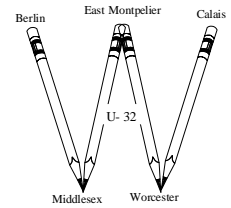


Washington Central Unified Union School District

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

Virtual Meeting Information:

<https://tinyurl.com/yxmo52l6>

Meeting ID: 982 9945 3728

Password: 500273

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

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

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

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

- | | |
|--|------------|
| 1. Call to Order | 4 minutes |
| 2. Board Budget Training – pg. 3 | 45 minutes |
| 3. Welcome | 10 minutes |
| 3.1. Reception of Guests | |
| 3.2. Agenda Revisions | |
| 4. Reports (Discussion/Action) | 90 minutes |
| 4.1. Student Reports | |
| 4.2. Superintendent | |
| 4.2.1. COVID-19 Update | |
| 4.2.2. Central Office Job Descriptions – pg. 10 | |
| 4.2.3. Enrollment Trends – pg. 36 | |
| 4.3. Leadership Team Report – pg. 39 | |
| 4.4. Finance Committee(Discussion/Action) | |
| 4.4.1. Share Finance Committee Recommendation for Budget Parameters – pg. 42 | |
| 4.4.2. Middlesex Electric Vehicle Charger (Action) – pg. 50 | |
| 4.4.3. Review and Award U-32 Van Recommendation (Action) – pg. 63 | |
| 4.4.4. Substitute Rate of Pay (Action) – pg. 64 | |
| 4.5. Education Quality (Discussion) | |
| 4.5.1. Presentation of Financial Literacy Student Learning Outcomes – pg. 66 | |
| 4.6. Policy Committee (Discussion/Action) | |
| 4.6.1. Second Reading and Adoption: C12 Prevention of Sexual Harassment as Prohibited by Title IX – pg. 83 | |
| 5. Board Operations (Discussion/Action) | 30 minutes |
| 5.1. Board Norms Draft – pg. 101 | |
| 5.2. Board Size – pg. 104 | |

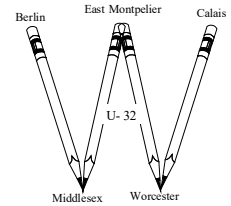
- 6. Consent Agenda (Action) 10 minutes
 - 6.1. Approve Minutes of 11.4.20 – pg. 112
 - 6.2. Approve Board Orders
- 7. Personnel (Action) 10 minutes
 - 7.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE – pg. 117
- 8. Public Comments 20 minutes
- 9. Executive Session for Personnel for Superintendent Evaluation 20 minutes
- 10. Future Agenda Items
 - 10.1. WCUUSD Name Change
 - 10.2. Budget Community Forum
- 11. Adjourn

Washington Central Unified Union School District

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

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

Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: Budget Training For School Board Members
DATE: November 10, 2020

There will be a budget training opportunity for School Board members on November 18, 2020. The primary focus of the budget training is regarding How to Calculate Tax Rates. Here is an outline of what will be covered:

- 1) Brief overview of the Expense budget
- 2) Brief overview of the Revenue budget
- 3) How to Calculate Tax Rates-Using Budget Year 2020-2021
 - a. Local Budgets-Expenses Less Offsetting Revenues(Local Education Spending)
 - b. Equalized Pupils
 - i. 2 Year Average of Average Daily Membership-District students
 - ii. State Placed Students(Uses Prior Year Actual)
 - iii. Formula Adjustments
 1. English as a Second Language (+20%)
 2. Poverty (+25%)
 3. Preschool Reduction (-46%)
 4. High School weighting (+13%)
 5. State Wide Reduction- (This year 94.931%)
 6. Hold Harmless Provision-Equalized Pupils(No more than a 5% reduction in one year)
 - c. State Tax Rate- \$1.00 Residential(Non-residential \$1.628)
 - d. Property Yield-\$10,998
 - e. Common Level of Appraisal-Varies by Town (See Attached Sheets)
- 4) How to Calculate the Excess Spending Formula
 - a. Tax Impact if above the threshold(For every \$1 in taxes raised =double taxes)
(For Example: 1cent increase is a 2 cent increase for amounts above the threshold amount)

Please see the attached documents for the training. We look forward to seeing you on November 18, 2020!

Washington Central Unified Union School District
Budget 2020-2021

AOE Final Tax Information June 2020

How to Calculate Tax Rates

Final AFTER Town Meeting

TOTAL BUDGETED EXPENDITURES	\$35,430,502	A
LESS OFFSETTING REVENUES-per State formula:		
Interest Income	\$283,755	
Tuition-School Districts and Individuals	\$1,094,291	
Miscellaneous Income -Other	\$315,117	
Miscellaneous State Reimbursements	\$772,664	
Special Education Reimbursements	\$4,826,785	
Fund Balance-EMES	\$0	
TOTAL OFFSETTING REVENUES	\$7,292,612	B
LOCAL EDUCATION SPENDING	\$28,137,890	A-B=C
EQUALIZED PUPILS-per state report June 2020 AOE	1440.65	D
Two year average, HS weighted, .94931 state wtd		
LOCAL SPENDING PER EQ PUPIL	\$19,531	C/D=E
Property Yield Per \$1.00 Tax Rate	\$10,998	F
Spending Adjustment	177.59%	E/F=G
Equalized Tax Rate \$1.00	\$1.7759	
Using Equalized Tax Rate Divide By Common Level of Appraisal	Common Level Of Appraisal(CLA)	FY20-21Tax Rate W/ CLA
Berlin	103.09%	\$1.723
Calais	95.61%	\$1.857
East Montpelier	93.82%	\$1.893
Middlesex	98.93%	\$1.795
Worcester	100.35%	\$1.770

CURRENT	Incr % Per Eq Pupil
\$18,657	4.68%
\$10,648	3.29%
	TAX INCR (DECR)
\$1.752	\$0.024
FY19-20Tax Rate W/ CLA	Increase/ (Decrease)
\$1.715	\$0.008
\$1.815	\$0.042
\$1.838	\$0.055
\$1.801	-\$0.006
\$1.791	-\$0.021

How to Calculate the Excess Spending Formula

Excess Spending Formula		
Debt Allocation-per formula	\$1,129,505	
Special Education over \$50k-@10%	\$62,119	
New Teachers Retirement Assessment	\$72,384	
Subtotal Reductions per Excess Spending Formula	\$1,264,008	H
Reduction Per Equalized Pupil	\$877	H/D=I
WCUUSD Excess Spending Per Equalized Pupil	\$18,654	E-I=J
State Excess Spending Amount Per Eq Pupil	\$18,756	K
Amount away from Threshold Per Equalized Pupil	\$102	K-I=L
Amount away from Threshold (cut needed)	\$146,950	L*D=M

Town of Berlin
Estimated Tax Calculations
As of June 30, 2020

These calculations are for Washington Central Unified Union School District(WCUUSD)

Town	Education Spending Per Eq Pupil	Property Yield	District Spen Adjustment	Equalized Pupils	\$1.00		\$1.628	
					TAX RATES:			
					Equalized Homestead	Actual Homestead	Equalized Nonresidential	Actual Nonresidential
Projected Budget 20-21	\$19,531	\$10,998	177.59%	358.48	\$1.776	\$1.723	\$1.628	\$1.579
Budget 19-20	\$18,657	\$10,648	175.22%	375.69	\$1.752	\$1.715	\$1.594	\$1.561
	4.69%	3.29%		-4.58%				

	Common of Appraisal	Actual Homestead Tax Rate	Actual Nonresidential Tax Rate
FY16-17	104.14%	\$1.597	\$1.474
FY17-18	105.84%	\$1.622	\$1.450
FY18-19	102.45%	\$1.668	\$1.542
FY19-20	102.14%	\$1.715	\$1.561
FY20-21	103.09%	\$1.723	\$1.579

Local Tax Impact-Increase(Decrease)

\$0.008

\$0.018

Impact on a \$100,000 property

\$8

\$18

****Note: the tax rate is allocated as follows:**

TAX RATES:			
	Current	Common	Appraised at 100%
FY20-21	<u>Level of Appraisal</u>	<u>Equalized</u>	<u>Total Tax Rate</u>
WCUUSD Tax Rate		-\$0.05	\$1.776
			\$1.723

Town of Calais
Estimated Tax Calculations
As of June 30, 2020

These calculations are for Washington Central Unified Union School District(WCUUSD)

Town	Education Spending Per Eq Pupil	Property Yield	District Spe Adjustment	Equalized Pupils	\$1.00		\$1.628	
					TAX RATES:			
					Equalized Homestead	Actual Homestead	Equalized Nonresidential	Actual Nonresidential
Projected Budget 20-21	\$19,531	\$10,998	177.59%	241.81	\$1.776	\$1.857	\$1.628	\$1.703
Budget 19-20	\$18,657	\$10,648	175.22%	239.63	\$1.752	\$1.815	\$1.594	\$1.651
	4.69%	3.29%		0.91%				

	Common of Appraisal	Actual Homestead Tax Rate	Actual Nonresidential Tax Rate
FY16-17	98.49%	\$1.636	\$1.559
FY17-18	98.48%	\$1.690	\$1.559
FY18-19	98.51%	\$1.693	\$1.604
FY19-20	96.53%	\$1.815	\$1.651
FY20-21	95.61%	\$1.857	\$1.703
Local Tax Impact-Increase(Decrease)		\$0.042	\$0.052
Impact on a \$100,000 property		\$42	\$52

****Note: the tax rate is allocated as follows:**

FY20-21	TAX RATES:		
	Current	Common	Appraised at 100%
	<u>Level of Appraisal</u>	<u>Equalized</u>	<u>Total Tax Rate</u>
WCUUSD Tax Rate	\$0.082	\$1.776	\$1.857

Town of East Montpelier
Estimated Tax Calculations
As of June 30, 2020

These calculations are for Washington Central Unified Union School District(WCUUSD)

Town	Education Spending Per Eq Pupil	Property Yield	District Sper Adjustment	Equalized Pupils	\$1.00	\$1.628		
					TAX RATES:			
					Equalized Homestead	Actual Homestead	Equalized Nonresidential	Actual Nonresidential
Projected Budget 20-21	\$19,531	\$10,998	177.59%	408.12	\$1.776	\$1.893	\$1.628	\$1.735
Budget 19-20	\$18,657	\$10,648	175.22%	404.13	\$1.752	\$1.838	\$1.594	\$1.672
	4.69%	3.29%		0.99%				

	Common of Appraisal	Actual Homestead Tax Rate	Actual Nonresidential Tax Rate
FY16-17	94.60%	\$1.954	\$1.623
FY17-18	94.94%	\$1.902	\$1.617
FY18-19	95.83%	\$1.922	\$1.649
FY19-20	95.32%	\$1.838	\$1.672
FY20-21	93.82%	\$1.893	\$1.735
Local Tax Impact-Increase(Decrease)		\$0.055	\$0.063
Impact on a \$100,000 property		\$55	\$63

****Note: the tax rate is allocated as follows:**

TAX RATES:			
Current Common Appraised at 100%			
FY20-21	<u>Level of Appraisal</u>	<u>Equalized</u>	<u>Total Tax Rate</u>
WCUUSD Tax Rate	\$0.12	\$1.776	\$1.893

Town of Middlesex
Estimated Tax Calculations
As of June 30, 2020

These calculations are for Washington Central Unified Union School District(WCUUSD)

Town	Education Spending Per Eq Pupil	Property Yield	District Spen Adjustment	Equalized Pupils	\$1.00	\$1.628		
					TAX RATES:			
					Equalized Homestead	Actual Homestead	Equalized Nonresidential	Actual Nonresidential
Projected Budget 20-21	\$19,531	\$10,998	177.59%	291.74	\$1.776	\$1.795	\$1.628	\$1.646
Budget 19-20	\$18,657	\$10,648	175.22%	294.44	\$1.752	\$1.801	\$1.594	\$1.638
	4.69%	3.29%		-0.92%				

	Common of Appraisal	Actual Homestead Tax Rate	Actual Nonresidential Tax Rate
FY16-17	94.46%	\$1.811	\$1.625
FY17-18	93.67%	\$1.840	\$1.639
FY18-19	101.24%	\$1.810	\$1.561
FY19-20	97.30%	\$1.801	\$1.638
FY20-21	98.93%	\$1.795	\$1.646
Local Tax Impact-Increase(Decrease)		-\$0.006	\$0.008
Impact on a \$100,000 property		-\$6	\$8

****Note: the tax rate is allocated as follows:**

TAX RATES:			
Current Common Appraised at 100%			
FY20-21	Level of Appraisal	Equalized	Total Tax Rate
WCUUSD Tax Rate	\$0.02	\$1.776	\$1.795

Town of Worcester
Estimated Tax Calculations
As of June 30, 2020

These calculations are for Washington Central Unified Union School District(WCUUSD)

Town	Education Spending Per Eq Pupil	Property Yield	District Spn Adjustment	Equalized Pupils	\$1.00	\$1.628		
					TAX RATES:			
					Equalized Homestead	Actual Homestead	Equalized Nonresidential	Actual Nonresidential
Projected Budget 20-21	\$19,531	\$10,998	177.59%	140.51	\$1.776	\$1.770	\$1.628	\$1.622
Budget 19-20	\$18,657	\$10,648	175.22%	138.16	\$1.752	\$1.791	\$1.594	\$1.629
	4.69%	3.29%		1.70%				

	Common of Appraisal	Actual Homestead Tax Rate	Actual Nonresidential Tax Rate
FY16-17	104.40%	\$1.529	\$1.470
FY17-18	101.06%	\$1.642	\$1.519
FY18-19	99.40%	\$1.738	\$1.590
FY19-20	97.84%	\$1.791	\$1.629
FY20-21	100.35%	\$1.770	\$1.622
Local Tax Impact-Increase(Decrease)		-\$0.021	-\$0.007
Impact on a \$100,000 property		-\$21	-\$7

****Note: the tax rate is allocated as follows:**

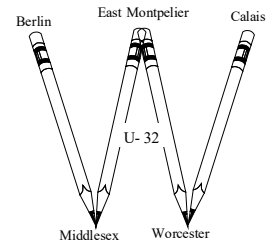
TAX RATES:			
Current Common Appraised at 100%			
FY20-21	<u>Level of Appraisal</u>	<u>Equalized</u>	<u>Total Tax Rate</u>
WCUUSD Tax Rate	-\$0.01	\$1.776	\$1.770

Washington Central Unified Union School District

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

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

Bryan Olkowski
Superintendent

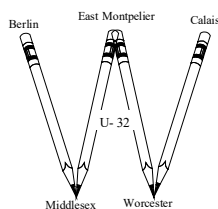


MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
DATE: November 11, 2020
RE: Central Office Job Descriptions

Over the last few months, the WCUUSD Central Office has been working on updating its job descriptions. In this most recent update, the following job descriptions have been updated:

- 1) Accounts Payable Accountant – Fiscal Services
- 2) Senior Payroll Cash Accountant – Fiscal Services
- 3) Financial Accountant – Fiscal Services
- 4) Medicaid and Human Resources Criminal Record Check Clerk



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:	Accounts Payable Accountant-Fiscal Services
FLSA STATUS:	Non-Bargaining
CONTRACT TYPE:	ESP
WAGE SCALE:	Per Negotiated Agreement
UPDATED:	November 10, 2020

POSITION OBJECTIVE(S): The Accounts Payable position requires an understanding and proficiency in various accounting practices. This position interacts with staff across WCUUSD and must provide good customer service. Other skills include: attention to detail, strong organizational and communication skills. Under the direction of the Business Administrator, this position has overall responsibility for the Accounts Payable and General Ledger tracking for Washington Central Unified Union School district to include the following schools: Berlin Elementary, Calais Elementary, East Montpelier Elementary, Doty Memorial, Rumney Memorial and U-32 Middle& High School.

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

COMPLETE ALL BOARD ORDERS PER THE SCHEDULE

- Create and distribute a schedule in May for the following fiscal year.
- Verify purchase orders are encumbered.
- Match Invoices to purchase orders.
- Process all invoices in the Financial Software.
- Set up direct deposit for staff reimbursements using information from the payroll system.
- Print checks and check warrants per the schedule.
- Coordinate the distribution of warrants and checks per the procedure.
- Ensure signed warrants are on file and follow up as needed.
- Follow up on outstanding checks-as needed.

PURCHASE ORDERS/PURCHASE JOURNALS

- Create and maintain a list of drawdown purchase orders for each entity.
- Print purchase journals each month and distribute to Central Office budget managers and school administrative assistants to review.

- Work with school and Central Office staff to ensure purchase orders are added and closed down on a regular basis per schedule.
- At year end close down, ensure purchase journals reflect balances for commitments made prior to June 30th.

OVERSEE ORDERING/PURCHASING

- Complete online or other purchasing for WCUUSD as requested.
- Provide support for WCUUSD Administrative Assistants in completing orders.
- Verify prices billed against prices quoted.
- Follow-up on orders to be sure all items are received and paid in a timely manner.
- Ensure the WCUUSD procurement process is followed and documentation is on file prior to orders being placed.

SPECIAL EDUCATION

- In conjunction with the Special Education Administrative Assistant, this position is responsible for the requisition process and purchase order preparation for all Special Education programs.
- Ensure purchase orders are in the Financial System.
- Reconcile Special Education High Flyer information to the purchase orders.
- Maintain files for all Special Education contracts.
- Make and communicate changes to purchase orders to ensure contract provisions are met.

GRANTS

- Completes processing and tracking of purchase orders per grant account.
- Work with various grant coordinators to follow up on outstanding orders.
- Ensure compliance with Federal and State rules and procedures.

CONTRACT MANAGEMENT

- Keep a copy of all current contracts and ensure compliance with payment provisions.
- Maintain worksheets used for bidding purposes.
- Maintain worksheets for collecting information and tracking contracts like fuel, oil, propane, insurance, student transportation and Washington County Mental Health (WCMH).
- Reconcile invoices to contracts and that all terms and conditions are met.

COORDINATE YEAR END PROCESS

- Responsible for all purchase orders and related close down for all entities.
- Responsible for completing end of year NEMRC accounts payable process for the calendar year and fiscal year.
- Ensure compliance for all accounts payable tax reporting to include W-9's, Forms 1099 and 1096.

OTHER

- Completes accounts payable processing for the Community Connections program.
- Provide support for technology payments such as E-rate filings.
- Maintain employee authorized vendor lists for charging to local businesses.
- Maintain a list of charge cards and credit cards by school. Ensure procedures are complied with in processing invoices.
- Review Purchasing card (P-card) backup and statements to ensure all documents match the amounts on the statements. Responsible for contract and payment compliance with ACT 166 Pre-K program providers.
- Complete construction or other project tracking as needed.

- Facilitate all necessary paperwork for new vendors.
- Make necessary changes to the vendor master list and delete unused vendors on an annual basis.
- Mail out requests for W-9's and enter into NEMRC when completed forms are received.
- Run monthly reports for new vendors and ensure accurate tax information is on file.
- Prepare spreadsheets, track and monitor finances for various budget items.
- Prepare correcting journal entries as needed.
- Accept NEMRC (New England Municipal Resource Center) financial software live updates and maintain a file of reports for such.
- Review account statements and investigate past due invoices.
- Provide coverage and assistance for other fiscal positions as needed.
- Complete work in compliance with the Controls Audit procedures.
- Work with independent auditors.
- Provide training and ongoing support for site-based staff as they learn the purchasing and accounts payable process.
- Provide site-based staff with information regarding changes in procedure
- Other duties as assigned by the Superintendent.

SUPERVISION RECEIVED: Reports to and receives general administrative direction 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.** Minimum of an Associate's Degree in Business with a concentration in Accounting courses preferred. Three to five years of Accounting with comprehensive accounts payable experience.
- **Language Skills.** Excellent verbal and written communication skills. The ability to communicate well with internal staff and vendors.
- **Mathematical/Reasoning Skills.** Basic math skills, the ability to problem solve, and deal with complex numbers.
- **Computer Skills and Experience.** NEMRC, Excel, Microsoft Word, Google Suite
- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently, and effectively with a variety of individuals, including students, faculty, administrators, and vendors. 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):

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

REACHING (i.e., overhead)	O		X	
HANDLING	F			X
DRIVING	O		X	
REPETITIVE MOVEMENTS (hands, feet)	O			X
MANAGING STRESS	C		X	
RESOLVING CONFLICTS	C		X	

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

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

Definitions - Physical Demands

Sitting: remaining in a seated position

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

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

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

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

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

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

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

Twisting: Rotating; moving to face in alternate direction.

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

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

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

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

Crawling: Moving about on the hands and knees

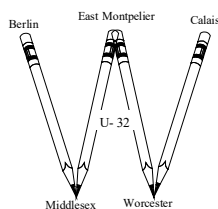
Reaching: Extending the hands and arms in any direction

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

Approved by:	
Date approved:	
Reviewed:	
Updated:	

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

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



Washington Central Unified Union School District

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

Job Description

JOB TITLE:	Senior Payroll/ Cash Accountant –Fiscal Services
FLSA STATUS:	Non-Bargaining
CONTRACT TYPE:	ESP
WAGE SCALE:	Per Negotiated Agreement
UPDATED:	

POSITION OBJECTIVE(S):

Under the direction of the Business Administrator, has the overall responsibility for the Cash and Grants Management, Payroll and benefits for all schools in the Washington Central Unified Union School District.

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

PAYROLL

- Receive and verify payroll hours bi-weekly.
- Calculate correct payment for hours worked and paid.
- Setup and maintain all direct deposit information for employees.
- Set up and maintain electronic distribution of pay stubs.
- Process payroll, print checks electronically and on paper.
- Train and provide support for site based payroll staff.
- Answer all payroll questions and facilitate necessary follow through.
- Print payroll reports and report Federal and State tax deposits.
- Prepare all payroll tax reporting including 941, W-2, W-2c, W-3, VT Tax forms, WH-431, WH-434, DET.
- Prepare new hire reports to VT employment and Training quarterly reports to include Catamount Health Reporting.
- Oversee new health insurance reporting 1095B & 1095C.
- Oversee health insurance tracking of substitutes for compliance with health insurance offerings for large employers.
- Complete COBRA and benefit letters to staff terminating and their dependents.
- Complete all deduction and fringe processing on a bi-weekly/monthly basis per schedule:

- 403(b), municipal and teacher retirement
- Health, dental, disability and life insurance
- Medical Spending accounts and dependent care accounts
- Union dues, wage garnishment and computer payments
- Direct deposit
- Maintain Grant Funded Payroll book including the proper documentation of periodic certifications and activity reports.

BENEFITS

- Coordinate Benefit administration and payments with third parties: health and dental, worker's compensation, unemployment insurance, disability insurance, life insurance, retirement benefits and Section 125 benefits.
- Prepare and maintain reconciliation worksheets for tracking benefits such as health, dental and disability and the 403b quarterly statements.
- Maintain plan document files for payroll benefits including dental, 403b (retirement), disability, and health plans.
- Oversee COBRA notification and benefit cancellation for terminated and In-eligible employees.
- Complete online enrollment for health insurance, FSA, and disability for new hires and changes.
- Medicare D Creditable coverage letter annually.

HEALTH REIMBURSEMENT ACCOUNTS (HRA)

- Maintain Plan document
- Work with the third party administrator of the Health Reimbursement Accounts (HRA) to ensure all claims are paid in a timely manner.
- Responsible for managing cash flow for claims and reconciliation of accounts.
- Provide support to employees as needed.
- Prepare and monitor financial reports for these accounts.

HUMAN RESOURCES

- Assist Human Resources position in contract verification and reconciliation.
- Provide coverage for Human Resources position for the transfer of payroll information.
- Process of Unemployment Claims and attend hearings as necessary.
- Processing of Worker's Compensation claims and coordinate annual audit of payroll.
- Completion of wage verifications.

SECTION 125 BENEFITS ADMINISTRATION

- Maintain Plan Documents
- This position has overall responsibility for the annual enrollment process:
 - Set up a timeline for annual process
 - Complete enrollment form processing to include:
 - a. Work with claim processor to obtain forms
 - b. Verify eligible participants
 - c. Customize and compile enrollment packets
 - d. Distribute packets via email to all eligible staff.
 - e. In conjunction with the school administrative assistants, collect and review forms.
 - f. Answer and/or facilitate responses to employee questions.
 - Post payroll deduction changes for health, dental, MSA and dependent care spending accounts to NEMRC system and reconcile forms.
 - Submit information to Plan Administrator.
 - Serve as a liaison with Plan Administrator to ensure enrollment process is complete.

CASH MANAGEMENT

- Train and review Financial Accountant's cash management work
- Serves as backup for cash management in Financial Accountant's absence including:
 - Check cash accounts daily for activity.
 - Post cash deposits in General Ledger and receive deposit backup from schools.
 - Post cash received through VANCO (food payments)
 - Reconcile bank accounts monthly
 - Upload A/P ACH files.
 - EDUCATION FUNDING:
 - Receive and review Cash Flow spreadsheet from VT Department of Education both preliminary and final
 - Prepare spreadsheet reconciliation for State and Town funds due and received.
 - Work with Town Treasurers to identify payment due dates and amounts due.
- Automatic Cash Payments - Process automatic cash payments, post in AP, review for accuracy for the following:
 - Print HRA Registers for claims weekly, enter in AP, compare to bank pull, process manual check to accurately reflect funds pulled from bank account
 - Print Dental registers weekly, enter in AP, process manual check, approve bank wire of funds for payment of claims
 - Print BMO (p-Card) statements monthly and distribute. Verify bank pull is accurate. Work with Accounts Payable Accountant on processing manual check to accurately reflect funds pulled from bank account
- Net Metering – provide set-up support, coordinate payment requirements, review billing for accuracy, work with AP on proper entry in AP system for payment of invoices.
- Monthly revenue re-classification journal entry for food sales based on Infinite Campus Value of Inventory report. Maintain spreadsheet of monthly allocations.
- Prepare spreadsheet for revenue allocation to schools for monthly State Reimbursement of SNP Claims.

BMO p-Card Administrator

- Responsible for set-up and maintenance of cards on BMO web interface
- Maintain accurate lists of cards and authorized users
- Print, review and distribute statements monthly to card holders
- Ensure the Code of Conduct for WCUUSD's purchasing Card Program is followed
- Identify misuse or fraud and report as necessary
- Field questions regarding use of cards
- Update MCC cods as necessary to allow for card usage at appropriate vendors

LOANS

- Prepare and maintain spreadsheet of all loans for auditors.
- Process loan payments and work with banks on automatic withdrawals for payments.
- Record loans received and paid in General Ledger.
- Maintain loan documents and files.

403(b) Retirement

- Maintain Plan Document.
- Process distributions, rollover and other transactions.
- Reconcile Quarterly Statement.
- Oversee coordination of annual meeting for employees with representative.
- Annual RMD notifications and Annual Disclosure.
- Field employee questions regarding 403(b) plan.

OTHER DUTIES

- Provide coverage and backup for other fiscal services positions.
- Serves as the backup for the Business Administrator to include: fielding questions and providing guidance/direction to the other fiscal positions.
- Prepares journal entries as necessary including year-end accrual entries.
- Identify areas of process improvement and implement changes.
- Maintain familiarity with union agreements and non-bargaining staff contract provisions.
- Prepare annually State of VT Sub-Recipient Annual Report for Federal Grants.
- Complete EPDST Grant Reporting Quarterly.
- Monthly Labor Statistics Reporting.
- Provide support for payroll budget file prepared by Business Administrator.
- Liaison with Auditors in absence of Business Administrator.
- Other duties as assigned by the Superintendent or Superintendent's designee. .

SUPERVISION RECEIVED: Reports to and receives general administrative direction from the Business Administrator in coordination with the Superintendent.

SUPERVISORY RESPONSIBILITIES: Serves as the backup to the Business Administrator as needed. Provides direction, fields and responds to questions from fiscal services employees.

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.** Advanced Accounting techniques equivalent to a 2-year degree in Business Administration.
- **Certifications and Licenses.** Hold a Certified Payroll Specialist (CSP) certification.
- **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

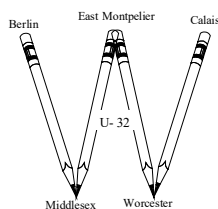
Reaching: Extending the hands and arms in any direction

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

Approved by:	
Date approved:	
Reviewed:	
Updated:	

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

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



Washington Central Unified Union School District

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

Job Description

JOB TITLE:	Financial Accountant-Fiscal Services
FLSA STATUS:	Non-Bargaining
CONTRACT TYPE:	ESP
WAGE SCALE:	Per Negotiated Agreement
UPDATED:	November 10, 2020

POSITION OBJECTIVE(S): Under the direction of the Business Administrator, has overall responsibility for the financial accounting for the following schools: Berlin Elementary, Calais Elementary, East Montpelier Elementary, Rumney Memorial, Doty Memorial, U-32 Middle & High school, and Washington Central Unified Union School District. This position serves as a backup and provides support to other Fiscal Service positions. The workload for this position is subject to change.

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

INVOICING & COLLECTION OF BILLS

- Prepare and track all tuition bills for the WCUUSD schools. This includes annual bills along with billing for prior year allowable tuition. Manage an accounts receivable spreadsheet to monitor payments and balances.
- Complete billing for Special Education or 504 students, shared costs for ESY and excess costs per Special Education high flyer list.
- Manage accounts receivable accounts in the general ledger and collect outstanding bills on a monthly basis.
- Coordinate collections as needed.

CASH AND RELATED PROCESSING

- Coordinate signing and processing of bank related documents. This includes: signature cards, wire transactions, revenue anticipation notes and other loan documents.
- Follow up on stale checks and file the Unclaimed Property Report with the State of Vermont as required.
- Track check stock usage and order banking supplies as needed.

FOOD SERVICES

- Monitor accounts receivable and notify Food Service Agents and Principal's on a monthly basis.

- Collect and prepare end of year transactions for accounts receivable, deferred revenues, commodities, and inventory.
- Track and prepare financial reports for Food Service Grants.
- Support schools in the collection of outstanding accounts.
- Prepare Food Service projections using actual information.

FINANCIAL REPORTING AND BUDGET

- Process journal entries and accounts receivable transactions.
- Responsible for general ledger account compliance with handbook II. Add, delete, and change account numbers as needed. Oversee the chart of accounts in the general ledger.
- Maintain files for journal entries.
- Prepare and distribute monthly financial reports as requested. Verify and monitor detailed reports. Serve as a resource to staff to respond to questions. Complete account reconciliations and create worksheets to summarize and track information as needed. Coordinate and collect the financial information for the independent auditors.
- Verify audit drafts to financial statements.
- Assist with the Annual Statistical Reports required by the State of Vermont.
- Assist with Management Discussion and Analysis report for the annual audit.
- Complete Drivers Ed and Student Transportation Reports for the state.
- Complete census reports.
- Assist Business Administrator in annual budget process.
- Prepare spreadsheets, charts and graphs as requested.
- Regularly track and monitor finances for various budget items as needed.

FIXED ASSET TRACKING

- Responsible for all aspects of fixed asset tracking.
- Verify assets tracked and tag per policy.
- Complete and review information and input into NEMRC software.
- Transfer tags and information to school contact on a monthly basis.
- Reconcile general ledger asset amounts to audit report.
- Review reports and forward to schools on an annual basis.
- On a semi-annual basis visit the schools to review the fixed asset system is up to date with additions and disposals.

GRANTS

- Responsible for State and Federal Grant submissions and reports. Including SDE 2.0 and other required financial reports per grant requirements.
- Collect and monitor all grant documents required by our auditors.
- Post all grant budgets in the general ledger.
- Manage grant files.
- Communicate grant provisions, accounts and serve as a contact for grants.
- Working with schools, prepare grant budget submissions. (EX: Fresh fruit and vegetable grant applications.)
- Review spending to ensure it complies with grant requirements.
- Prepare grant reimbursement requests and documents as needed.
- Prepare and distribute all financial reports for grants.
- Work with administrators to investigate variances and monitor grant funds are used per their specific requirements.
- Reconcile reports to the general ledger, State of Vermont or other grant agencies.

- Complete professional development to keep current with grant administration practices and related reporting requirements.

RECORD RETENTION

- Coordinate record transfer to off-site storage.
- Maintain master list of record retention.
- Coordinate destruction of records on an annual basis.
- Responsible for maintaining the organization of off-site storage.

CAPITAL/CONSTRUCTION PROJECTS

- Complete research as requested.
- Manage and monitor all debt service schedules and related payments.
- Develop and reconcile all Capital Fund items.
- Monitor school Capital projects, contracts, and budgets using worksheets as needed.
- Complete all paperwork required for special projects. This includes: water projects, State construction requirements.
- Assist with construction projects as needed.

CASH MANAGEMENT

- Responsible for maintaining WCUUSD Petty Cash box.
- Reconcile and cash up petty cash on a monthly basis.
- Monitor all cash transactions to verify each entry is processed in the automated cash management system.
- Reconcile food service VANCO deposits and transfer funds to school.
- Prepare and post cash receipt journal entries for each deposit by account.
- Process all wire/ACH transactions with appropriate parties.
- Responsible for entire bank reconciliation process for all cash and investment accounts.
- Reconcile general ledger detailed transactions and balance cash accounts to the bank on a monthly basis. Work with Treasurer to identify and make corrections to ensure accounts are in balance.
- Reconcile tax payments remitted from the Towns to the budget and Agency of education worksheet.

OTHER

- Maintain required information for Dun and Bradstreet, DUNS and SAM systems
- Responsible for daily backup tapes for Technology.
- Prepare monthly financial reports for Technology.
- Maintain spreadsheet of 504, shared costs and excess cost bills for Special Education.
- Prepare invoices for Special Education billing purposes.
- Prepare reimbursement request forms to submit to the state and gather all supporting documentation for Special Education. (EX: invoices and cancelled checks)
- Serves as primary coverage for payroll Accountant, Accounts Payable Accountant and Business Administrator as needed.
- Must ensure updated training to provide coverage for all positions.
- Assist all positions during times of peak workload.
- Other duties as assigned by the Superintendent.

SUPERVISION RECEIVED: Reports to and receives general administrative direction from the 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.** Advanced Accounting techniques equivalent to a two-year degree in Business Administration- Accounting. Five years of Accounting experience. Payroll, Accounts payable, and Financial reporting preferred.
- **Certifications and Licenses.** Additional certification as a Certified Public Account (CPA), Certified Financial Accountant (CFA) is a plus.
- **Language Skills.** Excellent verbal and written communication skills. The ability to communicate well with internal staff and vendors.
- **Mathematical/Reasoning Skills.** Basic 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 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 students, faculty, administrators, and vendors. 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

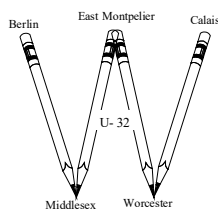
Reaching: Extending the hands and arms in any direction

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

Approved by:	
Date approved:	
Reviewed:	
Updated:	

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

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



Washington Central Unified Union School District

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

Job Description

JOB TITLE:	Medicaid Clerk/HR Criminal Records Check Clerk
FLSA STATUS:	Non-Bargaining
CONTRACT TYPE:	ESP
WAGE SCALE:	Per Negotiated Agreement
UPDATED:	

POSITION OBJECTIVE(S): The Medicaid Clerk/HR Criminal Records Check Clerk will provide clerical support to assist with the efficient operation for Special Education personnel and completing required paperwork for Medicaid billing. This position will also be responsible for providing support to Human Resources in the Criminal Record Check Process for all volunteers.

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

MEDICAID

- Act as a resource for Special Education staff. Communication as needed to ensure accurate and timely billing and documentation.
- Meet monthly with designated AOE Medicaid Field representative to audit student files. Correct any issues that may arise.
- Communicate any and all caseload changes to AOE Field Representative in a timely manner.
- Assist Director of Special services and/or Business Administrator with any Medicaid reports required by AOE.
- Verify student Medicaid eligibility. Maintain list(s) of all eligible and ineligible students.
- Obtain parental consent for submission of Medicaid claims. Track and follow-up on refusals or outstanding releases.
- Maintain file of current provider licenses and certification forms.
- Obtain annual billing authorizations from students' primary care physicians.
- Create, track, and process monthly electronic and/or paper documentation logs for all eligible students.
- Create and maintain LOC templates. Generate monthly LOC billing forms in a timely manner.
- Generate, track and submit claims for Annual IEP (Blue) and 3-Year evaluation (Pink) forms.
- Create and submit monthly electronic Medicaid claims via the DXC software on a weekly basis.

- Process weekly Medicaid payments and Remittance advice. Research and resubmit all denied claims.
- Maintain a filing system for student files (current and archived)
- Other duties as assigned by the Superintendent

HR CRIMINAL RECORDS

- Run the required five CRC checks on all title 16 staff and Level I and II volunteers.
- Process all requests for Secondary Dissemination received from other school districts in a timely manner.
- Log all individuals on the Criminal Record Check log. Update with CRC results as received.
- Forward any negative CRC results to the Superintendent in a timely manner.
- Monitor CRC email account for incoming paperwork and CRC requests.
- Monitor AHS website for CRC results, record results on the CRC log.
- Enter CRC results in NEMRC database as appropriate.
- Maintain the filing system for completed CRC paperwork.
- Other duties as assigned by the Superintendent.

SUPERVISION RECEIVED: Reports to and receives general administrative direction from the 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 the equivalent and 3 years of related experience. Knowledge of Medicaid rules and procedures.
- **Certifications and Licenses:** Valid VT Driver's license
- **Language Skills.** Excellent verbal and written communication skills. The ability to communicate well with internal staff and external organizations.
- **Mathematical/Reasoning Skills.** Basic math skills, the ability to problem solve, and deal with complex numbers.
- **Computer Skills and Experience.** Working knowledge of Microsoft Office, including Excel, Word and Access, Google Suite.

Communication & Interpersonal Skills. Ability to communicate courteously, efficiently, and effectively with a variety of individuals. The ability to work independently, take appropriate initiative, manage tasks effectively and prioritize workload. Ability to work cooperatively and effectively with peers, subordinates, supervisors, state agencies. Must be a good team player

- **Additional Competencies.** The individual in this position must possess the following:
 - **Dependability** – being reliable, punctual, responsible and fulfilling obligations.
 - **Self-Control** – maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
 - **Stress Tolerance** – accepting criticism and dealing calmly and effectively with high stress situations.
 - **Cooperation** – being pleasant with others on the job and displaying a good-natured, cooperative attitude.
 - **Concern for Others** – being sensitive to others' needs and feelings and being understanding and helpful on the job.
 - **Attention to Detail** – being careful about detail and thorough in completing work tasks.
 - **Integrity** – being honest and ethical.

- Adaptability/Flexibility – being open to change (positive or negative) and to considerable variety in the workplace.
- Independence – guiding oneself with little or no supervision, and depending on oneself to get things done.
- Social Orientation – preferring to work with others rather than alone, and being personally connected with others on the job.

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

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

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

KNEELING	O		X
CRAWLING	NA		X
REACHING (i.e., overhead)	O	X	
HANDLING	F		X
DRIVING	O	X	
REPETITIVE MOVEMENTS (hands, feet)	O		X
MANAGING STRESS	C	X	
RESOLVING CONFLICTS	C	X	

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

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

Definitions - Physical Demands

Sitting: remaining in a seated position

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

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

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

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

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

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

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

Twisting: Rotating; moving to face in alternate direction.

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

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

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

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

Crawling: Moving about on the hands and knees

Reaching: Extending the hands and arms in any direction

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

Approved by:	
Date approved:	
Reviewed:	
Updated:	

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

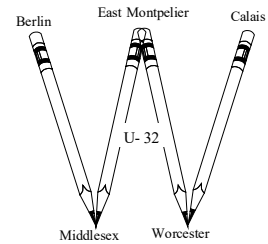
This job description in no way states or implies that these are the only duties to be performed by an employee occupying this position. Employees may be required to perform other related duties as assigned, to ensure workload coverage. Employees are required to follow any other job-related instructions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

Washington Central Unified Union School District

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

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

Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
DATE: November 12, 2020
RE: WCUUSD Projected Student Enrollment Report

The School district census directly impacts the amount of funding we receive from the state of Vermont to provide educational services for our students. At our last 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.

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.

Since the last School Board meeting, I have done the following:

- Reviewed the New England School Development Council's Projected Enrollment Report for enrollment trends.
- Analyzed the Homeschooler List for enrollment trends
- Asked all Elementary Principals to collect birth information from their community's Town Clerk Office and to contact families who are 3 years or older as well as those not currently enrolled in our preschools. They will also be contacting homeschool students to determine who will be returning next year.
- Asked the U-32 Administration to research the tuition student information and reach out to homeschool families to help determine next year's projected enrollment.

The NESDEC WCUUSD Projected Enrollment Report – Key Findings

I 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 -5.4% from the 2019-2020 school year to the 2029-2030 school year.
- The Projected Difference in K-12 Enrollment across all schools (K-12) is a decrease in 71 students from 1314 students enrolled in the 2019-2020 school year to 1243 students in the 2029-2030 school year.
- The historical enrollment of students enrolled in our district shows a downward trend in student enrollment from 2009 to 2019.
- The historical enrollment aligns with the projected enrollment with both showing downward trend in student enrollment from 2009 to 2029.
- Kindergarten enrollment appears to be trending higher than the actual number of births in our towns by a very small margin from 2009 to 2019.
- The decline in student enrollment may be attributable to a larger decline across Vermont. The US Department of Education shows a -9.3% decline in Vermont student enrollment from 2015 to 2027 representing a change of students enrolled in Vermont schools from 87,866 in 2015 to 79,700 in 2027 representing a decline of 8,166 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 2019 to 2029:
 - Worcester: 19.2% increase from 2019-2020 school year to 2029-2030 school year representing an increase from 130 students in 2019-2020 to 155 students in 2029-2030. (+25 students)
 - Rumney: 20.1% decrease from 2019-2020 to 2029-2030 school year representing a decrease from 264 students in 2019-2020 to 211 students in 2029-2030. (-53 students)
 - East Montpelier: 13.2% increase from 2019-2020 school year to 2029-2030 school year representing an increase from 379 students in 2019-2020 to 429 students in 2029-2030. (+50 students)

- Calais: 8.2% decrease from 2019-2020 school year to 2029-2030 school year representing a decrease from 219 students in 2019-2020 to 201 students in 2029-2030. (-18 students)
- Berlin: 23.3% decrease from 2019-2020 school year to 2029-2030 school year representing a decrease from 322 students in 2019-2020 to 247 students in 2029-2030. (-75 students)

*** Please note that the NESDEC Projected Enrollment Report is not yet available for the 2020 year.***

Homeschooler List for Enrollment Trends

As of May 29, 2020, WCUUSD had 47 homeschoolers. Out of these 47 students, there were 7 students either taking a class at our schools or participating in athletics.

As of November 4, 2020, WCUUSD has 80 homeschoolers on the homeschoolers list from the AOE and of the 80, there are 10 students either taking a class at our schools or participating in athletics. We have also had 8 of the students return to full time instruction. Of the remaining 72 students, there are 37 students that this is their first time being on the homeschooler list in our district.

We had 9 students ages 5 and under who were attending but decided not to come to school because attendance is not required for this young age.

Additional Information

- 1) Elementary Principals are still working on gathering information requested of them. More information will be shared at the WCUUSD School Board Meeting.
- 2) U-32 Administration attributes the declining number of tuition students to the following:
 - a. The loss of students from Roxbury, Orange, and Washington.
 - b. The overall decline in student enrollment across Vermont.

WCUUSD School Board Principals' Report
November 2020

Parent Teacher Conferences

Parent teacher conferences were held on Wednesday, November 11. This year they were held via Zoom. Fall conferences are an opportunity to check in with families about their hopes for the year and to share evidence of students' current strengths and areas for growth. Historically, WCUUSD enjoys a high participation rate in parent teacher conferences.

Fall Assessments

This summer the remote Curriculum, Instruction, and Assessment (CIA) task force created the Local Comprehensive Assessment Plan (LCAP) for the first quarter of the school year. We emphasized the importance of balancing our desire to know how our students are doing academically with a need to attend to their social emotional needs after not having been attending school in person for six months. Effectively, we stretched out our fall assessment windows.

All teachers of mathematics attended a workshop about using the results of the fall i-Ready diagnostic assessment to plan instruction. During the workshop they focused on generating reports, analyzing results, and leveraging the results to foster student achievement.

The Curriculum Council met in early November to map out the winter assessment plan based on our experiences this fall. Also, the VT Agency of Education has recently offered webinars about VT's Comprehensive Assessment Plans for the spring. The AOE has established windows for the Smarter Balanced Assessment in literacy and math (SBAC) and the Vermont Science Assessment (VTSA) for the spring. Plans to administer the VT Physical Education Assessment (VTPEA) are on hold. Berlin Elementary and U-32 have been identified to participate in the National Assessment of Educational Progress (NAEP, our Nation's Report Card) this year.

Throughout this school year the Education Quality Committee will examine student achievement results related to our Student Learning Outcomes and will share their major findings with the full school board, including the results of the assessments that comprise the LCAP.

Remote Planning

The WCUUSD Leadership Team has been meeting regularly in order to put structures in place and develop district and school-wide plans in the event that we need to go remote for a period of time. We established small work groups that have focused on the following areas: Curriculum, Instruction, and Assessment; Special Services; Food/Buses; SEL/Health; Personnel; Tech. We will continue to meet and plan between now and Thanksgiving break with the hope that we will have most of the structures in place in the

event that a building or the whole district needs to go remote.

Since we have returned to school, Special Educators have been collecting data, monitoring progress and working on contingency plans within the IEP process. In the coming weeks, they will be developing contingency schedules for their roles and para educator roles, to be prepared in the event we go into remote learning. Kelly is working on developing a classroom within Canvas for support staff to access professional development in the event we go into remote learning.

Berlin: Berlin staff have been working diligently to learn and understand Canvas and many have been already using it in their daily routine. These past two weeks, teachers have been working on remote schedules and what a day and week would look like for students if we were to be remote. Overall, we'll be keeping consistent, using our in person schedule as a shell for our remote schedule. The gift of time has been very welcomed by all staff.

Calais: Staff and teachers have been feeling quite a bit of urgency around preparing for remote instruction as we are planning to go remote for a few weeks in December to accommodate the work on our HVAC project. Planning for remote feels very real! Teachers and specialists have been identifying the most effective elements of remote instruction and how it relates to their roles, in addition to working with the tools designed to support that instruction like our LMS Canvas. In the coming weeks we will continue to work with students on how to access lessons and zoom links from their devices independently as well as connecting with families to be sure they understand the expectations for supporting their children with this more robust approach to remote instruction.

Doty: Doty staff have been using what they learned in our remote week to beef up our remote plans. We are in the process of working out our remote schedule and preparing an informational packet for families so that they can be prepared in the event we need to go remote again. Our staff is also appreciative of the extra time granted to learn how to navigate Canvas and optimize its use for both in person and remote learning. It is wonderful to be back in the building again with our students!

EMES: Teachers used their time on the afternoons of November 4th and 18th to plan and prepare together. They spent time working through modules on Canvas around parent communication, entering in assignments, creating outcomes, and linking rubrics. Para's spent time navigating through Canvas and making sure they have appropriate access to the students with whom they work. On the 18th, staff participated in a review of Chapter 6 of Onward together. I cannot tell you how many times I heard from teachers how much this time was needed and how appreciative they were of having the time to work on their own and with colleagues.

Rumney: Rumney made the most out of our early release day on Wednesday, November 4th, and had professional development for faculty and staff to support implementation of Canvas. Staff had opportunities to ask questions, learn from one another, create assignments, update grade books, and explore a variety of tools. This time was both

greatly appreciated by staff and is truly needed if we are to be as prepared as we can be for a period of remote learning.

U-32: Teachers have developed their lessons and units in Canvas in order to more easily move to remote learning should the need arise. Middle School teachers utilized the early release time to coordinate planning in the cores. Overall, we continue to learn about what works best to engage students in learning during remote instruction. Our hybrid system in the High School is showing us what works and what doesn't and we work on sharing these experiences across the school. One of the most difficult aspects of remote learning for our students is the lack of skills in time management and organization. We continue to look for ways to teach these skills during in person weeks so students can improve on these skills.

Upcoming events:

Berlin:

Wednesday, November 18th, early release at 12:30

Thanksgiving food drive, staff initiated. Deliveries on November 24th.

Calais:

Friday, November 13th, Spirit Day: Show your Calais Cougar Pride

Wednesday, November 18th, early release at 12:30

Tuesday, November 24th, Spirit Day: Backwards Day

November 25-27, Thanksgiving Break

Friday, December 4th, Spirit Day: Sparkle Day

Tentatively, December 7th-22nd, Remote planned for HVAC project

Doty:

Wednesday, November 18th, early release at 12:30

EMES:

- While we won't have our typical Harvest Feast this November, EMES will be serving up our first "take home" Harvest Feast on the evening of Friday, November 13th. Annie and Jen will be preparing a traditional Thanksgiving meal to-go, and families will drive up to pick up their dinner. We've sold over 100 meals and if all goes well, will continue to offer this up for families throughout the winter months.
- On November 23rd, our K/1 classroom will be Zooming with families members for a special reading celebration. Students will share their emerging reading skills with their family members as they read a special book aloud to them via zoom

Rumney:

Wednesday, November 18th, early release at 12:30

U-32:

Wednesday, November 18th, early release at 11:30 for grades 7 and 8.

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

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

Washington Central UUSD								
Staffing Information	Fiscal Year 2021-2022-Budget Draft #1							
As of 10/28/2020								
Enrollment October 1, 2020	Berlin	Calais	Doty	East Montpelier	Rumney	Elementary School Totals	U32	Totals
Enrollment Act 166	7	12	2	14	7	42	0	42
Enrollment PK	25	12	10	22	17	86	0	86
Enrollment K-6	162	88	59	192	111	612	0	612
Enrollment 7-12							747	747
Total Enrollment	194	112	71	228	135	740	747	1487
Instructional Programs								
Prek Teachers(FTE)	0.84	0.84	0.42	0.84	0.84	3.78	0	3.78
Core/ClassroomTeachers (FTE)	10.00	6.20	4.00	10.70	8.00	38.90	49.10	88.00
Literacy Teacher/Interventionist (FTE)	2.00	0.50	0.50	0.90	1.00	4.90	0.00	4.90
Math Teacher/Interventionist (FTE)	2.00	0.50	1.50	0.40	0.80	5.20	0.00	5.20
Job Coaches-LiteracyDoty & EMES?	0.00	0.00	0.50	1.00	0.00	1.50	0.00	1.50
Behavior Coach (FTE)	0.00	0.00	0.00	1.00	0.00	1.00	0.00	1.00
Subtotal Instructional	14.84	8.04	6.92	14.84	10.64	55.28	49.10	104.38
Allied Arts Teachers (FTE)								
Art/Visual Arts	0.80	0.40	0.20	0.50	0.50	2.40	4.50	6.90
Music	0.90	0.40	0.30	0.60	0.60	2.80	3.00	5.80
PE & Heath	0.80	0.60	0.30	1.00	0.70	3.40	5.00	8.40
World Language	0.00	0.00	0.00	0.00	0.50	0.50	5.40	5.90
Subtotal Allied Arts	2.50	1.40	0.80	2.10	2.30	9.10	17.90	27.00
Total Instructional & Allied Arts Teachers	17.34	9.44	7.72	16.94	12.94	64.38	67.00	131.38
Support Programs								
Guidance Counselors (FTE)	1.00	0.40	0.80	0.60	0.60	3.40	4.60	8.00
School Nurse (FTE)	1.00	1.00	1.00	1.00	1.00	5.00	2.00	7.00
Library	0.60	0.40	0.40	0.40	0.60	2.40	2.00	4.40
Technology Integration	0.40	0.40	0.00	0.60	0.20	1.60	0.00	1.60
Total Support Programs	3.00	2.20	2.20	2.60	2.40	12.40	8.60	21.00
Support Staff								
Prek Paraeducator(FTE)	0.80	0.40	0.34	0.40	0.64	2.58	0.00	2.58
Prek Behavior Interventionist(FTE) & PCA	0.00	0.40	0.00	0.29	0.00	0.69	0.00	0.69
Regular Ed Paraeducator(FTE)&Behavior	1.20	1.00	0.00	0.00	1.00	3.20	0.00	3.20
SPED Paraeducator Support Staff (FTE) & 1:1	4.00	1.90	1.76	4.00	2.00	13.66	12.00	25.66
Behavior Interventionist & PCA-Staff	4.00	0.00	1.00	8.00	2.00	15.00	4.00	19.00
Total Support Staff	10.00	3.70	3.10	12.69	5.64	35.13	16.00	51.13
Administrative Staff								
Administrator FTE	1.00	1.00	1.00	1.00	1.00	5.00	5.00	10.00
Administrative Support Staff (FTE)	1.50	1.00	1.00	1.60	1.00	6.10	9.20	15.30
Total Administrative Staff	2.50	2.00	2.00	2.60	2.00	11.10	14.20	25.30
Other Staff								
Athletics	0.00	0.00	0.00	0.00	0.00	0	2.00	2.00
Custodial Maintenance (FTE)	3.00	2.27	1.00	3.00	2.00	11.27	14.50	25.77
Food Service (FTE)	2.00	1.00	1.05	1.71	1.86	7.62	5.00	12.62
Total Other Staff	5.00	3.27	2.05	4.71	3.86	18.89	21.50	40.39
Total Faculty and Staff (FTE)	37.84	20.61	17.07	39.54	26.84	141.90	127.30	269.20
Contracted Behavior Interventionist								
Behavior Interventionist-Contract	3.00	1.00	2.00	0.00	1.00	7.00	6.00	13.00
Subtotal Staff PCA/BI & Contracted BI's	7.00	1.40	3.00	8.29	3.00	22.69	10.00	32.69
Other Information FY19-20								
Special Educators (FTE)	3.00	1.50	1.35	3.00	3.00	11.85	9.00	20.85
Number of students on IEPs-Per KB Sheet	36	15	12	33	35	131	125	256
Speech Language Pathologist-Prek (FTE)	0.60	0.10	0.10	0.40	0.20	1.40	0.00	1.4
Speech Language Pathologist-K- Grad (FTE)	1.00	0.20	0.20	1.00	0.80	3.20	1.20	4.4
Total SLP	1.60	0.30	0.30	1.40	1.00	4.60	1.20	5.80

WCUUSD Budget FY2021-2022 CHANGE SUMMARY

4-Nov-20

Draft 1

	ADJUSTED BUDGET 2021	INCREASE (DECREASE)	BUDGET % CHANGE	BUDGET 2022
SALARIES AND BENEFITS				
<u>Negotiated Items</u>				
Salary Estimate		\$627,323	1.77%	
Benefits Related to Salary Estimate		\$62,732	0.18%	
Health Insurance @ 10.0% Increase with current coverage		\$319,872	0.90%	
Miscellaneous Benefit Changes		\$0	0.00%	
SUBTOTAL NEGOTIATED ITEMS		\$1,009,927	2.85%	
<u>Other Staffing Changes</u>				
Staffing Changes FY 20-21-Includes Early Retirement		-\$223,343	-0.63%	
Covid Coordinator and Full-time Nurses at all schools		\$205,875	0.58%	
Special Education Programs-Addl. Staffing 6.71 FTE's ESP		\$272,163	0.77% *See Revenues Below	
Academic Programs-Staffing Changes		\$0	0.00%	
SUBTOTAL OTHER STAFFING CHANGES		\$254,695	0.72%	
TOTAL SALARY & BENEFITS	\$24,928,979	\$1,264,622	3.57%	\$26,193,601
<u>NONSALARY ITEMS</u>				
Technology Services-Draft #2		\$0	0.00%	
Fund Transfer Food Program-Draft #2		\$0	0.00%	
Technical Education Tuition(Using current year +6%)		\$30,373	0.09%	
Transportation Services		\$44,842	0.13%	
School-wide Expenses-Prek Services		-\$111,927	-0.32%	
Special Education Programs-Tuition & Prof Svcs		-\$370,858	-1.05% *See Revenues Below	
TOTAL NONSALARY-w/o OTHER ITEMS	\$8,553,677	-\$407,570	-1.15%	\$8,146,107
SUBTOTAL BASE BUDGET INCREASE	\$33,482,656	\$857,052	2.42%	\$34,339,708
<u>OTHER ITEMS</u>				
Debt Service-Bond Payment	\$1,241,324	-\$18,164	-0.05%	\$1,223,160
Capital Fund -Transfer	\$706,522	\$0	0.00%	\$706,522
TOTAL OTHER ITEMS	\$1,947,846	-\$18,164	-0.05%	\$1,929,682
Combined Total WCUUSD Expenses	\$35,430,502	\$838,888	2.37%	\$36,269,390
Revenues that Offset Expense Increases(Decreases):				
Tuition Income-Level Budget @9 Less Students(4 FY21, 5 FY21)		-\$185,843	-0.52%	
Small Schools Grant		\$28,866	0.08%	
Miscellaneous Income		\$0	0.00%	
Special Education Reimbursements		\$102,509	0.29% *See Expenses Above	
Transportation Aid-COVID		-\$54,000	-0.15%	
Subtotal Revenues		-\$108,468	-0.31%	
Net Impact on Taxes-Level Service		\$947,356	2.67%	

Budget Adjustment				
Operation of Plant-Repair and Maintenance(Previously Capital)		\$363,000	1.02%	
Combined Total WCUUSD Expenses	\$35,430,502	\$1,201,888	3.39%	\$36,632,390
Net Impact on Taxes-Combined Total		\$1,310,356	3.70%	

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Draft 1

BUDGET 2021-2022 VS BUDGET 2020-2021

%

Budget21/
Budget 20**DESCRIPTION**
REVENUES

	Actual 2020	BUDGET 2021	PROJECTED 2021	BUDGET 2022	Increase(Decrease)
TUITION-SCHOOL DISTRICTS & INDIVIDUALS	\$1,081,930	\$1,094,311	\$1,011,703	\$908,468	-\$185,843
INVESTMENT EARNINGS INTEREST	\$354,463	\$283,755	\$229,975	\$283,755	\$0
MISCELLANEOUS INCOME-OTHER	\$305,289	\$315,118	\$325,118	\$315,119	\$1
EDUC. SPENDING REVENUES	\$27,091,430	\$28,137,890	\$28,137,890	\$29,448,246	\$1,310,356
MISC STATE REIMBURSEMENTS	\$909,141	\$772,663	\$2,727,246	\$747,529	-\$25,134
SPED EXPENDITURE REIMBURSEMENT	\$4,321,332	\$4,826,765	\$4,521,877	\$4,929,274	\$102,509

SUBTOTAL REVENUES

	\$34,063,585	\$35,430,502	\$36,953,809	\$36,632,390	\$1,201,888
FUND BALANCE	\$1,941,291	\$0	\$0	\$0	\$0
TOTAL REVENUES	\$36,004,876	\$35,430,502	\$36,953,809	\$36,632,390	\$1,201,888

3.39%

EXPENSES**INSTRUCTIONAL SERVICES**

SALARIES	\$7,885,465	\$8,540,110	\$8,369,876	\$8,668,925	\$128,814
MISCELLANEOUS BENEFITS	\$2,318,701	\$2,629,714	\$2,540,085	\$2,685,513	\$55,799
TUITION REIMBURSEMENT	\$160,237	\$197,042	\$197,042	\$197,042	\$0
PROFESSIONAL EDUCATION SVC	\$43,746	\$169,132	\$73,263	\$73,263	-\$95,869
TUITION TO OTHER SCHOOL DISTRICTS	\$475,755	\$506,668	\$506,268	\$536,641	\$29,973
TRAVEL	\$10,585	\$14,700	\$15,100	\$15,100	\$400
GENERAL SUPPLIES	\$195,450	\$276,105	\$284,105	\$276,105	\$0
BOOKS AND PERIODICALS	\$26,504	\$83,593	\$74,390	\$80,080	-\$3,513
EQUIPMENT	\$6,223	\$64,000	\$64,000	\$64,000	\$0
DUES AND FEES	\$2,999	\$700	\$700	\$700	\$0
TOTAL INSTRUCTIONAL SERVICES	\$11,125,665	\$12,481,764	\$12,124,829	\$12,597,368	\$115,604

0.93%

PRESCHOOL PROGRAM

SALARIES	\$375,148	\$366,368	\$351,002	\$321,055	-\$45,313
MISCELLANEOUS BENEFITS	\$109,184	\$100,318	\$117,464	\$104,525	\$4,207
TUITION REIMBURSEMENT	\$1,675	\$4,331	\$4,331	\$4,331	\$0
PROFESSIONAL EDUCATION SVC	\$50,727	\$112,927	\$112,927	\$1,000	-\$111,927
TUITION TO PRIVATE SCHOOLS	\$180,066	\$148,325	\$148,325	\$144,690	-\$3,635
GENERAL SUPPLIES	\$11,932	\$7,915	\$7,915	\$7,915	\$0
TOTAL PRESCHOOL PROGRAM	\$728,732	\$740,184	\$741,964	\$583,516	-\$156,668

-21.17%

GUIDANCE SERVICES

SALARIES	\$745,719	\$773,088	\$723,423	\$786,603	\$13,515
MISCELLANEOUS BENEFITS	\$245,850	\$270,590	\$264,474	\$314,284	\$43,694
TUITION REIMBURSEMENT	\$2,739	\$3,575	\$3,575	\$3,575	\$0
GENERAL SUPPLIES	\$26,954	\$34,200	\$34,200	\$34,200	\$0
BOOKS AND PERIODICALS	\$450	\$2,260	\$2,260	\$2,260	\$0
TOTAL GUIDANCE SERVICES	\$1,021,712	\$1,083,713	\$1,027,932	\$1,140,922	\$57,209

5.28%

HEALTH SERVICES

SALARIES	\$323,018	\$340,061	\$335,365	\$416,408	\$76,347
MISCELLANEOUS BENEFITS	\$128,100	\$139,871	\$149,070	\$188,768	\$48,897

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Draft 1

BUDGET 2021-2022 VS BUDGET 2020-2021

DESCRIPTION	Actual 2020	BUDGET 2021	PROJECTED 2021	BUDGET 2022	Increase(Decrease)	% Budget21/ Budget 20
TUITION REIMBURSEMENT	\$4,100	\$2,300	\$2,300	\$2,300	\$0	
TECHNICAL SERVICES	\$120	\$550	\$562	\$550	\$0	
GENERAL SUPPLIES	\$3,993	\$6,535	\$6,535	\$6,535	\$0	
BOOKS AND PERIODICALS	\$496	\$933	\$933	\$933	\$0	
TOTAL HEALTH SERVICES	\$459,827	\$490,250	\$494,765	\$615,494	\$125,244	25.55%
LIBRARY SERVICES						
SALARIES	\$336,130	\$350,669	\$341,951	\$338,943	-\$11,726	
MISCELLANEOUS BENEFITS	\$106,714	\$116,849	\$112,084	\$128,179	\$11,330	
TUITION REIMBURSEMENT	\$2,968	\$5,400	\$5,400	\$3,800	-\$1,600	
GENERAL SUPPLIES	\$10,895	\$19,901	\$19,901	\$19,901	\$0	
BOOKS AND PERIODICALS	\$43,545	\$50,658	\$50,658	\$50,658	\$0	
TOTAL LIBRARY SERVICES	\$500,252	\$543,477	\$529,994	\$541,481	-\$1,996	-0.37%
CURRICULUM SERVICES						
PROGRAM COSTS	\$157,084	\$253,501	\$193,145	\$366,978	\$113,477	
TOTAL CURRICULUM SERVICES	\$157,084	\$253,501	\$193,145	\$366,978	\$113,477	44.76%
INSTRUCTIONAL -RELATED TECHNOLOGY SVCS						
SALARIES	\$467,477	\$518,692	\$524,145	\$539,241	\$20,549	
MISCELLANEOUS BENEFITS	\$97,058	\$104,089	\$96,072	\$112,634	\$8,545	
TUITION REIMBURSEMENT	\$0	\$8,600	\$6,100	\$7,500	-\$1,100	
TECHNOLOGY RELATED R&M	\$39,421	\$32,516	\$32,516	\$32,516	\$0	
RENTALS AND LEASES-COPIER	\$31,742	\$50,700	\$55,200	\$50,700	\$0	
COMMUNICATIONS	\$111,555	\$136,400	\$134,400	\$136,400	\$0	
SUPPLIES-TECHN RELATED	\$28,331	\$36,300	\$36,300	\$36,300	\$0	
SUPPLIES-TECHN RELATED-SOFTWARE	\$49,110	\$234,324	\$240,014	\$234,324	\$0	
EQUIPMENT/FINANCIAL SOFTWARE	\$403,684	\$324,250	\$324,250	\$324,250	\$0	
TOTAL INSTR REL-TECHNOLOGY SVCS	\$1,228,378	\$1,445,871	\$1,448,997	\$1,473,865	\$27,994	1.94%
BOARD OF EDUCATION SVCS.						
SALARIES	\$20,282	\$27,964	\$27,964	\$28,129	\$165	
MISCELLANEOUS BENEFITS	\$2,071	\$2,624	\$2,624	\$2,637	\$13	
OFFICIAL SVC TAX COLLECT.	\$10,639	\$0	\$0	\$0	\$0	
LEGAL SERVICES	\$42,815	\$25,850	\$25,850	\$25,850	\$0	
INSURANCE	\$95,651	\$99,832	\$99,832	\$99,832	\$0	
ADVERTISING	\$3,878	\$10,700	\$10,200	\$10,200	-\$500	
GENERAL SUPPLIES	\$18,233	\$17,200	\$17,700	\$17,700	\$500	
DUES AND FEES	\$225	\$23,765	\$23,765	\$23,765	\$0	
COVID-19 EXPENSES	\$111,847	\$0	\$1,925,717	\$119,530	\$119,530	
TOTAL BOARD OF EDUCATION SVCS.	\$305,641	\$207,935	\$2,133,652	\$327,643	\$119,708	57.57%
SUPERINTENDENT SERVICES						
PROGRAM COSTS	\$522,037	\$554,668	\$545,812	\$561,504	\$6,836	
TOTAL SUPERINTENDENT SERVICES	\$522,037	\$554,668	\$545,812	\$561,504	\$6,836	1.23%

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Draft 1

BUDGET 2021-2022 VS BUDGET 2020-2021

%

Budget21/
Budget 20DESCRIPTION

Actual 2020 BUDGET 2021 PROJECTED 2021 BUDGET 2022 Increase(Decrease)

OFFICE OF THE PRINCIPAL

SALARIES	\$1,332,445	\$1,417,005	\$1,415,271	\$1,454,637	\$37,632
MISCELLANEOUS BENEFITS	\$447,018	\$492,589	\$516,096	\$548,799	\$56,210
TUITION REIMBURSEMENT	\$11,764	\$21,200	\$21,200	\$22,000	\$800
PURCHASED PROF & TECHNICAL SERVICES	\$27,705	\$17,625	\$17,625	\$17,625	\$0
COMMUNICATIONS-POSTAGE	\$14,181	\$17,960	\$17,960	\$17,960	\$0
TRAVEL	\$3,969	\$5,100	\$5,100	\$5,100	\$0
GENERAL SUPPLIES	\$44,473	\$43,410	\$43,410	\$43,410	\$0
DUES AND FEES	\$12,692	\$7,475	\$7,475	\$7,475	\$0
TOTAL OFFICE OF THE PRINCIPAL	\$1,894,247	\$2,022,364	\$2,044,137	\$2,117,006	\$94,642

4.68%

FISCAL SERVICES

INTEREST ON SHORT-TERM DEBT	\$262,925	\$260,640	\$209,145	\$262,925	\$2,285
PROGRAM COSTS	\$546,236	\$541,583	\$551,295	\$562,062	\$20,479
TOTAL FISCAL SERVICES	\$809,161	\$802,223	\$760,440	\$824,987	\$22,764

2.84%

OPERATION AND MAINT.PLANT

SALARIES	\$1,173,957	\$1,216,820	\$1,225,261	\$1,276,308	\$59,488
MISCELLANEOUS BENEFITS	\$365,771	\$414,365	\$445,841	\$475,278	\$60,913
UTILITY SERVICES	\$56,344	\$42,350	\$42,100	\$41,550	-\$800
CLEANING SERVICES	\$77,753	\$87,355	\$81,580	\$81,580	-\$5,775
REPAIR AND MAINTENANCE SERVICES &PROP	\$169,605	\$189,892	\$195,405	\$556,405	\$366,513
TRAVEL/GAS &BOTTLED GAS	\$3,802	\$10,640	\$11,804	\$11,804	\$1,164
SHARED SERVICES	\$2,604	\$0	\$0	\$0	\$0
GENERAL SUPPLIES	\$176,042	\$143,294	\$129,294	\$129,294	-\$14,000
ELECTRICITY	\$256,081	\$314,220	\$300,090	\$300,090	-\$14,130
OIL	\$97,408	\$111,440	\$93,406	\$93,406	-\$18,034
OTHER ENERGY-WOOD CHIPS / WOOD PELLETS	\$100,385	\$121,129	\$166,129	\$166,129	\$45,000
EQUIPMENT	\$16,990	\$20,600	\$20,600	\$20,600	\$0
TOTAL OPER. AND MAINT.PLANT	\$2,496,742	\$2,672,105	\$2,711,510	\$3,152,444	\$480,339

17.98%

STUDENT TRANSPORTATION SV

STUDENT TRANSPORTATION SV	\$1,285,046	\$1,494,718	\$1,494,718	\$1,539,560	\$44,841
TOTAL STUDENT TRANSPORTATION SV	\$1,285,046	\$1,494,718	\$1,494,718	\$1,539,560	\$44,841

3.00%

STUDENT TRANS-OTHER

STUDENT TRANS-FIELD TRIPS	\$37,522	\$44,805	\$44,805	\$44,805	\$0
TOTAL STUDENT TRANS-OTHER	\$37,522	\$44,805	\$44,805	\$44,805	\$0

0.00%

DEBT SERVICE

REDEMPTION OF PRINCIPAL	\$1,376,690	\$926,910	\$926,910	\$927,136	\$226
INTEREST LONG TERM DEBT	\$288,507	\$314,414	\$314,414	\$296,024	-\$18,390
TOTAL DEBT SERVICE	\$1,665,197	\$1,241,324	\$1,241,324	\$1,223,160	-\$18,164

-1.46%

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

Draft 1

BUDGET 2021-2022 VS BUDGET 2020-2021

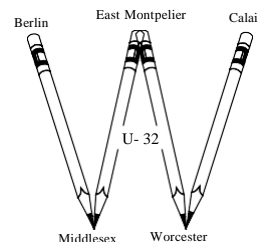
DESCRIPTION	Actual 2020	BUDGET 2021	PROJECTED 2021	BUDGET 2022	Increase(Decrease)	% Budget21/ Budget 20
FUND TRANSFER OUT						
FUND TRANSFER-CAPITAL	\$1,116,012	\$706,522	\$706,522	\$706,522	\$0	
FUND TRANSFER-FOOD SERVICE	\$109,403	\$149,115	\$149,115	\$149,115	\$0	
FUND TRANSFER-COMMUNITY CONNECTIONS	\$0	\$40,000	\$40,000	\$40,000	\$0	
TOTAL TRANSFER TO OTHER FUNDS	\$1,225,415	\$895,637	\$895,637	\$895,637	\$0	0.00%
SUPPORT PROGRAMS-SP ED						
SALARIES	\$1,047,892	\$1,081,228	\$1,013,772	\$1,256,884	\$175,656	
MISCELLANEOUS BENEFITS	\$465,323	\$592,323	\$542,958	\$780,054	\$187,731	
PROGRAM COSTS	\$5,139,438	\$5,924,466	\$5,505,793	\$5,713,311	-\$211,155	
TOTAL SUPPORT PROGRAMS	\$6,652,653	\$7,598,017	\$7,062,523	\$7,750,249	\$152,232	2.00%
ENGLISH LANGUAGE LEARNER						
PROGRAM COSTS	\$74,235	\$83,408	\$94,873	\$89,617	\$6,209	
TOTAL ENGLISH LANGUAGE LEARNER	\$74,235	\$83,408	\$94,873	\$89,617	\$6,209	7.44%
CO-CURRICULAR ACTIVITIES						
MISCELLANEOUS EXPENSES	\$637,875	\$774,537	\$771,687	\$786,154	\$11,617	
TOTAL COCURRICULAR ACTIVITIES	\$637,875	\$774,537	\$771,687	\$786,154	\$11,617	1.50%
TOTAL EXPENSES	\$32,827,421	\$35,430,502	\$36,362,744	\$36,632,390	\$1,201,888	3.39%

Washington Central Unified Union School District

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

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

Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD Finance Committee
FROM: Bryan Olkowski, Superintendent
DATE: November 11, 2020
RE: Electric Vehicle Charger at Rumney Elementary School

Rumney Elementary School has an Electric Vehicle (EV) charger on campus in the parking lot. This charger supports the community along with the former principal of Rumney, who had an EV during his tenure at the school. The charger and the associated ChargePoint Assure (Assure) service was brought online on May 27, 2016 and the 5-year anniversary of the Assure service comes due May 27, 2021.

When the EV charger was purchased/donated, Washington Electric Coop (WEC) agreed to provide the 5-year commercial network service and the 5-year Assure coverage for Rumney. The expectation was, at that time, that the school district would take over this responsibility at the end of the original agreement.

Since the commencement of the product and service, the electricity used by the EV charger is 1,725 kWh (kiloWatt Hour). At a cost to the district of \$0.164 per kWh, the district has spent approximately \$282.90 on direct EV charging activities. With non EV charging activities included (LCD display activities), the total electricity cost, that the district has incurred to date for the EV system, is approximately \$463.82.

While the total electricity costs above consider the entire 5-year period, there has been no EV charging usage since 11/21/18.

If we decide to keep the EV charger and the associated service, here is the estimated cost basis for us to consider:

- Network Service cost: \$329/port/year. We have 2 ports, so the cost is \$658/year. If we consider a new 5-year plan instead of a yearly plan, our cost is \$1,319/port (\$2,638 for 2 ports) or \$263.80/port/year (\$527.60), a yearly port savings of \$130.40
- Assure cost: \$740/year for the station (both ports). If we consider a new 5-year contract, the cost is \$2,495 or \$499/year, a \$241/year savings

- In June 2021, we will need to replace the modem station with a new 4G/5G hotspot, as the current hotspot will not work after 12/31/2021. The cost of the device is \$250. If we sign up for the 5-year network service (vs the annual plan), this device is free for the district.
- Maintenance cost for the EV charging unit should be estimated at \$500/year annually.
- Assure administrative access for WCCUSD would be provided a \$0 cost on a renewal. Today, the district does not have access to Assure. We have to call WEC to gather usage data.

Options for the board consider would include the following:

- 1.) WCCUSD would continue to support the current EV charging unit without delay. The district would incur an operating cost of \$5,133/5-yr (\$1,026.60/annually) plus the cost of electricity at \$0.164/kWh.
- 2.) WCCUSD 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, WCCUSD would eliminate the EV charger.

Options that we are NOT asking the board to consider:

- 1) At this time, WCCUSD is not recommending that we have the town supply the electricity for this service. To switch the electricity responsibility over to the town, the district or the town could incur considerable cost in separating out the two electricity services and having a new meter placed for the EV. Additional costs for new breakers, wire, etc. would exceed the 5-year average electricity costs.
- 2) If the service remains, the town should consider marketing the EV charger in its community newsletter to drive further engagement and usage.

Following is the usage data for the EV charger at Rumney:

Date	Energy (kWh)	Accumulated (MWh)			
12/12/15	1.462	0.001	1/29/16	0	0.001
12/13/15	0	0.001	1/30/16	0	0.001
12/14/15	0	0.001	1/31/16	0	0.001
12/15/15	0	0.001	2/1/16	0	0.001
12/16/15	0	0.001	2/2/16	0	0.001
12/17/15	0	0.001	2/3/16	0	0.001
12/18/15	0	0.001	2/4/16	0	0.001
12/19/15	0	0.001	2/5/16	0	0.001
12/20/15	0	0.001	2/6/16	0	0.001
12/21/15	0	0.001	2/7/16	0	0.001
12/22/15	0	0.001	2/8/16	0	0.001
12/23/15	0	0.001	2/9/16	0	0.001
12/24/15	0	0.001	2/10/16	0	0.001
12/25/15	0	0.001	2/11/16	0	0.001
12/26/15	0	0.001	2/12/16	0	0.001
12/27/15	0	0.001	2/13/16	0	0.001
12/28/15	0	0.001	2/14/16	0	0.001
12/29/15	0	0.001	2/15/16	0	0.001
12/30/15	0	0.001	2/16/16	0	0.001
12/31/15	0	0.001	2/17/16	0	0.001
1/1/16	0	0.001	2/18/16	0	0.001
1/2/16	0	0.001	2/19/16	0	0.001
1/3/16	0	0.001	2/20/16	0	0.001
1/4/16	0	0.001	2/21/16	0	0.001
1/5/16	0	0.001	2/22/16	0	0.001
1/6/16	0	0.001	2/23/16	0	0.001
1/7/16	0	0.001	2/24/16	0	0.001
1/8/16	0	0.001	2/25/16	0	0.001
1/9/16	0	0.001	2/26/16	0	0.001
1/10/16	0	0.001	2/27/16	0	0.001
1/11/16	0	0.001	2/28/16	0	0.001
1/12/16	0	0.001	2/29/16	0	0.001
1/13/16	0	0.001	3/1/16	0	0.001
1/14/16	0	0.001	3/2/16	0	0.001
1/15/16	0	0.001	3/3/16	0	0.001
1/16/16	0	0.001	3/4/16	0	0.001
1/17/16	0	0.001	3/5/16	0	0.001
1/18/16	0	0.001	3/6/16	0	0.001
1/19/16	0	0.001	3/7/16	0	0.001
1/20/16	0	0.001	3/8/16	0	0.001
1/21/16	0	0.001	3/9/16	0	0.001
1/22/16	0	0.001	3/10/16	0	0.001
1/23/16	0	0.001	3/11/16	0	0.001
1/24/16	0	0.001	3/12/16	0	0.001
1/25/16	0	0.001	3/13/16	0	0.001
1/26/16	0	0.001	3/14/16	0	0.001
1/27/16	0	0.001	3/15/16	0	0.001
1/28/16	0	0.001	3/16/16	0	0.001
			3/17/16	0	0.001
			3/18/16	0	0.001

3/19/16	0	0.001	5/8/16	0	0.001
3/20/16	0	0.001	5/9/16	0	0.001
3/21/16	0	0.001	5/10/16	0	0.001
3/22/16	0	0.001	5/11/16	0	0.001
3/23/16	0	0.001	5/12/16	0	0.001
3/24/16	0	0.001	5/13/16	0	0.001
3/25/16	0	0.001	5/14/16	0	0.001
3/26/16	0	0.001	5/15/16	0	0.001
3/27/16	0	0.001	5/16/16	0	0.001
3/28/16	0	0.001	5/17/16	0	0.001
3/29/16	0	0.001	5/18/16	0	0.001
3/30/16	0	0.001	5/19/16	0	0.001
3/31/16	0	0.001	5/20/16	0	0.001
4/1/16	0	0.001	5/21/16	0	0.001
4/2/16	0	0.001	5/22/16	0	0.001
4/3/16	0	0.001	5/23/16	0	0.001
4/4/16	0	0.001	5/24/16	0	0.001
4/5/16	0	0.001	5/25/16	0	0.001
4/6/16	0	0.001	5/26/16	0	0.001
4/7/16	0	0.001	5/27/16	0	0.001
4/8/16	0	0.001	5/28/16	0	0.001
4/9/16	0	0.001	5/29/16	0	0.001
4/10/16	0	0.001	5/30/16	0	0.001
4/11/16	0	0.001	5/31/16	0	0.001
4/12/16	0	0.001	6/1/16	0	0.001
4/13/16	0	0.001	6/2/16	0	0.001
4/14/16	0	0.001	6/3/16	0	0.001
4/15/16	0	0.001	6/4/16	0	0.001
4/16/16	0	0.001	6/5/16	0	0.001
4/17/16	0	0.001	6/6/16	0	0.001
4/18/16	0	0.001	6/7/16	0	0.001
4/19/16	0	0.001	6/8/16	0	0.001
4/20/16	0	0.001	6/9/16	0	0.001
4/21/16	0	0.001	6/10/16	0	0.001
4/22/16	0	0.001	6/11/16	0	0.001
4/23/16	0	0.001	6/12/16	0	0.001
4/24/16	0	0.001	6/13/16	0	0.001
4/25/16	0	0.001	6/14/16	0	0.001
4/26/16	0	0.001	6/15/16	0	0.001
4/27/16	0	0.001	6/16/16	0	0.001
4/28/16	0	0.001	6/17/16	0	0.001
4/29/16	0	0.001	6/18/16	0	0.001
4/30/16	0	0.001	6/19/16	0	0.001
5/1/16	0	0.001	6/20/16	0	0.001
5/2/16	0	0.001	6/21/16	0	0.001
5/3/16	0	0.001	6/22/16	0	0.001
5/4/16	0	0.001	6/23/16	0	0.001
5/5/16	0	0.001	6/24/16	0	0.001
5/6/16	0	0.001	6/25/16	0	0.001
5/7/16	0	0.001	6/26/16	0	0.001

6/27/16	0	0.001	8/16/16	0	0.001
6/28/16	0	0.001	8/17/16	0	0.001
6/29/16	0	0.001	8/18/16	0	0.001
6/30/16	0	0.001	8/19/16	0	0.001
7/1/16	0	0.001	8/20/16	0	0.001
7/2/16	0	0.001	8/21/16	0	0.001
7/3/16	0	0.001	8/22/16	0	0.001
7/4/16	0	0.001	8/23/16	0	0.001
7/5/16	0	0.001	8/24/16	0	0.001
7/6/16	0	0.001	8/25/16	0	0.001
7/7/16	0	0.001	8/26/16	0	0.001
7/8/16	0	0.001	8/27/16	0	0.001
7/9/16	0	0.001	8/28/16	0	0.001
7/10/16	0	0.001	8/29/16	0	0.001
7/11/16	0	0.001	8/30/16	0	0.001
7/12/16	0	0.001	8/31/16	0	0.001
7/13/16	0	0.001	9/1/16	0	0.001
7/14/16	0	0.001	9/2/16	0	0.001
7/15/16	0	0.001	9/3/16	0	0.001
7/16/16	0	0.001	9/4/16	0	0.001
7/17/16	0	0.001	9/5/16	0	0.001
7/18/16	0	0.001	9/6/16	0	0.001
7/19/16	0	0.001	9/7/16	0	0.001
7/20/16	0	0.001	9/8/16	0	0.001
7/21/16	0	0.001	9/9/16	0	0.001
7/22/16	0	0.001	9/10/16	0	0.001
7/23/16	0	0.001	9/11/16	0	0.001
7/24/16	0	0.001	9/12/16	0	0.001
7/25/16	0	0.001	9/13/16	0	0.001
7/26/16	0	0.001	9/14/16	0	0.001
7/27/16	0	0.001	9/15/16	0	0.001
7/28/16	0	0.001	9/16/16	0	0.001
7/29/16	0	0.001	9/17/16	0	0.001
7/30/16	0	0.001	9/18/16	0	0.001
7/31/16	0	0.001	9/19/16	0	0.001
8/1/16	0	0.001	9/20/16	0	0.001
8/2/16	0	0.001	9/21/16	0	0.001
8/3/16	0	0.001	9/22/16	0	0.001
8/4/16	0	0.001	9/23/16	0	0.001
8/5/16	0	0.001	9/24/16	0	0.001
8/6/16	0	0.001	9/25/16	0	0.001
8/7/16	0	0.001	9/26/16	0	0.001
8/8/16	0	0.001	9/27/16	0	0.001
8/9/16	0	0.001	9/28/16	0	0.001
8/10/16	0	0.001	9/29/16	0	0.001
8/11/16	0	0.001	9/30/16	0	0.001
8/12/16	0	0.001	10/1/16	0	0.001
8/13/16	0	0.001	10/2/16	0	0.001
8/14/16	0	0.001	10/3/16	0	0.001
8/15/16	0	0.001	10/4/16	0	0.001

10/5/16	0	0.001	11/24/16	0	0.001
10/6/16	0	0.001	11/25/16	0	0.001
10/7/16	0	0.001	11/26/16	0	0.001
10/8/16	0	0.001	11/27/16	0	0.001
10/9/16	0	0.001	11/28/16	0	0.001
10/10/16	0	0.001	11/29/16	0	0.001
10/11/16	0	0.001	11/30/16	0	0.001
10/12/16	0	0.001	12/1/16	0	0.001
10/13/16	0	0.001	12/2/16	0	0.001
10/14/16	0	0.001	12/3/16	0	0.001
10/15/16	0	0.001	12/4/16	0	0.001
10/16/16	0	0.001	12/5/16	0	0.001
10/17/16	0	0.001	12/6/16	0	0.001
10/18/16	0	0.001	12/7/16	0	0.001
10/19/16	0	0.001	12/8/16	0	0.001
10/20/16	0	0.001	12/9/16	0	0.001
10/21/16	0	0.001	12/10/16	0	0.001
10/22/16	0	0.001	12/11/16	0	0.001
10/23/16	0	0.001	12/12/16	0	0.001
10/24/16	0	0.001	12/13/16	0	0.001
10/25/16	0	0.001	12/14/16	0	0.001
10/26/16	0	0.001	12/15/16	0	0.001
10/27/16	0	0.001	12/16/16	0	0.001
10/28/16	0	0.001	12/17/16	0	0.001
10/29/16	0	0.001	12/18/16	0	0.001
10/30/16	0	0.001	12/19/16	0	0.001
10/31/16	0	0.001	12/20/16	0	0.001
11/1/16	0	0.001	12/21/16	0	0.001
11/2/16	0	0.001	12/22/16	0	0.001
11/3/16	0	0.001	12/23/16	0	0.001
11/4/16	0	0.001	12/24/16	0	0.001
11/5/16	0	0.001	12/25/16	0	0.001
11/6/16	0	0.001	12/26/16	0	0.001
11/7/16	0	0.001	12/27/16	0	0.001
11/8/16	0	0.001	12/28/16	0	0.001
11/9/16	0	0.001	12/29/16	0	0.001
11/10/16	0	0.001	12/30/16	0	0.001
11/11/16	0	0.001	12/31/16	0	0.001
11/12/16	0	0.001	1/1/17	0	0.001
11/13/16	0	0.001	1/2/17	0	0.001
11/14/16	0	0.001	1/3/17	0	0.001
11/15/16	0	0.001	1/4/17	0	0.001
11/16/16	0	0.001	1/5/17	0	0.001
11/17/16	0	0.001	1/6/17	0	0.001
11/18/16	0	0.001	1/7/17	0	0.001
11/19/16	0	0.001	1/8/17	0	0.001
11/20/16	0	0.001	1/9/17	0	0.001
11/21/16	0	0.001	1/10/17	0	0.001
11/22/16	0	0.001	1/11/17	0	0.001
11/23/16	0	0.001	1/12/17	0	0.001

1/13/17	0	0.001	3/4/17	0	0.001
1/14/17	0	0.001	3/5/17	0	0.001
1/15/17	0	0.001	3/6/17	0	0.001
1/16/17	0	0.001	3/7/17	0	0.001
1/17/17	0	0.001	3/8/17	0	0.001
1/18/17	0	0.001	3/9/17	0	0.001
1/19/17	0	0.001	3/10/17	0	0.001
1/20/17	0	0.001	3/11/17	0	0.001
1/21/17	0	0.001	3/12/17	0	0.001
1/22/17	0	0.001	3/13/17	0	0.001
1/23/17	0	0.001	3/14/17	0	0.001
1/24/17	0	0.001	3/15/17	0	0.001
1/25/17	0	0.001	3/16/17	0	0.001
1/26/17	0	0.001	3/17/17	0	0.001
1/27/17	0	0.001	3/18/17	0	0.001
1/28/17	0	0.001	3/19/17	0	0.001
1/29/17	0	0.001	3/20/17	0	0.001
1/30/17	0	0.001	3/21/17	0	0.001
1/31/17	0	0.001	3/22/17	0	0.001
2/1/17	0	0.001	3/23/17	0	0.001
2/2/17	0	0.001	3/24/17	0	0.001
2/3/17	0	0.001	3/25/17	0	0.001
2/4/17	0	0.001	3/26/17	0	0.001
2/5/17	0	0.001	3/27/17	0	0.001
2/6/17	0	0.001	3/28/17	0	0.001
2/7/17	0	0.001	3/29/17	0	0.001
2/8/17	0	0.001	3/30/17	0	0.001
2/9/17	0	0.001	3/31/17	0	0.001
2/10/17	0	0.001	4/1/17	0	0.001
2/11/17	0	0.001	4/2/17	0	0.001
2/12/17	0	0.001	4/3/17	0	0.001
2/13/17	0	0.001	4/4/17	0	0.001
2/14/17	0	0.001	4/5/17	0	0.001
2/15/17	0	0.001	4/6/17	0	0.001
2/16/17	0	0.001	4/7/17	0	0.001
2/17/17	0	0.001	4/8/17	0	0.001
2/18/17	0	0.001	4/9/17	0	0.001
2/19/17	0	0.001	4/10/17	0	0.001
2/20/17	0	0.001	4/11/17	0	0.001
2/21/17	0	0.001	4/12/17	0	0.001
2/22/17	0	0.001	4/13/17	0	0.001
2/23/17	0	0.001	4/14/17	0	0.001
2/24/17	0	0.001	4/15/17	0	0.001
2/25/17	0	0.001	4/16/17	0	0.001
2/26/17	0	0.001	4/17/17	0	0.001
2/27/17	0	0.001	4/18/17	0	0.001
2/28/17	0	0.001	4/19/17	0	0.001
3/1/17	0	0.001	4/20/17	0	0.001
3/2/17	0	0.001	4/21/17	0	0.001
3/3/17	0	0.001	4/22/17	0	0.001

4/23/17	0	0.001	6/12/17	0	0.001
4/24/17	0	0.001	6/13/17	0	0.001
4/25/17	0	0.001	6/14/17	0	0.001
4/26/17	0	0.001	6/15/17	0	0.001
4/27/17	0	0.001	6/16/17	0	0.001
4/28/17	0	0.001	6/17/17	0	0.001
4/29/17	0	0.001	6/18/17	0	0.001
4/30/17	0	0.001	6/19/17	0	0.001
5/1/17	0	0.001	6/20/17	0	0.001
5/2/17	0	0.001	6/21/17	0	0.001
5/3/17	0	0.001	6/22/17	0	0.001
5/4/17	0	0.001	6/23/17	0	0.001
5/5/17	0	0.001	6/24/17	0	0.001
5/6/17	0	0.001	6/25/17	0	0.001
5/7/17	0	0.001	6/26/17	0	0.001
5/8/17	0	0.001	6/27/17	0	0.001
5/9/17	0	0.001	6/28/17	0	0.001
5/10/17	0	0.001	6/29/17	0	0.001
5/11/17	0	0.001	6/30/17	0	0.001
5/12/17	0	0.001	7/1/17	0	0.001
5/13/17	0	0.001	7/2/17	0	0.001
5/14/17	0	0.001	7/3/17	0	0.001
5/15/17	0	0.001	7/4/17	0	0.001
5/16/17	0	0.001	7/5/17	0	0.001
5/17/17	0	0.001	7/6/17	0	0.001
5/18/17	0	0.001	7/7/17	0	0.001
5/19/17	0	0.001	7/8/17	0	0.001
5/20/17	0	0.001	7/9/17	0	0.001
5/21/17	0	0.001	7/10/17	0	0.001
5/22/17	0	0.001	7/11/17	0	0.001
5/23/17	0	0.001	7/12/17	0	0.001
5/24/17	0	0.001	7/13/17	0	0.001
5/25/17	0	0.001	7/14/17	0	0.001
5/26/17	0	0.001	7/15/17	0	0.001
5/27/17	0	0.001	7/16/17	0	0.001
5/28/17	0	0.001	7/17/17	0	0.001
5/29/17	0	0.001	7/18/17	0	0.001
5/30/17	0	0.001	7/19/17	0	0.001
5/31/17	0	0.001	7/20/17	0	0.001
6/1/17	0	0.001	7/21/17	0	0.001
6/2/17	0	0.001	7/22/17	0	0.001
6/3/17	0	0.001	7/23/17	0	0.001
6/4/17	0	0.001	7/24/17	0	0.001
6/5/17	0	0.001	7/25/17	0	0.001
6/6/17	0	0.001	7/26/17	0	0.001
6/7/17	0	0.001	7/27/17	0	0.001
6/8/17	0	0.001	7/28/17	0	0.001
6/9/17	0	0.001	7/29/17	0	0.001
6/10/17	0	0.001	7/30/17	2.032	0.003
6/11/17	0	0.001	7/31/17	0	0.003

8/1/17	0	0.003	9/20/17	0	0.021
8/2/17	0	0.003	9/21/17	0	0.021
8/3/17	0	0.003	9/22/17	0	0.021
8/4/17	0	0.003	9/23/17	0	0.021
8/5/17	0	0.003	9/24/17	0	0.021
8/6/17	0	0.003	9/25/17	0	0.021
8/7/17	0	0.003	9/26/17	0	0.021
8/8/17	0	0.003	9/27/17	0	0.021
8/9/17	0	0.003	9/28/17	0	0.021
8/10/17	0	0.003	9/29/17	0	0.021
8/11/17	0	0.003	9/30/17	0	0.021
8/12/17	0	0.003	10/1/17	0	0.021
8/13/17	0	0.003	10/2/17	0	0.021
8/14/17	0	0.003	10/3/17	0	0.021
8/15/17	0	0.003	10/4/17	0	0.021
8/16/17	0	0.003	10/5/17	0	0.021
8/17/17	0	0.003	10/6/17	0	0.021
8/18/17	0	0.003	10/7/17	0	0.021
8/19/17	0	0.003	10/8/17	0	0.021
8/20/17	0	0.003	10/9/17	0	0.021
8/21/17	0	0.003	10/10/17	0	0.021
8/22/17	0	0.003	10/11/17	0	0.021
8/23/17	0	0.003	10/12/17	0	0.021
8/24/17	0	0.003	10/13/17	0	0.021
8/25/17	0	0.003	10/14/17	0	0.021
8/26/17	0	0.003	10/15/17	0	0.021
8/27/17	0	0.003	10/16/17	0	0.021
8/28/17	0	0.003	10/17/17	0	0.021
8/29/17	0	0.003	10/18/17	0	0.021
8/30/17	0	0.003	10/19/17	0	0.021
8/31/17	0	0.003	10/20/17	0	0.021
9/1/17	0	0.003	10/21/17	0	0.021
9/2/17	0	0.003	10/22/17	0	0.021
9/3/17	0	0.003	10/23/17	0	0.021
9/4/17	0	0.003	10/24/17	0	0.021
9/5/17	0	0.003	10/25/17	0	0.021
9/6/17	0	0.003	10/26/17	0	0.021
9/7/17	0	0.003	10/27/17	0	0.021
9/8/17	0	0.003	10/28/17	0	0.021
9/9/17	0	0.003	10/29/17	0	0.021
9/10/17	0	0.003	10/30/17	0	0.021
9/11/17	0	0.003	10/31/17	5.997	0.027
9/12/17	0	0.003	11/1/17	0	0.027
9/13/17	0	0.003	11/2/17	2.098	0.029
9/14/17	0	0.003	11/3/17	0	0.029
9/15/17	17.406	0.021	11/4/17	0	0.029
9/16/17	0	0.021	11/5/17	0	0.029
9/17/17	0	0.021	11/6/17	0	0.029
9/18/17	0	0.021	11/7/17	0	0.029
9/19/17	0	0.021	11/8/17	0	0.029

11/9/17	0	0.029	12/29/17	26.111	0.212
11/10/17	0	0.029	12/30/17	0	0.212
11/11/17	0	0.029	12/31/17	0	0.212
11/12/17	0	0.029	1/1/18	0	0.212
11/13/17	0	0.029	1/2/18	19.373	0.232
11/14/17	0	0.029	1/3/18	0	0.232
11/15/17	0	0.029	1/4/18	0	0.232
11/16/17	0	0.029	1/5/18	0	0.232
11/17/17	0	0.029	1/6/18	0	0.232
11/18/17	0	0.029	1/7/18	13.427	0.245
11/19/17	4.968	0.034	1/8/18	0	0.245
11/20/17	0	0.034	1/9/18	2.291	0.247
11/21/17	0	0.034	1/10/18	0	0.247
11/22/17	7.652	0.042	1/11/18	0	0.247
11/23/17	0	0.042	1/12/18	0	0.247
11/24/17	22.446	0.064	1/13/18	0	0.247
11/25/17	0	0.064	1/14/18	0	0.247
11/26/17	0	0.064	1/15/18	0	0.247
11/27/17	0	0.064	1/16/18	0	0.247
11/28/17	0	0.064	1/17/18	0	0.247
11/29/17	0	0.064	1/18/18	0	0.247
11/30/17	0	0.064	1/19/18	0	0.247
12/1/17	0	0.064	1/20/18	0	0.247
12/2/17	25.906	0.09	1/21/18	0	0.247
12/3/17	0	0.09	1/22/18	26.547	0.274
12/4/17	15.568	0.106	1/23/18	0	0.274
12/5/17	0	0.106	1/24/18	0	0.274
12/6/17	0	0.106	1/25/18	0	0.274
12/7/17	0	0.106	1/26/18	18.395	0.292
12/8/17	36.925	0.142	1/27/18	0	0.292
12/9/17	0	0.142	1/28/18	0	0.292
12/10/17	0	0.142	1/29/18	0	0.292
12/11/17	22.099	0.165	1/30/18	0	0.292
12/12/17	0	0.165	1/31/18	0	0.292
12/13/17	0	0.165	2/1/18	0	0.292
12/14/17	0	0.165	2/2/18	0	0.292
12/15/17	0	0.165	2/3/18	0	0.292
12/16/17	0	0.165	2/4/18	24.132	0.316
12/17/17	21.469	0.186	2/5/18	0	0.316
12/18/17	0	0.186	2/6/18	0	0.316
12/19/17	0	0.186	2/7/18	0	0.316
12/20/17	0	0.186	2/8/18	0	0.316
12/21/17	0	0.186	2/9/18	0	0.316
12/22/17	0	0.186	2/10/18	0	0.316
12/23/17	0	0.186	2/11/18	0	0.316
12/24/17	0	0.186	2/12/18	0	0.316
12/25/17	0	0.186	2/13/18	0	0.316
12/26/17	0	0.186	2/14/18	0	0.316
12/27/17	0	0.186	2/15/18	16.038	0.332
12/28/17	0	0.186	2/16/18	0	0.332

2/17/18	0	0.332	4/8/18	0	0.496
2/18/18	0	0.332	4/9/18	0	0.496
2/19/18	0	0.332	4/10/18	25.98	0.521
2/20/18	0	0.332	4/11/18	0	0.521
2/21/18	0	0.332	4/12/18	0	0.521
2/22/18	0	0.332	4/13/18	0	0.521
2/23/18	0	0.332	4/14/18	23.388	0.545
2/24/18	0	0.332	4/15/18	7.906	0.553
2/25/18	12.711	0.345	4/16/18	9.072	0.562
2/26/18	0	0.345	4/17/18	8.441	0.57
2/27/18	0	0.345	4/18/18	6.515	0.577
2/28/18	0	0.345	4/19/18	0	0.577
3/1/18	0	0.345	4/20/18	0	0.577
3/2/18	0	0.345	4/21/18	0	0.577
3/3/18	0	0.345	4/22/18	6.717	0.584
3/4/18	0	0.345	4/23/18	0	0.584
3/5/18	0	0.345	4/24/18	5.395	0.589
3/6/18	26.344	0.371	4/25/18	6.507	0.595
3/7/18	0	0.371	4/26/18	0	0.595
3/8/18	0	0.371	4/27/18	0	0.595
3/9/18	0	0.371	4/28/18	0	0.595
3/10/18	0	0.371	4/29/18	9.292	0.605
3/11/18	0	0.371	4/30/18	8.976	0.614
3/12/18	0	0.371	5/1/18	7.422	0.621
3/13/18	0	0.371	5/2/18	9.25	0.63
3/14/18	0	0.371	5/3/18	0	0.63
3/15/18	0	0.371	5/4/18	0	0.63
3/16/18	0	0.371	5/5/18	15.218	0.646
3/17/18	0	0.371	5/6/18	9.275	0.655
3/18/18	19.915	0.391	5/7/18	5.396	0.66
3/19/18	0	0.391	5/8/18	0	0.66
3/20/18	0	0.391	5/9/18	9.404	0.67
3/21/18	19.498	0.411	5/10/18	9.92	0.68
3/22/18	38.323	0.449	5/11/18	6.563	0.686
3/23/18	14.376	0.464	5/12/18	5.928	0.692
3/24/18	0	0.464	5/13/18	9.302	0.701
3/25/18	10.878	0.474	5/14/18	9.006	0.71
3/26/18	21.118	0.496	5/15/18	9.533	0.72
3/27/18	0	0.496	5/16/18	9.704	0.73
3/28/18	0	0.496	5/17/18	27.563	0.757
3/29/18	0	0.496	5/18/18	5.899	0.763
3/30/18	0	0.496	5/19/18	9.443	0.773
3/31/18	0	0.496	5/20/18	14.832	0.787
4/1/18	0	0.496	5/21/18	0	0.787
4/2/18	0	0.496	5/22/18	0	0.787
4/3/18	0	0.496	5/23/18	5.969	0.793
4/4/18	0	0.496	5/24/18	9.062	0.802
4/5/18	0	0.496	5/25/18	9.041	0.811
4/6/18	0	0.496	5/26/18	6.706	0.818
4/7/18	0	0.496	5/27/18	15.122	0.833

5/28/18	8.367	0.842	7/17/18	0	1.188
5/29/18	9.355	0.851	7/18/18	0	1.188
5/30/18	3.532	0.855	7/19/18	0	1.188
5/31/18	9.133	0.864	7/20/18	9.496	1.197
6/1/18	0	0.864	7/21/18	0	1.197
6/2/18	9.669	0.873	7/22/18	18.325	1.216
6/3/18	9.16	0.882	7/23/18	8.92	1.225
6/4/18	10.146	0.893	7/24/18	0	1.225
6/5/18	8.413	0.901	7/25/18	8.922	1.234
6/6/18	9.683	0.911	7/26/18	7.61	1.241
6/7/18	9.571	0.92	7/27/18	0	1.241
6/8/18	9.537	0.93	7/28/18	8.835	1.25
6/9/18	9.189	0.939	7/29/18	15.218	1.265
6/10/18	10.015	0.949	7/30/18	0	1.265
6/11/18	9.318	0.958	7/31/18	7.769	1.273
6/12/18	9.532	0.968	8/1/18	7.994	1.281
6/13/18	8.895	0.977	8/2/18	0	1.281
6/14/18	8.131	0.985	8/3/18	8.638	1.29
6/15/18	9.365	0.994	8/4/18	0	1.29
6/16/18	6.354	1.001	8/5/18	15.307	1.305
6/17/18	9.125	1.01	8/6/18	0	1.305
6/18/18	0	1.01	8/7/18	9.156	1.314
6/19/18	5.968	1.016	8/8/18	7.567	1.322
6/20/18	7.385	1.023	8/9/18	0	1.322
6/21/18	9.794	1.033	8/10/18	4.695	1.326
6/22/18	9.21	1.042	8/11/18	0	1.326
6/23/18	9.779	1.052	8/12/18	0	1.326
6/24/18	9.893	1.062	8/13/18	0	1.326
6/25/18	9.304	1.071	8/14/18	0	1.326
6/26/18	8.98	1.08	8/15/18	0	1.326
6/27/18	10.034	1.09	8/16/18	0	1.326
6/28/18	5.922	1.096	8/17/18	0	1.326
6/29/18	9.176	1.105	8/18/18	0	1.326
6/30/18	9.145	1.114	8/19/18	0	1.326
7/1/18	0	1.114	8/20/18	0	1.326
7/2/18	0	1.114	8/21/18	9.171	1.336
7/3/18	9.401	1.124	8/22/18	9.549	1.345
7/4/18	9.022	1.133	8/23/18	9.241	1.354
7/5/18	0	1.133	8/24/18	8.494	1.363
7/6/18	0	1.133	8/25/18	0	1.363
7/7/18	9.266	1.142	8/26/18	9.241	1.372
7/8/18	8.874	1.151	8/27/18	8.858	1.381
7/9/18	9.617	1.161	8/28/18	5.617	1.387
7/10/18	9.173	1.17	8/29/18	0	1.387
7/11/18	8.948	1.179	8/30/18	0	1.387
7/12/18	0	1.179	8/31/18	0	1.387
7/13/18	0	1.179	9/1/18	0	1.387
7/14/18	9.315	1.188	9/2/18	0	1.387
7/15/18	0	1.188	9/3/18	0	1.387
7/16/18	0	1.188	9/4/18	0	1.387

9/5/18	5.861	1.392	10/25/18	0	1.625
9/6/18	8.056	1.4	10/26/18	3.112	1.628
9/7/18	6.003	1.406	10/27/18	0	1.628
9/8/18	9.241	1.416	10/28/18	0	1.628
9/9/18	0	1.416	10/29/18	7.833	1.636
9/10/18	0	1.416	10/30/18	2.502	1.638
9/11/18	5.43	1.421	10/31/18	0	1.638
9/12/18	0	1.421	11/1/18	0	1.638
9/13/18	0	1.421	11/2/18	0	1.638
9/14/18	10.45	1.432	11/3/18	6.904	1.645
9/15/18	0	1.432	11/4/18	0	1.645
9/16/18	0	1.432	11/5/18	5.709	1.651
9/17/18	7.346	1.439	11/6/18	1.284	1.652
9/18/18	9.325	1.448	11/7/18	1.797	1.654
9/19/18	6.973	1.455	11/8/18	7.313	1.661
9/20/18	0	1.455	11/9/18	10.372	1.672
9/21/18	7.297	1.463	11/10/18	0	1.672
9/22/18	5.813	1.468	11/11/18	8.738	1.68
9/23/18	9.461	1.478	11/12/18	0	1.68
9/24/18	0	1.478	11/13/18	0	1.68
9/25/18	0	1.478	11/14/18	6.913	1.687
9/26/18	0	1.478	11/15/18	5.426	1.693
9/27/18	8.034	1.486	11/16/18	8.501	1.701
9/28/18	0	1.486	11/17/18	0	1.701
9/29/18	0	1.486	11/18/18	7.677	1.709
9/30/18	9.265	1.495	11/19/18	0	1.709
10/1/18	0	1.495	11/20/18	7.485	1.716
10/2/18	0	1.495	11/21/18	8.529	1.725
10/3/18	0	1.495			
10/4/18	0	1.495			
10/5/18	0	1.495			
10/6/18	13.147	1.508			
10/7/18	8.437	1.517			
10/8/18	5.788	1.522			
10/9/18	5.883	1.528			
10/10/18	8.915	1.537			
10/11/18	3.182	1.54			
10/12/18	8.773	1.549			
10/13/18	9.298	1.559			
10/14/18	8.364	1.567			
10/15/18	7.676	1.575			
10/16/18	0	1.575			
10/17/18	7.144	1.582			
10/18/18	8.893	1.591			
10/19/18	1.31	1.592			
10/20/18	8.921	1.601			
10/21/18	8.375	1.609			
10/22/18	0	1.609			
10/23/18	7.713	1.617			
10/24/18	7.969	1.625			

MEMORANDUM

To: Bryan Olkowski, Superintendent

From: Melissa Tuller

Date: November 10, 2020

Project: U-32 Van Bid

MESSAGE:

We received bids from 802 Honda, and 802 Toyota on 10/30/2020 for the U-32 Van Bid.

The following vendors did not bid: Capitol City Kia, and Mid-State Dodge

The low base bid amount of \$31,869.00 was provided by 802 Honda for purchase of a 2021 Honda Odyssey. We also have the option to buy the current 2017 Toyota Sienna in the amount of \$17,984.00.

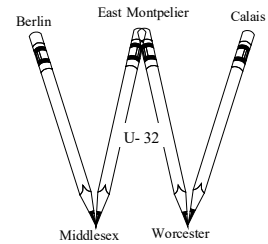
It is recommended to purchase the 2017 Toyota Sienna in the amount of \$17,984.00.

Washington Central Unified Union School District

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

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

Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD Finance Committee
FROM: Bryan Olkowski, Superintendent
DATE: November 11, 2020
RE: Substitute Rate of Pay

The Washington Central Unified Union School District remains one of only a handful of school districts across the State of Vermont that has fully reopened its schools from pre-k to 8th grade. While we are very proud of our efforts to reopen schools and stay open, the challenge remains in finding the substitutes willing to work in our schools during this time. Additionally, the Principals have had to ask their teachers to cover classes in addition to their regularly scheduled classes. In order to address this ongoing problem, I have researched the current WCUUSD substitute pay rate and how it compares to surrounding school districts. Please see the information below.

Currently WCUUSD has a three tiered substitute rate of pay for work over 3.5 hours in a day:

Non-Licensed \$93.75; Sub-Hub (ed training) \$99.37; Licensed \$105.00

Work that is 3.5 hours or less in a day is paid at:

Non-Licensed \$56.25; Sub –Hub (ed training) \$59.61; Licensed \$63.00

In researching the substitute rates at 7 surrounding schools, 5 of the schools do not differentiate between licensed and non-licensed. Subs are paid the same rate. These schools are: Montpelier, Harwood, Hazen, Essex and Colchester.

The rates for these districts are:

Montpelier	\$115.00 per day / \$57.50 per half day
Harwood	\$120.00 per day / \$60 per half day
Hazen	\$100.00 per day / \$50 per half day
Essex	\$126.00 per day / \$63 per half day
Colchester	\$120.00 per day / \$50 per half day

Two schools pay by the hour. They are Spaulding and Danville/Twinfield. These schools also pay different rates for licensed and unlicensed. Their rates range from \$13.00 to \$15.00 per hour.

Recommendation:

1. It is recommended 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.
2. The 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 *

*the half day rate should remain at the current half day rate for licensed substitutes.

To: School Board

From: Kari, Education Quality Committee chair

November Student Learning Outcome Review

This month the committee conducted our first of this year's Student Learning Outcome reviews per the student achievement goals we adopted in October. We are finding our way in learning how to assess the outcomes as well as how to share our findings with the Board in the most useful way. We welcome your feedback as to how we can improve this process!

This month's SLO is Financial Literacy. Please review the presentation in the packet which covers key aspects of any SLO: proficiency standards and performance indicators, achievement data, elements of our curriculum and instruction, and the perspectives of students and teachers. Our primary goal is for the board to be educated in these fundamentals of our student achievement. In time, it will be important to assess the implications of our learning so we can use this knowledge to make better policy, planning and budgeting decisions. Below are some highlights from our discussion. At the board meeting, we should have a few minutes for you to share questions and comments.

What questions does this presentation raise for you?

- Are there other ways to measure proficiency, especially in terms of this knowledge translating to successful behavior?
- What other life skills development do our students need in order to be successful and to contribute to local and global communities?
- What does it look like for a student who is not so engaged? The presentation focuses on the enthusiastic students.
- Is there comparative data from state or local schools?
- What curriculum do we use? How do we assure that there are not silos between the two teachers?
- Are the PIs aligned to any specific standards? How do we know if they are rigorous?

What strikes you as significant?

- Seems to fit with our mission of "the power to contribute to community".
- Relatively high levels of proficiency from what we can see.
- Summer school seems to be meaningful to students. Appreciate the accommodation for students to be able to take this in the summer.
- How much the students seemed to appreciate the connection of this learning to the real world. Are there other areas in their school work where that link can be made?

What are the implications for our work?

- What does it look like for those who are not engaged? What is the data behind that?

- Real world connections – impacted by where we are/ who we are – how do we make that connection?
- Would like to know more about the curriculum to make sure there is alignment between teachers; similar outcomes for all students.
- How can we make FL instruction better? How engage more students?
- This demonstrates that sometimes you can get a fair amount of positive impact without a great amount of input. (one semester, every student, high levels of proficiency)

WCUUSD Financial Literacy SLO

Education Quality Committee
November 4, 2020

STUDENT LEARNING OUTCOMES



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



FINANCIAL LITERACY

#1

SPENDING AND SAVING

Apply strategies to monitor income and expenses, plan for spending, and save for future goals.

#2

CREDIT AND DEBT

Develop strategies to control and manage credit and debt.

#3

INVESTING

Understand the need for a diversified investment strategy that is compatible with person financial goals.



Modified Making Meaning Protocol

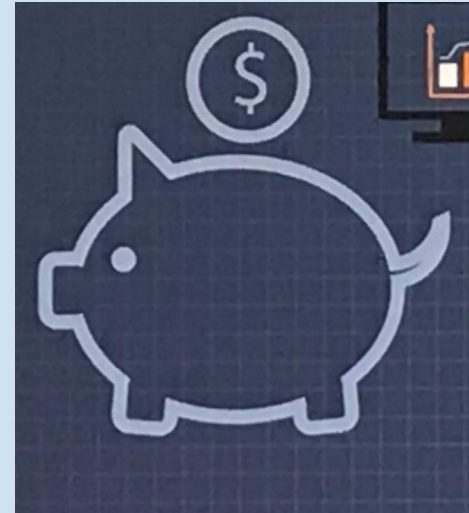
As you enjoy this presentation, consider:

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



Overview of Financial Literacy Course

George Cook, U-32 Teacher



Curriculum: Standards and Performance Indicators

- Our PBGR's are aligned to the [Jump\\$tart National Standards in K-12 Personal Finance Education](#) adopted by the VT State Board of Education in January 2018.
- Typically, high school students achieve proficiency in the 3 Financial Literacy standards, and thus the Student Learning Outcome, by successfully completing a one semester course in Financial Literacy.
- We have not articulated PI's in Grades PreK-8, although we do address some concepts in mathematics and global citizenship.

PBGR	
Standard 1: Spending and Saving	
	Apply strategies to monitor income and expenses, plan for spending, and save for future goals.
Performance Indicators:	
a.	Develop a plan for spending and saving.
b.	Utilize a system for keeping and using financial records.
c.	Describe how to use different payment methods.
d.	Apply consumer skills to spending and saving decisions.
e.	Build a personal financial plan.
Standard 2: Credit and Debt	
	Develop strategies to control and manage credit and debt.
Performance Indicators:	
a.	Analyze the costs and benefits of various types of credit.
b.	Summarize a borrower's rights and responsibilities related to credit reports.
c.	Apply strategies to avoid or correct debt management problems.
Standard 3: Investing	
	Understand the need for a diversified investment strategy that is compatible with personal financial goals.
Performance Indicators:	
a.	Explain how investing may build wealth and help meet financial goals.
b.	Evaluate investment alternatives.
c.	Develop personal safeguards to protect wealth from financial risk of loss of income, assets, health, or identity theft.

Instruction: Some Examples of Student Work

Standard 1: Spending and Saving

- a. Develop a plan for spending and saving

[Budget Worksheet Student Example](#)

Standard 2: Credit and Debt

- a. Analyze the cost benefits of various types of credit

[Credit Card Offers Student Example](#)

Standard 3: Investing

- a. Explain how investing may build wealth and help meet financial goals.

Your Turn

You have examined investments and factors that affect return on investments. Now, it's time to practice what you know.

Imagine that you purchase 100 shares of stock in a popular fast food restaurant. The purchase price was \$117.25 per share. The sale price is \$217.14 per share.

Calculate the real return based on the following:

- 10% tax rate
- 3% inflation rate
- 2% administrative fee on the selling price of the stock



Step 1: Calculate your earnings

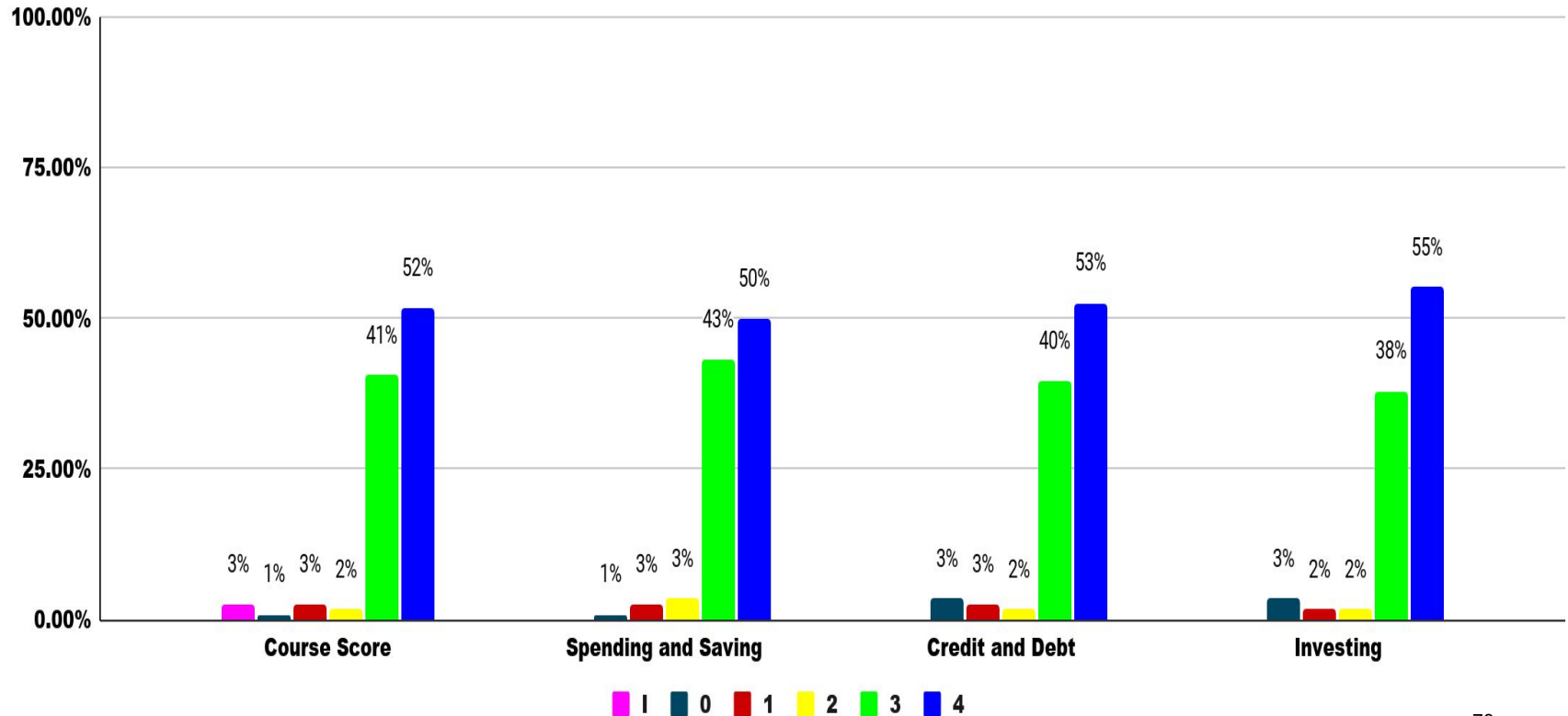
Step 2: Calculate the taxes

Step 3: Calculate the inflation

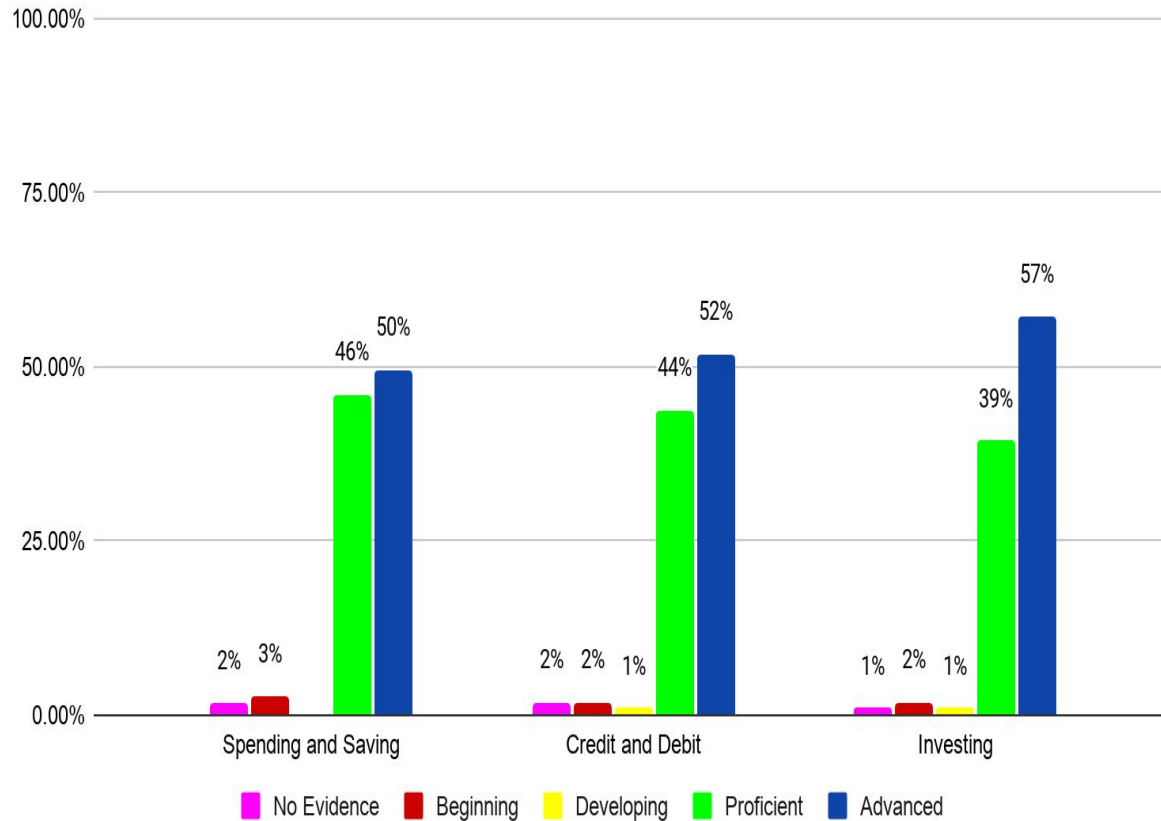
Step 4: Calculate the fees

Step 5: Deduct the taxes, inflation, and administrative fee from your earnings

Report Card Data 2019-2020: By course and standard



Financial Literacy PBGR's 2019-2020



VT Treasury Cup Challenge

- The VT Treasury Cup Challenge is a statewide high school competition held by the State's Treasurer's Office. Four-person student teams compete against each other in a quiz-show style contest that tests individual and team knowledge. U-32 attended this competition for four consecutive years. All students represented our school well and reported that they enjoyed the experience tremendously. Several students won door prizes and all were fed a delicious meal in the State House cafeteria!



Feedback from Students

- In my opinion, financial literacy is one of the more valuable classes offered at U-32. This class taught me financial skills that I will need to use every day. The most important skill that I learned was how to balance a checkbook and how to manage my spending. *Carmen Gallagher, Class of 2021*

FINANCIAL LITERACY	
PBGR	
Standard 1: Spending and Saving	
	Apply strategies to monitor income and expenses, plan for spending, and save for future goals.
	Performance Indicators:
a.	Develop a plan for spending and saving.
b.	Utilize a system for keeping and using financial records.
c.	Describe how to use different payment methods.
d.	Apply consumer skills to spending and saving decisions.
e.	Build a personal financial plan.

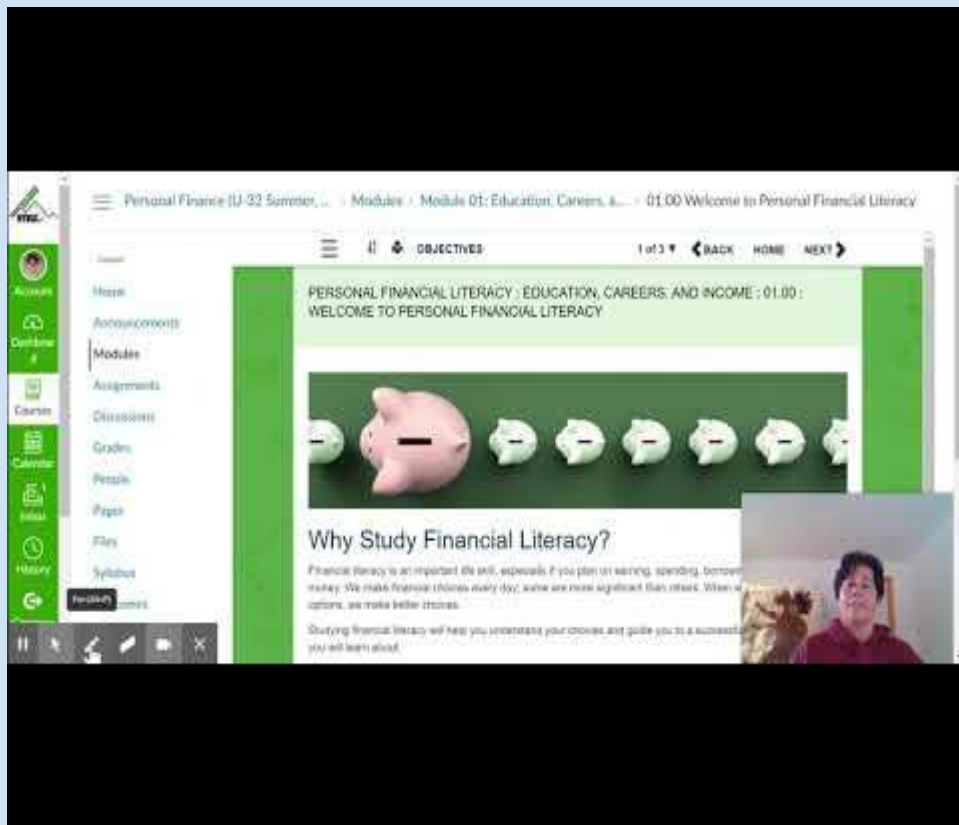
Feedback from Students

- Why was Financial Literacy valuable to me? With the school's Financial Literacy course, we are able to be taught life skills about money management, a skill that most students from other schools are not lucky enough to be taught. While I took the course in the second semester of the 19/20 school year, my time in the classroom was cut short to COVID-19. However, while I was unable to get the usual full Financial Literacy experience, with our new remote learning style, George would give us an assignment each week, usually to read text, watch a video, or something along those lines, and provide a short analysis of this. While I wish I was able to learn about it in person, George was incredibly helpful in having a full conversation with me every week about what I wrote, and have an ability to compare what I've learned, to my own money management. For example, one day when we were looking into stocks, George and I privately emailed about whether or not it was a smart idea for me to get into the stock market, as a 16/17 year old, and what I should look for when putting my hard earned money into a stock. Something like this may seem small, but I found these little weekly conversations with George to be very helpful to me, and to my learning, in order to apply what I have learned to my own life.

JT Nordenson, Class of 2021

Summer Learning Opportunities

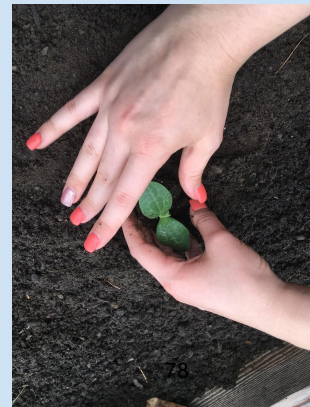
Bonnie Gadapee, U3-2 Teacher



Additional opportunities for
reperformance, practice, and
achievement of proficiency in
all standards

Greater flexibility for senior
year:

- Career Center
- Early College
- Other courses



Feedback from Student

- I took financial lit during the summer because I had a lot of free time and knew my schedule was going to be super busy for senior year. It seemed like a quick and easy alternative. The whole thing went well, honestly. I learned a lot, it was very manageable, and it didn't take up too much time. I liked when we reported what we learned in each unit; it was a good way to review and have some communication with you, the teacher. *May Lamb, Class of 2021*

Board Role

- Support for summer school going forward
- Articulation of PIs in younger grades will require an investment of time and energy
- What else?

STUDENT LEARNING OUTCOMES

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

FINANCIAL LITERACY

#1 SPENDING AND SAVING
Apply strategies to monitor income and expenses, plan for spending, and save for future goals.

#2 CREDIT AND DEBT
Develop strategies to control and manage credit and debt.

#3 INVESTING
Understand the need for a diversified investment strategy that is compatible with person financial goals.

WASHINGTON CENTRAL SUPERVISORY UNION

8

Modified Making Meaning Protocol

In rounds:

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



Next Steps and Debrief

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

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

PREVENTION OF SEXUAL HARASSMENT AS PROHIBITED BY TITLE IX

POLICY: C12

WARNED: 10.20.20

ADOPTED: _____

EFFECTIVE: _____

I. Statement of Policy.

- A. **Prohibiting Title IX Sexual Harassment.** Per Title IX of the Education Amendments Act of 1972 (“Title IX”) the District does not discriminate on the basis of sex in its educational programs and activities, including employment and admissions. All forms of sex-based discrimination, including sexual harassment, are prohibited in the District. A District with actual knowledge of sexual harassment in an educational program or activity of the District against a person in the United States must respond promptly in a manner that is not deliberately indifferent. A District is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. A District may be deemed to have been deliberately indifferent based on its restriction of rights protected under the U.S. Constitution, including the First, Fifth and Fourteenth Amendments.
- B. **Retaliation.** Retaliation as defined by this Policy is expressly prohibited. Complaints alleging retaliation may be filed according to the Title IX Grievance Procedures set forth in Section IV.
- C. **Concurrent Statutory Obligations.** While all forms of sex-based discrimination are prohibited in the District, the purpose of this policy is to address, and only address, *sexual harassment as defined in Title IX and Section II.M. below*. For conduct which satisfies that definition, a school’s response is governed by this policy, and in those cases for which they have received a filing of a formal complaint of same, as set forth under the Title IX Grievance Process set forth in Section IV below. For other forms of inappropriate conduct, or conduct which may satisfy the definition of harassment on the basis of sex under Vermont law, including student misconduct and employment based statutes prohibiting unlawful harassment and other forms of misconduct, the District may have the separate obligation to address those behaviors as required by other school policies and applicable laws.
- D. **Covered Parties.** This Policy shall apply to all students, employees and any third party who contracts with the District to provide services to District students or employees, upon District property or during any school program or activity. A third party under supervision and control of the school system will be subject to termination of contracts/agreements, restricted from access to school property, and/or subject to other consequences, as appropriate.

II. Definitions

As used in this Policy and during the Title IX Grievance Process, the terms below shall have the meaning ascribed.

- A. **“Actual Knowledge”** means “notice” of “sexual harassment” or allegations of “sexual harassment” to either (a) a recipient’s Title IX Coordinator; or (b) any official of the recipient who has the authority to institute corrective measures on behalf of the recipient; or (c) to any employee of an elementary and secondary school.

- a. For purposes of this paragraph “sexual harassment” refers to the definition as contained *within this policy*. For other forms of inappropriate conduct, or conduct which may satisfy the definition of harassment on the basis of sex as recognized under Vermont law, schools retain the option and in some cases the obligation, to address those behaviors as required by policy and law.
 - b. Actual knowledge shall not be deemed to exist when the only official of the recipient with actual knowledge is the respondent.
 - c. “Notice” as used in this paragraph includes, but is not limited to, a Report of Sexual Harassment to the Title IX Coordinator as described Section IV.B.
 - d. Notice sufficient to trigger an obligation under this policy only shall exist where any employee has sufficient personal knowledge of alleged facts to be aware that if such facts were found to be true it would constitute a violation of this policy.
 - e. Imputation of knowledge based solely on vicarious liability OR constructive notice shall be insufficient to establish or constitute actual knowledge.
- B. “Complainant”** is an individual who is alleged to be the victim of conduct that could constitute “sexual harassment” under this Policy. In order for an individual to be considered to be a Complainant they need not file Report of Sexual Harassment, nor a Formal Complaint of Sexual Harassment. Where the Title IX Coordinator signs a Formal Complaint of Sexual Harassment, the Title IX Coordinator is not considered a “Complainant.”
- C. “Days”** shall mean calendar days, but shall exclude non-weekend days on which the District office is closed (e.g. holidays, office-wide vacations), or any weekday during the school year on which school is closed (e.g. snow days).
- D. “Decision-Maker”** means persons tasked with either the responsibility of making determinations of responsibility (referred to as “Initial Decision-Maker”); or the responsibility to decide any appeal (referred to as “Appellate Decision-Maker”) with respect to Formal Complaints of Sexual Harassment in accordance with the Title IX Grievance Process.
- E. “Determination of Responsibility”** is the formal finding by the decision-maker on each allegation of Sexual Harassment contained in a Formal complaint that the Respondent did or did not engage in conduct constituting Sexual Harassment under Title IX.
- F. “Disciplinary sanctions”** are consequences imposed on a Respondent when s/he is determined responsible for sexual harassment prohibited under this Policy.
- F. “Emergency Removal”** for purposes of this Policy shall mean removing a respondent from the District’s education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. Emergency Removals as permitted by this Policy shall not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.
- G. “Formal Complaint of Sexual Harassment”** means a document filed by either (a) a complainant (or complainant’s parent/guardian); or (b) the Title IX Coordinator, alleging sexual harassment

against a respondent AND requesting that the District investigate the allegation of sexual harassment. The issuance or receipt of a Formal Complaint of Sexual Harassment formally triggers the Title IX Grievance Process set forth in Section IV. of this Policy.

- H. **“Investigation of Title IX Sexual Harassment”** Before the District can conduct an Investigation of Sexual Harassment under this Policy, against a Respondent, a Formal Complaint of Sexual Harassment that contains an allegation of sexual harassment and a request that the District investigate the allegations is required. Such investigation is a part of the Title IX Grievance Process, as set forth in Section IV.E.
- I. **“Remedial actions”** are actions intended to restore or preserve a complainant’s equal access to the educational programs and activities of the District.
- J. **“Report of Sexual Harassment”** is any report which provides the District with actual knowledge of sexual harassment or allegations of sexual harassment. Such a report may or may not be accompanied by a Formal Complaint of Sexual Harassment. Without such a Complaint, the Title IX Grievance Process is not triggered. See Section IV.A and IV.B. regarding the process for initiating that process.
- K. **“Respondent”** means an individual who has been reported to be the individual accused (i.e. perpetrator) of conduct that could constitute sexual harassment as defined under this policy.
- L. **“Retaliation”** means intimidation, threats, coercion, or discrimination by either the District or any other person, against any individual for the purpose of interfering with any right or privilege secured by Title IX and/or this Policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing in connection with this Policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sexual discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this policy, constitutes retaliation.
- Limitation in Scope.
- i. Material False Statements. Actions taken in response to **materially** false statements made in bad faith, or to submitting **materially** false information in bad faith, as part of a report or during the Title IX Grievance Process do not constitute retaliation. A determination of responsibility alone is insufficient to conclude that a person made a materially false statement in bad faith.
 - ii. 1st Amendment Protections. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this Policy.
- M. **“Sexual harassment”** prohibited under Title IX and by this Policy is conduct on the basis of sex, occurring in an education program or activity of the District, against a person in the United States, that satisfies one or more of the following:
1. A school district employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct; **OR**
 2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, **AND** objectively offensive that it effectively denies a person equal access to the District’s education program or activity; **OR**
 3. Or any conduct which would satisfies one or more of the following definitions:
 - a. Sexual assault: Any sexual act(s) directed at another person without consent of the victim, including instances where the victim is unable to lawfully give consent because of age or cognitive ability. Consent to a sexual act exists where words, actions or other non-verbal conduct objectively communicates a desire to participate in the sexual act(s). Consent to some sexual act(s) does not indicate consent to all sexual acts. Consent may be withdrawn

at any time by objectively communicating through words, actions or other non-verbal conduct AND/OR

- b. Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or an intimate nature with the victim. The existence of the relationship shall be considered with reference to the length of the relationship, the type of relationship and the frequency of the interactions between the persons involved in the relationship. AND/OR
- c. Domestic violence: Felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner or any other persons protected under 15 V.S.A. section 1101 from domestic abuse. AND/OR
- d. Stalking: A course of conduct by a person directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.

Limitation in Scope. For purposes of this policy conduct shall not be deemed to satisfy Title IX's definition of "sexual harassment" if the conduct occurred either (1) outside of the United States and/or (2) includes locations, events or circumstances over which the District did not exercise substantial control over both the respondent and the context in which the harassment occurred.

- N. **"Supportive Measures"** are non-disciplinary, non-punitive, individualized services, offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. These measures may include, but are not limited to, the following:

- 1.counseling;
- 2.extensions of deadlines or other course-related adjustments;
- 3.modifications of work or class schedules;
- 4.campus escort services;
- 5.mutual restrictions on contact between the parties;
- 6.changes in work or housing locations;
- 7.leaves of absence;
- 8.increased security and monitoring of certain areas of the district campus;
- 9.and other similar measures.

III. **Duties**

A. **Reports of Sexual Harassment**

- 1. Any Person May Make a 'Report of Sexual Harassment'. Any person may report sexual harassment whether relating to her/himself or another person. A Report of Sexual Harassment may be made at any time, in person, by mail, by telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
 - a. Any Staff Member May Receive Reports. Additionally, while the District strongly encourages Reports of Sexual Harassment to be made directly to the Title IX Coordinator, the report may be made to **any** District staff member, including, for instance, a counselor, teacher or principal.
 - b. In Cases where Title IX Coordinator is Alleged Respondent. If the Title IX Coordinator is the alleged respondent, in such cases either the Report of Sexual Harassment or Formal Complaint of Sexual Harassment may be made directly to the Superintendent, who shall thereafter fulfill

the functions of the Title IX Coordinator regarding that Report/Complaint, or delegate the function to another person.

B. District Response to Report of Sexual Harassment.

1. Duty to respond. The District will promptly respond when there is Actual Knowledge of sexual harassment, even if a Formal Complaint of Sexual Harassment has not been filed.
 - a. District Response Must Be Equitable. In its response the District shall treat Complainants and Respondents equitably by providing supportive measures to the Complainant and by following the Title IX Grievance Process prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a Respondent.
 - b. Reports of Harassment Received by District Employees Shall Be Referred to Title IX Coordinator. Where any District employee – other than the employee harasser, or the Title IX Coordinator – receives information of conduct which may constitute sexual harassment under this Policy, s/he shall, without delay, inform the Title IX Coordinator of the alleged sexual harassment. Failure to report will subject the employee to discipline up to and including dismissal.
 - c. Complainant Contact. As soon as reasonably possible after receiving a Report of Sexual Harassment from another District employee or after receiving a report directly through any means, the Title IX Coordinator shall contact the Complainant [and parent/guardian in cases where the complainant is a student under the age of 18] to:
 - i. discuss the availability of and offer supportive measures;
 - ii. consider the complainant’s wishes with respect to supportive measures;
 - iii. inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
 - iv. explain to the complainant the process for filing a Formal Complaint of Sexual Harassment.
2. Formal Investigation of Sexual Harassment. Before the District may conduct a formal investigation of sexual harassment or take any action (other than supportive measures) against a Respondent, a Formal Complaint that contains an allegation of sexual harassment and a request that the District investigate the allegations is required and must be filed by either the Complainant, the Complainant’s Parent/Guardian, or the Title IX Coordinator, as set forth under Section IV.B. below.
3. Initiating the Title IX Grievance Process. A Report of Sexual Harassment alone does **not** initiate a Title IX Grievance Process. Before the District may initiate that process, a Formal Complaint of Sexual Harassment must be filed under the procedures set out in IV.A. (“Title IX Grievance Process”).

C. Formal Complaints of Sexual Harassment.

1. Process for Filing a Formal Complaint of Sexual Harassment. The process for filing a Formal Complaint of Sexual Harassment is set forth in Section IV.A. (“Title IX Grievance Process”).
2. District Response to Receipt of Formal Complaint.
 - a. Investigation of Sexual Harassment. The District must investigate the allegations of a Formal Complaint unless both parties voluntarily consent to engage in Informal Resolution, or Dismissal otherwise occurs under Section IV. G. below.
2. District Written Notification to Parties in Response to Receipt of Formal Complaint. Upon receipt of a Formal Complaint, the District must provide written notice as set forth in Section

IV.C. below of the Title IX Grievance Process. In response to a Formal Complaint of Sexual Harassment, the District must follow the Title IX Grievance Process set forth in Section IV.

D. District Duty to Respond When Determination of Responsibility For Sexual Harassment Has Been Made Against a Respondent. The District must provide remedies to a Complainant where a determination of responsibility for sexual harassment has been made against a Respondent designed to restore or preserve equal access to the District's education program or activity. Such remedies may include "supportive measures" but also need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.

E. Reporting to Other Agencies.

1. **Reports to Department of Children and Families.** When a report made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. § 4491, *et seq.* must report the allegation to the Commission or DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6901 *et seq.*
2. **Reports to Vermont Agency of Education.** If a report of sexual harassment is made to the District about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the Superintendent and the Superintendent shall report the alleged conduct to the Secretary. [If a report of sexual harassment is made in an independent school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the head of school is encouraged to report the alleged conduct to the Secretary of Education.]
3. **Reporting Incidents to Police.**
 - a. **FERPA Rights.** Information obtained and documented by school administration regarding the school's response to notice of student conduct that may constitute sexual harassment may constitute an "educational record" regarding the student or student(s) involved as defined by the Family Education Rights and Privacy Act. Accordingly, such information may not be disclosed without prior parent approval to local law enforcement except in response to a lawfully issued subpoena, or in connection with an emergency if disclosure is necessary to protect the health or safety of the student or other individuals.
 - b. **First Hand Reports.** Nothing in this policy shall preclude persons from reporting incidents and/or conduct witnessed first-hand that may be considered to be a criminal act to law enforcement officials.
4. **Continuing Obligation to Investigate.** Reports made to DCF, AOE or law enforcement shall not be considered to absolve the school administrators of their obligations under this policy, or other school policies where appropriate, to respond, and when appropriate to investigate and follow the Title IX Grievance Process.

F. Disseminating Information and Notice.

1. **Notice of Title IX Policy.** The District will make this Policy publicly available on the District's website (OR if the District does not maintain a website, available upon request for inspection by members of the public).
2. **Notice of Title IX Obligations and Coordinator Information.** The District shall include in all student and employee handbooks, and shall make publicly available on the district's website (OR if the District does not maintain a website, available for inspection to members of the public upon request) the following information:
 - a. The District's policy of non-discrimination on the basis of sex, that it is required by Title IX not to discriminate in such a manner, and that such requirement not to discriminate in the education program or activity of the District extends to admission and employment (all to be prominently displayed on both the website and in publications):

- b. The title, name, office address, email address, and telephone number of the District's Title IX Coordinator (all to be prominently displayed on both the website and in publications);
 - c. A statement that Title IX inquiries may be referred to either the District's Title IX Coordinator or to the Assistant Secretary for Civil Rights.
The same information shall be otherwise provided to students, employees, unions or professional organizations holding collective bargaining or professional agreements with the District, and all persons seeking employment with the District, or seeking to enroll or participate in the District's educational programs or activities. Those persons shall also be informed of the grievance procedures and process provided for under Section IV. of this Policy, including how to file either a Report of Sexual Harassment or Formal Complaint of Harassment, and the response the District will take in response to such filings.
3. Training Materials. Additionally, the District will make any materials used to train personnel as required under Sec. V.F. publicly available on the District's website (OR if the District does not maintain a website, available upon request for inspection by members of the public).

G. Record Keeping

The District shall maintain for a period of seven years records of

1. **Sexual Harassment Investigations.** The District shall maintain records of any:
 - a) determination regarding responsibility;
 - b) any disciplinary sanctions imposed on the respondent;
 - c) any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity; and
 - d) any appeal and result therefrom.
2. **Any informal resolution and the result therefrom.**
3. **All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.**
4. **For each response required of the District by this Policy to Actual Knowledge of Sexual Harassment, the District must create and maintain for a period of seven years the following:**
 - A) Records of any actions, including any supportive measures, taken in response to a Report of Sexual Harassment or Formal Complaint of Harassment. In each instance the District must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's educational program or activity. Where a District does not provide a Complainant with supportive measures, then the District must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

H. Confidentiality

1. **Duty to Maintain Confidentiality.**
The District must keep confidential the identity of any individual who has made a Report of Sexual Harassment or Formal Complaint of Sexual Harassment under this Policy, any Complainant, Respondent, and any witness, except either:

1. As may be permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. part 99;
2. or as required by law, such as reports to DCF, law enforcement or the Agency of Education as set forth in Section III.E above;
3. or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing or judicial proceeding arising thereunder, as set forth in this policy (Section IV.C.2, IV.E.7,8, and 10, IV.F.5., IV.G.3., and IV.H.7.);
4. where maintaining confidentiality with respect to supportive measures offered to the Complainant or Respondent would impair the ability of the school district to provide the supportive measures;

IV. **TITLE IX GRIEVANCE PROCESS.**

A. **General Provisions.**

1. Triggers for Implementation. The Title IX Grievance Process is used only upon the filing of a **Formal Complaint** of sexual harassment as described below. This process must be followed before any discipline of a Respondent to allegations of Sexual Harassment may be imposed by the District.
2. Protections for Equitable Treatment in The Handling of Formal Complaints by District. The District response to a Formal Complaint of Sexual Harassment shall treat Complainant and Respondents equitably. In particular, this Title IX Grievance Process shall require:
 - a) **“Presumption of Non Responsibility”** presumption that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Title IX Grievance Process;
 - b) **“Objectivity”** an objective evaluation of all relevant evidence - including both inculpatory and exculpatory evidence - and provide that credibility determinations may not be based on a person’s status as a Complainant, Respondent, or Witness;
 - c) **“Conflict and Bias Free Personnel”** that individuals designated by the District to act as Title IX Coordinator, investigator, decision-makers, or to facilitate an informal resolution process, shall have no conflict of interest nor bias for or against a Complainant or Respondent individually, or complainants or respondents generally;
 - d) **“No Interference with Legal Privileges”** such that at no point in the grievance process will the Title IX Coordinator, the investigator, any decision maker, or any other person participating on behalf of the District, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege (e.g., doctor/patient, attorney/client, clergy, etc.), unless the person holding such privilege (parent/guardian for minor student) has waived the privilege in writing to use the information with respect to the Title IX Grievance Process;
 - e) **“Proof of Responsibility for Sexual Harassment by a Preponderance of the Evidence,”** which is only met when the party with the burden convinces the fact finder (the Initial Decision-Maker) that there is a greater than 50% chance that the claim is true (i.e., more likely than not). This standard shall be applied to all Formal Complaints of Sexual Harassment, whether they involve students or faculty; and
 - f) **“Reasonably Prompt Time Frames for Conclusion of the Title IX Grievance Process.”** The District shall make a good faith effort to conduct a fair, impartial grievance process in a reasonably prompt manner designed to provide all parties with a prompt and equitable resolution. It is expected that in most cases, the grievance process will be concluded - through

at least the determination of responsibility decision - within 80 days after filing the Formal Complaint of Sexual Harassment. However, more complex cases or other case specific circumstances, may require additional time beyond that timeframe. In such cases, good cause must be shown and written notice provided.

1. Grievance Process Timeline.

- a. Investigation 20 +/- days (as the complexity of the case demands);
- b. 10 days for reviewing information prior to conclusion of investigation;
- c. 10 days after receiving investigative report -by either- party to respond;
- d. 10 days for decision maker to allow initial questions;
- e. 10 days for responses to questions;
- f. 10 days for questions and responses to follow-up questions;
- f. 10 days for determination of responsibility decision;
- g. 10 days for appeal (6 additional days for administrative steps);
- h. 10 days for argument/statement challenging or supporting determination;
- i. 10 days for decision on appeal.

2. Delays and Extensions of Time. At any stage of the grievance process, the District (through the Superintendent, or if the Superintendent is the respondent, the Title IX Coordinator or designee) may for good cause allow for temporary delays or extensions of time upon request of either party, or on his/her own initiative. Examples of good cause may include such things as availability of parties, party advisors, witnesses, school or school administrative office holidays or vacations, referral back to an earlier stage of the grievance process, concurrent law enforcement or other agency activity, or need to obtain language interpreters or accommodation of disabilities. For any such delay or extension of time, the Superintendent or the Title IX Coordinator will provide simultaneous written notice to the parties of the delay/extension and the reason(s).

3. Delivery of Copies and Notices. Except as specifically stated elsewhere in this Policy, for any document, information or material required to be delivered to a party or to a person assigned with responsibility under the Title IX Grievance Process, the manner of transmittal may be by electronic mail, regular mail or such other manner reasonably calculated to assure prompt delivery with evidence thereof (such as a commercial carrier or other receipted delivery). Hand delivery will only be permitted if made to the District official charged with the specific function under this Policy (e.g., Title IX Coordinator, Superintendent, investigator, decision maker(s), etc.). Any document required to be delivered to a minor or other non-eligible student, must also be delivered to the minor's parent/guardian. Copies should also be sent to a party's advisor if the information for the advisor has been previously communicated to the sending party. Under federal regulations, copies of the investigative evidence, as well as the investigative report, must be forwarded to a party's advisor.

4. Notice of Range of Disciplinary Sanctions and Remedial Actions Upon Final Determination of Responsibility.

- a. Employee Respondents. "Disciplinary sanctions" against an employee respondent may include any available sanction available for the discipline of employees, up to and including dismissal or non-renewal for any other violation of Board policy,, applicable individual or collective bargaining contract, or state or federal laws or regulations.
- b. Student Respondents. "Disciplinary sanctions" against a student may include any available discipline or sanction, up to and including expulsion, permitted by District policies, and any other District rules and procedures or student code of conduct.
- c. Remedial Actions. Remedial actions as to a Respondent after a Title IX Sexual Harassment Final Decision, whether employee or student, may include the imposition

upon a responsible respondent of any additional non-disciplinary measures appropriate to effecting a remedy for sexual harassment, and may include such measures as no-contact requirements, scheduling adjustments, removal or exclusion from extracurricular activities, class reassignments, limits on future class registrations, restrictions on access to various spaces in the school buildings, reassignment of attendance, and similar measures fine-tuned to respond appropriately to the circumstances surrounding a successful complainant's right to access the district's program and activity. Additional remedial actions may include recommendations that a school-wide or system-wide response is needed in order to respond to the sexual harassment in a way that is not clearly unreasonable under the circumstances. In such cases, the Superintendent shall provide additional staff training, harassment prevention programs, or such other measures as determined appropriate to protect the safety of the educational environment and/or to deter sexual harassment.

5. Emergency Removal. Nothing in this Policy, or Title IX Grievance Process, precludes a District from removing a Respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act. Such removal shall not be disciplinary.
6. Administrative Leave. Nothing in this Policy precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of the Title IX Grievance Process. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

B. Formal Complaints of Sexual Harassment. The Title IX Grievance Process is initiated by way of a Formal Complaint ("complaint" or "formal complaint") filed by the Complainant, the Complainant's parent/guardian, or the Title IX Coordinator.

1. Complainant Options. In cases of Actual Knowledge (and/OR) Reports of Sexual Harassment, the Complainant retains the option to either file a Complaint of Sexual Harassment or choose not to and instead simply receive the supportive measures, except as set forth below.
 - a. Filings by Title IX Coordinator. In cases where the Complainant does not file a Formal Complaint of Sexual Harassment, the Title IX Coordinator may nevertheless choose to sign and thus initiate a Formal Complaint of Harassment, but only if:
 - i. initiating the grievance process against the respondent is not clearly unreasonable in light of the known circumstances;
 - ii. in other cases where, in the exercise of good judgment and in consultation with the District's attorney as appropriate, the Title IX Coordinator determines that a grievance process is necessary to comply with the obligation not to be deliberately indifferent to Actual Knowledge of sexual harassment.
 - iii. If the Complaint is filed by the Title IX Coordinator, he/she is not a party to the action, and the District must comply with all of the provisions of the Title IX Grievance Process relative to respondents and complainants.
 - b. Supportive Measures. The Title IX Coordinator will contact the Complainant to discuss and offer supportive measures.
2. Respondent Rights. In cases where no Formal Complaint of Sexual Harassment is either filed by the Complainant or the Title IX Coordinator **no disciplinary action may be taken** against the Respondent based upon conduct that would constitute sexual harassment under this policy.

Nevertheless, the Title IX Coordinator may contact the respondent to discuss, and or impose, non-disciplinary supportive measures.

3. Timeliness of Formal Complaints of Sexual Harassment. Although the District will initiate the Title IX Grievance Process regardless of when the Formal Complaint of Sexual Harassment is submitted, delays in reporting may significantly impair the ability of school officials to investigate and respond to the allegations.
4. Jurisdiction Over Parties. Although there is no time limit per se to filing a Formal Complaint of Sexual Harassment, Complaints may be dismissed if either the Complainant or Respondent is no longer enrolled or employed by the District.
5. Manner of Filing and Content of Formal Complaints of Sexual Harassment. Formal Complaints of Sexual Harassment may be filed with the Title IX coordinator in person, by mail, or by email and must be in writing. While forms may be obtained from the Title IX Coordinator or on the District or school website, at a minimum, a Formal Complaint of Sexual Harassment must:
 - a. contain the name and address of the Complainant and the student's parent or guardian if the complainant is a minor student;
 - b. describe the alleged sexual harassment;
 - c. request an investigation of the matter;
 - d. when filed by the Complainant be signed by the Complainant or otherwise indicate that the complainant is the person filing the complaint, or if not filed by the Complainant be signed by the Title IX Coordinator.
6. Consolidation of Complaints. The District may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular "party", "complainant", or "respondent" include the plural, as applicable.

C. Notification of Formal Complaint to Parties ("Notification"). Upon receipt of a Formal Complaint of Sexual Harassment, the District must provide the following written notice to the parties who are known:

1. Notice of the District's Title IX Grievance Process (Section IV), including any informal resolution process.
2. Notice of the allegations potentially constituting sexual harassment as defined by Section II.M., including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment as defined by Section II.M., and the date and location of the alleged conduct, if known.
 - a. Supplemental Notice Required Upon Change in Investigative Scope. If, in the course of an investigation the District decides to investigate allegations about the Complainant or Respondent that are not included in the original Notification, the District must provide simultaneous notice of the additional allegations to the parties whose identities are known.
3. The written notice must include a statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the Title IX Grievance Process set forth in Section IV. of the Policy.
4. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney (who may be present during any Grievance proceeding, including any related meeting or proceeding). The District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.

5. The written notice must inform the parties of any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

D. Informal Resolution. At any time prior to reaching a determination regarding responsibility (but only after the filing of a formal complaint), the District may offer an optional informal resolution process (e.g., mediation, arbitration), provided that the District:

1. May not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to a Sexual Harassment Investigation of a Formal Complaint of Sexual Harassment, such as may occur through Informal Resolution;
2. May not offer an informal resolution process unless a Formal Complaint of Sexual Harassment is filed;
3. Provides written notice to the parties disclosing:
 - a) The allegations of the Formal Complaint of Sexual Harassment;
 - b) The requirements of the information resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to an informal final resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
 - c) Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
4. Obtains the parties' voluntary written consent to the informal resolution process; and
5. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

E. Sexual Harassment Investigation.

The Title IX Coordinator shall designate a qualified, trained, person to investigate. The investigation must:

1. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence. (Evidence about the complainant's sexual predisposition or prior sexual behavior are **not** relevant, unless such evidence about the complainant's prior sexual behavior is offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the evidence concerns specific incidents of the complainant's prior sexual behavior with respect to the respondent and is offered to prove consent.)
2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not on either of the parties;
3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
5. Provide the parties with the same opportunities to have others present during any interview or other part of the investigation, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice. The District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
6. Provide, to a party (e.g., Respondent or Complainant – and parent/guardian as appropriate) whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;

7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the recipient does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation;
8. PRIOR to completion of the Sexual Harassment Investigative Report, the District, through the Title IX Coordinator, must send to each party and party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report;
9. Prepare a written Sexual Harassment Investigative Report that fairly summarizes relevant evidence, including, without limitation, witness credibility, discrepancies, inculpatory and exculpatory information, and relevant District policies, rules and regulations, and the manner in which the same were made known to the pertinent school populations or specific parties. The investigative report shall include a description of the procedural steps taken, starting with the receipt of the formal complaint, and continuing through the preparation of the investigative report, including any notifications to the parties, interview with parties and witnesses, site visit, and methods used to gather evidence.
10. The investigator shall provide the Investigative Report in hard copy or electronic format to the Title IX Coordinator, to each party and each party's advisor, if any. Each party will have 10 days from receipt to provide the Title IX Coordinator a written response to the Investigative Report.

F. Initial Determination of Responsibility. The initial determination of responsibility of the respondent shall be made by the Initial Decision-Maker.

1. Initial Decision-Maker. The Initial Decision-Maker cannot be the same person(s) as the IX Coordinator or the Investigator(s).
2. Opportunity for Relevant Party Questions. After the Investigator Report has been sent to the parties pursuant to Section IV. E.10 (above), and PRIOR to making a determination of responsibility, the Initial Decision-Maker will afford each party 10 days to submit written, relevant questions to the Initial Decision-Maker that the party wants asked of any party or witness. Only relevant questions may be posed. The Initial Decision-Maker shall explain to the party proposing the questions any decision to exclude a question as deemed "not relevant."
 - a. Irrelevant Questions and Evidence. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are **not** relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the Complainant, or if the question and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
 - b. Written Responses to Questions. The Initial Decision-Maker will provide the questions to the party/witness, with copies to each party, and provide no less than 10 days for written responses, likewise to be provided to each party.
 - c. Opportunity for Limited Supplemental Questions. The Initial Decision-Maker will provide 5 days each for supplementary, limited follow-up questions and 5 days for answers, and may provide for additional rounds of follow-up questions, as long as the provision is extended to both parties equally.
3. Prohibition on Negative Inferences. The Initial Decision-Maker may not make any credibility determinations based on the person's status as a complainant, respondent or witness.

4. Presumption of Non-Responsibility. The Respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Title IX Grievance Process.
5. Written Initial Determination Regarding Responsibility. Within 10 days following the close of the period set for responses to the last round of follow-up questions, the Initial Decision-Maker must issue a Written Initial Determination to the Title IX Coordinator, the Superintendent and the parties simultaneously, which, while applying the preponderance of the evidence standard, must include:
 - a. Identification of the allegations potentially constituting Sexual Harassment as defined in this Policy, section II.M.;
 - b. A description of the procedural steps taken from the receipt of the formal complaint through the Initial Determination Regarding Responsibility, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
 - c. Findings of fact supporting the Written Initial Determination Regarding Responsibility;
 - d. Conclusions regarding the application of the District's applicable codes of conduct, policies, administrative regulations or rules to the facts;
 - e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether or not the respondent is responsible for sexual harassment), any disciplinary sanctions the District imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the Complainant; and
 - f. The District's procedures and permissible bases for the Complainant and Respondent to appeal (as set forth in Section IV.H, below).
6. Finality of Decision. The Initial Determination Regarding Responsibility becomes final, and identified as the **Title IX Sexual Harassment Final Decision** either:
 - a. On the date that District provides the parties with Written Determination of the Appeal, if an appeal is taken as set forth in Section IV.H. (below); OR
 - b. Where no appeal is taken, the date on which an appeal would no longer be considered timely.
7. Duty to Effectuate Title IX Sexual Harassment Final Decision.
 - a. District Response to Sexual Harassment. Once a **Title IX Sexual Harassment Final Decision** is issued, the District may implement remedies as set forth in Section III.D. above, and action as necessary to respond in a manner not deliberately indifferent in light of the known circumstances in cases of a Determination of Title IX Sexual Harassment Final Decision concluding responsibility for Sexual Harassment. The issue of responsibility for the conduct at issue shall not be subject to further review or appeal within the District (except as provided by District policy or collective bargaining agreement or applicable law). Appeals of disciplinary sanctions may be made pursuant to the District's ordinary review process for discipline, or to the extent applicable through any statutory or other processes provided under collective bargaining agreements or individual contracts.
 - b. Responsibility for Response. The Title IX Coordinator is responsible for effective implementation of remedies.
 - c. Other Actions Pursuant to Applicable Code of Conduct, Policies, Agreements, Contracts. The District may also proceed against the Respondent or Complainant pursuant to the District's applicable code of conduct or other Board policies, collective bargaining agreement, individual contract or administrative rules/regulations/procedures.

G. Dismissal of a Formal Complaint.

1. The District must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:
 - a. Would not constitute sexual harassment, even if proved;
 - b. Did not occur in the District's education program or activity; or
 - c. Did not occur against a person in the United States.
2. The District may dismiss a formal complaint with regard to Title IX sexual harassment if at any time during the investigation or determination of responsibility stage(s):
 - a. A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
 - b. The respondent is no longer enrolled or employed by the District; or
 - c. Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
3. Upon dismissal of a formal complaint, the District must promptly send written notice of the dismissal and the reason(s) therefore simultaneously to the parties.
4. The dismissal of a formal complaint under Title IX does not preclude the District from continuing any investigation or taking action under other District policies, code of conduct or administrative rules/regulations. In some cases, the District may have an obligation to continue an investigation and proceed under a different policy or mandated process.

H. Appeals. The District must offer both parties an appeal from a Initial Determination Regarding Responsibility, and from a Dismissal of a Formal Complaint, or any allegations therein.

1. Method of Filing. Either party may appeal the Initial Determination of Responsibility or the dismissal of a Formal Complaint of Sexual Harassment (or any allegations therein) by notifying the Superintendent in writing ("written appeal"), with a copy to the Title IX Coordinator. If there are multiple determinations of responsibility, the written appeal shall specify which ones are included in the appeal.
2. Deadline for Notice of Appeal. The Notice of Appeal must be in writing and received by the Superintendent, with a copy to the Title IX Coordinator, within 10 days of either the Initial Determination of Responsibility or the written Notice of Dismissal being communicated to the parties, as appropriate.
3. Grounds For Appeal. Either party may only appeal the Initial Determination of Responsibility or the Dismissal of a Formal Complaint of Sexual Harassment (or any allegations therein) based upon one or more of the following grounds, which must be stated specifically in the party's written appeal:
 - a. Procedural irregularity that affected the outcome of the matter;
 - b. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
 - c. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
4. Appellate Decision-Maker. The Appellate Decision-Maker shall not be the same person as the Initial Decision-Maker that reached the determination regarding responsibility or the Dismissal of a Formal Complaint of Sexual Harassment, the Investigator(s) or the Title IX Coordinator. The Appellate Decision-Maker shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Appellate Decision-Maker shall be trained as set forth in section V.F.2. and 3.
5. District Notification of Appeal and Duty to Equitable Treatment of Parties During Appeal. The District must notify the both parties in writing when an appeal is filed and implement appeal procedures equally for both parties.
6. Opportunity to Brief Appellate Decision-Maker.
 - a. Deadline In Cases Other than Newly Available Evidence. Except in cases of newly available evidence, each party shall have 10 days "reasonable and equal opportunity] from the date of the Notification of Appeal under section H.5. above, to submit to the Appellate Decision-Maker a

written statement in support of, or challenging, the Initial Determination Regarding Responsibility.

- b. Deadline in Cases of Newly Available Evidence. In cases where the basis of the appeal is newly available evidence affecting the outcome, the party relying upon such evidence shall submit to the Appellate Decision-Maker such evidence or a summary of such evidence along with the party's appeal statement first and within 7 days from the date of the Notification of the Appeal. In such instances the Appellate Decision-Maker shall then forward such documentation on to the opposing party, whereupon the opposing party shall thereafter have 7 days to review and submit their Brief to the Appellate Decision-Maker.

7. Written Determination of the Appeal

- a. The Appellate Decision-Maker shall provide a Written Determination of the Appeal after considering the record and the parties' appeal statements, describing the result of the appeal and the rationale of the result. The appeals decision maker will only overturn the Initial Determination of Responsibility upon a conclusion that it was clearly erroneous (i.e., either made on unreasonable grounds, or without any proper consideration of the circumstances). If the basis or one of the bases for the appeal was new evidence, the appeals decision maker may either make a determination of responsibility regarding that evidence or refer it back to the appropriate stage of the Title IX Grievance Process. The Appellate Decision shall be provided simultaneously to both parties, with a copy to the Title IX Coordinator and the Superintendent of Schools.
- b. Upon issuance of the Written Determination of the Appeal, it becomes a **Title IX Sexual Harassment Final Decision**, as set forth in Section IV.F.6, with commensurate Title IX obligations for the District to act as set forth in Section IV.F.7.

V. Responsible Personnel.

A. Bias or Conflicts of Interest.

No person designated as a Title IX Coordinator, investigator, decision-maker, nor any person designated by the District to facilitate an informal resolution process, may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

B. Title IX Coordinator.

The District must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this Policy, which employee must be referred to as the "Title IX Coordinator." Any individual designated by the District as a Title IX Coordinator shall be free of conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

1. Notice of Title IX Coordinator Contact Information. The name or title, office address, electronic mail address, and telephone number of the employee(s) designated as the Title IX Coordinator shall be provided to the following:
 - a. all applicants for admission and employment;
 - b. parents or legal guardians of elementary and secondary school students;
 - c. employees; and
 - d. all unions or professional organizations holding collective bargaining or professional agreements with the recipient.
2. Duties of Title IX Coordinator In addition to coordinating the District's efforts to comply with its responsibilities under this Policy, and any other duties assigned, the Title IX Coordinator shall be responsible for:
 - a. Receipt of Reports of Sexual Harassment. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by

using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

i. Responding to general reports and formal complaints of sexual harassment.

(a). The Title IX Coordinator shall promptly contact the Complainant (or where Complainant is a minor their parent/guardian) (regardless to whether a formal complaint has been received) to discuss:

- i. Supportive Measures: the availability of supportive measures (as defined in section II.N. above); to consider Complainant's wishes with respect to supportive measures; to inform of the availability of supportive measures with or without the filing of a Formal Complaint of Sexual Harassment;
- ii. Formal Complaint and explain the process for filing a Formal Complaint of Sexual Harassment.

ii. Signing and/or receiving Formal Complaints of Sexual Harassment and in such cases commencing the Title IX Grievance Process set out in Section IV. above;

iii. Coordinating the effective implementation of supportive measures; and

iv. Coordinating the District's efforts to comply with its responsibilities related to the Title IX Grievance Process set forth in Section IV of this policy, including any other specific duties as assigned by the Superintendent to fulfill the District's obligations under this policy.

3. Conflict of Interest or Bias/Unavailability. In cases where the Title IX Coordinator is unavailable, including unavailability due to a conflict of interest or other disqualifying reason, the Superintendent shall assure that another person with the appropriate training and qualifications is appointed as acting Title IX Coordinator for that case, in such instances "Title IX Coordinator" shall include the acting Title IX Coordinators.

C. Investigators.

1. Conflict of Interest or Bias. Any individual assigned to investigate a Formal Complaint of Sexual Harassment shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
2. Responsibilities. Investigators shall be responsible for conducting Sexual Harassment Investigations as set forth in Section IV.E. above.

D. Decision-Makers.

1. Conflict of Interest or Bias. Any individual assigned as a Decision-Maker in the case of a Sexual Harassment under this Policy shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
2. Responsibilities.
 - a. **Initial Decision-Makers** shall be responsible for issuing an Initial Determination Regarding Responsibility following a Sexual Harassment Investigation and other duties set forth in Section IV.F. above.
 - b. **Appellate Decision-Makers** shall be responsible for issuing a Written Determination of the Appeal, and other duties set forth in Section IV.H. above.

E. Informal Resolution Process Facilitators ("Facilitators").

1. Conflict of Interest or Bias. Any individual assigned to facilitate an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
2. Responsibilities. Facilitators shall be responsible for facilitating a process of informal resolution as permitted in section IV. D. above.

F. Training. The District shall ensure that training of the following personnel occur:

1. All District Employees. Training of District Employees shall occur relative to mandatory reporting obligations, and any other responsibilities they may have relative to this Policy.

2. Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. These individuals must be trained on the following topics:
 - a. the definition of sexual harassment as contained within this Policy;
 - b. the scope of the recipient's education program or activity;
 - c. how to conduct an investigation, appeals, and informal resolution process;
 - d. how to serve impartially, including by avoiding prejudgment of the facts at issue; and
 - e. conflicts of interest and bias.
3. Decision-makers. In addition to the topics set forth in II.D.2. above, decision-makers shall be trained on the following topics:
 - a. issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant as set forth in Section IV.E.1. and IV.F.2.a.
4. Investigators. In addition to the topics set forth in II.D.2. above, investigators shall be trained on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in Section IV.E.9 above.
5. Training Materials. Any materials used for trainings of Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must:
 - a. Not rely on sex stereotypes; and
 - b. Promote impartial investigations and adjudications of formal complaints of sexual harassment.
 - c. Be made available to the public either on its website, or if the District does not maintain a website, must make those materials available upon request for inspection by members of the public.

Legal References:

1. *Title IX of the Education Amendments of 1972, 20 U.S.C 1681, et seq* 20 U.S.C. §1232g, *Family Educational Rights and Privacy Act*
2. *34 CFR. Part 99, Family Educational Rights and Privacy Act Regulations*
3. *34 CFR 106.8, Designation of responsible employee and adoption of grievance procedures.*
4. *34 CFR 106.30, Definitions*
5. *34 CFR 106.44, Recipient's response to sexual harassment*
6. *34 CFR 106.4, Grievance process for formal complaints of sexual harassment*
7. *34 CFR 106.71, Retaliation*

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

DRAFT

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

DRAFT

- **Communicate to the public about public comments**
- **Public input** – Notify the community about public forums and opportunities for public comment at board meetings.
- **Community involvement during regular meeting meetings of the board** – Every meeting will include at least one opportunity for public comment. Public comment is an opportunity for board members to listen, but not respond. If a board member feels a concern raised in public comment warrants further board discussion, they may request that the issue be added to a future agenda. Community members may participate in each discussion item after the board has had its discussion; time limits may be necessary to adhere to the meeting schedule.
- **Community dialogue** – the board may periodically schedule community forums that allow for dialogue, questions and answers from the board or the district leadership team.
- **Stay on time** – Start and end on time. The chair may appoint a time-keeper, will be named for each meeting to keep to agendas.
- **All voices will be heard** – Every person-board member gets a chance to speak. Some topics warrant having each board member speak in turn to ensure full representation.
- **Reflection** – To allow time for reflection, the chair and agenda steering committee will plan time for complex or contentious issues to be discussed at more than one meeting before the board votes, except where a decision is urgent.
- **Tension resolution** – The chair summarizes where the conversation is at and what positions have been voiced so that it does not lie with the statement of the last person who spoke.
- **Announcements in reports** – Announcements from the administration will appear in the reports and not as discussion items.
- **Role of the board** – At the end of each board meeting reflect on whether the board remained focused on its policy-making and oversight role during the meeting, rather than operational details that are the responsibility of leadership team. stayed at a high level throughout the meeting to ensure alignment with the goal of not spending time in the “weeds.”

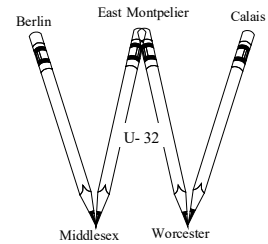
- **Respect each other** -- practice mindful listening, celebrate successes, allow others to be heard, "3 before me", allow for think time, share concerns, assume positive intentions, no judgments, be present, celebrate successes. (physically and cognitively), include everyone, hold each other accountable

Washington Central Unified Union School District

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

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

Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
DATE: November 11, 2020
RE: Legal process for changing Articles of Agreement

I was recently asked by School Board members to research the process for changing the Articles of Agreement should the School Board determine that certain changes are necessary. I reached out to legal counsel and asked the following questions:

- 1) What is the process for changing the Articles of Agreement?
- 2) If the School Board wishes to reduce the number of board members, what does the School Board need to do?
- 3) What articles in the Articles of Agreement are permitted to be changed?
- 4) How can they be changed?
- 5) Are changes to the Articles made by votes of the public? Or are they by members of the School Board?
- 6) Are the votes commingled across the towns or is it by each town? It is my understanding that this was addressed in special meeting on November 5, 2019. See the attached Warning and voter results.
- 7) Does this procedure depend on the specific article?
- 8) Are there recommendations about whether or not the board should have an even or an odd number of members?

I received the following response from legal counsel:

Generally, the statutory process for amending the Articles depends on what you are changing - certain things need voter approval and others can be changed by the majority of the Board. The topics are addressed in 16 V.S.A. § 706n (copied below).

Changing the number of board members requires voter approval because it was part of what was required to be included in the initial Article 1 vote to merge the districts. This is not what happened for you since you were ordered to merge, but your Articles 11 and 14(a)(ii)(h) state that the voters are involved with any change to the Board, which is consistent with the statute.

You have to be careful when changing the number of board members. The U.S. Constitution requires that voters have proportional representation. As stated in 16 V.S.A. § 706b(9), "Consistent with the proportional representation requirements of the Equal Protection Clause of the U.S. Constitution, the method of apportioning the representation that each proposed member district shall have on the union school board. The union school board shall have no more than 18 members, and each member district shall be entitled to at least one representative."

Right now, you use the "hybrid model," which means you have an equal number of members from each town and all of the voters in each town get to vote for all of the candidates for each town. You can keep that and simply reduce the number of members from each town. For instance, I understand you have 15 Board members, 3 for each of the 5 towns. If you moved to 10 members (2 per town), elected by a majority of all voters in the union, that should satisfy proportionality. You have to continue to stagger terms.

There are 3 approved methods (including hybrid) for meeting the proportionality goal, outlined in this AOE memo:

<https://education.vermont.gov/sites/aoe/files/documents/edu-governance-guidance-board-membership-proportionality-voting.pdf>

It does not have to be exact proportionality, but there can't be a large discrepancy. You can have an odd number as long as the representation is proportional, such as by having more members from larger towns or by having weighted voting.

In terms of the vote, it is like any other union district vote - all voters in the union vote and the majority of all voters from all towns is what determines the outcome. I have to tell you that the commingling issue continues to be thorny, without a clear answer. My perspective is that commingling is not an issue because there is only one legal entity - the union school district. The fact that voting occurs in towns is mostly operational. Whether or not votes are commingled or counted separately by town, the only count that matters is the total for the union district. The Articles state that the totals by town are not supposed to be reported anyhow - only reported to the union clerk, who tabulates the result.

Here is the Vermont Statute -

16 V.S.A. § 706n

§ 706n. Amendments to agreements reached by establishment vote, organization meeting, or final report

(a) A specific condition or agreement set forth as a distinct subsection under Article 1 of the warning required by section 706f of this chapter and adopted by the member districts at the vote held to establish the union school district, or any amendment subsequently adopted pursuant to the terms of this section, may be amended only at a special or annual union district meeting; provided that the prior approval of the State Board of Education shall be secured if the proposed amendment concerns reducing the number of grades that the union is to operate. The warning for the meeting shall contain each proposed amendment as a separate article. The vote on each proposed amendment shall be by Australian ballot. Ballots shall be counted in each member district, and the clerks of each member district shall transmit the results of the vote in that district to the union school district clerk. Although the results shall be reported to the public by member district, an amendment is effective if approved by a majority of the electorate of the union district voting at that meeting.

(b) Any decision at the organization meeting may be amended by a majority of those present and voting at a union district meeting duly warned for that purpose.

(c) Any provision of the final report that was included in the warning required pursuant to section 706f of this chapter for the vote to form the union by reference to or incorporation of the entire report but that was not set forth as a distinct subsection under Article 1 of the warning may be amended by a simple majority vote of the union board of school directors, or by any other majority of the board as is specified for a particular matter in the report.

Excerpt from WCUUSD Articles of Agreement:

Article 10 – New Union District Board of School Directors – Initial Members

A. Initial Representation on New Union District Board

The members of the New Union District Board shall be composed of a total of ten (10) individuals elected pursuant to the “Hybrid Model” of board representation, which the United States District Court for the District of Vermont has endorsed as meeting constitutional requirements of proportionality.²

Two seats on the Board are allocated to each town identified in **Article 1**, with individuals elected to fill those seats by a vote of the electorate of the entire New Union District.

B. Length of Term of Initial Board Members

The terms of office for the initial members of the New Union District Board elected at the meeting warned for that purpose by the Transitional Board pursuant to **Article 9(D)(ii)(a)**, are as follows:

Town	Term ending Spring 2020	Term ending Spring 2021	Term ending Spring 2022
Berlin	1	1	
Calais	1		1
East Montpelier		1	1
Middlesex	1	1	
Worcester	1		1

C. Election of the Initial Board Members if the Voters Decide at the Organizational Meeting³ to Proceed by Australian Ballot

- i. Nominations: Nominations for the office of New Union District Board member allocated to a specific town shall be made by filing a statement of nomination signed by at least 30 voters in that town or one percent of the legal voters in the town, whichever is less, and accepted in writing by the nominee. The statement shall be filed with the elected clerk of that town not later than the sixth Monday preceding the date of the vote.⁴
- ii. Preparation of Ballot: Within seven days after the deadline for filing statements of nomination has expired, each town clerk shall transmit the names of all qualified candidates to the Clerk of the New Union District elected at the organizational meeting pursuant to **Article 8(B)(iv)**. The District Clerk shall compile the names of the qualified candidates from each town and shall prepare the ballot for use at each polling place in the New Unified District.
- iii. Counting of Ballots: Each town clerk shall count the ballots cast in the town and shall transmit the results of the vote in that town to the elected Clerk of the New Union District. The District Clerk shall calculate the combined votes cast by voters of the District and report the combined results to the public, without differentiating as to town of residence. A candidate is elected to serve in a seat allocated to the candidate’s town of residence if the candidate receives a majority of the votes cast by the voters of the New Union District for that seat.

D. Swearing-In and Assumption of Duties

Within 14 days after the initial Board members are elected, the Superintendent shall:

- i. Arrange for the Clerk of the New Union District and/or one or more town clerks within the boundaries of the District to swear in the initial elected members of the Board, who shall assume office upon being sworn in; and
- ii. Convene the first meeting of the initial members of the New Union District Board, at which time the Transitional Board created in **Article 9** shall dissolve.
- iii. At the first meeting of initial members of the New Union District Board:
 - a. The members shall elect a Chair of the Board and Clerk of the Board.
 - b. The members of the former Transitional Board shall present the draft Fiscal Year 2020 budget to the New Union District Board required in **Article 9(D)(i)** together with any supporting data or other documentation.

E. Preparation and Presentation of Proposed Fiscal Year 2020 Budget

Pursuant to the provisions of Title 16, V.S.A., the New Union District Board shall prepare and distribute a proposed Fiscal Year 2020 budget (academic year 2019-2020) and the voters of the New Union District shall vote, at a special meeting of the district that the Board warns for the purpose, to appropriate the sums necessary to meet the district's expenses.

Article 11. Representation on New Union District Board – On and After the District's Annual Meeting in 2020

The New Union District Board shall be composed of individuals elected pursuant to the “Hybrid Model” of board representation, in the numbers and allocation set forth for election of the initial members under **Article 10(A)**, unless and until the voters of the New Union District amend this Article 11.

*Except as provided for the election of the initial members of the New Union Board in **Article 10(B)**, each New Union District Board member shall serve for a period of three (3) years or until his or her successor is elected and qualified, as required by Vermont law.*

Each member of the New Union Board who serves after the expiration of terms of the initial Board members, shall be elected at an annual or special meeting of the New Union District. Terms of office shall begin and expire on the date of the New Union District's annual meeting. In the event the New Union District's annual meeting precedes Town Meeting Day, the terms of each Board member shall begin and expire on Town Meeting Day.

If the voters amend this Article 11, the amendment shall ensure that the terms of office are staggered as required by law.

WARNING

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT

SPECIAL MEETING

November 5, 2019

The legal voters of the Washington Central Unified Union School District (“District”), a municipal corporation consisting of the Town School Districts of Berlin, Calais, East Montpelier, Middlesex, and Worcester, Vermont, are hereby notified and warned to meet in their respective towns at the polling places hereinafter named on Tuesday, November 5, 2019, to vote by Australian ballot on Articles 1 through 3 below. The polls will open beginning at 8:00 AM in Berlin; 7:00 AM in Calais; 7:00 AM in East Montpelier; 8:00 AM in Middlesex; and 10:00 AM in Worcester. The polls will close in all towns at 7:00 PM.

- Article 1: Shall the voters of the Washington Central Unified Union School District change the date of the 2020 Annual Meeting and each annual meeting thereafter to the Monday prior to the first Tuesday in March to transact any business not involving voting by Australian Ballot and upon completion of such business, said meeting is to be adjourned and reconvened in the respective polling places on Town Meeting Day to elect school directors and transact any other business involving voting by Australian ballot?
- Article 2: Shall the voters of the Washington Central Unified Union School District elect the District’s Moderator, Clerk and Treasurer by Australian ballot?
- Article 3: Shall the voters of the Washington Central Unified Union School District vote to require that the ballots be comingled for all elections and public questions conducted by Australian ballot?

Polling Places & Hours

Berlin Municipal Office, 108 Shed Road, Berlin – 8:00 AM - 7:00 PM

Calais Town Office, 3120 Pekin Brook Road, Calais – 7:00 AM - 7:00 PM

East Montpelier Elementary School, 665 Vincent Flats Road, East Montpelier – 7:00 AM – 7:00 PM


Middlesex Town Office, 5 Church Street, Middlesex – 8:00 AM – 7:00 PM

Worcester Town Office, 20 Worcester Village Road, Worcester – 10:00 AM – 7:00 PM

Upon closing of the polls, the ballots will be counted by local town/village election officials who shall transmit the voting results to the Clerk of the Washington Central Unified Union School District, who will then tabulate the final results for the District.

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

Dated at East Montpelier, Vermont this 25 day of September 2019.

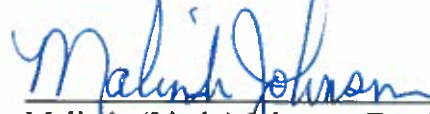

Vera Frazier, Berlin
WCUUSD Board Director


George Gross, Berlin
WCUUSD Board Director


Dorothy Naylor, Calais
WCUUSD Board Director

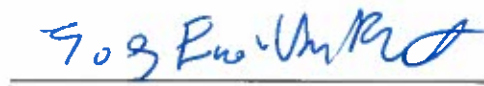

C. Scott Thompson, Calais
WCUUSD Board Director


Flor Diaz Smith, East Montpelier
WCUUSD Board Director


Malinda (Lindy) Johnson, East Montpelier
WCUUSD Board Director

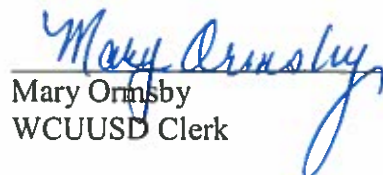

Christopher McVeigh, Middlesex
WCUUSD Board Director


Marylone Strachan, Middlesex
WCUUSD Board Director


Jonas Eno-Van Fleet, Worcester
WCUUSD Board Director


Jaiel Pulkamp, Worcester
WCUUSD Board Director

I hereby certify the above warning was received and recorded this 25 day of September, 2019.


Mary Ormsby
WCUUSD Clerk

WCUUSD Vote Results
November 5, 2019

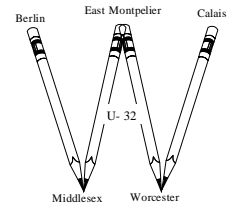
	Berlin	Calais	Emont	Midd	Worc	TOTAL
Article 1: Shall the voters change the date of the 2020 Annual Meeting						
Yes	67	73	100	55	48	343
No	11	10	11	6	5	43
Blank	0	3	1	0	0	4
Damaged	0	0	0	0	0	0
Total	78	86	112	61	53	390
Article 2 Shall the voters elect Moderator, Clerk and Treasurer by Australian ballot						
Yes	70	72	105	55	50	352
No	8	12	7	6	3	36
Blank	0	2	0	0	0	2
Damaged	0	0	0	0	0	0
Total	78	86	112	61	53	390
Article 3 Shall the voters require that the ballots be comingled for all Australian ballot elections						
Yes	50	53	94	47	42	286
No	28	33	17	14	11	103
Blank	0	0	1	0	0	1
Damaged	0	0	0	0	0	0
Total	78	86	112	61	53	390

Washington Central Unified Union School District

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

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

Bryan Olkowski
Superintendent



Washington Central Unified Union School District Board Meeting Minutes Unapproved

11.4.20 6:00 PM – 9:00 PM

Present by Teleconference*:

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

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, Student Affairs Director Amy Molina, Principal Casey Provost, Principal Steven Dellinger Pate, Director of Guidance Lisa LaPlante

Others/Public: Ayla Carey, Claire Gallagher, David Delcore, Jess Wills, David Lawrence, ORCA Media, Daniel Diddlemeyer, Lisa Wilson, Michael Sherwin, Elizabeth Wirth, Ted, Nurse Jessica Aisbla, jb

1. Call to Order: Scott Thompson called the meeting to order at 6:01 p.m

2. Welcome

2.1. Reception of Guests

2.2. Agenda Revisions

2.3. Public Comments: Daniel Diddlemeyer thanked the administration for allowing the time today for staff to gather to work on contingency planning. He asked whether the board would consider speaking directly to the rumor that is circulating around remote learning between the holidays. He spoke about the desire to visit families.

3. Reports

3.1. Student Reports: Townes DeGroot shared that the first quarter has ended; students and teachers are working toward ending the marking period. There is a "virtual open house" taking place where teachers can share videos about their courses/ classes. Townes shared that he had spoken directly with students, he shared: students are talking about rumor of potentially closing in-person learning between holidays; would like to know. Middle Schoolers are wondering whether they will go remote - what will that look like? this will be a hard adjustment for them. Questions about how our response to COVID19 might change in the future - there is a sense that students were adjusting to the restrictions currently in place but the future is very open ended - nervousness about what the future will look like. Townes indicated that there are times when it feels like seniors are having to figure everything out on their own, whereas in the past there are more opportunities to meet together, e.g. with guidance counselors - feels like you have to go

looking for help a bit more than in the past. However, he noted that there have been some systems put into place to try to help students, and that colleges are aware that "things are weird right now."

Scott Thompson shared that the U32 Boys and Girls Cross Country Teams had performed well in the state championships, and that Jen Miller Arsenault's son took first place!

3.2. Superintendent

Superintendent Olkowski thanked Elizabeth Wirth and Gillian Fuqua for their cooperation with the Department of Health, responding to the COVID19 incident at Doty. Doty has gone fully remote for the week and hopes to resume in person learning on Monday. Gillian Fuqua thanked her staff and the community in Worcester for their responsiveness and support.

Elizabeth Wirth shared that the team worked very well together and it has been a good exercise in how to respond to such an incident. She stated that she appreciates questions because it makes communication more effective. Superintendent Olkowski thanked Gillian Fuqua and Elizabeth Wirth for their leadership.

Superintendent Olkowski shared that EMES had operated remotely yesterday due to Election Day activities at the school. Alicia Lyford shared that they had 98% attendance on that day, and all in all, was a very successful day. She noted that it was a good exercise in how to make remote learning work and that she and her staff grew from the experience. Superintendent Olkowski thanked Gillian Fuqua and Alicia Lyford for making remote learning successful. Superintendent Olkowski shared that he had followed up from the past board meeting with the Secretary of Education. He stated that there is no hard and fast threshold; that we rely on the epidemiologist at the Department of Health, to determine whether we are in Step 1, 2 or 3. He stated that we are allowed to make decisions about short periods of time; for example with Doty, we made a decision to work remotely, and are hoping it is for a week only. The idea of going fully remote between the holidays has been a question for the Agency of Education. He has been told there will be additional guidance coming; is hoping within the next few days to receive additional guidance. At this time we are still planning to operate in person until we hear otherwise from the Agency of Education.

Karoline May asked whether the superintendent needed anything specific from the school board. Superintendent Olkowski stated that he would like to get some more feedback from his leadership team and get back to the board. For example, he shared that the schools had just had early release to prepare for contingency planning and it was much appreciated and well-received.

Scott Thompson asked, is there any mechanism to share lessons learned from the experiences, for example, from Doty and EMES? Superintendent Olkowski stated that he shares with the regional superintendents; they share their experiences and lessons learned. Gillian Fuqua stated that she and Elizabeth Wirth had created a document based on their experience - what to know going forward. She stated that this leadership team is very good at sharing information with each other, for example in the form of google docs.

Alicia Lyford stated that we are working on opportunities for full time remote teachers to share with the in-person teachers, to share their "tricks of the trade" based on what they have learned.

Superintendent Olkowski thanked Amy Molina for organizing the food drive during the month of October, for families in our towns. Amy Molina shared that this was the USDA Farm-to-Families opportunity; 252 families were affected. She thanked the Cabot Creamery facility on Gallison Hill for helping with food storage. She also shared that the U32 middle school staff extended their gratitude to the board for allowing the extra planning time today.

3.2.1. Central Office Job Description: Superintendent Olkowski and Lori Bibeau shared the process to date in updating the job description for Business Administrator. Superintendent Olkowski had shared a memo with the board describing the job search, including the timeline.

Kari Bradley moved to approve the job description for Business Administrator.

Seconded by Flor Diaz Smith. Discussion: Karoline May asked about some of the details under "Additional Competencies." These are standard competencies from other job

description templates. Jonas Eno-Van Fleet stated that if there is an opportunity to hire and have a longer period of training/ cross-over he would support that. **This motion carried unanimously.**

- 3.2.2. Technology – Hot Spots:** Superintendent Olkowski had shared a memo with the board regarding WiFi Hotspot and Internet Access Acceptable Use Agreement. Jim Garrity shared some of the updates around technology

3.3. Finance Committee

3.3.1. Clerk of the Works

3.3.1.1. Current Capital Projects - Update

3.3.1.2. Clerk of the Works Contract

3.3.1.3. Future Capital Project Planning

Flor Diaz Smith shared that the Finance Committee had met with Bill Ford yesterday. He is currently overseeing approximately nine projects at this time. Two projects that may go further than December 2020: Berlin paving and retention ponds at Berlin and U32. In Calais, we are on a fast track to complete a project by December 2020 in order to be covered under the CARES act.

Flor Diaz Smith shared that the committee recommends continuing the contract with Bill Ford as Clerk of the Works; would like to propose to keep him for next year. She shared that we don't know yet what the facilities work for next year will be. The Finance Committee is preparing for a first look at a draft of a list of facilities work for the next year. Flor Diaz Smith stated that the finance Committee is planning for a Facilities Manager position; this is separate from the Clerk of the Works. Board members expressed support of this information.

3.3.2.WCUUSD Budget Draft #1

Superintendent Olkowski and Lori Bibeau presented the first draft of the budget for FY22. Superintendent Olkowski shared that student enrollment is trending downward in both elementary grades and at U32. This year there is a decrease in tuition students at U32. He stated that he has asked elementary school principals to reach out to Town Clerks to forecast student enrollment. He stated that in the next few weeks he might be better prepared to speak to projected student enrollment as a trend or as a "blip."

Lori Bibeau shared that she had shared staffing information for this budget draft. She noted that she has asked each Town Clerk to share with her their Town Reports so that the WCUUSD Board can plan on information that fits the Town Reports.

Karoline May asked for clarification on state placed students. They are fully reimbursable from the state.

Lori Bibeau shared that we will have more detailed information about revenue in the next budget draft. Some discussion followed around savings from early retirements.

Superintendent Olkowski shared the following that are not included in this budget draft:

Facilities Director 1.0 FTE

Health Instructor 0.6 FTE (Berlin, Rumney, Doty)

Curriculum Management Review outcomes/ initiatives - will lead to a Strategic Planning Process

Lindy Johnson asked for more specifics around the Strategic Plan - what kind of dollar amount is expected? Superintendent Olkowski stated that the dollar amount is not yet known, as this will evolve as a plan is developed. Lindy Johnson expressed concerns about the ability of our communities to support a budget with more initiatives, especially in these unprecedented times. She noted that we can't continue to defend spending more money on improving student outcomes, if student outcomes are not improving. We are a small district with a high per pupil spending as it is. Superintendent Olkowski stated that he expects at some point we will have a long list to consider; we will have to consider the recommendations and determine a way forward.

3.3.3.WCUUSD Budget Timeline

Flor Diaz Smith reviewed the WCUUSD Budget Timeline draft. She invited board

members to consider and email Finance Committee members any input or suggestions around engaging the community.

Dorothy Naylor stated that having a board budget training on the same night as a board meeting is too much to ask in one evening; board meetings are long as it is.

Kari Bradley noted that the finance Committee had discussed that the way for the process to work well is to not micromanage the line items in the budget but to create a process and set parameters/ expectations/ priorities for the administration to develop the budget. He invited board members to consider these priorities in preparation for the November 18th meeting.

3.4. Policy Committee

3.4.1. First Reading to be adopted 11.18.20: C12 Prevention of Sexual Harassment as Prohibited by Title IX: Diane Nichols-Fleming indicated that much of this policy is required language. Kelly Bushey shared that this policy has been drafted according to VSBA guidance and has been reviewed by Heather Lynn, attorney. Superintendent Olkowski stated that legal counsel had shared that the procedures should in fact be included in this policy. The draft that the board is reviewing tonight does not include the procedures as that news was received after the board packet had been shared. The procedures will be included in the next reading. The board agreed to move this policy to second reading.

3.4.2. Second Reading and Adoption: C7 Student Attendance; C20 Student Conduct and Discipline; C46 Interrogation or Searches of Students by Law Enforcement or Other Non-School Personnel; C49 Kindergarten Entrance Age; D3 Responsible Computer, Internet & Network Use; D4 Title Comparability; D5 Animal Dissection; D6 Class Size; E1 Title 1 Parent Involvement Compacts; E45 Role of Religion in School; F1 Travel Reimbursement:

Jaiel Pulskamp moved to adopt the following policies: C7 Student Attendance; C20 Student Conduct and Discipline; C46 Interrogation or Searches of Students by Law Enforcement or Other Non-School Personnel; C49 Kindergarten Entrance Age; D3 Responsible Computer, Internet & Network Use; D4 Title Comparability; D5 Animal Dissection; D6 Class Size; E1 Title 1 Parent Involvement Compacts; E45 Role of Religion in School; F1 Travel Reimbursement.

Seconded by Jonas Enno-Van Fleet. This motion carried unanimously.

3.5. Negotiations Committee Update following IBB: Jonas Enno-Van Fleet shared that a training had been planned on Monday; it had been cancelled and is currently being rescheduled, possibly for next week. The logistics of beginning the negotiations process will be worked out at that time.

3.6. Central Vermont Career Center Update: Flor Diaz Smith shared that she, Steven Dellinger-Pate and Bryan Olkowski comprise this team. She noted that current discussions are around building a new facility.

3.7. VSBA Update: Flor Diaz Smith shared that the 9 resolutions were reviewed at the Regional meeting. She shared that Resolution #4 had passed but the language was changed around governance issues related to sending schools.

4. Board Operations

4.1. Board Norms: Board members considered three different board norms documents. Jill Olson will draft a document for the board to consider, based on feedback. Board members agreed that the first example is the one that most closely aligns with how this board operates. Some clarification on public engagement/ community involvement, and on clarifying the phrase “not spending time in the weeds.” Kari Bradley stated that he believes reflecting at the end of board meetings is important. Another missing item in the list is around “communicating out” from board meetings. Flor Diaz Smith stated that she believes we can flesh out “Respect Each Other” more by using some of the items from the third example

5. Consent Agenda

5.1. Approve Minutes of 10.21.20: Jonas Enno-Van Fleet moved to approve the minutes

of October 21, 2020. Seconded by Jill Olson. Discussion: Karoline May and Jaiel Pulskamp were not present but were listed as such. **This motion carried unanimously, with noted edits.**

- 5.2. Approve Board Orders: Lindy Johnson moved to approve board orders in the amounts of: \$389,334.67 and \$30,964.20. Seconded by Flor Diaz Smith. This motion carried unanimously.**

6. Personnel

- 6.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE:**

Lindy Johnson moved to approve Casey LeClerc for the position of School Nurse at U32. Seconded by Diane Nichols-Fleming, this motion carried unanimously.

- 7. Public Comments:** Scott Thompson invited public comments at this time.

David Lawrence stated that he is in support of considering a name change to the district.

8. Future Agenda Items

- 8.1. Energy Project Consultant**

- 8.2. Articles of Agreement:** (possible reduction of board size): Kari Bradley suggested having an agenda item to discuss pros and cons, and to take a straw poll, and then assign a small group to take on the task.

- 8.3. Superintendent Job Description and Evaluation**

- 8.4. Jaiel Pulskamp would like to add:** WCUUSD name change to the agenda in the future when the board has time to discuss this.

- 9. Adjourn: The board adjourned by consensus at 8:44 p.m.**

Respectfully submitted,

Lisa Stoudt, Board Recording Secretary

WCCUSD School Board
Superintendent Personnel Summary and Recommendations

November 18, 2020
(as of 11/20/2020)

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)

Damien Middleton, Calais Classroom Teacher

Recommend Approval

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

Recommend Approval

5. **Change in FTE**

Recommend Approval