\$0	
COMMUNICATIONS	\$111,555	\$136,400	\$134,400	\$131,500	-\$4,900	
SUPPLIES-TECHN RELATED	\$28,331	\$36,300	\$36,300	\$36,300	\$0	
SUPPLIES-TECHN RELATED-SOFTWARE	\$49,110	\$234,324	\$240,014	\$300,000	\$65,676	
EQUIPMENT/FINANCIAL SOFTWARE	\$403,684	\$324,250	\$324,250	\$280,000	-\$44,250	
TOTAL INSTR REL-TECHNOLOGY SVCS	\$1,228,378	\$1,445,871	\$1,448,997	\$1,481,003	\$35,132	2.43%
BOARD OF EDUCATION SVCS.						
SALARIES	\$20,282	\$27,964	\$27,964	\$28,155	\$191	
MISCELLANEOUS BENEFITS	\$2,071	\$2,624	\$2,624	\$2,639	\$15	
OFFICIAL SVC TAX COLLECT.	\$10,639	\$0	\$0	\$0	\$0	
LEGAL SERVICES	\$42,815	\$25,850	\$25,850	\$25,850	\$0	
INSURANCE	\$95,651	\$99,832	\$99,832	\$101,829	\$1,997	
ADVERTISING	\$3,878	\$10,700	\$10,200	\$7,600	-\$3,100	
GENERAL SUPPLIES	\$18,233	\$17,200	\$17,700	\$25,500	\$8,300	
DUES AND FEES	\$225	\$23,765	\$23,765	\$15,765	-\$8,000	
COVID-19 EXPENSES	\$111,847	\$0	\$1,925,717	\$0	\$0	
TOTAL BOARD OF EDUCATION SVCS.	\$305,641	\$207,935	\$2,133,652	\$207,338	-\$597	-0.29%
SUPERINTENDENT SERVICES						
PROGRAM COSTS	\$522,037	\$554,668	\$545,812	\$555,796	\$1,128	
TOTAL SUPERINTENDENT SERVICES	\$522,037	\$554,668	\$545,812	\$555,796	\$1,128	0.20%

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Draft 2

BUDGET 2021-2022 VS BUDGET 2020-2021

DESCRIPTION	Actual 2020	BUDGET 2021	PROJECTED 2021	BUDGET 2022	Increase(Decrease)	% Budget22/ Budget 21
OFFICE OF THE PRINCIPAL						
SALARIES	\$1,332,445	\$1,417,005	\$1,415,271	\$1,244,637	-\$172,368	
MISCELLANEOUS BENEFITS	\$447,018	\$492,589	\$516,096	\$437,214	-\$55,375	
TUITION REIMBURSEMENT	\$11,764	\$21,200	\$21,200	\$22,000	\$800	
PURCHASED PROF & TECHNICAL SERVICES	\$27,705	\$17,625	\$17,625	\$11,800	-\$5,825	
COMMUNICATIONS-POSTAGE	\$14,181	\$17,960	\$17,960	\$17,460	-\$500	
TRAVEL	\$3,969	\$5,100	\$5,100	\$4,800	-\$300	
GENERAL SUPPLIES	\$44,473	\$43,410	\$43,410	\$43,410	\$0	
DUES AND FEES	\$12,692	\$7,475	\$7,475	\$8,150	\$675	
TOTAL OFFICE OF THE PRINCIPAL	\$1,894,247	\$2,022,364	\$2,044,137	\$1,789,471	-\$232,893	-11.52%
FISCAL SERVICES						
INTEREST ON SHORT-TERM DEBT	\$262,925	\$260,640	\$209,145	\$262,925	\$2,285	
PROGRAM COSTS	\$546,236	\$541,583	\$551,295	\$523,162	-\$18,421	
TOTAL FISCAL SERVICES	\$809,161	\$802,223	\$760,440	\$786,087	-\$16,136	-2.01%
OPERATION AND MAINT.PLANT						
SALARIES	\$1,173,957	\$1,216,820	\$1,225,261	\$1,359,061	\$142,241	
MISCELLANEOUS BENEFITS	\$365,771	\$414,365	\$445,841	\$493,111	\$78,746	
UTILITY SERVICES	\$56,344	\$42,350	\$44,500	\$44,950	\$2,600	
CLEANING SERVICES	\$77,753	\$87,355	\$81,580	\$77,580	-\$9,775	
REPAIR AND MAINTENANCE SERVICES &PROP	\$169,605	\$189,892	\$193,005	\$289,005	\$99,113	
TRAVEL/GAS &BOTTLED GAS	\$3,802	\$10,640	\$11,804	\$8,804	-\$1,836	
SHARED SERVICES	\$2,604	\$0	\$0	\$0	\$0	
GENERAL SUPPLIES	\$176,042	\$143,294	\$129,294	\$131,794	-\$11,500	
ELECTRICITY	\$256,081	\$314,220	\$300,090	\$276,190	-\$38,030	
OIL	\$97,408	\$111,440	\$93,406	\$117,406	\$5,966	
OTHER ENERGY-WOOD CHIPS / WOOD PELLETS	\$100,385	\$121,129	\$166,129	\$145,129	\$24,000	
EQUIPMENT	\$16,990	\$20,600	\$20,600	\$23,600	\$3,000	
TOTAL OPER. AND MAINT.PLANT	\$2,496,742	\$2,672,105	\$2,711,510	\$2,966,630	\$294,525	11.02%
STUDENT TRANSPORTATION SV						
STUDENT TRANSPORTATION SV	\$1,285,046	\$1,494,718	\$1,494,718	\$1,539,560	\$44,841	
TOTAL STUDENT TRANSPORTATION SV	\$1,285,046	\$1,494,718	\$1,494,718	\$1,539,560	\$44,841	3.00%
STUDENT TRANS-OTHER						
STUDENT TRANS-FIELD TRIPS	\$37,522	\$44,805	\$44,805	\$45,105	\$300	
TOTAL STUDENT TRANS-OTHER	\$37,522	\$44,805	\$44,805	\$45,105	\$300	0.67%
DEBT SERVICE						
REDEMPTION OF PRINCIPAL	\$1,376,690	\$926,910	\$926,910	\$927,136	\$226	
INTEREST LONG TERM DEBT	\$288,507	\$314,414	\$314,414	\$296,024	-\$18,390	
TOTAL DEBT SERVICE	\$1,665,197	\$1,241,324	\$1,241,324	\$1,223,160	-\$18,164	-1.46%

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Draft 2

BUDGET 2021-2022 VS BUDGET 2020-2021

DESCRIPTION	Actual 2020	BUDGET 2021	PROJECTED 2021	BUDGET 2022	Increase(Decrease)	% Budget22/ Budget 21
FUND TRANSFER OUT						
FUND TRANSFER-CAPITAL	\$1,116,012	\$706,522	\$706,522	\$725,000	\$18,478	
FUND TRANSFER-FOOD SERVICE	\$109,403	\$149,115	\$149,115	\$149,115	\$0	
FUND TRANSFER-COMMUNITY CONNECTIONS	\$0	\$40,000	\$40,000	\$40,000	\$0	
TOTAL TRANSFER TO OTHER FUNDS	\$1,225,415	\$895,637	\$895,637	\$914,115	\$18,478	2.06%
SUPPORT PROGRAMS-SP ED						
SALARIES	\$1,047,892	\$1,081,228	\$1,013,772	\$1,256,884	\$175,656	
MISCELLANEOUS BENEFITS	\$465,323	\$592,323	\$542,958	\$737,731	\$145,408	
PROGRAM COSTS	\$5,139,438	\$5,924,466	\$5,505,793	\$5,458,152	-\$466,314	
TOTAL SUPPORT PROGRAMS	\$6,652,653	\$7,598,017	\$7,062,523	\$7,452,767	-\$145,250	-1.91%
ENGLISH LANGUAGE LEARNER						
PROGRAM COSTS	\$74,235	\$83,408	\$94,873	\$88,417	\$5,009	
TOTAL ENGLISH LANGUAGE LEARNER	\$74,235	\$83,408	\$94,873	\$88,417	\$5,009	6.01%
CO-CURRICULAR ACTIVITIES						
MISCELLANEOUS EXPENSES	\$637,875	\$774,537	\$771,687	\$723,902	-\$50,635	
TOTAL COCURRICULAR ACTIVITIES	\$637,875	\$774,537	\$771,687	\$723,902	-\$50,635	-6.54%
TOTAL EXPENSES	\$32,827,421	\$35,430,502	\$36,358,634	\$34,760,225	-\$670,277	-1.89%

SUMMARY OF WHAT CHANGED FROM DRAFT #1 BUDGET TO DRAFT #2 BUDGET
Budget Reductions since Draft #1 total \$1,664,733. Here is more information:

- **Negotiated Items-Reduced by \$325,288:**
 - Update the Salary Estimate for the final horizontal salary signups due December 1. Reduction: \$68k
 - Use Fund Balance for one year of Early Retiree Health Insurance Reduction: \$67k
 - Update the Health Insurance Reimbursement budget for projected claims experience. Reduction: \$231k
 - Update Health insurance benefits to reflect current staff elections, inflation (10% to 9.6%) Increase: 61k
 - Other Miscellaneous Benefits Reduction: \$20k
- **Other Staffing Changes-Reduced by \$1,142,229:**
 - Utilize grant funds where available Reduction: \$164k
 - Review Early Retiree/open positions- not fill positions and updated projected position costs for those recently vacated/filled. Reduction: \$563k
 - Take out COVID Staff Reduction: \$206k reserve Fund Balance(updated cost)
 - Reduce Administrative Costs Reduction: \$390k
 - Add 1.0 FTE Facility Director Increase: \$115k
 - Add .5 FTE Health Instruction Increase: \$39k
 - Add .25 FTE Early Education Coordinator Increase: \$27k
- **Nonsalary Item-Reduced by \$423,126**
 - Reduce Technology WAN Costs for estimated reimbursements (See Revenue reduction of equal amount.) Reduction: 45k
 - Reduce Technical Education estimate. Reduction: \$20k
 - Reduce spending to reflect a review of actual spending for prior years and a declining enrollment. Reduction: \$77k
 - Increase ACT 166 Pre-k Tuition Increase: \$16k
 - Reduce Special Education for latest information for contract service. Reduction: \$34k
 - Reduce U-32 Repair and Maintenance to reflect a one-time adjustment. Reduction \$263k-Amount to reserve fund balance-TBD
 - Utilize Fund Balance for other one-time needs.
- **Other Items-Increased by \$18,478**
 - Increase Capital Fund Transfer for the amount of the decrease in the bond payments. Increase: \$18.5k
- **Revenue Changes-Decrease by \$207,432:**
 - Miscellaneous Income-Reduce Erate and other income. Reduction: \$51k
 - Reduce Special Education for expense changes. Reduction: \$210k
 - Transportation Aid-Level budget and use Fund Balance for expected reduction. Increase: \$54k

- **Other Information**

- What remains is to finalize revenue and tax information prior to the January 2021 draft #3 budget.

FUND BALANCE-Reserve for Budget 21-22 items-a total of \$456k TBD

In summary, we recommend utilizing the fund balance for one-time items or for items that may receive future Cares Relief Grant Funds.

Early Retirement-Reserve \$212k

- Pay the first installment of the Early Retirement expense using fund balance in FY 20-21. The District has used this strategy before which involves moving the payments from September to June for the following reasons:
 - To save a one-time health insurance expense (\$67k) in next year's budget.
 - The final year savings (\$145k) would occur in Budget FY 2023 versus Budget FY 2024.

Anticipated Transportation Aid Revenue reduction-Reserve \$54k-Amount TBD:

- We are projecting a reduction in Transportation Aid next year. The amount is yet to be determined and is due to savings in Transportation Services expenses last year.
- We are estimating \$54k MAY be needed for this one-time revenue shortfall and reserving the Fund balance would be appropriate. We should have more information in January 2021.

COVID-19 Related Expenses-Reserve \$190k.

- At this time, we do not know if there will be additional COVID-19(Cares Relief Funds for eligible expenses. Based on this year, if expenses are budgeted for, they are not eligible for reimbursement using Federal funds. Therefore, we recommend Fund Balance be reserved for new expenses related to COVID-19. Please note: estimates still need to be prepared for sanitation and Personal Protective Equipment (PPE).
- 2.0 FTE (Nurses and the COVID Coordinator) are no longer included in the Draft #2 budget (please note the cost estimates have changed using the latest information).

Building Repair and Maintenance Expenses-Reserve Amount TBD

Strategic planning process-Reserve Amount TBD

Curriculum Management Review Recommendations-Reserve Amount TBD

Capital Fund Transfer-Transfer Amount TBD

**WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
WARNING – Draft #1**

The legal voters of the Washington Central Unified Union School District, a municipal corporation consisting of the Towns of Berlin, Calais, East Montpelier, Middlesex, and Worcester, Vermont, are hereby notified and warned to meet in their respective towns at the polling places hereinafter named on Tuesday, March 2, 2021, to vote by Australian ballot on Articles 1 through 9 as outlined below. The polls will open beginning at 10:00 AM in Berlin; 8:00 AM in Calais; 7:00 AM in East Montpelier; 7:00 AM in Middlesex; and 10:00 AM in Worcester. The polls will close in all towns at 7:00 PM.

ARTICLE 1. To elect a Clerk for a term of one (1) year.

ARTICLE 2. To elect a Treasurer for a term of one (1) year.

ARTICLE 3. To elect a Moderator for a term of one (1) year.

ARTICLE 4. To elect the following School Directors:

Berlin	One (1) School Director	One (1) Year of a Two (2) Year Term
	One (1) School Director	Three (3) Year Term
Calais	One (1) School Director	Three (3) Year Term
East Montpelier	One (1) School Director	Three (3) Year Term
Middlesex	One (1) School Director	Two (2) Years of a Three (3) Year Term
	One (1) School Director	Three (3) Year Term
Worcester	One (1) School Director	Two (2) Years of a Three (3) Year Term
	One (1) School Director	Three (3) Year Term

ARTICLE 5. To fix the annual compensation of the Union School District officers.

Clerk	\$500.00
Treasurer	\$6,600.00
Directors	\$1,000.00 each

ARTICLE 6. Shall the voters of the Washington Central Unified Union School District approve the school board to expend \$_____ which is the amount the school board has determined to be necessary for the ensuing fiscal year? It is estimated that this proposed budget, if approved, will result in education spending of \$_____ per equalized pupil. This projected spending per equalized pupil is _____% higher than spending for the current year.

ARTICLE 7. Shall the School District authorize the Board of School Directors of Washington Central Unified Union School District to hold any audited fund balance as of June 30, 2021 in a reserve fund to be expended under the control and direction of the Board of School Directors for the purpose of operating the school?

ARTICLE 8. Shall the School District authorize the Board of School Directors to borrow money in anticipation of the receipt of revenues for the 2021-2022 school year?

ARTICLE 9. Shall the School District authorize a capital improvement/replacement reserve fund, pursuant to the provisions of 24 V.S.A. §2804 for the purpose of the funding necessary for capital improvements and replacement projects?

Polling Places and Times:

Berlin Municipal Office in Berlin Corners – 8:00 AM - 7:00 PM

Calais Town Hall in Calais – 7:00 AM - 7:00 PM

East Montpelier Elementary School in East Montpelier – 7:00 AM – 7:00 PM

Rumney Memorial School in Middlesex – 7:00 AM – 7:00 PM

Doty Memorial School in Worcester – 10:00 AM – 7:00 PM

A virtual public hearing will take place at 6:30 PM on March 1, 2021 to provide information on the articles to be voted by Australian Ballot at the municipalities' respective Town Meetings on Tuesday, March 2, 2021.

Upon closing of the polls, the ballots shall be transported and delivered to the Berlin Elementary School in the Town of Berlin and comingled and counted by members of the Boards of Civil Authority of several towns under the supervision of the Clerk of the Washington Central Unified Union School District.

The legal voters of Washington Central Unified Union School District are further notified that voter qualification, registration, and absentee voting relative to said annual meeting shall be as provided in Sections 553 and 706(u) of Title 16, and Chapters 43, 51 and 55 of Title 17, Vermont Statutes Annotated.

SCHOOL DIRECTORS

Mary Ormsby, Clerk

C. Scott Thompson, Chair (Calais)

George Gross (Berlin)

Flor Diaz Smith, Vice-Chair (East Montpelier)

Dorothy Naylor (Calais)

Jonas Eno-Van Fleet, Clerk (Worcester)

Jaiel Pulskamp (Worcester)

Diane Nichols-Fleming (Berlin)

Malinda (Lindy) Johnson (East Montpelier)

Karoline May (Middlesex)

Chris McVeigh (Middlesex)

Jill Olson (Middlesex)

Kari Bradley (Calais)

Stephen Looke (East Montpelier)

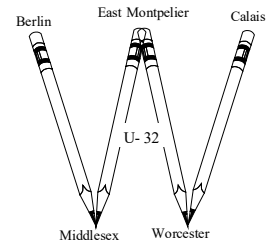
Jonathan Goddard (Berlin)

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 School Board
FROM: Bryan Olkowski, WCUUSD Superintendent
DATE: December 10, 2020
RE: School Board Member Vacancies

WCUUSD has the following school board member vacancies for election this year. The board members who are in these seats have been notified and given the information on how to be on the ballot this year.

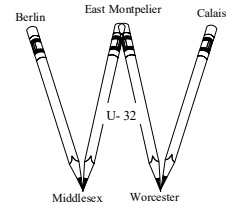
Berlin	One (1) School Director	One (1) Year of a Two (2) Year Term
	One (1) School Director	Three (3) Year Term
Calais	One (1) School Director	Three (3) Year Term
East Montpelier	One (1) School Director	Three (3) Year Term
Middlesex	One (1) School Director	Two (2) Years of a Three (3) Year Term
	One (1) School Director	Three (3) Year Term
Worcester	One (1) School Director	Two (2) Years of a Three (3) Year Term
	One (1) School Director	Three (3) Year Term

Washington Central Unified Union School District

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Bryan Olkowski
Superintendent



TO: WCUUSD Finance Committee & School Board
FROM: Bryan Olkowski, Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: Annual/Town Report Format
DATE: December 10, 2020

The Washington Central Unified Union School District developed an annual report for the newly merged district for the first time for Budget 20-21. Prior to last year, each Town requested a variety of formats and reports for each School District and the Supervisory Union. Last year, two town's requested the Board consider modifications to include payroll information in the annual report.

We were asked to provide the Board with more information about the school reports and town reports. Lori Bibeau has collected information regarding the historical information and here is a summary:

- All five town's printed different reports and variations in some reports.
- Some town reports use the standard size of 8.5" by 11" and others use 6" by 9".
- Over the years, complying with the different sizes, formats and specific requests has been a challenge.
- Here are examples of historical Town Reports along with the number of printed pages:
 - Berlin-95 pages
 - Calais-29 pages
 - East Montpelier-40 pages
 - Middlesex-27 pages
 - Worcester-26 pages
 - U32 Annual Report-16 pages
 - School Reports –page length TBD
 - The new WCUUSD Annual Report is 28 pages (including more student pictures and School Report Information).

In developing the new report, the Board considered prior reports and options for the newly merged district. The new WCUUSD Annual Report was designed to include the information, in a common format, previously included in the individual Town Reports. The following items were not included in the Annual Report but were previously included in the Town Reports:

- Detailed Historical tax Information by Town-
 - Rationale: This was included in all town reports when the tax rate was separate for each school district and was unique to each Town.
- Employee Salary information
 - Rationale: This was previously included in some Town Reports in a variety of formats. It was included in 3 Town Reports –not included in 2 Town/1 School report.

The Town of Berlin and Town of East Montpelier requested the School Board reconsider printing the salary information in the Annual Report this year. Should the School Board agree to the request, we recommend printing it in a standard format that would be the easiest to produce. The School Board might want to consider having it available on the website, like we do for the auditor's report, with a note in the annual report on how to access the information.

A decision needs to be made at the December 16, 2020 meeting so we can notify our service providers who design and prepare the report.

Community Engagement during the Pandemic Emergency

Purpose of this agenda item: to lay out the problem and start brainstorming ways to connect with the greater public and learn their ideas, concerns, and desires, given pandemic emergency restrictions.

Duration of discussion: 10 minutes.

Statement of the problem: Pandemic restrictions on social contact also tend to curtail the broad, casual exchange of information that happens naturally in normal life. Opportunities to hear how our constituents think and feel are currently limited to board Zoom meetings, Front Porch Forum, phone, and e-mail. Chance encounters with people we do not often see, yet whose brief remarks can greatly enrich our understanding, barely occur now.

What we have going for us: Our board accurately mirrors the population of our census area in the standard demographic categories — age, sex, race, and ethnicity.

What we have working against us: The composition of our board is skewed with regard to the life conditions and experience of the population of our census area. It is possible that more than 50% of the population have no one on the board who shares their material and cultural life-world.

Income

\$32,413

Per capita income

about the same as the amount in
Vermont: \$33,238

about the same as the amount in
United States: \$32,621

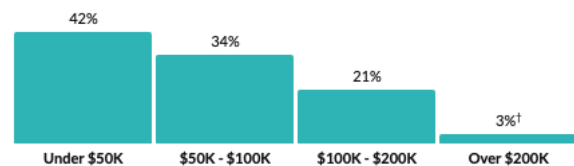
\$60,133

Median household income

about the same as the amount in
Vermont: \$60,076

about the same as the amount in
United States: \$60,293

Household income



[Show data / Embed](#)

Educational attainment

93.1%

High school grad or higher

about the same as the rate in
Vermont: 92.6%

a little higher than the rate in United
States: 87.7%

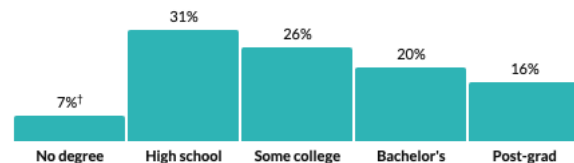
36.5%

Bachelor's degree or higher

about the same as the rate in
Vermont: 37.3%

about 20 percent higher than the
rate in United States: 31.5%

Population by minimum level of education



* Universe: Population 25 years and over

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Ultimate aim: to be open and accessible to everyone, and to make a special effort towards those with whom we might not already share a close affinity or easy mutual understanding.

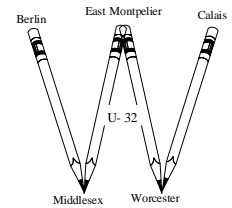
CST, 12/9/2020

Washington Central Unified Union School District

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

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Bryan Olkowski
Superintendent



Washington Central Unified Union School District Board Meeting Minutes Unapproved 12.2.20 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, Chris McVeigh, Dorothy Naylor

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

Others/Public: ORCA Media, Elizabeth Wirth, Rhonda Prensky, Sonya Rhodes, Cindy, David Lawrence, Gloria Roy, Jeff Dean, Mack Gardner-Morse, Susan Carbora, Carla Messier, Ellen Dorsey, KM

1. **Call to Order:** Scott Thompson called the meeting to order at 6:01 p.m.
2. **Budget Community Forum – Presentation:** Scott Thompson, Flor Diaz Smith, Kari Bradley presented a slide show WCUUSD FY 21-22 *Board Draft #1 Budget Presentation, December 2, 2020*. Kari Bradley explained that the first draft of the budget is a level-service budget.
 - 2.1. **Public Feedback:** Flor Diaz Smith asked for small groups to discuss the following:
 - What clarifying questions do you have?
 - What are your reactions to this information?
 - Are we properly balancing the budget impacts on students, schools, and taxpayers?

Sharing out after small groups:

- Main concerns: costs
- Expression of appreciation for how remote learning has been implemented and how school has continued to operate. Concern about assessment plan-is this a duplicate of MTSS? Or is this competing with MTSS?
- Concern – is there too much administrative overhead?
- People are hurting financially – this pain should be shared by all including employees of the school district.
- The issue of debt – the pooling of pre-existing debt and the debt service that goes along with it.

- Question for Lori or Bryan: need for new money for building repairs and maintenance in this year's budget – why was this not allocated in last years?
- Lori- at U32 we used capital fund transfer money- this year we are considering a list of possible capital projects and will have more information coming in the future.
- How did 20/21 enrollment get calculated?
- Slice of Special Ed from last year's budget to this year's budget-thank you Kelly Bushey for trying to realize cost savings there.
- Some questions about how budgeting is done? Is it done at each school and then put together into one?
- Balance between education and budget and tax payers - FPF posts about aging population combined with declining enrollment - are we considering all of the tax payers?
- "Right sizing" - interventionists, allied arts, throughout the district
- Programming from Pre-K to graduation - what is the 2, 3, 5 year plan? Is there alignment?
- Questions around expected increases/ decreases - what is meant by level service budget? What will the next round look like?
- Discussion regarding the impact of the pandemic on the budget
- Tightening financial strains - switching to remote learning in the spring had implications on the needs of students
- Concerns around cutting resources having an impact on students
- Discussion around - is this the best time to have a level service budget? Our children have lost a lot of learning - doesn't feel appropriate to cut our budget right now; our kids need more than ever due to the pandemic
- Two year equalized pupils on the chart are not yet updated
- Essential workers - does our staff qualify for CARES support?
- Tax commissioner letter today - will have more information for the next budget draft
- Figuring out where our kids are and what their needs are going to be
- What does it mean to lose a "tuition" student? around \$21K per student
- Question for Lori? Re: 9 cent increase - what impact does it have on the 3.7% budget increase?
- Lori: planning to meet on Tuesday to address issues related to this - will report at the next meeting; will be factored into the next budget iteration
- Want a budget that meets the needs of the students AND the community members, given the impact of COVID19 pandemic. Not a lot of support for reducing teaching staff and services - students are likely to need extra support going forward.
- Maintain current levels - keeping in mind what students need, and what the community needs, keeping in mind the pandemic that we are all experiencing.

Flor Diaz Smith shared next steps:

Dec 16 - Budget Draft 2

January 6 - Budget Draft 3

January 13 - Finalize Budget

January 13 - another community budget forum

Feb 17 - Informational Meeting

March 1 - Informational Meeting

March 2 - Town Meeting

Scott Thompson thanked the members of the public who had participated in this activity.

Flor Diaz Smith thanked the administration for the work that they continue to do in budget development.

3. Welcome

3.1. Reception of Guests

- 3.2. **Agenda Revisions:** Kari Bradley reminded the board that we are planning to save time at the end of the meeting to process how the meeting went. (This should be a standing board agenda item) He also would like to have board norms included in the board packet.

4. Reports (Discussion/Action)

- 4.1. **Student Reports:** Townes DeGroot and Anna Farber shared some of the updates from the student community. Monday and Tuesday of Thanksgiving week had been remote because of COVID19 cases at U32. Juniors and seniors have taken PSATs, SATs, and ACTs and are awaiting results. Scott Thompson asked if there is any student reaction to the decision to shut down winter sports until at least the end of December. Townes and Anna indicated that while they have been schooling online for the past three weeks, they have a sense from students that they are disappointed about not having the opportunity to participate in winter sports.

4.2. Superintendent

- 4.2.1. **COVID –Update:** Superintendent Olkowski shared that he has been keeping in touch with the Department of Health and that COVID19 testing is underway; he thanked Elizabeth Wirth for her ongoing work and also thanked Calais Principal Cat Fair for helping to manage Calais Elementary during their remote learning and effort to re-open for in person learning. Elizabeth Wirth shared that it takes a lot of people working together. Superintendent Olkowski shared that student attendance over the past few days has been over 94% altogether. He thanked the staff at WCUUSD for their dedication.

Superintendent Olkowski reminded everyone that Calais Elementary will be going remote on December 7th - this is not COVID19 related, but is a pre-planned event to deal with ventilation issues.

- 4.2.2. **Projected Student Enrollment:** Superintendent Olkowski had shared a memo with the board, dated November 24, 2020: *WCUUSD Projected Student Enrollment Report - 2020-21*. He had included key findings from the NESDEC data for student enrollment projections. He explained that over a two year period there is projected to have a 219 decline in student enrollment. This will affect the next iteration of the budget.

Lori Bibeau explained a change in the formula for calculating average daily membership, due to COVID19. She will prepare some slides for the next board meeting to help clarify this change.

4.3. Finance Committee

- 4.3.1. **Curriculum Review Bid:** Flor Diaz Smith shared that the Finance Committee had met about curriculum review.

Flor Diaz Smith moved to offer a contract to Curriculum Management Solution, Inc. for curriculum review, in the amount of \$36,250. Seconded by Kari Bradley. Some discussion followed. This will be grant funded. Diane Nichols-Fleming stated that she has strong concerns about analyzing our system right now as we are currently operating under a crisis. Our focus needs to be how to get through the here and now. She also shared her concerns with hiring a company that is not familiar with the uniqueness of Vermont schools.

Superintendent Olkowski shared that this would be part of a larger strategic planning effort. Brief discussion followed. Jen Miller-Arsenault shared that she supports this endeavor as part of continuous improvement. **A vote was called. This motion carried unanimously.**

5. Consent Agenda

- 5.1. **Approve Minutes of 11.18.20:** Chris McVeigh moved to approve the minutes of November 18, 2020. Seconded by Lindy Johnson, this motion carried unanimously.
- 5.2. **Approve Board Orders:** Lindy Johnson moved to approve the board orders in the amounts of: \$1,117,434.66, \$19,327.24, \$58,869.48. Seconded by Chris McVeigh, this motion carried unanimously.

5.3. Approve Central Office Job Descriptions: Chris McVeigh moved to approve the job descriptions as presented. (*Administrative Assistant to Central Office Administration - Special Services & Curriculum, Instruction and Assessment; Administrative Assistant to Central Office Administration - Superintendent & Finance; District Operations Manager - Data & Applications, Food Service and Transportation*) Seconded by Jonas Eno-Van Fleet, this motion carried unanimously.

6. Personnel (Action)

6.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE: Dorothy Naylor moved to approve the long-term substitutes: Jenna Dufford and Colleen Dunn. Seconded by Lindy Johnson, this motion carried unanimously.

7. Public Comments: Georgia Roy - middle school math teacher (Earth Core): shared about working conditions – all students are fully attending, none are remote, following a different schedule than grades 8-12. She stated that contracts have been in direct violation since the beginning of the school year, in light of the current demands on teachers in her core. She shared a typical day’s schedule which typically does not include a duty-free lunch period. She shared her hopes that the board would hear the concerns of her team.

8. Executive Session to discuss Legal, Negotiations, Personnel and Superintendent Evaluation: **Flor Diaz Smith moved to go into Executive Session at 8:17 for the purpose of discussing Legal, Negotiations, Personnel and Superintendent Evaluation, to include legal counsel Scott Cameron and Carla Messier. Seconded by Chris McVeigh, this motion carried unanimously.**
At 10:46 pm Jonas Eno-Van Fleet moved to leave Executive Session. Seconded by Jaiel Pulskamp, this motion carried unanimously.

During Executive Session the Board discussed legal issues, personnel issues, labor issues, superintendent evaluation, and negotiations.

Lindy Johnson moved to approve the MOUs as presented in the Executive Session packet, and to authorize the superintendent to sign the agreements. Seconded by Chris McVeigh, this motion passed unanimously.

9. Future Agenda Items

9.1. WCUUSD Name

9.2. Assessment Needs from Building Bright Futures

9.3. Diversifying Educator Workforce

9.4. Superintendent Evaluation

10. Reflection on Board Norms: Karoline May said the Board stayed on target regarding time during open session, and that there was no real way to shorten the Executive Session. Jaiel Pulskamp said that the Board always goes long in Executive Session, so the agenda should reflect that reality.

11. Adjourn: The board adjourned by consensus at 10:51.

Respectfully submitted,
Lisa Stoudt, Board Recording Secretary
and Jonas Eno-Van Fleet, Board Clerk