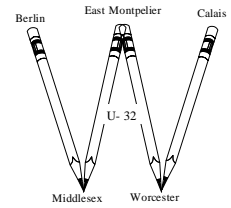


Washington Central Unified Union School District

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 Budget Community Form & Board Meeting Agenda

12.2.2020 6:00 PM – 9:00 PM

Virtual Meeting Information:

<https://tinyurl.com/y6a9umz9>

Meeting ID: 921 1531 6948

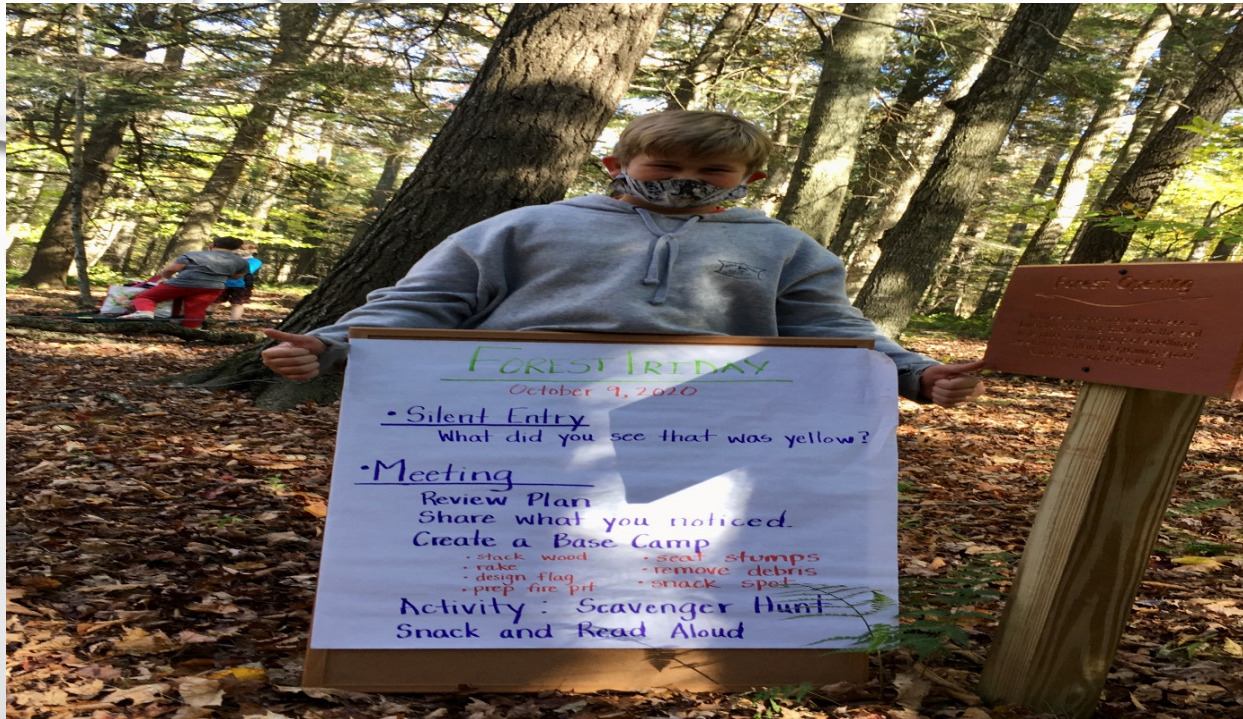
Password: 016334

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

Open Meeting Law temporary changes as of 3/30/20: Boards are not required to designate a physical meeting location. Board members and staff are not required to be present at a designated meeting location.

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

- | | |
|--|------------|
| 1. Call to Order | 4 minutes |
| 2. Budget Community Forum – Presentation – pg. 2 | 15 minutes |
| 2.1. Public Feedback | 45 minutes |
| 3. Welcome | 10 minutes |
| 3.1. Reception of Guests | |
| 3.2. Agenda Revisions | |
| 4. Reports (Discussion/Action) | 60 minutes |
| 4.1. Student Reports | |
| 4.2. Superintendent | |
| 4.2.1. COVID – Update | |
| 4.2.2. Projected Student Enrollment – pg. 18 | |
| 4.3. Finance Committee | |
| 4.3.1. Curriculum Review Bid (Discussion/Action) – pg. 24 | |
| 5. Consent Agenda (Action) | 10 minutes |
| 5.1. Approve Minutes of 11.18.20 – pg. 52 | |
| 5.2. Approve Board Orders | |
| 5.3. Approve Central Office Job Descriptions – pg. 57 | |
| 6. Personnel (Action) | 10 minutes |
| 6.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE – pg. 75 | |
| 7. Public Comments | 20 minutes |
| 8. Executive Session to discuss Legal, Negotiations, Personnel and Superintendent Evaluation | 30 minutes |
| 9. Future Agenda Items | |
| 9.1. WCUUSD Name | |
| 9.2. Assessment Needs from Building Bright Futures | |
| 9.3. Diversifying Educator Work Force | |
| 10. Adjourn | |



The background of the slide is a light gray gradient, decorated with numerous realistic water droplets of various sizes. Some droplets are at the top left, others are scattered along the right edge, and several are at the bottom. The main title is centered in the upper half of the slide.

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

FY 21-22 BOARD DRAFT #1 BUDGET PRESENTATION

DECEMBER 2, 2020

STUDENT LEARNING OUTCOMES

- CORE KNOWLEDGE

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

- TRANSFERABLE SKILLS AND BEHAVIOR

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



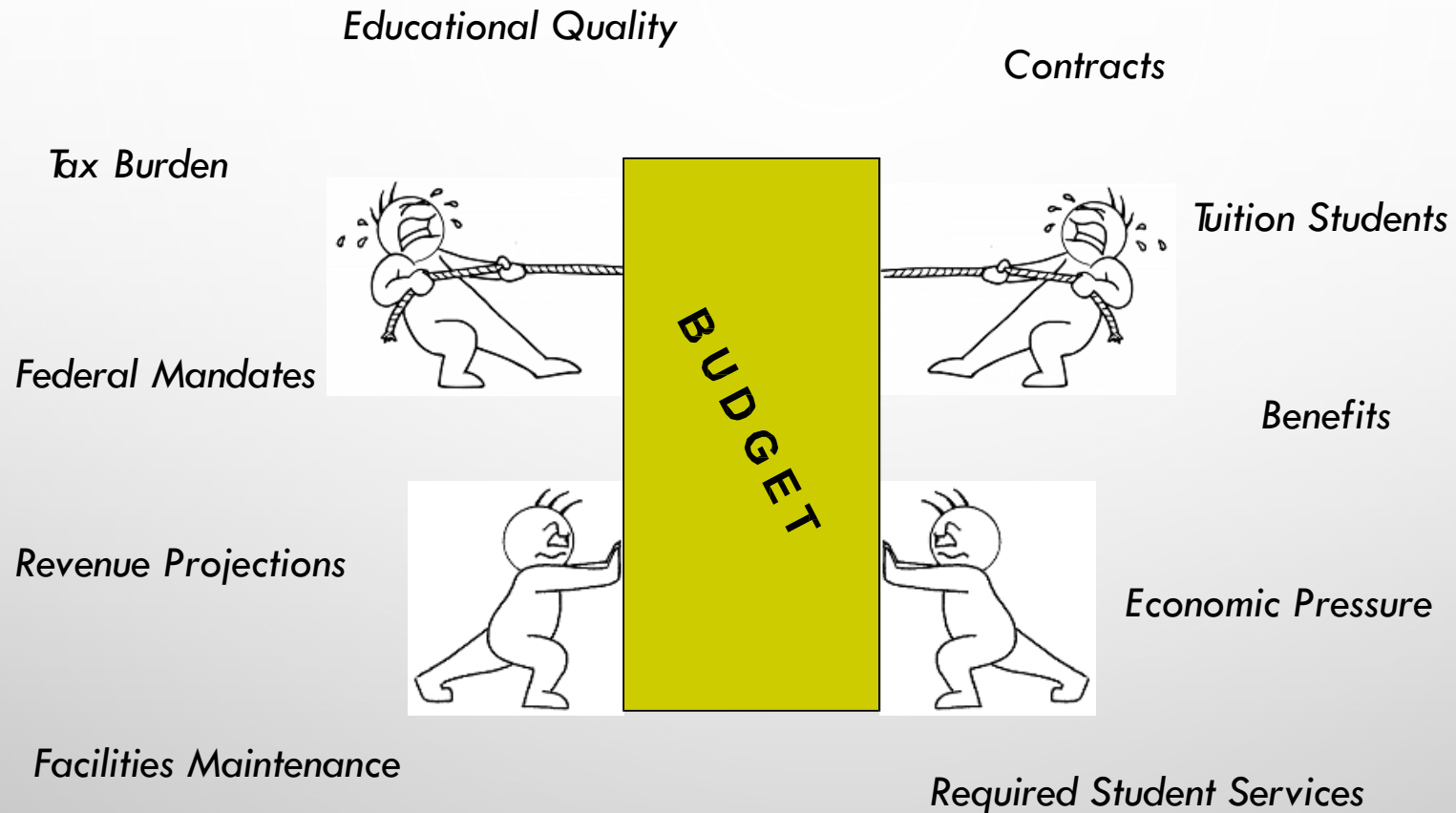
WASHINGTON CENTRAL UUSD SCHOOL BOARD GOALS 2020-2021

- IMPROVING STUDENT ACHIEVEMENT
- BUILDING BOARD GOVERNANCE
- COMMUNITY ENGAGEMENT

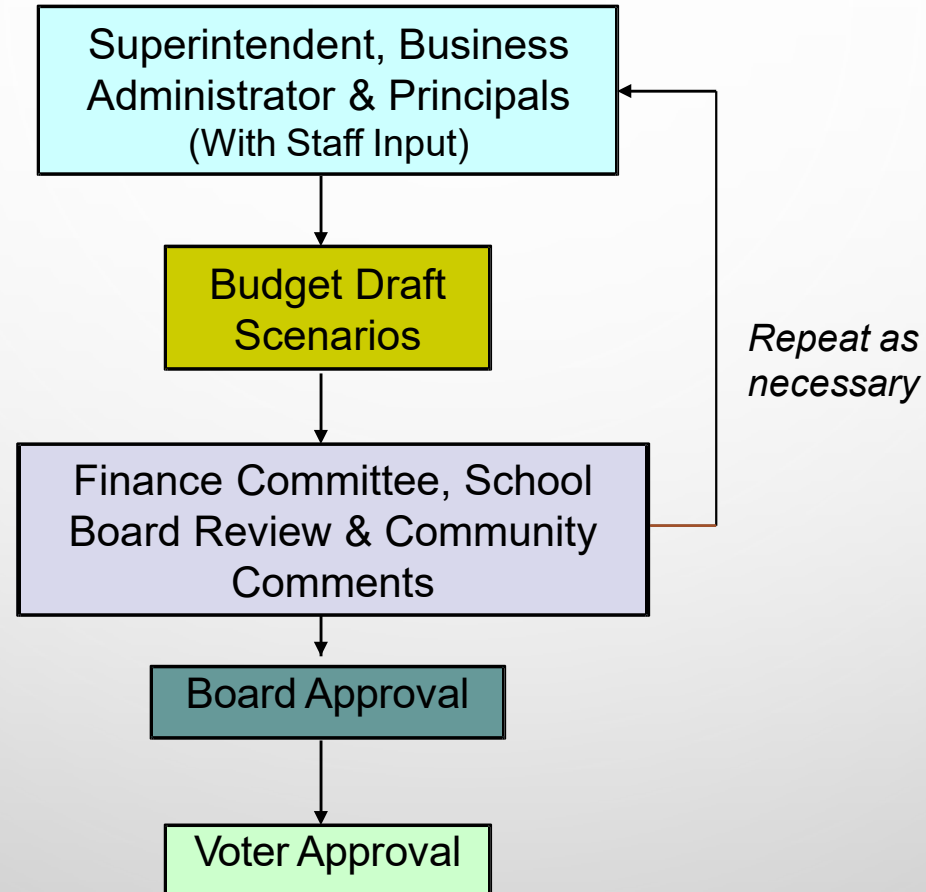
CELEBRATION

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

Competing Pressures Within and Across Schools



Developing Our Budgets

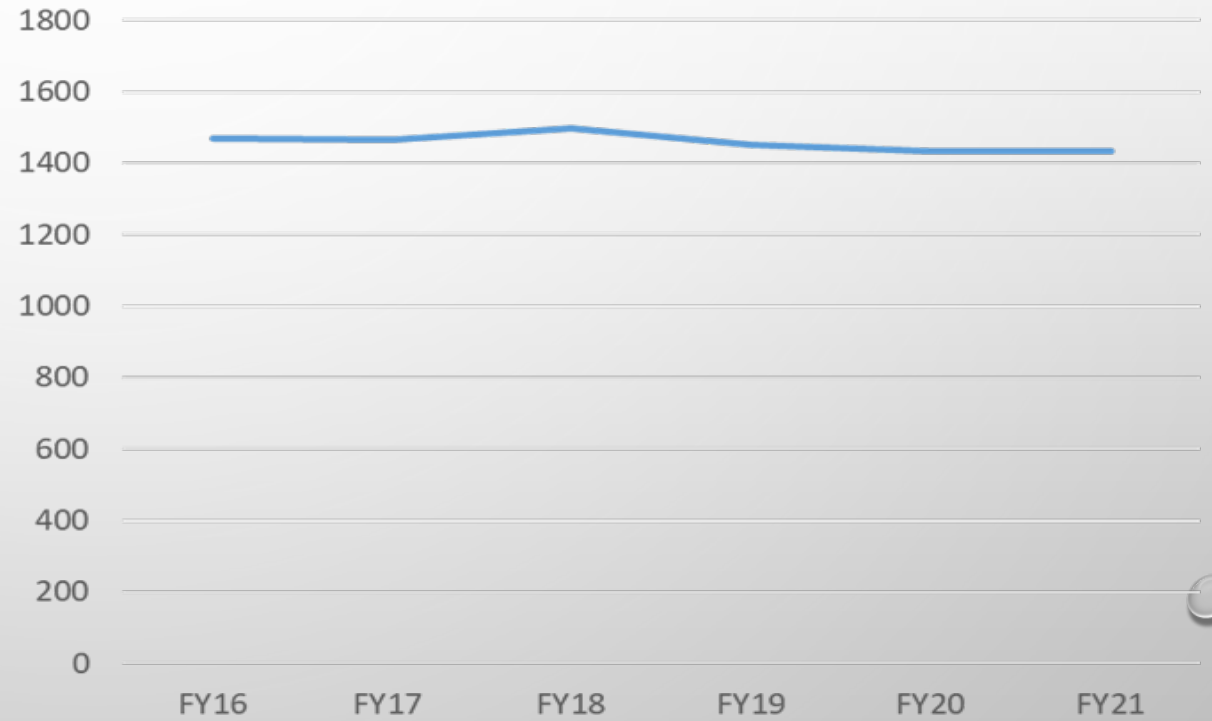


WCUUSD ENROLLMENT TRENDS

Student Enrollment



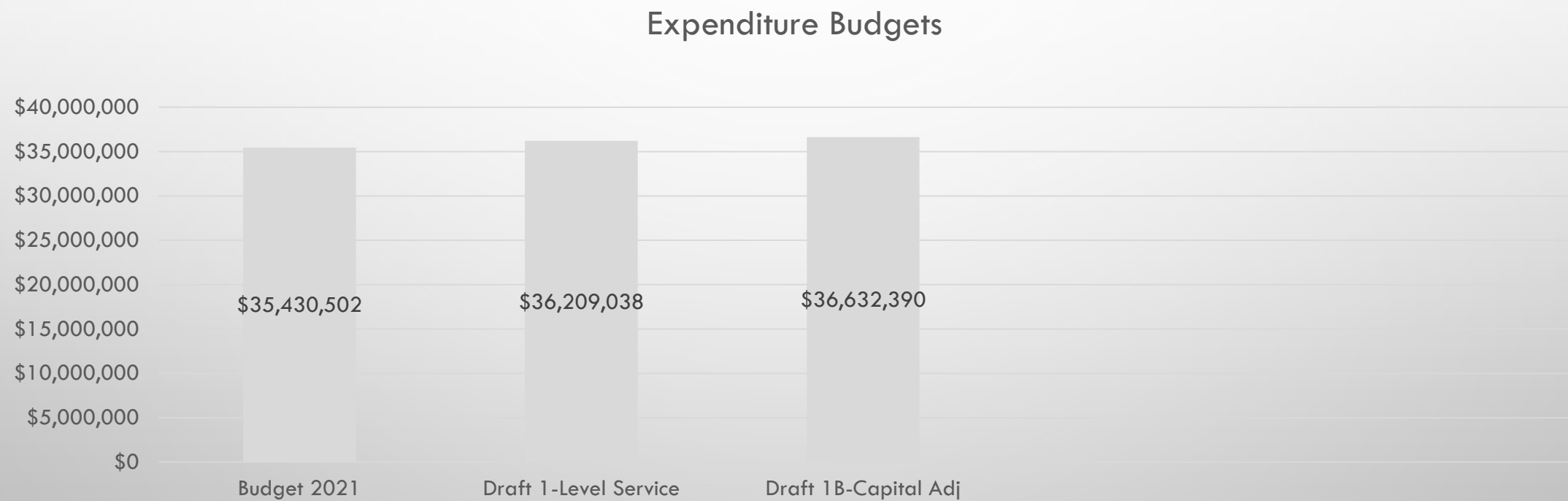
Equalized Pupils



WCUUSD SCHOOL HIGHLIGHTS

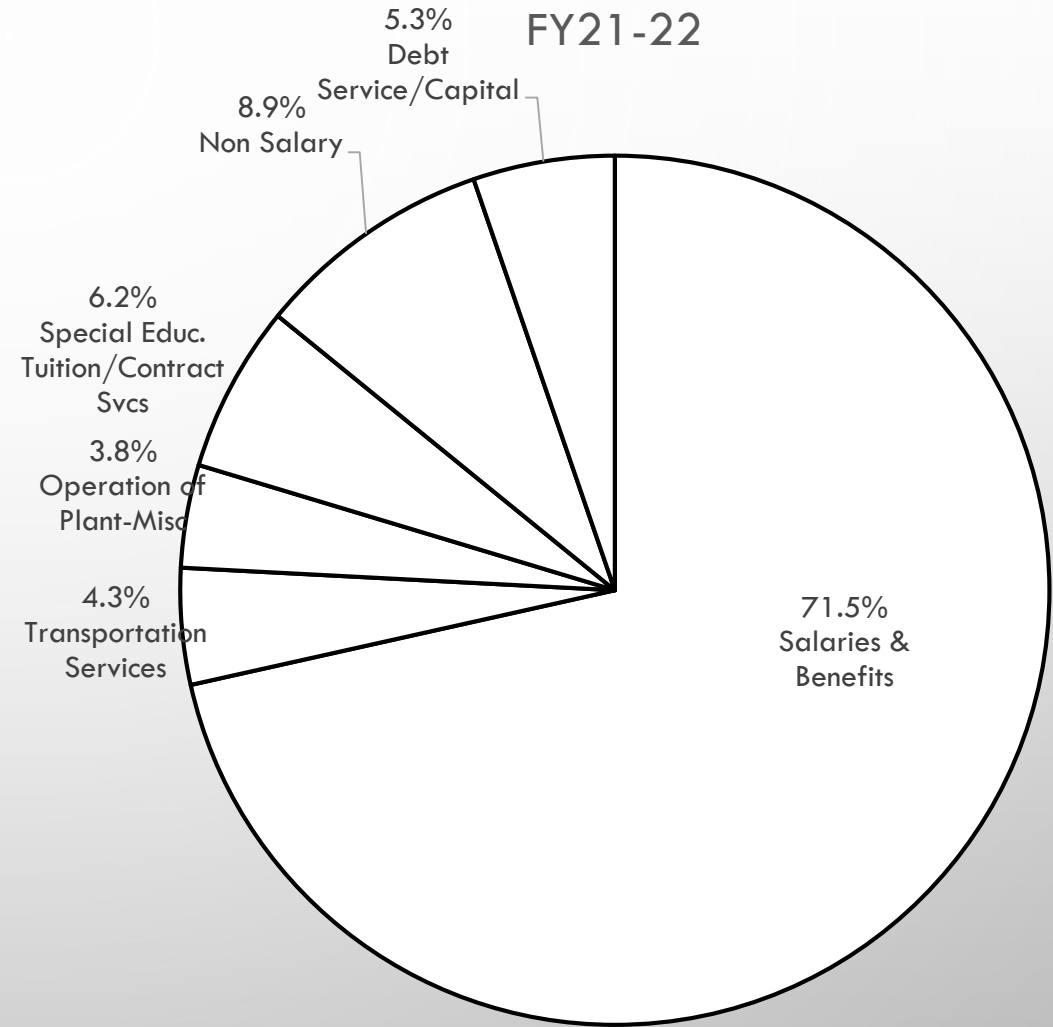
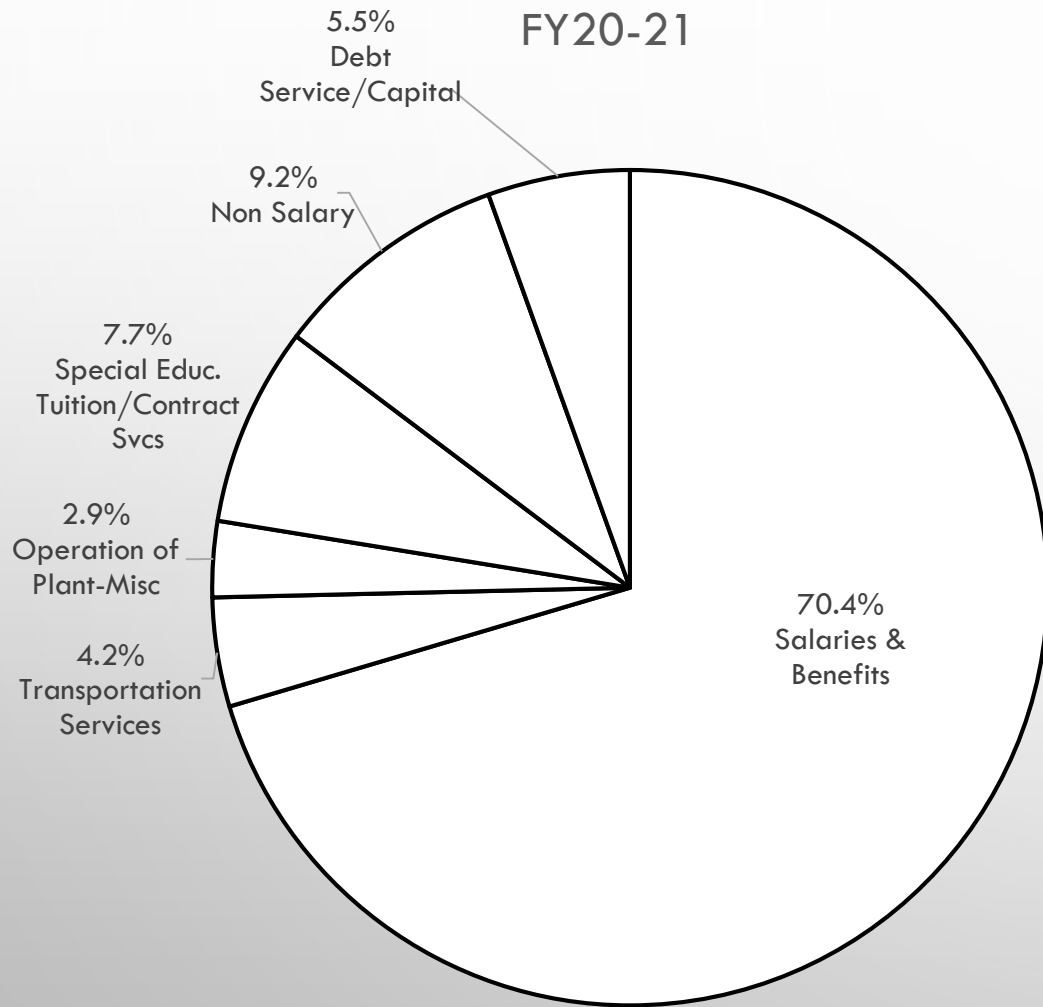
- **Was 1574 now 1487 Students PK-Graduation**
- **Declining Enrollment**
- **Excellent Administration, Faculty and Staff**
- **Dynamic Student Body**
- **Innovative Educational Opportunities**

WCUUSD BUDGET SUMMARY OF DRAFTS



PERCENTAGE OF EACH EXPENSE CATEGORY TO THE TOTAL BUDGET

DRAFT 1A



HIGHLIGHTS OF BUDGET CHANGES DRAFT 1A

NET IMPACT ON TAXES 3.70%

- SALARY AND BENEFITS 3.57%
 - NEGOTIATED ITEMS-SALARY, HEALTH INSURANCE 2.85%
 - STAFFING CHANGES INCLUDING EARLY RETIREMENT (.63%)
 - CDC REQUIREMENTS-COVID .58%
 - SPECIAL EDUCATION STAFFING .77%
- NON SALARY ITEMS (.18%)
 - SPECIAL EDUCATION PROGRAMS-TUITION/PROF SERVICES(1.05%)
 - PREK EXPENSES(.32%)
 - DEBT SERVICE(.05%)
 - TECHNICAL CENTER /STUDENT TRANSPORTATION .22%
 - OPERATION OF PLANT REPAIR AND MAINTENANCE 1.02%
- REVENUES(.31%)
 - TUITION (.52%)
 - STATE SUPPORT (.08%)
 - SPECIAL EDUCATION REIMBURSEMENTS .29%



QUESTIONS:

- 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?

NEXT STEPS

- DRAFT 1A IS A LEVEL SERVICE BUDGET
- ADMINISTRATORS WILL PUT TOGETHER A LIST OF WHAT IS NOT INCLUDED IN A LEVEL SERVICE BUDGET
- BOARD PROVIDES FEEDBACK AND SETS BUDGET PARAMETERS ON NOVEMBER 18TH
- SCHOOL BOARD MEETINGS
 - DECEMBER 16-BUDGET DRAFT 2
 - JANUARY 6 –BUDGET DRAFT 3
 - JANUARY 13-FINALIZE THE BUDGET
- COMMUNITY FEEDBACK-BUDGET FORUMS
 - DECEMBER 2
 - JANUARY 13
- INFORMATIONAL MEETINGS
 - FEBRUARY 17
 - MARCH 1
- TOWN MEETING MARCH 2

SCHOOL BOARD MEMBERS 2020-2021

SCOTT THOMPSON, CHAIR

FLOR DIAZ-SMITH, VICE CHAIR

JONAS ENO-VAN FLEET, CLERK

DIANE NICHOLS-FLEMING

GEORGE GROSS

LINDY JOHNSON

CHRIS MCVEIGH

DOROTHY NAYLOR

JAIEL PULSKAMP

STEPHEN LOOKE

KARI BRADLEY

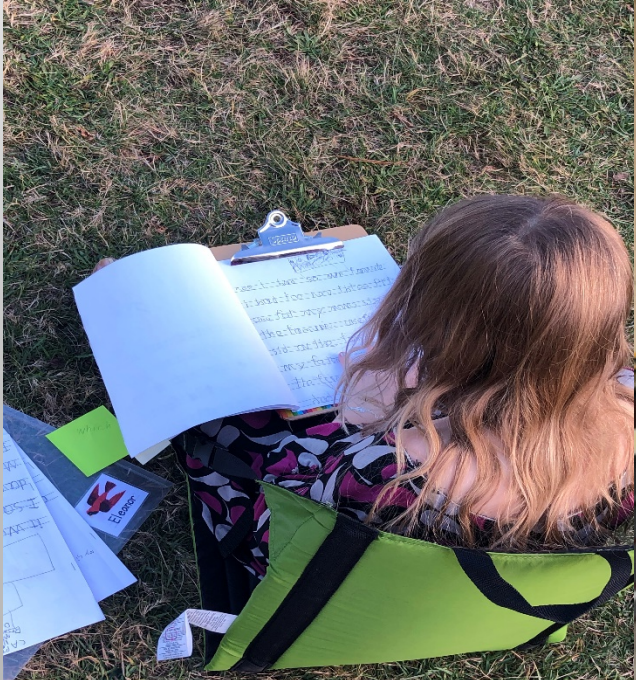
JONATHAN GODDARD

JILL OLSON

KAROLINE MAY



THANK YOU

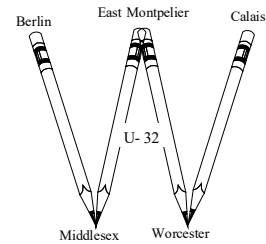


Washington Central Unified Union School District

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Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
DATE: November 24, 2020
RE: WCUUSD Projected Student Enrollment Report - 2020-2021

At last School Board meeting, I shared the NESDEC Projected Student Enrollment Report for the 2019-2020 school year. Since the last School Board meeting, the Washington Central Unified Union School District recently received the most updated NESDEC Projected Student Enrollment Report for the 2020-2021 School Year. As previously noted, our student census directly impacts the amount of funding we receive from the state of Vermont to provide educational services for our students. Please be aware of the following information:

1. It is important to note that the global pandemic continues to affect our nation's public health; however, we are in the earliest stages of the pandemic economy and it is far too early to identify economic trends. For example, some towns in Vermont, Maine and western Massachusetts are experiencing record single-family home sales with rapidly rising median sale prices at the same time important industries affecting hospitality and tourism are operating at a small fraction of their recent pace. What we do know is that the effects of the 2008 recession upon school enrollments differed significantly from one District to another. Some Districts declined in enrollment for a year or two, then experienced new families moving in. Others took up to a decade to recover.
2. At the School Board meeting on October 21, 2020, the following information was shared with the WCUUSD School Board:
 - October 1, 2019 census is 1,574 students
 - October 1, 2020 census is 1,487 students

The total decline in enrollment is 87 students.

The decline of 87 students is broken down as follows:

- Decrease of 93 students in the Elementary Schools
 - 37 in PreK
 - 56 in grades 1-6

- Increase of 6 students at U-32.
 - However, there continues to be a decline in Tuition students at U-32. The first draft budget projected 9 less students, which estimates a loss of revenues in the amount of \$186,000.
 - Our district budgeted for 53 tuition students this year. We have 49 students.
 - Our district is projecting 45 students next school year.
3. During the budget presentation on October 21, 2020, I explained that a decrease in student enrollment means a significant decrease in revenues received from the state of Vermont to educate our children. After sharing this information with the WCUUSD School Board, several School Board members asked if the decline in enrollment is attributable to families not wanting to send their children to school during a pandemic. School Board members also asked if the decline represents an anomaly in our enrollment or represents a trend and change in the demographics in our district.
 4. Since the last School Board meeting held on November 18, 2020, all Elementary Principals collected information regarding new births and contacted families who are 3 years or older as well as those not attending school. The U-32 Administration also provided information regarding tuition student enrollment and homeschool families to assist in determining next year's projected enrollment. As a result of our Principals' efforts, we believe we have identified additional students who will attend our schools. Please see the attached report entitled, "WCUUSD – Census of All Students – Principals' Projections 11/19/20".

As you can tell, the number of projected students based on the recent Principals' efforts is: 1455 students. This represents a total decrease of 32 students from our October 1, 2020 census, which was 1487 students.

5. The NESDEC WCUUSD Enrollment Projection Report – 2020-2021 – Key Findings

Reviewed the New England School Development Council's Projected Enrollment Report for Washington Central Unified Union School District. The district receives this report annually to help the district in planning for its future. The following represents several notable trends in the report worth noting:

- The Projected Percentage Change of students enrolled in all schools (K-12) is -11.0% from the 2020-2021 school year to the 2030-2031 school year.
- The Projected Difference in K-12 Enrollment across all schools (K-12) is a decrease in 150 students from 1359 students enrolled in the 2020-2021 school year to 1209 students in the 2030-2031 school year.
- The historical enrollment of students enrolled in our district shows a downward trend in student enrollment from 2010 to 2020.
- The historical enrollment aligns with the projected enrollment with both showing downward trend in student enrollment from 2020 to 2030.
- Kindergarten enrollment appears to be trending higher than the actual number of births in our towns by a very small margin from 2010 to 2020.
- The decline in student enrollment may be attributable to a larger decline across Vermont. The US Department of Education shows a -9.0% decline in Vermont student enrollment from 2016 to 2028 representing a change of students enrolled in Vermont schools from 88,428 in 2016 to 80,400 in 2028 representing a decline of 8,028 students.

- Out of the five towns, three towns are projected to have a decrease in student enrollment while two towns are expecting to see increases. The percentage increase/decrease in enrollment are broken down by town from 2020 to 2030:
 - Worcester: 12.12% increase from 2020-2021 school year to 2020-2030 school year representing an increase from 124 students in 2020-2021 to 139 students in 2030-2031. (+15 students)
 - Middlesex: 18.8% decrease from 2020-2021 to 2030-2031 school year representing a decrease from 239 students in 2020-2021 to 194 students in 2030-2031. (-45 students)
 - East Montpelier: 11.7% increase from 2020-2021 school year to 2030-2031 school year representing an increase from 377 students in 2020-2021 to 421 students in 2030-2031. (+44 students)
 - Calais: 17.1% decrease from 2020-2021 school year to 2030-2031 school year representing a decrease from 216 students in 2020-2021 to 179 students in 2030-2031. (-37 students)
 - Berlin: 24.2% decrease from 2020-2021 school year to 2030-2031 school year representing a decrease from 326 students in 2020-2021 to 247 students in 2030-2031. (-79 students)

2- Year Enrollment Census

- October 1, 2019 census is 1,574 students
- October 1, 2020 census is 1,487 students
- October 1, 2021 projected census is 1,455 students

**** The decrease is 119 students decline in a two-year period. ****

Conclusion: The second draft budget will consider the 119 student decline over the two year period.

WCUUSD-Census Of All Students
Principals Projections 11/19/20

GRADE	BERLIN*	CALAIS*	E. MONTPELIER*	RUMNEY*	DOTY*	TOTAL
Act 166	5	2	5	4	2	18
EEE	3	1	1	0	0	5
PRE-K 3	14	4	16	5	4	43
PRE-K 4	7	5	14	7	4	37
K	17	10	28	18	8	81
1	22	10	28	12	9	81
2	26	12	18	18	10	84
3	13	5	32	14	11	75
4	24	8	33	21	5	91
5	26	18	32	17	7	100
6	25	23	37	19	11	115
TOTAL ELEMENTARY:	182	98	244	135	71	730
7	27	20	21	20	10	98
8	36	17	33	25	14	125
9	28	22	30	21	12	113
10	26	24	33	20	9	112
11	23	19	19	28	10	99
12	21	19	38	17	10	105
Exchange/Choice	0	0	0	0	0	19
Tuition						50
Waiver/Homeless	0	0	0	0	0	2
Estimate For Addl Students						
TOTAL U32:	161	121	174	131	65	723
COMBINED TOTAL:	343	219	418	266	136	1453

U-32 averages 17 Early
College Students the last
3 years which are
removed from the
seniors

WCUUSD-Census Of All Students
As of 10/1/2020- FY2021

GRADE	BERLIN*	CALAIS*	E. MONTPELIER*	RUMNEY*	DOTY*	TOTAL
Act 166	7	12	14	7	2	42
EEE	10	1	4	2	0	17
PRE-K 3	4	3	6	4	3	20
PRE-K 4	11	8	12	11	7	49
K	22	8	25	10	8	73
1	26	12	18	13	7	76
2	13	5	30	15	12	75
3	24	8	33	19	5	89
4	26	16	29	16	7	94
5	24	19	36	18	10	107
6	27	20	21	20	10	98
TOTAL ELEMENTARY:	194	112	228	135	71	740
7	36	17	33	25	14	125
8	28	21	30	21	12	112
9	26	24	33	20	9	112
10	23	19	19	28	10	99
11	23	22	41	19	12	117
12	28	25	29	15	8	105
Exchange/Choice	0	0	0	0	0	19
Tuition						55
Waiver/Homeless	0	0	0	0	0	3
Estimate For Addl Students						
TOTAL U32:	164	128	185	128	65	747
COMBINED TOTAL:	358	240	413	263	136	1487

WCUUSD-Census Of All Students
As of 10/1/2019- FY19-20

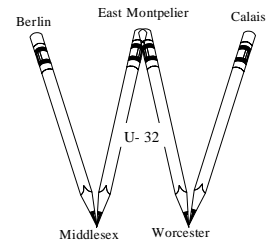
GRADE	BERLIN*	CALAIS*	E. MONTPELIER*	RUMNEY*	DOTY*	TOTAL
ACT 166	13	10	20	9	4	56
EEE	10	0	6	2	1	19
PRE-K 3	6	6	11	11	7	41
PRE-K 4	8	14	13	9	5	49
K	26	12	19	16	9	82
1	13	5	28	17	11	74
2	23	7	31	23	7	91
3	24	15	29	21	9	98
4	25	19	33	18	12	107
5	29	22	20	20	10	101
6	30	18	31	24	12	115
TOTAL ELEMENTARY:	207	128	241	170	87	833
7	29	23	26	23	11	112
8	27	25	32	20	10	114
9	25	18	22	29	11	105
10	24	19	43	20	12	118
11	25	25	35	16	8	109
12	22	11	30	17	8	88
Exchange/Choice	0	0	0	0	0	22
Tuition						68
Waiver/Homeless	0	0	0	0	0	5
Estimate For Addl Students						
TOTAL U32:	152	121	188	125	60	741
COMBINED TOTAL:	359	249	429	295	147	1574

Washington Central Unified Union School District

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

Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
Lori Bibeau, Business Administrator
DATE: November 23, 2020
RE: Curriculum Review Bid

Washington Central Unified Union School District solicited bids from 9 vendors along with advertising the opportunity in the Times Argus and the Burlington Free Press.

Of the 9 vendors, 3 Vendors submitted bids. The bids were reviewed by a committee and references are being checked. All 3 vendors have unique skills and qualifications.

After reviewing the bids, Curriculum Management Solutions, Inc. (CMSi) is recommended to complete the Curriculum Management Review. Attached is the proposal we are requesting board authorization to execute a contract in the amount of \$36,250.

We have sufficient grant funds to pay for the work.



The CMSi Curriculum Audit

Improving learning for all students
through sound organizational
practices

Presented To:

Mr. Brian Olkowski

Superintendent

Washington Central Unified Union School District

1130 Gallison Hill Road

Montpelier, VT 05602



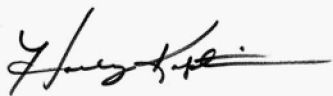
Curriculum Audit Proposal Summary

Proposing Organization	Curriculum Management Solutions, Inc. (CMSi) Holly Kaptain, Executive Director (515) 276-8911 (515) 490-8862
Educational Organization	Washington Central Unified Union School District Mr. Brian Olkowski, Superintendent 1130 Gallison Hill Road Montpelier, VT 05602 (802) 229-0553
Proposed Cost	\$36,250.00 for audit with site visit, which includes all travel expenses.
Project Information	Proposal Date: November 16, 2020 Project Start Date: to be determined. Project Duration: Not to exceed 4 months from commencement of site visit, with draft version of report to district within 11 weeks from commencement of site visit.

PROPOSAL ACCEPTANCE

ACCEPTED:

ACCEPTED:



November 16, 2020

Holly Kaptain
Executive Director

Date

Mr. Brian Olkowski
Superintendent

Date

CMSi: Experience That Works

Curriculum Management Solutions, Inc. has been auditing and evaluating the design and delivery of curriculum with all its incumbent processes and operations for over 40 years, both independently and through our affiliates, Phi Delta Kappa (PDK) and the Texas Association of School Administrators (TASA). Since the first CMSi Curriculum Audit™ conducted by Dr. Fenwick English in Columbus Public Schools in 1979, CMSi has assisted over 570 school systems in 46 states as well as the District of Columbia, and in several other countries, including Canada, Saudi Arabia, New Zealand, Bangladesh, Malaysia, and Bermuda. As in the beginning, the primary goal for CMSi is to provide districts with reports, data, recommendations, and services that, when implemented, will improve student achievement and the overall quality of student learning.

CMSi is still governed by three of its six original founding board members, and these three members have over 140 years of shared experience in public education. Collectively, they have served in public school systems at every level, as have CMSi-trained and licensed curriculum auditors. Our cadre is comprised of teachers, building administrators, principals, curriculum directors, district administrators, and superintendents, current or retired. Every CMSi-licensed auditor is now or has been a public educator in K-12 education, and some now serve in higher education. It is this wealth of experience with day-to-day school and district operations that maintains the level of quality and relevance in CMSi Curriculum Audits™ and reviews. Our auditors know what works because they have personally applied the CMSi audit concepts and principles and seen the results.

Every CMSi auditor is licensed and trained by the company through an intensive, multi-week training program that requires licensure renewal and audit participation every two years. Our auditors have the skills needed to address issues of curriculum quality, assessment data analysis and interpretation, equity issues, and system finance and governance. No other company has focused on curriculum alignment and excellence with the same commitment to quality, student equity, and improved student achievement as CMSi.

Curriculum Management Solutions, Inc. has been located in central Iowa for over 25 years. Its offices have been located in Johnston, Iowa for the past 18 years, and CMSi has maintained the same board of directors for over 30 years, and support staff for the last 16 years. CMSi has auditors that reside in almost every state in the nation, which allows us to bring local knowledge and understanding to audits. No other company offers the depth and breadth of experience that CMSi brings to every Curriculum Audit.

A list of references is provided in **Appendix C**. A list of the audits CMSi has conducted independently and in conjunction with its affiliates, PDK and TASA, is included in **Appendix B**.

The CMSi Curriculum Audit™

This document constitutes a proposal for delivery of services to the Washington Central Unified Union School District for the purpose of conducting an audit of the quality of the system's curriculum and instruction, and related curriculum management processes, in Grades K—12. Included in the audit is an evaluation of:

- the extent of coverage and quality of the school district's curriculum, programs, and services
- documentation of curriculum expectations to guide teachers' instruction
- appropriateness of curriculum and expectations for learners
- the effectiveness of the implementation of the educational program
- how the system assesses student mastery of the intended objectives and evaluates success of its educational programs
- the scope and quality of board policies and planning for effective governance of the system
- connections and relationships among organizational components for consistency and equity of programs of services
- use of staffing and resources for maximum productivity

A curriculum audit is designed to reveal the extent to which officials and professional staff of a school district have developed and implemented a sound, valid, and operational system of curriculum management. Such a system, set within the framework of adopted board policies, enables the school district to make maximum use of its human and financial resources in the education of its students. When such a system is fully operational, it assures the school board and Washington Central Unified Union School District taxpayers that their fiscal support is optimized under the conditions in which the school district functions, and that all students' learning is improving.

The Washington Central Unified Union School District has demonstrated that it is an educational institution committed to academic and pupil achievement improvement. Even in good school systems, the complexities of the system and the interrelationships of local schools and operational departments affect the quality of educational program delivery and the overall direction of the system. Citizens, taxpayers, teachers, and others have recognized the salient characteristics of a sound curriculum in aiding the system in accomplishing its goals.

The Washington Central Unified Union School District has invited this proposal to determine whether or not its programs and services are properly suited for the system, if the design of programs and services is in keeping with sound and appropriate practice, and whether or not the district has sufficient data for improvement of its educational programs and services over time.

This proposal is a response to a request for proposal and contains a definition of the types of services proposed, a tentative calendar, and the cost for such services. Curriculum Management Solutions, Inc. (CMSi) is well suited to provide the proposed slate of services. It provides several fully certified and highly experienced curriculum management experts available to serve on staff, and all associates have achieved certified expertise. CMSi auditors hail from all around the United States, with experience in districts similar to the Washington Central Unified Union School District.

The Curriculum Audit Process

The analyses used throughout the audit are all based on the foundational principle that the written, taught, and tested curriculum must align in order for student learning to be maximized. The more that classroom learning focuses on the content assessed by tests, the less that student performance on those tests will be predicted by demographic factors. A laser-like focus on ensuring that what is written aligns with what is tested, and that what is written is also what is taught, is critical to ensuring instructional quality and student success on targeted assessments.

Although improved student learning is always the primary goal of the CMSi Curriculum Audit™, it is nevertheless a system-level approach. No amount of excellent teaching will yield improved performance if teachers aren't teaching the right content, and if that teaching doesn't connect across grade levels, special programs, and schools within the district to create a seamless, articulated K-12 educational program. Therefore, the CMSi Curriculum Audit™ examines all levels of the system that ultimately impact student learning: curriculum design and delivery and its alignment to State Standards as well as to the assessments in use; special programs; facilities; staff development initiatives; resource allocation; as well as others. These are all reviewed to determine whether all separate functions within the system work in a coordinated, effective, and efficient manner to assure an engaging classroom environment and quality instruction.

The approach of the audit is simple. Auditors collect and review an amazing quantity of documentation prior to coming onsite. The team then visits the district over several days, interviewing and surveying central office personnel, school-based staff and faculty, school board members, and community or educator focus groups. They also visit almost every classroom in every school, observe curriculum delivery and student learning, and observe the building environment, the instructional resources (and technology) in use, and overall student and teacher engagement. The auditors also administer on-line surveys (when this option is selected) to district stakeholders to collect additional information about strengths and weaknesses of the system.

The auditors then determine the degree to which the systems in place meet the expectations and indicators of the five audit standards (for more detail on the five standards see **Scope of Work**). Where district practices fall short, the auditors develop findings that identify these areas of weakness, providing data to support these findings. Findings are developed under each of the five standards.

The five standards

- 1 Governance and Control:** The school district demonstrates its control of resources, programs, and personnel
- 2 Direction and Clientele Expectations:** The school district has established clear and valid objectives for students and clientele
- 3 Equity and Consistency:** The school district has demonstrated internal consistency and rational equity in its program development and implementation
- 4 Assessment and Feedback:** The school district has used the results from district-designed or adopted assessments to adjust, improve, or terminate ineffective practices or programs
- 5 Productivity and Efficiency:** The school district has improved its productivity and efficiency, particularly in the use of resources

Once findings are formulated, the auditors then recommend specific, research-based action steps to fix the problems identified in the findings. Recommendations are not tied to specific standards; rather, they correspond to the natural organization of labor that occurs across district departments. Every finding is addressed in the recommendation section, and all recommendations include specifications as to suggested timelines and prioritization for the work described in the recommendations and action steps. The findings and recommendations are published in a final written report, usually submitted to the district within three months of the site visit.



Methodology and Data Sources

The Model for the CMSi Curriculum Audit™

The model for the curriculum and assessment audit is shown in the schematic below. The model has been published widely in the national professional literature, most recently in the book *The Curriculum Management Audit: Improving School Quality* by Larry E. Frase, Fenwick W. English, and William K. Poston Jr. (Lancaster, PA: Technomic Press, 1995).

A Schematic View of Curricular Quality Control

General quality control assumes that at least three elements must be present in any organizational and work-related situation for it to be functional and capable of being improved over time. These are (1) a work standard, goal/objective, or operational mission; (2) work directed toward attaining the mission, standard, goal/objective; and (3) feedback (work measurement), that is related to or aligned with the standard, goal/objective, or mission.

When activities are repeated, there is a “learning curve,” i.e., more of the work objectives are achieved within the existing cost parameters. As a result, the organization or a sub-unit of an organization becomes more “productive” at its essential short- or long-range work tasks.

Within the context of an educational system and its governance and operational structure, curricular quality control requires (1) a written curriculum in some clear and translatable form for application by teachers in classroom or related instructional settings, (2) a taught curriculum that is shaped by and interactive with the written one, and (3) a tested curriculum that includes the tasks, concepts, and skills of pupil learning that are linked to both the taught and written curricula. This model is applicable in any kind of educational work structure typically found in mass public educational systems, and is suitable for any kind of assessment strategy, from norm-referenced standardized tests to more authentic approaches.

The curriculum audit assumes that an educational system, as one kind of human work organization, must be responsive to the context in which it functions and in which it receives support for its continuing existence. In the case of public educational systems, the support comes in the form of tax moneys from three levels: local, state, and federal.



In return for such support, mass public educational systems are supposed to exhibit characteristics of rationality, i.e., being responsive to the public will as it is expressed in legally constituted bodies such as federal government, state legislatures, and locally elected/appointed boards of education.

In the case of emerging national public school reforms, more and more this responsiveness is assuming a distinctive school-based management focus, which includes parents, teachers, and, in some cases, students. The ability of schools to be responsive to public expectations, as legally expressed in law and policy, is crucial to their survival as publicly supported educational organizations in the years ahead. The CMSi Curriculum Audit™ is one method for ascertaining the extent to which a school system or sub-unit thereof, has been responsive to these expressed expectations and requirements in its context.



These elements apply to school districts concerned with assuring that all students in the system are adequately served and provided an equally successful educational experience, the main intent behind equity. To determine the extent to which these elements are present and functional with school systems, the CMSi Curriculum Audit™ examines data from multiple sources to determine whether or not the standards are met. The following represent the types of data collected:

Data Sources of the Curriculum Audit

The major sources of data for the equity audit may include the following, depending on the services selected:



Documents

- These sources consist of curriculum guides, memoranda, state reports, accreditation documents, assessment information, student work artifacts, and any other source of information or data that would reveal elements of the written, taught, and tested curricula and the linkages among these elements.



Interviews

- The external experts will conduct interviews to shed light on the same elements often included in written documents or reports and to reveal interrelationships and contextual understanding. Interviews will be held with all board members, the superintendent, top-level administrative staff, building principals, some classroom teachers, and some parents. The external experts will also interview those who request an audience.



Online Surveys

- Selected stakeholders (teachers, administrators, community members, parents, and students, depending on district preference) will be offered a comprehensive, online survey prior to or at the time of the site visit or off-site audit (simultaneous with the submission of documentation). The intent of the survey is to offer every stakeholder an opportunity to speak to the strengths and weaknesses of the system. Samples of the questions on these surveys are available.




Site Visits

- The audit team will schedule a visit to school sites in the District. Site visits reveal conditions in which students are learning and the related expectations for their performance that teachers and school leaders may hold. The school context is invaluable in revealing additional areas of inconsistency that may from a lack of alignment between district expectations and site-level implementation of those expectations.

Data from these sources are reviewed and compared with the curriculum audit standards to determine gaps and weaknesses across the system. These weaknesses are described in findings in the final written report and have supporting data from multiple sources. The findings are then followed by detailed recommendations that offer specific actions to be taken to rectify and ameliorate the problems in a reasonable amount of time, commensurate with district capacity. The **standards and indicators** for the audit are described in the **Scope of Work**.

Professional Standards for the Auditors

The members of the audit team will be highly trained and experienced in conducting audits of systems of the magnitude of the Washington Central Unified Union School District. The audit team is guided by a set of generally accepted auditing principles. While this is not a financial audit, it is governed by some of the same principles. These are:




Expertise

All auditors have experience in conducting the affairs of a school system at all levels audited. The audit team will include external experts who have been teachers, specialists, administrators, and/or researchers with proven expertise in curriculum and assessment analysis.




Independence

No audit team member has any vested interest in the findings or recommendations of the audit. None is employed by the district or has any prior relationship to or conflict of interest with management or the governing board of the district.




Objectivity

Events and situations that comprise the database for the audit are derived from documents, interviews, or site visits. This public database and subsequent judgments made upon it must be verifiable and grounded. Findings must be factually established.



Consistency

This audit will use the same standards and basic methods found in the copyrighted curriculum audit process. Audits are not normative (comparing one system to another). School systems, as the units of analysis, are compared to a set of standards and positive/negative discrepancies cited, with supporting data and recommendations for improvement.



Materiality

Auditors have broad implied and discretionary power to focus on and select those findings that they consider most important to describing how the curriculum management system is functioning in a school district, and how that system must improve, expand, delete, or re-configure various functions in order to attain an optimum level of performance.



Confidentiality

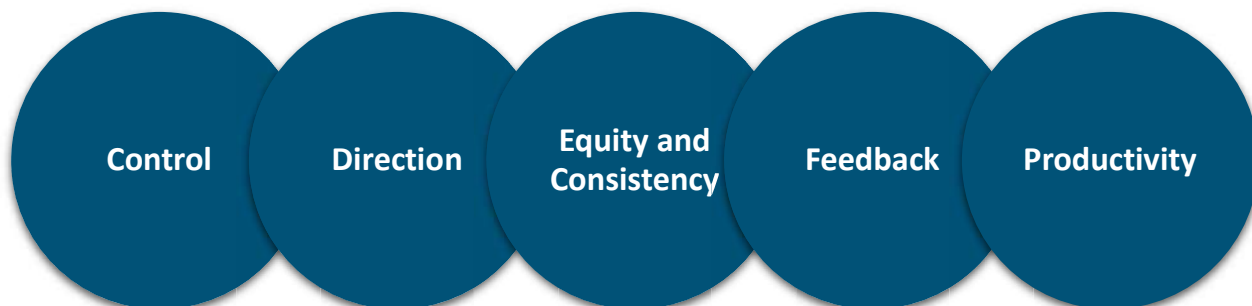
External experts must reveal all relevant information to the users of the audit, except in cases where such disclosure would compromise the identity of employees or patrons of the system. This means that the Washington Central Unified Union School District will not seek or request disclosure of identifying information regarding anyone providing information to the audit team, and that such agreement is not waived in litigation. Confidentiality is respected in audit interviews.

Scope of Work

Services and Analyses to be Performed

The CMSi Curriculum Management Audit uses five standards against which to compare, verify, and comment upon the Washington Central Unified Union School District's existing curricular management practices. These standards have been extrapolated from an extensive review of management principles and practices and have been applied in all previous curriculum management audits. As a result, the standards reflect an ideal management system, but not an unattainable one. They describe working characteristics that any complex work organization should possess in being responsive and responsible to its clients.

The five standards employed in the CMSi Curriculum Management Audit are:



A finding within a Curriculum Management Audit is simply a description of the existing state, negative or positive, between an observed and triangulated condition or situation at the time of the CMSi audit, and its comparison with one or more of the five audit standards.

Findings in the negative represent discrepancies below the standard. Findings in the positive reflect meeting or exceeding the standard. As such, audit findings are recorded on nominal and ordinal indices and not ratio or interval scales. As a general rule, audits do not issue commendations, because it is expected that a school district should be meeting every standard as a way of normally doing its business. Commendations are not given for good practice. On occasion, exemplary practices may be cited.

Unlike accreditation methodologies, audits do not have to reach a forced, summative judgment regarding the status of a school district or sub-unit being analyzed. Audits simply report the discrepancies and formulate recommendations to ameliorate them.

More detail concerning what auditors look for under each of the five standards is presented in the following section.

The Standards and Their Indicators



Standard One: Control

Under **Standard One**, auditors will review the scope and quality of policy (governance) and planning across the school system. A school system meeting Curriculum Management Audit™ Standard One is able to demonstrate its control of resources, programs, and personnel. Common indicators are:

- a curriculum policy framework that:
 - is centrally defined and adopted by the board of education
 - establishes an operational framework for management that permits accountability
 - reflects state requirements and local program goals
 - reflects the necessity to use achievement data to improve school system operations
 - defines and directs change and innovation within the school system to permit focus of its resources on priority goals, objectives, and mission
- a functional administrative structure that facilitates the design and delivery of the system's curriculum (programs and services) and achievement of goals
- a direct, uninterrupted line of authority from governing board to the superintendent/chief executive officer and other central office officials to principals and classroom teachers
- documentation of school board and central office planning for the attainment of goals, objectives, and mission over time.
- organizational development efforts which are focused to improve system effectiveness



Standard Two: Direction

Under **Standard Two**, auditors examine the scope, quality, and alignment of the educational program within the school system. An educational system meeting Standard Two demonstrates clearly established learner expectations and definitions of instructional content for effective teaching and learning. Common indicators are:

- a clearly established, system-wide set of goals and objectives that addresses all programs and courses and is adopted by the board of education
- demonstration that the system is contextually responsive to national, state, and other expectations as evidenced in local initiatives
- operations set within a framework that carries out the system's goals and objectives
- evidence of comprehensive, detailed, short- and long-range curriculum management planning
- knowledge, local validation, and use of current best curricular practices

- written curriculum that addresses both current and future needs of students
- major programmatic initiatives designed to be cohesive
- provision of explicit direction for the superintendent and professional staff
- a framework that exists for systemic curricular change

The analyses include a comprehensive review of the school system's curriculum documents for scope and quality, using expectations and criteria from the Curriculum Management Improvement Model (CMIM). The CMIM reflects the philosophy and approach inherent to the five standards and congruent with best practice



Standard Three: Equity and Consistency

Under **Standard Three**, auditors review the design and delivery of the educational program to determine equity, connectivity, and overall alignment. A successful school system meeting Standard Three will demonstrate a highly-developed, articulated, and coordinated curriculum (programs and services) in the organization that is effectively monitored by the administrative and supervisory staffs at the central and site levels. Common indicators are:

- documents/sources that reveal internal connections at different levels in the system
- predictable consistency through a coherent rationale for content delineation within the curriculum
- equality of curriculum/course access and opportunity
- allocation of resource flow to areas of greatest need
- a curriculum that is clearly explained to members of the teaching staff and building-level administrators and other supervisory personnel
- specific professional development programs to enhance curricular design and delivery
- a curriculum that is monitored by central office and site supervisory personnel
- teacher and administrator responsiveness to school board policies, currently and over time

Auditors will visit classrooms in every school across the system to collect data concerning dominant teacher and student practices observed. Information will be recorded regarding the instructional practices observed and reported back to school system stakeholders. The criteria for instructional best practices will be extrapolated from district policy and documents, unless the school system specifically requests CMIM criteria be used.



Standard Four: Feedback

Under **Standard Four**, the auditors will examine the overall scope and quality of the assessment system in providing data (feedback) for use in decision making at all levels of the system: classroom, building, and district. A school system meeting Standard Four has designed a comprehensive system of assessment/testing and uses valid measurement tools that indicate how well its students are achieving designated priority learning goals and objectives. Common indicators are:

- a formative and summative assessment system linked to a clear rationale in board policy
- knowledge, local validation, and use of current best practices for curriculum and program assessment
- use of a student and program assessment plan which provides for diverse assessment strategies for varied purposes at all levels -- district, school, and classroom
- a way to provide feedback to the teaching and administrative staffs regarding how classroom instruction may be evaluated and subsequently improved
- a timely and relevant data base upon which to analyze important trends in student achievement
- a vehicle to examine how well specific programs are actually producing desired learner outcomes of results
- a data base to compare the strengths and weaknesses of various programs and program alternatives, as well as to engage in equity analysis
- a data base to modify or terminate ineffective educational programs
- a method/means to relate to a programmatic budget and enable the school system to engage in cost-benefit analysis
- organizational data gathered and used to continually improve system functions

Auditors will analyze the quality of existing assessments in yielding essential data regarding student performance and achievement. When possible, auditors will also evaluate the alignment of assessments with the written curriculum and report any discrepancies.



Standard Five: Productivity

Under **Standard Five**, auditors examine the degree to which school systems are equipped to attain goals and improve the delivery of the educational program and services while maintaining (or decreasing) current resources. While the attainment of improved productivity in a school is a complex process, caused in part by the lack of a tight organizational structure (referred to as “loosely coupled”), common indicators of an educational system meeting Standard Five are:

- planned and actual congruence among curricular objectives, results, and financial allocations
- a financial data base and network that are able to track costs to results, provide sufficient fiduciary control, and is used as a viable data base in making policy and operational decisions
- specific means that have been selected or modified and implemented to attain better results in the schools over a specified time period
- a planned series of interventions that have raised pupil performance levels over time and maintained those levels within the same cost parameters as in the past
- school facilities that are well-kept, sufficient, safe, orderly, and conducive to effective delivery of the instructional program
- support systems that function in systemic ways
- district and school climate that are conducive to continual improvement.

Specific Analyses and Services to be Performed for Washington Central Unified Union School District

The following are specific services and analyses to be undertaken by CMSi on behalf of the Washington Central Unified Union School District:

- An evaluation of the current status of curriculum K-12 to determine alignment with state and national standards and the district’s desired learning outcomes.
- Surveys of teachers, principals, and central office personnel to determine curricular needs.
- Observation of classroom instruction and student work artifacts to determine the degree of alignment between the written and taught curriculum.
- Examination of curriculum, classroom instruction, and student work artifacts to determine whether there is support for and implementation of differentiation, remediation, extension, and enrichment strategies.
- Assessment of the consistency of implementation of the district’s curriculum system-wide. Review and analysis of policies and controls governing the curriculum process (a list of documents required by CMSi for this analysis is presented in Appendix A)
- Formulation of actionable, prioritized recommendations, designed to be implemented over a 3-5 year time frame, that will allow the district to ensure equity of access to programs, high-quality student-centered instruction to its students.



The Audit Process: Roles, Responsibilities, and Timeline

The lead auditor will be responsible for overall coordination of the work, employment of the external experts, preparation of the report, and delivery of the report to the client, the Washington Central Unified Union School District. All work will be performed and reported in accordance with the guidelines and standards described in this proposal.

District leaders will identify a liaison (see responsibilities below) who will work with the lead auditor to schedule the site visits, secure all documentation, assist with the administration of the online surveys, and coordinate the auditors' site visit and interviews. The **documentation requested for the audit** is presented in **Appendix A**.

The final report to the Washington Central Unified Union School District will include a description of the standards employed, the process followed, the findings of the audit team with documentation, and a set of recommendations for action by the governing board and administrative staff of the system. The timeline for performance of the work is described below:

Typical Timeline for the Proposed Audit

(timeframes vary based on services selected and district schedules and response times)

Week 1

Process to secure contract finalized.

District Responsibilities:

- Identify liaison and preferred site visit dates (if site visit included)
- Collect necessary documents and data and submit to lead auditor
- Schedule interviews and visits to schools (if included)

Lead Auditor Responsibilities:

- Meet (virtually or in person) with superintendent and liaison in preparation for the audit
- Identify audit team members
- Submit sample surveys to liaison for review and approval

Weeks 2-6

District Responsibilities:

- Finalize surveys and disseminate to appropriate stakeholder groups
- Finalize site visit and interview schedule (virtual and/or in person)
- Finalize submission of all documentation and data to the lead auditor and audit team
- Oversee site visit with the audit team

Lead Auditor and Audit Team Responsibilities:

- Review all documentation and data
- Conduct interviews with all stakeholders
- Collect and analyze survey data
- Conduct site visit

Weeks 6-12

Lead Auditor and Audit Team Responsibilities:

- Discuss draft Findings and Recommendations with Superintendent
- Finalize analyses and report production

Weeks 11-13

District Responsibilities:

- Receive final report and prepare implementation and dissemination strategies
- Provide progress report to the Board on response to audit recommendations

Lead Auditor Responsibilities:

- Present final report to the board (if included)
- Meet with district leaders to plan response to audit findings and recommendations (if included)



Notice of Indemnification

Approval of this proposal by the Washington Central Unified Union School District indicates agreement to accept the proposed conditions of work and to hold CMSi and the auditors performing the work harmless from any and all claims and expenses arising from causes of action that may be brought as the result or related to provision of services under this proposal to the Washington Central Unified Union School District.

Total Budget for Selected Items

Total Cost, Selected Items: \$36,250.00 which includes expenses, or
\$28,500.00 Offsite only

TOTAL BUDGET: \$28,500.00 - \$36,250.00 depending on selected service

Payment Schedule

Upon signed approval and authorization of the work	1/2 of the total project amount
Upon completion of the site visit	1/2 of the total project amount Reimbursement for out of pocket expenses (travel, lodging, printing, etc.)
Upon delivery of the draft audit report, prior to delivery of final audit report	All invoiced costs must be paid before delivery of final audit report.

Appendix A: Documents Collected for Review

Standard / Document	Document	Examples of Documentation
STD 1		
1.010	Background information about the district	names and addresses of schools; names of principals; enrollment by school; demographics of students by school; a map of the district; information about the community; any other information helpful in orienting the team to the district
1.020	History of the school system	a narrative (not to exceed 3 pages) which presents a history of the district
1.030	Demographic data	enrollment projections and trends for a period of five years
1.040	Audit statement	Why did you undertake the audit? What do you want to accomplish from it? How will the information be used?
1.050	Sample of internal memoranda	administrative officers to principals, principals to teachers, etc., regarding curriculum, testing, evaluation, and programming
1.060	Bond sales documents	
1.070	Mission statement and goals for district	
1.080	Mission statement and goals for schools	
1.090	One complete set of Board policies	
1.100	One complete set of administrative regulations	
1.110	List of board members	include their length of tenure for the past 10 years of all BOE members
1.120	List of superintendents	include their length of tenure for the past 10 years of all BOE members
1.130	District accreditation report	most recent copy of this report or any other external audits or consultant reports conducted during previous five years
1.140	Job descriptions	all administrative or supervisory staff, teachers, and other instructional staff
1.150	Table of organization	include names of personnel in positions
1.160	Staff and faculty handbooks	
1.170	Latest OCR reports	
1.180	Employee contracts	for professional personnel
1.190	Bargaining agreements	
1.200	Appraisal procedures	administrators, teachers
1.210	Salary schedules	administrators, teachers
1.220	Actual teacher evaluations	a five percent random sample (do not put these in document room - they will be reviewed on site)
1.230	Planning documents	long-range or strategic plans; district improvement plans; school improvement plans; department plans; federal or state plans; staff development plans; technology plans; site based decision plans; assessment plans; facilities plans; etc.
1.240	Board minutes	from previous three years
1.250	List of committees	purpose, standing/ad hoc; person responsible; duties; accomplishments
1.260	District Improvement Plans	
1.270	School Improvement Plans	
STD 2		
2.010	Curriculum guides	send all available guides to the designated auditors
2.020	Other curriculum documents that guide teachers	
2.030	Surveys	staff, community, student - conducted on the instructional program
2.040	Textbook or instructional materials adoption process	procedures used for this; materials that describe the curriculum revision process
2.050	Minutes of curriculum meetings	
2.060	Course description books	

2.070	Federal program implementations	ESL, bilingual, military dependent, etc.
2.080	State program implementation	compensatory funds, grants, etc.
STD 3		
3.010	Master schedule for each building	
3.020	Grade distribution reports	
3.030	Demographic data by school	3 years - disaggregated by gender, ethnicity, and grade; Disaggregated by subgroups: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.040	Class size data by school and grade	
3.050	Student assessment reports by school	previous five years
3.060	Retention	3 years - disaggregated by grade, gender, ethnicity, SUBGROUP: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.070	Enrollment in special programs	3 years - disaggregated by grade, gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.080	Instructional time allocations	
3.090	Library book count	by building and district
3.100	Computers	by building and district
3.110	Staff development plans	
3.120	Homework policies	
3.130	Work schedules	art, music, PE, library at elementary levels
3.140	Staffing formulas	
3.150	Documents on grouping, retention, placement, etc.	
3.160	Discipline referral statistics	Disaggregated by gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch
3.170	Guidelines for fund raising	
STD 4		
4.010	Tests administered	list of all district tests administered by subject, grade, exemptions allowed
4.020	Student test data	5 years - disaggregated by grade, gender, ethnicity, subgroup: Special ed/ <u>non</u> -special ed; ELL/ <u>NON</u> -ELL; Gifted/ <u>Non</u> -gifted; F/R lunch/ <u>NON</u> F/R lunch
4.030	Program evaluation model	description of district model for evaluating programs
4.040	Program evaluations	any evaluations conducted during last 5 years
4.050	Student assessment plan	a description of testing philosophy and practice in the district
4.060	Follow-up studies	any conducted during the past 5 years
4.070	State testing program	description of program and technical information
4.080	Any nationally-normed assessments (Stanford 10, ITBS, etc.)	district performance (by grade level) disaggregated by building, gender, ethnicity, subgroup: Special ed/non-special ed; ELL/NON-ELL; Gifted/Non-gifted; F/R lunch/NON F/R lunch (3+ years)
STD 5		
5.010	Approved district budget	5 years
5.020	Budget planning process description	
5.030	CPA's audit	5 years
5.040	Facilities studies	
5.050	Program innovations	undertaken in previous 10 years
5.060	Bond sale documentation	
5.070	District Technology Plan	description of technology plan
5.080	Assessed valuation	5 years
5.090	Building capacity levels	

Appendix B: Curriculum Audits Conducted by CMSi in the Last Five Years

CMSi has had more experience in auditing district programs and services than any other company that provides similar services. Our clients attest to the quality, thoroughness, and reliability of the work we do.

Please note: due to the large number of audits conducted by CMSi, the districts are classified by the type of curriculum audit conducted: traditional, program-specific, or other. A complete description of each classification is provided following the exhibit.

School District Name	Date	City	State	# of Stdts	Type of CMSi Curriculum Audit™
Evanston/Skokie School District 65	Fall 2020	Evanston	IL	8000	Traditional with Equity focus
Mansfield ISD	October 2020	Mansfield	TX	35,000	Equity
Pecos-Barstow-Toyah ISD	September 2020	Pecos	TX	2800	Traditional
Orangefield ISD	June 2020	Orangefield	TX	1800	Small School Audit
Kenosha USD	March 2020	Kenosha	WI	21,800	Administrative Salary Schedule Review
Troup County Schools	February 2020	La Grange	GA	12,000	Traditional
Columbus School District	December 2019	Columbus	OH	49,700	Traditional
Brazosport ISD	October 2019	Brazosport	TX	12,300	Traditional
Duncanville ISD	October 2019	Duncanville	TX	12,000	Traditional
Muscatine Community School District	September 2019	Muscatine	IA	5,300	Traditional
Mingus Union High School District	September 2019	Cottonwood	AZ	1,250	Traditional
John Paul II Catholic High School	May 2019	Plano	TX	786	Individual School Audit
Battle Creek	May 2019	Battle Creek	MI	4,100	Offsite Curriculum Review
New Haven Public Schools	April 2019	New Haven	CT	21,500	Traditional
Liberty School District	April 2019	Buckeye	AZ	3,400	Traditional
Dolores School District	March 2019	Dolores	CO	733	Traditional
Mission ISD	February 2019	Mission	TX	16,000	Traditional

Times ² STEM Academy	February 2019	Providence	RI	650	Small School Audit
Coeur d'Alene Schools	January 2019	Coeur d'Alene	ID	11,000	Traditional
Thornton Fractional High School District #215	January 2019	Lansing	IL	3,400	Traditional with Equity focus
Atlanta Public Schools	December 2019	Atlanta	GA	54,900	Offsite Curriculum Review
Little Elm ISD	December 2019	Little Elm	TX	7,800	Traditional
Longview ISD	December 2018	Longview	TX	8,400	Traditional
McAllen Independent School District	October 2018	McAllen	TX	25,000	Traditional
Federal Way Public Schools	October 2018	Federal Way	WA	40,000	Off-site Curr Qual. Alignment Review
Allentown School District	July 2018	Allentown	PA	7000	Traditional
Roosevelt School District	February 2018	Phoenix	AZ	9000	Traditional
San Angelo ISD	June 2018	San Angelo	TX	14,530	PSCA ¹ : SPED
Richland School District	April 2018	Richland	WA	13,600	Traditional
Aldine ISD	March 2018	Aldine	TX	67,450	Traditional
Boerne ISD	January 2018	Boerne	TX	8,732	Traditional
DeKalb ISD	January 2018	DeKalb	TX	824	Traditional
Elgin ISD	January 2018	Elgin	TX	4,145	Small Schools
Kenosha USD	January 2018	Kenosha	WI	22,160	PSCA ² : Schedule D
Klein ISD	August 2017	Klein	TX	51,726	Traditional
Phoenix Elementary School District #1	August 2017	Phoenix	AZ	6,932	Traditional
Pendergast Elementary School District	July 2017	Phoenix	AZ	10,028	Traditional
Weedsport CSD	July 2017	Weedsport	NY	802	Traditional
Penns Grove-Carneys Point Regional School District	June 2017	Penns Grove	NJ	2,312	Traditional
Crowley ISD	May 2017	Crowley	TX	15,270	Traditional
Schertz-Cibolo-Universal City ISD	May 2017	Schertz	TX	15,465	Traditional

¹ PSCA: Program-Specific Curriculum Audit

² PSCA: Program-Specific Curriculum Audit

Sharyland ISD	May 2017	Mission	TX	10,026	Traditional
Buckeye Elementary School District	March 2017	Buckeye	AZ	5,030	Traditional
Cheltenham School District	March 2017	Cheltenham	PA	4,618	Traditional
Kyrene School District	March 2017	Tempe	AZ	17,297	Traditional
Nederland ISD	March 2017	Nederland	TX	5,229	Traditional
Peoria USD #11	March 2017	Glendale	AZ	36,000	SPED Program
Whitehouse ISD	December 2016	Whitehouse	TX	4,700	Traditional
Chicago Virtual Charter School	November 2016	Chicago	IL	670	Traditional
San Angelo ISD	July 2016	San Angelo	TX	14,500	Traditional
Queen Anne's County Public Schools	June 2016	Centreville	MD	7,700	Traditional
Sheldon ISD	May 2016	Sheldon	TX	7,700	Traditional
Griffin-Spalding County School System	May 2016	Griffin	GA	10,600	Traditional
DeKalb County School District	May 2016	Stone Mountain	GA	101,000	Traditional
Austin ISD	May 2016	Austin	TX	83,000	Curriculum Alignment
Coppell ISD	April 2016	Coppell	TX	12,300	Traditional
Castleberry ISD	April 2016	Fort Worth	TX	4,000	Traditional
Pine Tree ISD	March 2016	Longview	TX	4,700	Program Audit – ELA and Reading
Kamehameha Schools Kapalama	February 2016	Honolulu	HI	5,400	Traditional
Penns Valley Area School District	January 2016	Spring Mills	PA	1,400	Small School Audit
Pasco School District #1	December 2015	Pasco	WA	17,700	Program Audit – ELA and Math
Lasara ISD	October 2015	Lasara	TX	1,200	Traditional
Sumner School District	August 2015	Sumner	WA	8,900	Traditional
East St. Louis School District #189	August 2015	East St. Louis	IL	6,000	Traditional
Little Rock SD	May 2015	Little Rock	AR	40,000	Curriculum Alignment
Baltimore City Schools	May 2015	Baltimore	MD	120,000	Curriculum Alignment
Nampa School District	April 2015	Nampa	ID	25,000	Traditional

Frontier Regional Union SD	April 2015	Deerfield	MA	4,000	SPED Program
Academy of the City	June 2015	Woodside	NY	1,500	Curriculum Review
Sunnyside USD	January 2015	Tucson	AZ	20,000	Individual School

Traditional CMSi Curriculum Audit™ : The traditional, comprehensive audit focuses on policy control and governance; clearly defined objectives and goals for the system and its students; connectivity among all district departments, schools, and operations; educational equity for all students; data collection and disaggregation; data-driven decision making at classroom, school, program, and district levels; and system productivity and financial management.

Curriculum Quality and Alignment Review: The Curriculum Quality and Alignment Review examines those aspects of the curriculum pertinent to standards two and three of the audit. It is an intensive examination and evaluation of the quality (its completeness and rigor) of curriculum design, its internal consistency, the degree to which it aligns to external and internal (formative) assessments, and the alignment and quality of instructional resources in all three dimensions: content, context, and cognitive type.

Individual School Audit: The individual School Audit takes the CMSi Curriculum Audit™ to the classroom level, and is an intensive review of the delivery of curriculum, its alignment with the written and tested curriculum, and those school-level goals and procedures necessary to unify effort and improve student achievement.

Program-specific Curriculum Audit: The Program-Specific Curriculum Audit is a traditional audit that only focuses on one or a few content areas, rather than the comprehensive educational program.

Small School Audit: The Small School Audit condenses and abbreviates the comprehensive, traditional audit for school systems with very few students and schools to reflect their internal capacity. The five standards are employed in a more integrated fashion under ten criteria, for each of which there is a respective finding. This is for use in school districts with less than 1000 students.

Equity Audit: The Equity Audit examines the degree to which a district or school can assure equitable delivery of instruction, access to programs, and needs-based distribution of resources to all students, regardless of race, ethnicity, income, or any other factor. All CMSi audits examine equity, but the Equity Audit takes a deeper look at the protocols, policies, and plans to reduce bias and discrimination and work toward leveling the playing field for marginalized groups of students. All CMSi Audits have an equity component; CMSi's position is that without equity, schools cannot ensure that all students receive the same opportunities or guarantee the same academic outcomes. We began offering a separate Equity Audit in the Spring of 2020 to provide a deeper look at equity processes for district..

Appendix C: References

1	Thornton Fractional School District 215 18601 Torrance Ave., Lansing, IL 60438 (708) 585-2388 Mike Fies, Assistant Superintendent of Teaching and Learning mfies@tfd215.org
2	Frontier Regional and Union 38 School Districts 113 N. Main Street – Office C101, South Deerfield, MA 01373 (413) 665-8506 Sarah Mitchell, Director of Secondary Education sarah.mitchell@frsu38.org
3	Battle Creek Public Schools 3 Van Buren West, Battle Creek, MI 49017 Christian Manley, Coordinator for Curriculum and Instruction (269) 245-7195 cmanley@battle-creek.k12.mi.us
4	East St. Louis School District 189 1005 State Street, East St. Louis, IL 62201 Arthur Culver, Superintendent (618) 646-3009 arthur.culver@estl189.com
5	Phoenix Elementary School District #1 1817 N. 7 th Street, Phoenix, AZ 85006 Dr. Denise McLoughlin, Chief Academic Officer (602) 523-5959 Denise.McGLOUGHLIN@phxschools.org

Attachment A

Washington Central Unified Union School District
Curriculum Management Review
Request for Proposal

Bids are due November 23, 2020 by 12:00 P.M.

Please list positions associated with the project
and Cost for each one: ____3 Auditors onsite for 3
days_____

Price

_\$30,250_____

Additional expenses:

- Administrative services, clerical support
and transcript services
- Materials
- Travel

\$6000.00__

Total cost for project

_____ \$36,250 _____

The form must be completed fully and contain an original signature of the bidder or its
authorized agent. **Bids should have a 30-day price guarantee.**

Bids Submitted by:

CMSi

Company Name

(515) 276-8911

Phone Number



Authorized Representative Signature

Holly J Kaptain

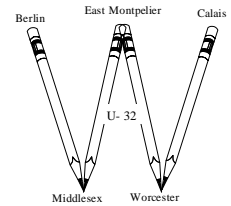
Printed Authorized Representative

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 Budget Training and Board Meeting Agenda

11.18.20 5:00 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, Jill Olson, Townes DeGroot, Anna Farber, Stephen Looke, Chris McVeigh, Jonathan Goddard

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 Aaron Boynton, Principal Casey Provost, Principal Steven Dellinger-Pate

Others/Public: Kelly MacMartin, David Delcore, ORCA Media, Lisa Wilson, Elizabeth Wirth, Corinne Stridsberg, Barrett Jones, Betsy Parah, Caitlyn Usticke, Daisy Scarzello, Ellen Dorsey, Hollis St. Peter, Jamie Bohn, Keith MacMartin, Rhonda Prensky, Sonya Rhodes, Ted

- 1. Call to Order: Scott Thompson called the meeting to order at 5:03.**
- 2. Board Budget Training:** From 5:05 until 5:45, the board participated in a budget training presentation and discussion led by business administrator Lori Bibeau.
- 3. Welcome**
 - 3.1. Reception of Guests:** Scott Thompson shared that the agenda setting committee had decided to hold public comments at the end of the board meeting. Lindy Johnson asked why this decision was made. Scott Thompson explained that the committee had decided since board meetings are public meetings held in order to carry out board business, it is critical for the board to take care of business and allow for public comments in a planful way. The COVID19 developments had influenced the agenda setting committee to create two separate opportunities during the meeting for public comments; however, at this time, the committee felt that having one designated time at the end of the meeting for public comment is appropriate.
 - 3.2. Agenda Revisions:** Karoline May stated that during 4.4.4 she will abstain from the discussion and the vote.
- 4. Reports**
 - 4.1. Student Reports:** Townes DeGroot and Anna Farber shared updates. Some of the clubs have begun to meet, including Seeking Social Justice. Students are looking forward to Thanksgiving break beginning next week.

4.2. Superintendent

4.2.1. COVID-19 Update: Superintendent Olkowski shared that, as of yesterday, the Department of Health had sent an email praising the WCUUSD leadership team and the school board for continuing to provide opportunities for students to attend school in person daily. He noted that we are following state guidance; however, if he feels the need as superintendent to implement additional measures, to ensure the safety of students and staff, he will do so.

He shared that just before the board meeting this evening, he received notice of a positive COVID19 case at U32. He believes that we will continue to operate school, but there will be some notifications and some changes in the coming days. Principal Steven Dellinger-Pate indicated that one of the pods in the middle school is affected. Scott Thompson asked for clarification - who is doing contact tracing? Principal Dellinger-Pate stated that the school is notifying people about quarantining, etc, but the Department of Health is doing the contact tracing. Jonas Eno-Van Fleet asked whether testing is easily accessible for those affected or in question. Principal Dellinger-Pate indicated that details about testing is made available when the school contacts families.

Superintendent Olkowski asked the board to consider additional early release dates for the elementary schools and middle school at U32 on Dec 2, 9, 16th. He shared some of the reasons for requesting these dates, all related to COVID19 responses and preparation.

Jill Olson moved to approve early release dates on Dec 2, 9, 16th for elementary and middle school. Seconded by Diane Nichols-Fleming. Discussion: Chris McVeigh asked whether there are anticipated early release dates in future months. Should we be giving families advance notice? Flor Diaz Smith asked whether we should take action to give the superintendent the authorization to create early release dates as needed, going forward, for example, through March 2021.

Discussion of friendly amendments: authorize superintendent to create early release dates as needed, from November 18, 2020, through March 31, 2021. Jonas Eno-Van Fleet indicated that he thinks we should make this through the end of the school year, June 2021. Lindy Johnson suggested adding the specification that the days be Wednesday.

Motion: Jill Olson moved to authorize the superintendent to create early release dates on Wednesdays as needed, from November 18, 2020 through the end of the school year, June 2021. Seconded by Diane Nichols-Fleming, this motion carried unanimously.

Superintendent Olkowski shared that we will receive an \$80K grant from the Coronavirus relief fund, in addition to a \$50K grant we had already received. These grants are for use in food programs.

4.2.2. Central Office Job Descriptions: Superintendent Olkowski had shared updated job descriptions: Accounts Payable, Senior Payroll Cash Accountant, Financial Accountant, Medicaid and Human Resources Criminal Record Check Clerk. Flor Diaz Smith moved to approve these job descriptions. Seconded by Jaiel Pulskamp. Discussion: Stephen Looke stated that he does not believe this is something that the board needs to approve; he sees that as micro-managing. Lindy Johnson stated that she agrees, the board does not need to approve job descriptions, however she appreciates seeing the flowchart that provides an overview of job roles. Chris McVeigh stated on the other hand that he feels it is important for board members to stay informed. Kari Bradley agreed that this is not something within the purview of the board, however if

the superintendent feels that it is important, he would like the board to move through it quickly and take action. This motion carried unanimously.

4.2.3. Enrollment Trends: Superintendent Olkowski shared an update on enrollment trends. At this time, it looks like we may have a decrease of around 60 students next year. Jonas Eno-Van Fleet wondered whether this trend is in response to COVID19 (more families opting to homeschool). Diane Nichols-Fleming indicated that she would like to be able to take a broader look at enrollment trends. Stephen Looke stated that he believes the board should take a closer look at the trends and provide guidance to the administration based on current trends. Some discussion followed regarding Roxbury, Orange and Washington students.

4.3. Leadership Team Report: A written report had been provided. Jen Miller-Arsenault shared updates on assessment windows this year in light of COVID19. Kelly Bushey shared that special education case managers are creating schedules based on contingency plans for IEPs, in the event that we have to shift to remote. Superintendent Olkowski shared that the leadership team continues to meet and plan for the possibility of moving to remote learning. Principals shared from each location.

Some discussion followed around the challenges around COVID19 and planning for possible remote learning.

4.4. Finance Committee: Flor Diaz Smith shared that the Finance Committee is planning for the December 2nd budget presentation which may include small group discussions.

Flor Diaz Smith shared that she, Lori Bibeau and Bill Ford have met to consider possible projects for next year and the use of Capital Projects fund. She will provide more information to the board as the work of the group progresses.

4.4.1. Share Finance Committee Recommendation for Budget Parameters: Flor Diaz Smith had shared some recommended parameters for board members to consider, in preparing the first budget draft. She had invited feedback from board members.

4.4.2. Middlesex Electric Vehicle Charger: Flor Diaz Smith moved that WCUUSD would continue to provide the EV unit and the electricity service to the community, but the district would not pay for the Assure service agreement, maintenance costs or the Network Service costs. We would ask the town to pick up these costs. If the town refuses to pick up the Assure, maintenance or Network Service costs, WCUUSD would eliminate the EV charger. Seconded by Kari Bradley. Discussion: some discussion followed. Some board members noted that this is an awkward location for an electric vehicle charger, and does not get a lot of use currently. Jaiel Pulskamp suggested that in the future there may be incentives to purchase electric vehicles. She asked about the possibility of considering solar panels to power the charger. She asked whether we can consider turning off the charger but keeping the option to reinstate it in the future. Jim Garrity indicated that this is a possibility. **This motion carried unanimously.**

4.4.3. Review and Award U-32 Van Recommendation: Flor Diaz Smith moved to purchase 2017 Toyota Sienna in the amount of \$17,984.00. Seconded by Kari Bradley. Lori Bibeau reviewed this proposal. She noted that there is no budget impact to this purchase, as it will be covered by grant funds. **This motion carried unanimously.**

4.4.4. Substitute Rate of Pay: Flor Diaz Smith moved (1) that WCUUSD no longer differentiate between licensed and non-licensed for substitute pay and that the rates of pay continue to be paid at a daily and half day rate, and (2) that WCUUSD substitute rates should be increased as follows: Daily rate (over 3.5 hours) \$115.00 Half day rate (3.5 hours or less) \$ 63.00. Seconded by Jonas Eno-Van Fleet. Discussion: Superintendent Olkowski shared that sub pay has not been updated since 2015. **This motion carried.** Karoline May abstained from the vote.

4.5. Education Quality

4.5.1. Presentation of Financial Literacy Student Learning Outcomes: Kari Bradley reviewed the work of the Education Quality committee, around Financial Literacy. He invited board members to attend the next Education Quality Committee meeting on December 2nd.

4.6. Policy Committee

4.6.1. Second Reading and Adoption: C12 Prevention of Sexual Harassment as Prohibited by Title IX: Jonas Enno-Van Fleet moved to approve the second reading and adoption of Policy C12. Seconded by Lindy Johnson. Chris McVeigh shared that this policy had been provided by the Agency of Education. Superintendent Olkowski stated that this policy may be changing in the future, but at this time we are recommended by legal counsel to adopt the policy and follow the procedures included. **This motion carried unanimously.**

5. Board Operations

5.1. Board Norms Draft: Jill Olson moved to adopt Board Norms as presented. Seconded by Flor Diaz Smith. Discussion: Jill Olson shared how this draft had been created, using previous U32 Board norms as a starting point. Stephen Looke suggested an edit, to eliminate “practice mindful listening” and replace with “listen.” Chris McVeigh suggested eliminating the phrase “but not respond” regarding the Community Involvement bullet. He suggested adding “and ask clarifying questions, if necessary.” Some discussion followed. **Board members approved Board Norms, with the two edits as agreed upon.**

5.2. Board Size: Some discussion followed around the concept of a smaller board membership:

Pro: fill board seats, increase the likelihood of contested elections, less time spent on board recruitment, simplify group decision-making, less unwieldy

Cons: fewer people directly involved/ reduced connections in the community; more burden on the board members that serve; is this where our energy should be spent right now? smaller committees

Scott Thompson took a straw poll to see how many board members are interested in pursuing a smaller board size and to assign a smaller group to explore this. Board members were in support of this.

Flor Diaz Smith and Chris McVeigh expressed interest in creating a small group.

6. Consent Agenda

6.1. Approve Minutes of 11.4.20: Chris McVeigh moved to approve the minutes of November 4, 2020. Seconded by Jonas Enno-Van Fleet. This motion carried unanimously.

6.2. Approve Board Orders: Lindy Johnson moved to approve the board orders in the amounts of \$699,634.07, and \$26,406.63. Seconded by Jill Olson. This motion carried unanimously.

7. Personnel

7.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE: Lindy Johnson moved to approve the resignation of Damian Middleton at Calais, effective June 30, 2020. Seconded by Diane Nichols-Fleming, with regret, and with thanks. This motion carried unanimously.

8. Public Comments

Barrett Jones: Described the various options for staff to take leave to address COVID19-related issues and asked the board to consider the hardship on families and staff.

Keith MacMartin expressed concerns around COVID19 community spread, and he asked whether there is a specific threshold in mind that will dictate when the schools decide to move to remote learning.

9. Executive Session for Personnel for Superintendent Evaluation: tabled

SSIP: School System Improvement Plan: Superintendent Olkowski shared that he is currently exploring this option from the Agency of Education. He will share information with the board as it is received.

10. Future Agenda Items

10.1. WCUUSD Name Change

10.2. Budget Community Forum

11. Reflection on Board Norms:

Kari Bradley and Stephen Looke indicated that the board has delved too far into “the weeds” at tonight’s meeting (e.g., taking action to approve job descriptions)

Kari Bradley: Less time for leadership report from each school, which took over an hour tonight; also consider having this later in the meeting.

Diane Nichols-Fleming: it’s important to hear from schools, though, especially during COVID19 when we are not able to get into the schools.

Stick with the time frame and end on time.

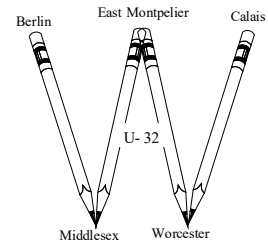
Respectfully submitted,
Lisa Stoudt

Washington Central Unified Union School District

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1130 Gallison Hill Road
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Phone (802) 229-0553
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Bryan Olkowski
Superintendent



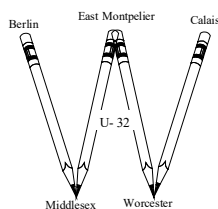
MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
DATE: November 23, 2020
RE: Central Office Job Descriptions

Over the last few months, the WCUUSD Central Office has been working on updating its job descriptions. We have moved the Central Office job descriptions to the Consent Agenda based on the feedback from the board meeting on November 18, 2020.

In this most recent update, the following job descriptions have been updated:

1. Administrative Assistant to Central Office Administration - Special Services & Curriculum, Instruction & Assessment
2. Administrative Assistant to Central Office Administration – Superintendent & Finance
3. District Operations Manager – Data & Application, Food Service & Transportation



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Job Description

JOB TITLE:	Administrative Assistant to Central Office Administration-Special Services & Curriculum, Instruction, & Assessment
FLSA STATUS:	Non Bargaining
CONTRACT TYPE:	ESP
WAGE SCALE:	Per Negotiated Agreement
UPDATED:	November 23, 2020

POSITION OBJECTIVE(S): The Administrative Assistant is responsible for providing support to the Director of Special Services and the Director of Curriculum, Instruction, and Assessment. This position is responsible for a variety of tasks including answering phone calls, ordering supplies, and is the primary contact for welcoming all visitors to the Central Office and directing them to the appropriate employees. This person should have strong communication skills, be a team player, and maintain a high level of confidentiality.

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

Administrative Support

- Act as primary contact for all incoming Special Services calls and requests for information.
- Process and respond to routine correspondence.
- Anticipate cyclical work flow to initiate and complete periodic projects within the office and for state required reports in a timely fashion.
- Research and respond to Special Education requests for information.
- Maintain filing system in accordance with board policy and State of Vermont disposition of public records orders.
- Schedule meetings and appointments. Coordinate food and beverages, location and hospitality for meetings as required.
- Post advertisement for Child Find.
- Provide support for grants, to include submission of required paperwork, coordination with the Agency of Education, and database management.
- Coordinate all Transportation for Special Education and Homeless students.
- Assist with distribution and collection of ELL tests.
- Manage and support Special Education technology database.
- Maintain, track and report of District Rule 4500 reports for the Director of Special Services.

- Create letters of agreement, contracts and certificates as needed.
- Prepare Bi-weekly Special Education payroll, Periodic Certifications, and activity sheets.
- Process Homeless referrals in collaboration with the homeless liaison.
- Maintain Homeless information in the Student Information System (SIS)
- Update Special Education students disability in the SIS
- Collect and organize time studies.

Reporting

- Provide training to designated school staff for State-required tracking systems.
- Collect student information from schools and submit State-required Child Count.
- Obtain and organize pertinent data as needed and put materials in usable format for reports as required by Superintendent, School Board, local, state and federal agencies.
- Assist with all Special Education reports.
- Maintain quarterly reports for grants

Early Education/Pre-kindergarten

- Coordinate and maintain records for required Red Cross First Aid training for all early education staff, related service staff and principals.
- Assist with State assessment requirements regarding pre-kindergarten assessment.
- Support annual pre-kindergarten screening and registration procedures.
- Coordinate meetings for Special Education early educators.
- Coordinate and maintain licenses and caseloads for Pre-K students in Teaching Strategies Gold (TSG) and coordinate contract.

Fiscal Responsibilities

- Assist with supplies and billing with school districts outside of WCUUSD for Homeless students.
- Coordinates purchasing process for Central Office supplies and materials, as well as maintain inventory for Central Office functions and catering.
- Prepare and process purchase orders for all Special Education contracts, Letters of Agreement, Special Education vehicles (maintenance, registrations), Special Education Professional Development, Student supplies and reimbursement.
- Coordinate all Professional Development for Special Education Early Educators, All Special Educators, Evaluation Team Zenith staff and ELL Teachers.
- Track all Professional Development costs in NEMRC.
- Manage financial tracking for Special Education. (State placed students and those eligible for extraordinary reimbursement.)
- Maintain Student Tracking.

Coverage and Support for Other Positions

- Familiarize self with the responsibilities of the Administrative Assistant to Central Office-Superintendent & Finance, in order to perform some of their duties when necessary.
- Responsible for answering incoming calls.
- Maintain copier and postage machine.
- Process incoming and outgoing mail.
- Assists with copier troubleshooting and arranges outside assistance /repair when necessary.
- Provide “critical coverage” during vacations and time off to include projects as determined by Central Office administrators.
- Backup to Medicaid Clerk & HR CRC Clerk, U-32 Special Education Administrative Assistant, and Administrative Assistant to Central Office Administration –Superintendent & Finance.
- Other duties as assigned by the Superintendent or Superintendent’s designee.

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

SUPERVISORY RESPONSIBILITIES: None

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

- **Education and Experience.** Associates Degree or equivalent and at least 3 years of related experience. Knowledge of Medicaid and accounting experience desirable. High level of confidentiality.
- **Language Skills.** Excellent verbal and written communication skills. The ability to communicate effectively with staff, Administrators and outside organizations.
- **Mathematical/Reasoning Skills.** Data analysis, compilation skills and financial knowledge as well as accounting experience.
- **Computer Skills and Experience.** Working knowledge of Microsoft Office, including Word, Excel, Google Suite, Access, and File maker.

Communication & Interpersonal Skills. Ability to work independently as well as with a team, take appropriate initiative, manage many tasks effectively and prioritize workload in a dynamic environment.

- **Additional Competencies.** The individual in this position must possess the following:
 - **Dependability** – being reliable, punctual, responsible and fulfilling obligations.
 - **Self-Control** – maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
 - **Stress Tolerance** – accepting criticism and dealing calmly and effectively with high stress situations.
 - **Cooperation** – being pleasant with others on the job and displaying a good-natured, cooperative attitude.
 - **Concern for Others** – being sensitive to others' needs and feelings and being understanding and helpful on the job.
 - **Attention to Detail** – being careful about detail and thorough in completing work tasks.
 - **Integrity** – being honest and ethical.
 - **Adaptability/Flexibility** – being open to change (positive or negative) and to considerable variety in the workplace.
 - **Independence** – guiding oneself with little or no supervision, and depending on oneself to get things done.
 - **Social Orientation** – preferring to work with others rather than alone, and being personally connected with others on the job.

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

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

	<i>Frequency Code</i>		<i>Essential</i>	<i>Not Essential</i>
SITTING	F		X	
STANDING	F		X	
WALKING	F		X	
SEEING	C		X	
HEARING	C		X	
TALKING	C		X	
DEXTERITY (hands/fingers)	C		X	
USE OF COMPUTERS AND EQUIPMENT	F		X	
LIFTING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	NA			X
100+ lbs.	NA			X
CARRYING				
up to 10 lbs.	O		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	NA			X
100+ lbs.	NA			X
BENDING/STOOPING	O		X	
PUSHING/PULLING	O			X
TWISTING	O		X	
CLIMBING	NA			X
BALANCING	NA			X
CROUCHING	O			X
KNEELING	O			X
CRAWLING	NA			X
REACHING (i.e., overhead)	O		X	
HANDLING	F			X
DRIVING	O		X	
REPETITIVE MOVEMENTS (hands, feet)	O			X
MANAGING STRESS	C		X	
RESOLVING CONFLICTS	C		X	

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

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	F
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	S

EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	NA
UNEVEN TERRAIN	NA
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	F
HEIGHTS	NA

Definitions - Physical Demands

Sitting: remaining in a seated position

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

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

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

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

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

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

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

Twisting: Rotating; moving to face in alternate direction.

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

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

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

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

Crawling: Moving about on the hands and knees

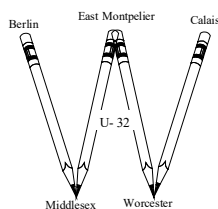
Reaching: Extending the hands and arms in any direction

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

Approved by:	
Date approved:	
Reviewed:	
Updated:	

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

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Washington Central Unified Union School District

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

Job Description

JOB TITLE:	Administrative Assistant to Central Office Administration-Superintendent & Finance
FLSA STATUS:	Non-Bargaining
CONTRACT TYPE:	ESP
WAGE SCALE:	Per Negotiated Agreement
UPDATED:	November 23, 2020

POSITION OBJECTIVE(S):

The Administrative Assistant is responsible for providing support to the Superintendent, Business Administrator, Human Resources, Payroll, District Operations Manager, Community Connections Director, and Clerk of the Works. This position is responsible for performing a variety of clerical tasks including answering phones and welcoming all visitors. This person must have strong communication skills, be a team player, and maintain a high level of confidentiality.

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

Support to the Superintendent

- Generates, prepares and distributes WCUUSD Board and other committee agenda packets and information as necessary.
- Formats minutes from WCUUSD School Board and Committees and ensures that all board agenda, minutes, packets etc. are posted on the WCUUSD website.
- Assist with development and coordination of WCUUSD policy manual.
- Assist Superintendent and WCUUSD Board in preparation of annual school meeting warnings; assists in preparing and compiling other materials for annual town reports as needed; coordinates distribution of materials with town officials.
- Researches and responds to staff queries and to and to requests for information from parents and populace.
- Schedules meetings and appointments. Coordinate food and beverages for meetings as required.

Support to Payroll/Benefits

- Provide support as needed entering new enrollments for health insurance, disability and terminating coverage for former employees.

- Provide support to employees as needed in regards to the Health Reimbursement Accounts
- Assist with mailing/sorting W-2's to all employees in the district.
- Complete the open enrollment process with guidance from payroll to include:
 - Work with claim processor to obtain forms.
 - Verify eligible participants.
 - Customize and compile enrollment packets.
 - Distribute packets via email to all eligible staff.
 - In conjunction with the school administrative assistants, collect and review forms.
 - Answer and/or facilitate responses to employee questions.
 - Submit information to Plan Administrator.
 - Serve as a liaison with Plan Administrator to ensure enrollment process is complete.
- Medicare D Creditable coverage letter
- Healthcare tracking.
- Assist with researching claims through Health Reimbursement Vendor as needed.

Support for Human Resources/Business Administrator/District Operations Manager

- Assist Human Resources position in contract verification and reconciliation as needed.
- Clerical Support to include filing, organizing, creating binders, mailings.
- Audit employee time in Aesop and reconcile.
- Verify leave value for auditors.
- Organize and manage all of the job descriptions for WCUUSD.
- Assist with Criminal Record Check (CRC) files, track and file as needed.
- Prepare and track letters of agreement.
- Process all free and reduced meal applications and notify families with results.
- Data entry support in Student Information System (SIS).

Fiscal Responsibilities

- Process bank deposits for WCUUSD schools and Community Connections program on a daily basis.
- Monitor and track all cash transactions to verify each entry is processed in the automated cash management system.
- Track accounts receivable for Community Connections as needed.

Procurement

- Prepare bidding documents for the District.
- Research vendors and follow up for due diligence.
- Plan bid openings.
- Work with Clerk of the Works on construction bids and keep all documents for the District.
- Notify all vendors of the outcome via email, letter.
- Prepare contracts.

Coverage and Support for Other Positions

- Familiarize self with the responsibilities of the Administrative Assistant to Central Office Administration-Special Services & Curriculum, Instruction, and Assessment, in order to perform some of their duties when necessary.
- Backup for incoming/outgoing mail.
- Provides assistance during times of peak workload
- Provides "critical coverage" during vacations and time off, to include projects as determined by the four central office administrators
- Other duties as assigned by the Superintendent or Superintendent's designee.

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

SUPERVISORY RESPONSIBILITIES: None

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

- **Education and Experience.** Associate's degree preferred with 3-5 years of clerical or office support experience; or an equivalent combination of experience and training.
- **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, WCUUSD will be converting to new financial software in the next few years. This position will be an integral part of the conversion team and associated changes for the software conversion.
- **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** – guiding oneself with little or no supervision, and depending on oneself to get things done.
 - **Social Orientation** – preferring to work with others rather than alone, and being personally connected with others on the job.

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

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

	<i>Frequency Code</i>		<i>Essential</i>	<i>Not Essential</i>
SITTING	F		X	
STANDING	F		X	
WALKING	F		X	
SEEING	C		X	
HEARING	C		X	
TALKING	C		X	

DEXTERITY (hands/fingers)	C		X	
USE OF COMPUTERS AND EQUIPMENT	F		X	
LIFTING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	NA			X
100+ lbs.	NA			X
CARRYING				
up to 10 lbs.	O		X	
10-25 lbs.	O		X	
25-50 lbs.	O			X
50-100 lbs.	NA			X
100+ lbs.	NA			X
BENDING/STOOPING	O		X	
PUSHING/PULLING	O			X
TWISTING	O		X	
CLIMBING	NA			X
BALANCING	NA			X
CROUCHING	O			X
KNEELING	O			X
CRAWLING	NA			X
REACHING (i.e., overhead)	O		X	
HANDLING	F			X
DRIVING	O		X	
REPETITIVE MOVEMENTS (hands, feet)	O			X
MANAGING STRESS	C		X	
RESOLVING CONFLICTS	C		X	

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

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

Definitions - Physical Demands

Sitting: remaining in a seated position

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

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

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

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

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

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

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

Twisting: Rotating; moving to face in alternate direction.

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

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

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

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

Crawling: Moving about on the hands and knees

Reaching: Extending the hands and arms in any direction

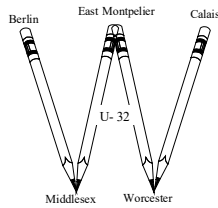
Handling: Seizing, holding, grasping, turning, or working with hands

Approved by:	
Date approved:	
Reviewed:	
Updated:	

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Washington Central Unified Union School District

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Job Description

JOB TITLE:	District Operations Manager-Data & Applications, Food Service, & Transportation
FLSA STATUS:	Non Bargaining
CONTRACT TYPE:	ESP
WAGE SCALE:	Per Negotiated Agreement
UPDATED:	November 13, 2020

POSITION OBJECTIVE(S):

The District Operations Manager (DOM) is the business operations leader for the district, managing all non-instructional functions, services, and staff so that the instructional team can maintain a concentrated focus on teaching and student achievement and maximize instructional time. The DOM ensures that the district schools are managed with operational excellence and fiscal prudence by creating, refining and implementing policies and systems while upholding the values of WCUUSD. The DOM and their team work to create a culture of service and support. The DOM partners with the larger school leadership team to develop a school-wide culture of respect and achievement and a team culture grounded in common goals, mutual respect, empathy towards others, and an appreciation of diversity. The DOM is a next generation leader who is a critical thinker and innovative problem solver with a high level of interpersonal skills.

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

OPERATIONAL LEADERSHIP

- **Systems Development**
 - Develop and implement school-wide non-instructional systems and procedures that ensure operational excellence within the school. Systems include but are not limited to: Transportation, Safety, National School Lunch Program, compliance tracking, and budget management.
 - Provides support for administrators
 - Develop and update forms for school district
 - Prepare, disseminate and analyze climate surveys
- **Compliance**
 - Capture and organize key school data with reliability for the creation and completion of various compliance reports (attendance, enrollment, staffing, etc.).
 - Maintains filing system in accordance with board policy and State of Vermont disposition of public records orders
 - Assists with compiling student assessment data to be shared with the WCUUSD school board, administrators, and public
 - Prepares and disseminates state and external reports as required.

- Complete local, state, and Federal compliance reports for schools.
- **School Operations**
 - Update and maintain accurate student records and student data in student information system.
 - Manage the daily execution of the school's national school lunch program.
 - Ensure that the transportation needs of scholars are met.
 - Assists with technical problems; telephone, arrange outside assistance/repair when necessary
- **Transportation**
 - Oversees the development of the bus routes in conjunction with staff and the external bus company and ensure that changes to bus routes do not impact other schools within the district
 - Liaison to schools for student transportation information support
 - Maintains transportation software
 - Investigates route requests that impact the safety of students
 - Assist in the coordination of external bus company driver training
 - Serves on WCUUSD Transportation Committee
- **Support to Schools/Superintendent**
 - Prepares and disseminate data reports as required for staff, principals, boards and public
 - Oversees all insurance claims
 - Prepares WCUUSD school calendar
 - Training and support for teacher, staff and administrators in various software programs
 - Assists with school closings, delays or early releases
 - Coordinate the work flow in the Central Office for administrative assistants
 - Other duties as assigned.
- **Food Service**
 - Oversees the processing of Free and Reduced Lunch Applications and notification to families of decisions/eligibility
 - Oversees the food service application yearly verification process
 - Import Directly Certified student from AOE into SIS and notify families of eligibility monthly
 - Monitoring Food Service Account Review
 - Complete food service void and corrections
 - Complete child nutrition application for reimbursement
 - Process monthly food service claims to the state
 - Ensure food service compliance with Child Nutrition
 - Maintain food service in SIS
- **Technology**
 - Primary Contact for Learning Management System (LMS) and Student Information System (SIS)
 - Assist in data entry in SIS and LMS
 - Create school calendar and roll Student in SIS
 - Work with schools to create schedule in SIS
 - Maintain Online Registration
 - Import various student assessment data into SIS
 - Import student and teacher data into various assessment programs
 - Provide support to teachers and administrators with assessment programs.
 - Build data analysis tools for administrators
 - Complete leave import and export annually
 - Support in the maintenance of Frontline.

- **Coverage and Support for Other Positions**
 - Acts as primary backup to the HR/Personnel Coordinator
 - Provides assistance during times of peak workload
 - Provides “critical coverage” during vacations and time off, to include projects as determined by the four central office administrators
 - Other duties as assigned by the Superintendent or Superintendent’s designee.

SUPERVISION RECEIVED: Reports to Superintendent.

SUPERVISORY RESPONSIBILITIES: Acts as primary backup to HR/Personnel Coordinator.

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. Associates Degree, Bachelor’s Degree or equivalent experience and at least 3 years of related experience, 5 years preferred. Data analysis, compilation skills and financial knowledge. Accounting experience desirable. High level of confidentiality.

Language Skills. Excellent verbal and written communication skills. Ability to communicate and interact effectively with multiple constituencies including parents, staff and students.

Mathematical/Reasoning Skills. Accounting experience desirable.

Computer Skills and Experience. Working knowledge of Microsoft Office, including Word, Excel, Access, G-Suite, Webmail, and File maker.

Communication & Interpersonal Skills. Team-player attitude and strong customer-service orientation. Ability to work independently, take appropriate initiative, manage many tasks effectively and prioritize workload in a dynamic environment. Other office support expertise, such as scheduling, filing, ordering supplies. Excellent organizational, planning, and implementation skills; Demonstrated initiative, leadership, and tenacity.

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.

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STANDING	F		X	
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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>
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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

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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

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

Twisting: Rotating; moving to face in alternate direction.

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

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

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

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

Crawling: Moving about on the hands and knees

Reaching: Extending the hands and arms in any direction

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

Approved by:	
Date approved:	
Reviewed:	
Updated:	

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WCCUSD School Board
Superintendent Personnel Summary and Recommendations

December 2, 2020
(as of 11/23/2020)

1. New Teacher Nominations (for 20-21 school year).

Recommend Approval

2. Retirement (effective June 30, 2021)

Recommend Approval

3. Resignations (effective June 30, 2021)

Recommend Approval

4. Leave of Absence Request (One year for 20-21 school year)

Recommend Approval

5. Change in FTE

Recommend Approval

6. Long-Term Substitutes for Leave

Jenna Dufford, U-32 Science
Collen Dunn, U-32 World Language

Recommend Approval

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

Name: Jenna S Dufford

School: U-32

Employer: WCUUSD

Position: Science Long-Term Substitute

Type: ☐ Permanent ☐ One-Year Non-Renewable ☐ Pro-Rated Non-Renewable ☒ Temporary

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

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

[If leave of absence or resignation, name of terminated employee: Christine Fitch

Educational Preparation:

College/Technical	Degree/Certificate	Date Attained
<u>University of Vermont, Burlington VT</u>	<u>M.A.T. Curriculum & Instruction</u>	<u>May 2020</u>
<u>Community College of VT, Montpelier VT</u>	<u>Coursework</u>	<u>2013-2019</u>
<u>University of Vermont, Burlington VT</u>	<u>B.S. Nutrition & Food Sciences</u>	<u>May 2013</u>

Experience: Aug-Nov 2020 - Science Long-Term Substitute, Champlain Valley Union High School, Hinesburg VT; Sep 2019-May 2020 - Student Teacher, Montpelier High School, Montpelier Roxbury Public Schools, Montpelier VT; Jun 2018-Jul 2019 - Lead Press Operator, Citizen Cider, Burlington VT; Mar-May 2018 - Plant Propagation Intern, Prides Corner Farm, Lebanon CT; Mar 2014-Dec 2017 - Head Cider Maker, Citizen Cider, Burlington VT; Sep 2013-Mar 2014 - Cider Maker, Citizen Cider, Burlington VT; May-Sep 2013 - Intern, Citizen Cider, Burlington VT;

Years of Related Experience: 0 Years

Salary Schedule Placement:

Start Date:

M00-M14 Step A

January 2021 - TBD

Salary or Wage Rate:

Date of Board Appointment:

\$250.31 Per Diem (based on \$47,559.00)

N/a

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

Contract Comments: Long-term substitute, no contract

Interviewed by: Steven Dellinger-Pate, Jody Emerson, Aanika DeVries, Christine Fitch, Brian Albee, Jenn Ingersoll, Jessica Wills

This candidate is recommended for employment by: Bryan Olkowski

B. Olkowski

Cc (check as appropriate):

☒ PERSONNEL

☒ PAYROLL

☐ SPED

☐ UNION

☒ BUILDING PRINCIPAL

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

Name: Colleen C Dunn

School: U-32 Employer: WCUUSD

Position: Long-Term Substitute: World Languages - Spanish

Type: ☐ Permanent ☐ One-Year Non-Renewable ☐ Pro-Rated Non-Renewable ☒ Temporary

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

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

If leave of absence or resignation, name of terminated employee: Charlotte Pitone

Educational Preparation:

College/Technical	Degree/Certificate	Date Attained
<u>Fitchburg State College, Fitchburg MA</u>	<u>CAGS - Staff Development/Education</u>	<u>'90-'92</u>
<u>Worcester State College, Worcester MA</u>	<u>M.Ed. - Education</u>	<u>May 1988</u>
<u>Washington State University, Ellensburg WA</u>	<u>B.A. Spanish</u>	<u>Aug 1976</u>
<u>Universidad Autonoma de Guadelajara</u>	<u>Coursework: Linguistics/Spanish</u>	<u>'72-'75</u>
<u>Universite de Bordeaux</u>	<u>Coursework: French/Linguistics</u>	<u>'71-'72</u>
<u>Aurora University, Aurora IL</u>	<u>Coursework: French/Spanish</u>	<u>'70-'71</u>

Experience: Aug 2015-Jun 2019 - Spanish & French Teacher, U-32 Middle & High School; Aug 2014-present - Latin Teacher, Duxbury Public Schools, Duxbury MA; Sep 2012-Jun 2014 - Latin/Spanish/French Teacher, Scituate Public Schools, Scituate MA; Jan 2011-Aug 2012 - Spanish & Art Teacher, Albert Einstein Charter School, San Diego CA; Mar 2008-Dec 2010 - Latin/Spanish Teacher, Chelmsford Public Schools, Chelmsford MA; Aug 2007-Mar 2008 - Education Specialist D, MA Department of Education, Malden MA; Mar-Jun 2007 - Long-Term Sub: AP Spanish, Dedham Public Schools, Dedham MA; Feb 2004-Mar 2006 - Elementary Enrichment Specialist, Fairfax County Public Schools, Fairfax VA; Jul 2003-Dec 2004 - Senior Education Specialist GS 14, US Department of Education, Washington DC; Aug 1999-Jul 2003 - Assistant Superintendent, Bellefonte Area Public School District, Bellefonte PA; Mar 1994-Jun 1999 - Bilingual/ESL Director, Worcester Public Schools, Worcester MA.

Years of Related Experience: 19 Year(s)

Salary Schedule Placement: M30 Step O Start Date: December TBD, 2020

Salary or Wage Rate: \$389.60/Hour (\$74,024.00) Date of Board Appointment: n/a

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

Contract Comments: U-32 retiree: June 2019

Interviewed by: Steven Dellinger-Pate, Adam French

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

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☒ UNION ☒ BUILDING PRINCIPAL