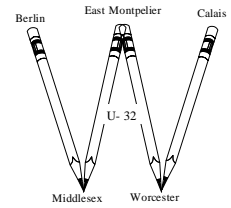


# Washington Central Unified Union School District

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

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

Bryan Olkowski  
Superintendent



## Washington Central Unified Union School District Board Meeting Agenda

**11.4.20 6:00 PM – 9:00 PM**

### **Virtual Meeting Information:**

<https://tinyurl.com/y6a9umz9>

**Meeting ID:** 921 1531 6948

**Password:** 016334

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

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

**Our building will not be open for meetings.**

**All are welcome to attend virtually.**

1. Call to Order 4 minutes
2. Welcome 15 minutes
  - 2.1. Reception of Guests
  - 2.2. Agenda Revisions
  - 2.3. Public Comments
3. Reports (Discussion/Action) 75 minutes
  - 3.1. Student Reports
  - 3.2. Superintendent (Discussion/Action)
    - 3.2.1. Central Office Job Description – pg. 3
    - 3.2.2. Technology – Hot Spots – pg. 13
  - 3.3. Finance Committee (Discussion/Action)
    - 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
    - 3.3.2. WCUUSD Budget Draft #1 – pg. 15
    - 3.3.3. WCUUSD Budget Timeline – pg. 25
  - 3.4. Policy Committee (Discussion/Action)
    - 3.4.1. First Reading to be adopted 11.18.20: C12 Prevention of Sexual Harassment as Prohibited by Title IX – pg. 27
    - 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 – pg. 33
  - 3.5. Negotiations Committee Update following IBB
  - 3.6. Central Vermont Career Center Update
  - 3.7. VSBA Update

- |  |            |
|--|------------|
| 4. Board Operations (Discussion/Action)  | 60 minutes |
| 4.1. Board Norms – pg. 49  |            |
| 5. Consent Agenda (Action)   | 10 minutes |
| 5.1. Approve Minutes of 10.21.20 – pg. 52  |            |
| 5.2. Approve Board Orders  |            |
| 6. Personnel (Action)  | 10 minutes |
| 6.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE – pg. 57 |            |
| 7. Public Comments   | 20 minutes |
| 8. Future Agenda Items   |            |
| 8.1. Energy Project Consultant   |            |
| 8.2. Articles of Agreement   |            |
| 8.3. Superintendent Job Description and Evaluation   |            |
| 9. Adjourn   |            |

# Washington Central Unified Union School District

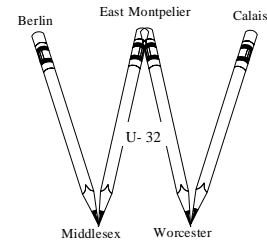
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Superintendent



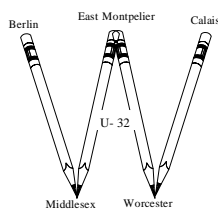
## MEMORANDUM

TO: WCUUSD School Board  
From: Bryan Olkowski, WCUUSD Superintendent  
Date: October 29, 2020  
RE: Business Administrator Search

Attached to this memo is the updated Business Administrator job description for your approval at the November 4, 2020 School Board meeting.

The timeline to conduct the Business Administrator search is listed below:

- A. December 2020-January 2021
  - i. Advertise/Post
    - 1. Internal
    - 2. VASBO
    - 3. International ASBO
    - 4. Ed Week/Top School Jobs
    - 5. Times Argus
    - 6. School Spring
    - 7. Burlington Free Press
  - ii. Establish Salary Parameters
  - iii. Draft up interview questions
- B. February 2021-March 2021
  - i. Prescreen applicants
  - ii. Establish interview committee
  - iii. Interview, Reference Checking, and Select Candidate
- C. April-June
  - i. Training/Cross Over between Business Administrators
- D. July
  - i. New Business Administrator takes over



## Washington Central Unified Union School District

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### Job Description

<b>JOB TITLE:</b>	<b>Business Administrator</b>
<b>FLSA STATUS:</b>	<b>Exempt</b>
<b>CONTRACT TYPE:</b>	<b>Non-Bargaining Admin</b>
<b>WAGE SCALE:</b>	<b>Per Negotiated Agreement</b>
<b>UPDATED:</b>	<b>10/22/2020</b>

#### **POSITION OBJECTIVE(S):**

Under the direction of the Superintendent, the Business Administrator oversees the management of financial affairs for Washington Central Unified Union School District's member schools: Berlin, Calais, East Montpelier, Rumney, Doty, and U-32. The Business Administrator is responsible for the organization's accounting practices, the maintenance of its fiscal records and the preparation of the financial reporting for the School District. This shall be done in a way to provide the best educational services with the resources available. To plan and manage the overall finance and accounting services to include cash management, accounting, payroll, contracts, and administration of the district insurance programs of WCUUSD and to assure the schools are in compliance with school board policy, state regulations, and industry best practices.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

##### **FISCAL**

- Administers all multi-corporate general accounting, financial reporting, internal controls and appropriate accounting record retention to include:
  - Profit and Loss Statements
  - Balance Sheets
  - Budgets
  - Payroll
  - Accounts Payable
  - Plant Ledger
  - STAT Reporting
  - Tax Reporting

- Develops recommendations on and completes borrowing and investments, long and short term debt service procedures, and supervises monthly duties, such as reconciling monthly checking account with computer fund balances.
- Formulates and administers the tuition billing system for students from sending school districts.
- Maintains oversight of all revenue collection systems to minimize accounts receivable balances.
- Responsible for employee benefits administration per union and contractual agreements.
- Interprets financial statements and makes specific recommendations and analysis as necessary.
- Insures that financial reports are timely and understandable so that the principals and directors can use them as efficient administration tools for sound decision-making in financial and educational areas.
- Establishes and maintains a sound system of internal controls for use by the school districts and central office personnel to protect district and school generated financial resources.
- Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with adopted budgets, district policies, and State and Federal regulations.
- Responsible for implementing and maintaining generally accepted accounting (GAAP) principles and adhering to governmental accounting standards(GASB), practice, and procedures in performing or reviewing accounting transactions.
- Oversees depreciation schedules, asset listing, and capital lease schedules and reconciles with source documents to ensure accuracy.
- Conducts pre-audits of all obligations to ensure budgeted appropriation and encumbered balances.
- Prepares standard and custom management reports for end-users (i.e. Boards, Principals, Directors, Administrative Assistants, etc.), perform reasonableness testing and quality assurance on the reports to ensure accuracy, prepares and executes adjusting entries, and distributes final reports in the prescribed manner end-user has requested.
- Provides a program of accounting adequate to record in detail all money and credit transactions.
- Provides for the collection, safekeeping, and distribution of all funds.
- Oversees accounting procedures directed by fund accounting practices, accounts payable/receivable systems.
- Oversee payroll processes and procedures for all schools.
- Monitors an on-going review of district cash flow to ensure timely payment of all financial commitments.
- Establishes standard practices and procedures for receipts and deposit of funds.
- Ensures the reconciliation of cash accounts on a monthly basis.
- Assumes primary responsibility for the execution of the annual audit by independent and/or elected auditors to fulfill local, state, and federal audit requirements. Develops financial statements and Management Discussion & Analysis documents to be audited by independent and/or elected auditors on an annual basis. Functions as primary contact with independent and/or elected auditors and provides the additional required information for independent and/or elected auditors on all accounts and records annually.
- Reviews audit findings and appraises supervisor of the observations, suggestions, and /or reportable conditions of the independent and/or elected auditors. Prepares a written report to supervisor addressing all observations, suggestions and/or reporting conditions outlined by the independent and/or elected auditors with evidence of the issue having been addressed, or a timeline when the issue will be addressed.
- Distributes final audit report to elected auditors, district boards, Agency of Education, and other outlets as required by State Law, Federal requirements, or district policy.

- Oversees and ensures the accuracy of all external reporting required of the payroll function (W-2's, 1099's, 941's as well as all State required reporting).
- Ensures the collection of ADM data is in compliance with State requirements and reconciles to all source documents.
- Maintains a chart of accounts for the accounting system that complies with the State's financial reporting requirements.
- Performs, or assists with the performance of periodic internal audits to ensure compliance with district policy, State law, established accounting practices, or departmental operating practices. Identifies areas of concern, appraises district administrators of issues and risks, recommends methods of improvement, and implements agreed-upon solutions.
- Assures that all bidding and business affairs are conducted in a legal and professional manner.
- Reviews all personnel addition/change forms verifying that account number is appropriate, valid and that sufficient funds are available.
- Establishes and maintains sound cash management and investment programs for school districts.
- Coordinates cash activities with district and town treasurer and manages District cash investments.
- Maintains and on-going review of district cash flow to ensure timely payment of all financial commitments.
- Responsible for administering the District's insurance programs (property, liability, dental, automobile, etc.)
- Ensures all claims and incidents are reported timely and assists district personnel with regular and ordinary insurance matters (coverage limits, deductibles, certificates of insurance, etc.)
- Responsible to establish annual contracts for financial audit.
- Oversees the orientation and training of new personnel in fiscal, payroll, and accounts payable procedures. Supervises and provides technical assistance to accounting personnel.
- Coordinates with the Information Technology Department with respect to the use and maintenance of a computerized State-wide business management system. Assumes a "power user" role for all software systems utilized by district for purposes related to the position.
- Represents the districts' interest, with respect to duties, by participating in appropriate professional and community organizations.
- Acquires and maintains up-to-date knowledge of all laws and regulations as it relates to the accounting and finance office.
- Collaborates closely with the Human Resources function of the District to ensure shared and dependent systems and operating practices are efficient, effective, and fully optimized.
- Oversee the maintenance, reconciliation, and reporting on all student activities accounts for individual schools and programs.

## **BUDGET**

- Responsible for overall budget development in all schools in the district.
- Develops models for a multi-year financial plan incorporating requirements of school with district strategic plans.
- Recommends budgetary policy and practices, develops methods, procedures and forms for the preparation of operating, capital, and statistical budgets.
- Establishes and maintains efficient procedures and effective controls of all expenditures of school funds in accordance with adopted budgets, district policies and State and Federal guidelines.

- Provides guidance and acts as a resource to assist principals and administrators in the administration of their budgets.
- Works closely with the Administrative Team in preparation and training on budget development.
- Coordinates, processes, and controls transfers of budgeted funds as requested by the Administration.
- Develops budget guidelines, coordinates preparation of budgets, and assists key administrators in review of budgets. Prepares analyses of budget requests and program proposals.
- Coordinates the presentation of, justification for, and preparation of additional analyses required to understand the budget proposal for action by the Board.
- Assists in the execution of the enacted budget, including the recommendation of administration controls where required.
- Recommends improvements to the financial management of the school system specifically related to budget methods, format, and presentation.
- Arranges for and supervises preparation, publication, and distribution of budgets as approved by the School Board.
- Remains current on changing laws and requirements regarding State and Federal funds available for schools.
- Provides timely and accurate reports to appropriate administrators concerning the status of their budgetary accounts to prevent the overspending of any budgeted account.

### **CONTRACT MANAGEMENT**

- Responsible to establish annual contracts for financial audit, employee benefits including health insurance, dental insurance, disability insurance, retirement and as provided by contract, liability and property insurance, and student transportation for school districts. Serve as the liaison for insurance purposes.
- Responsible for the effective and efficient procedures in formulating and negotiating lease agreements, contracts with vendors and consultants.
- Prepares materials for negotiations and provides financial calculations to Superintendent and board members as requested.
- Acts as purchasing agent for school boards and establishes procedures for the purchase of goods and services for the school district. Prepares and reviews bids for items/services that effect the district or individual schools.

### **FACILITIES AND OPERATIONS**

- Construction Projects – Acts as a consultant and assists, when necessary, for all major construction projects and associated contract management to include:
  - Develops contract language for contractors.
  - Ensures the state’s required bid process has been followed.
  - Completes bonding/borrowing application process.
  - Coordinates the construction aid requirements have been met,
  - Develops bid specifications as needed.
- Transportation – Acts as a consultant and assists, when necessary, the school principals in monitoring the activities and operations as appropriate. Serves as key player in the writing and negotiating for the student transportation contract.
- Food Services – Acts as a consultant and assists when necessary, the school principals and hot lunch agents in monitoring the activities and operations as appropriate.

## **OTHER**

- Oversees the administration of the district's support staff retirement plan.
- Serves as a resource to train and assist principals and appropriate staff in financial reporting.
- Oversees the special education expenditure reporting and reimbursement for costs.
- Oversees all grants, expenditure tracking, and reporting systems.
- Acts as immediate contact with the independent auditors on accounting matters.
- Oversees bidding on most areas and coordinates town participation when possible to ensure savings for group purchasing of goods and services.
- Develops financial and statistical information for educational support programs.
- Responsible for the development of intermediate and long-range planning for acquisition, installation, and maintenance of fiscal technology and financial management systems used in the school districts. Responsible for the fiscal services software and hardware along with the NEMRC off-site connection to the schools.
- Prepares data and reports required by statute and regulatory agencies.
- Represents the district on tax matters with various regulating bodies, like the IRS.
- Provides for selection, training, assignment, scheduling and direction of fiscal personnel; evaluates performance of fiscal staff and recommends to the Superintendent their compensation, promotion, transfer and dismissal as appropriate in accordance with policy and practice; develops and implements fiscal training programs; establishes and maintains reasonable performance levels while encouraging high level of fiscal staff morale.
- Completes other tasks as needed, in conjunction with WCUUSD goals.
- Serves as a liaison with town officials for State education funding laws and communicates budget and tax information.
- Coordinates preparation for the annual reports.
- Works with the business office staff in providing support to schools.
- Provides necessary data required to complete grant applications.
- Prepares data and reports required by state statutes for independent auditors.
- Prepares annual reports summarizing revenues and expenditures and forwards to State agencies and local officials.
- Responsible for the District's risk management program including property and liability insurance programs.
- Other duties as assigned by the Superintendent.

## **SUPERVISION RECEIVED:**

Works independently for the most part, planning and implementing broad programs within the organization. Work is checked primarily through consultation and agreement with others while directly reporting to the Superintendent or Superintendent's Designee.

## **SUPERVISORY RESPONSIBILITIES:**

Manages the business office staff. Manages subordinate supervisors who supervise employees in the Facilities and Child Nutrition Functions, WCUUSD Fiscal Staff and off-site bookkeepers and the Clerk of the Works. Is responsible for the overall direction, coordination, and evaluation of these departments. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.



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

**Education and Experience**

A Bachelor's or Master's Degree in Business Administration, Accounting, Finance, or Administration. At least five years of experience in financial management with supervisory experience in school administration and/or school business management. In depth knowledge of municipal or fund balance accounting, cash flow management, investments, budget information, payroll and educational funding laws. Experience in the administrative utilization of modern data and information processing equipment. Such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable. Preferred current VASBO or ASBO certification for a School Business Official.

**Language Skills.**

Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to prepare presentations and articles using original or innovative techniques or styles. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.

**Mathematical/Reasoning Skills**

Ability to apply advanced mathematical concepts such as exponents, logarithms, quadratic equations, and permutations. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.

**Computer Skills and Experience**

Experience and proficient computer skills in word processing, spreadsheets and data base programs required. Experience with Microsoft and Google required.

**Communication & Interpersonal Skills**

Ability to communicate courteously, efficiently, and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside agencies. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, state agencies and legislative committees.

**Reasoning Ability/Mental requirements**

Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, etc.) in complex phases. Ability to deal with a variety of abstract and concrete variables.

**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.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
<b>Sometimes</b>	<b>S</b>	activity may exist sporadically, but not on a consistent basis.
<b>Occasionally</b>	<b>O</b>	activity exists on a consistent basis for less than 1/3 of the time
<b>Frequently</b>	<b>F</b>	activity exists from 1/3 of the time up to 2/3 of the time
<b>Constantly</b>	<b>C</b>	activity exists for 2/3 or more of the time
<b>Not Applicable</b>	<b>NA</b>	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	F	X	
HEARING	F	X	
TALKING	F	X	
DEXTERITY (hands/fingers)	F	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.	S		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.	S		X
100+ lbs.	NA		X
BENDING/STOOPING	O	X	
PUSHING/PULLING	O	X	
TWISTING	O	X	
CLIMBING	O		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	NA
VIBRATION/NOISE	S
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

<b>Approved by:</b>	
<b>Date approved:</b>	
<b>Reviewed:</b>	
<b>Updated:</b>	

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

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

## Washington Central Unified Union School District

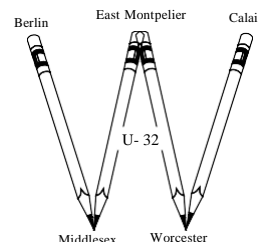
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Bryan Olkowski  
Superintendent



### MEMORANDUM

TO: WCUUSD School Board  
FROM: Bryan Olkowski, Superintendent  
DATE: October 29, 2020  
RE: WiFi Hotspot and Internet Access Acceptable Use Agreement

Some of our WCCUSD students are participating in remote learning activities (Zoom sessions, etc.) without adequate internet access at home. As a result, to ensure that every student has access to a quality education, WCCUSD is providing a limited number of free WiFi Hotspots to those students who do not have internet access at home. To be eligible, a student must be enrolled in one of our schools within the district.

The program enables students to “check out” Internet service for up to three months at a time—absolutely free. Both the device and monthly service fees are fully paid by the Washington Central Unified Union School District. The program is intended to help WCCUSD students access online resources at home to help bridge the digital divide and ensure educational equity. The borrowing limit is one device per household, but these devices may be signed out repeatedly throughout the year.

The district already has a current supply of 6 phone/hotspots with a service fee of \$35/device/month of internet service. If the need grows, the district can continue to invest in additional hotspots. Additionally, the district is working to evaluate the T-Mobile WiFi Hotspot Grant program which includes content filtering services (that our current hotspots lack) and will furnish additional details later.

Attached to this memo is an Acceptable Use Agreement for the WiFi hotspot that a student must get signed in order to take advantage of this benefit.

## Washington Central Unified Union School District WiFi Hotspot Unfiltered Internet Access Acceptable Use Contract

\_\_\_\_\_  
(Student's full name, printed)

\_\_\_\_\_ will:  
(TA/Homeroom Teacher Name)

- Follow the guidelines in the Student Handbook, the Responsible Computer Internet & Network Use D3, and any relevant state and/or federal laws;
- A WiFi hotspot may consist of a hotspot device (may look like a hockey puck) or a cell phone (with a running 3G, 4G LTE, or 5G internet service on it);
- I understand that the hotspot can only be checked out by a student at WCCUSD. All students must have a signed Wi-Fi Hotspot Unfiltered Internet Access Acceptable Use Contract on file before a hotspot can be checked out;
- Use WiFi Hotspots or Internet Access for educational purposes in a safe, legal, ethical, and responsible manner. I will not do anything with the hotspot or Internet Access that impacts anyone else's happiness, safety, or privacy;
- Hotspot service is managed by our school IT department but WiFi service is unfiltered on the device hotspot. Students are to use the Hotspot for school activities only;
- I will not change any system software settings unless told or authorized to do so by a teacher, administrator, or an IT technician.
- I will not "Jailbreak", tamper with or "hack" the WiFi Hotspot.
- I will not install any sort of VPN or other similar internet proxy software.
- I will not attach stickers to (unless directed to do so by a teacher or other staff person), write on, or otherwise deface the Hotspot. Window clings, covers or removable 'skins' are ok;
- Handle the Hotspot (and any school computer) with care, keeping it clean, dry, away from food and drink, and shielding it from extreme hot or cold temperatures;
- The Hotspot is only to be used by the student for school use. No other hotspot activity or internet surfing is allowed outside of school (or homework) use;
- Ensure that the Hotspot battery is charged at the beginning of each school day and ready for school use;
- I will not trade Hotspot, chargers, or batteries with another student.
- I will notify my teacher or IT staff immediately if the Asset # sticker on the bottom of the Hotspot begins to peel off or is damaged or missing.
- I will notify my teacher, administrator, or IT staff immediately if my Hotspot is damaged, lost, or stolen.
- I will not attempt to repair a damaged Hotspot or have someone other than IT staff repair it.
- I will keep my personal information private, i.e., I will not share my birthday, password, social security number, address, or phone number(s).
- I will not use a school hotspot to circumvent (go around) or violate copyright laws, or to steal software, movies, music, or any other type of protected media.
- I will return the Hotspot/power cord at the end of the school year, or any other time as requested, for maintenance and software updates.
- I understand that WCCUSD is not responsible for any files, data, or personal information accessed, transmitted, lost or damaged while accessing the Internet via the hotspot.

### I understand:

- That the Hotspot is school property and issued to me for my use. I realize that WCUUSD staff may inspect the Hotspot at any time;
- If a school administrator determines that there is damage to a Hotspot/power cord, then the student/parents are responsible for the cost of repair or replacement; and,
- **That I am liable for the replacement of a lost or stolen Hotspot, AC power adapter or battery.**

### Below are estimated in-house repair costs:

Full Cost - up to \$250

Screen Repair – up to \$60

Lost Power Cord – up to \$40

Battery –up to \$100

**I agree to abide by all the provisions of the Student Handbook, the RESPONSIBLE COMPUTER INTERNET & NETWORK USE D3 policy, and this contract. I understand that the use of technology and the Internet at WCUUSD is a privilege, not a right, and that inappropriate use may result in loss of privileges.**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**I will encourage my student to abide by all the provisions of the Student Handbook, the RESPONSIBLE COMPUTER INTERNET & NETWORK USE D3 policy, and this contract. I understand that the use of technology and the Internet at Washington Central Unified Union School District is a privilege, not a right, and that inappropriate use may result in loss of privileges.**

**I have discussed the additional responsibilities that come with taking a Hotspot off campus with my student. I give my permission for my student to bring the school-issued Hotspot home during the school year.**

Parent/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

# Washington Central Unified Union School District

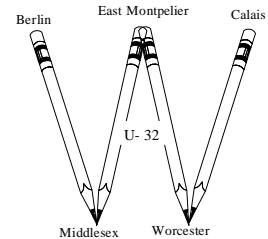
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*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

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

Bryan Olkowski  
Superintendent



## MEMORANDUM

TO: WCUUSD School Board  
FROM: Bryan Olkowski, WCUUSD Superintendent  
Lori T. Bibeau, WCUUSD Business Administrator  
DATE: Budget Draft#1  
RE: October 30, 2020

### **The WCUUSD level service budget draft #1 is attached.**

- Level Service Budget includes:
  - Current staffing salaries and benefits plus estimates for inflation.
  - Early Retirement projected calculations.
  - Current year student information from the SPED Service Plan
  - Current contracts like busing, auditor etc.
  - Level budget and/or adjust non payroll expenses (Using historical information).
  - Capital Fund Support-Level funded
  - Food Service Support from operating budget-Level funded
  - Technology Plan per multi-year budget.-Level funded.
  - Debt Service per schedules.
  - Principals are in the process of soliciting information from staff regarding books, supplies, equipment-Level funded.
- Enclosed are the following documents for the Budget draft # 1
  - **October 1 Enrollment-October 2019, October 2020**
  - **Staffing Information by school-Level Staffing**
  - **WCUUSD Summary of Budget Changes FY 22 compared to FY21**
  - **WCUUSD Detailed Budget Report FY22 with current and historical information.**

A budget training opportunity for board members will be scheduled for November 18<sup>th</sup>. A future board meeting will also include a budget discussion for Capital Funds.

**Budget Draft #2 will be prepared for the board meeting on December 16th. It will include feedback from the Board and Washington Central Leadership Team for the following:**

- Program changes-instructional services and special education services.
- District-wide line item budget review for budget adjustments.
- Schools review student count information, staffing needs and make staffing FTE changes
- New initiatives-as requested/recommended
- Grants-adjust local budgets as needed.
- Food service and Community Connections-adjust local budget as needed.
- Revenue projections from the Agency of Education.

The budget timeline is also updated and it is included in the packet. We will discuss the budget process and this budget draft in more detail at both the Finance Committee and School Board meetings next week.



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

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

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

<b>GRADE</b>	<b>BERLIN*</b>	<b>CALAIS*</b>	<b>E. MONTPELIER*</b>	<b>RUMNEY*</b>	<b>DOTY*</b>	<b>TOTAL</b>
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
<b>TOTAL ELEMENTARY:</b>	<b>194</b>	<b>112</b>	<b>228</b>	<b>135</b>	<b>71</b>	<b>740</b>
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						
<b>TOTAL U32:</b>	<b>164</b>	<b>128</b>	<b>185</b>	<b>128</b>	<b>65</b>	<b>747</b>
<b>COMBINED TOTAL:</b>	<b>358</b>	<b>240</b>	<b>413</b>	<b>263</b>	<b>136</b>	<b>1487</b>

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
<b>SALARIES AND BENEFITS</b>				
<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%	
<b>SUBTOTAL NEGOTIATED ITEMS</b>		<b>\$1,009,927</b>	<b>2.85%</b>	
<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%	
<b>SUBTOTAL OTHER STAFFING CHANGES</b>		<b>\$254,695</b>	<b>0.72%</b>	
<b>TOTAL SALARY &amp; BENEFITS</b>	<b>\$24,928,979</b>	<b>\$1,264,622</b>	<b>3.57%</b>	<b>\$26,193,601</b>
<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	
<b>TOTAL NONSALARY-w/o OTHER ITEMS</b>	<b>\$8,553,677</b>	<b>-\$407,570</b>	<b>-1.15%</b>	<b>\$8,146,107</b>
<b>SUBTOTAL BASE BUDGET INCREASE</b>	<b>\$33,482,656</b>	<b>\$857,052</b>	<b>2.42%</b>	<b>\$34,339,708</b>
<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
<b>TOTAL OTHER ITEMS</b>	<b>\$1,947,846</b>	<b>-\$18,164</b>	<b>-0.05%</b>	<b>\$1,929,682</b>
<b>Combined Total WCUUSD Expenses</b>	<b>\$35,430,502</b>	<b>\$838,888</b>	<b>2.37%</b>	<b>\$36,269,390</b>
<b>Revenues that Offset Expense Increases(Decreases):</b>				
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%	
<b>Subtotal Revenues</b>		<b>-\$108,468</b>	<b>-0.31%</b>	
<b>Net Impact on Taxes-Level Service</b>		<b>\$947,356</b>	<b>2.67%</b>	

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

## 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

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

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
<b>TOTAL INSTRUCTIONAL SERVICES</b>	<b>\$11,125,665</b>	<b>\$12,481,764</b>	<b>\$12,124,829</b>	<b>\$12,597,368</b>	<b>\$115,604</b>

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
<b>TOTAL PRESCHOOL PROGRAM</b>	<b>\$728,732</b>	<b>\$740,184</b>	<b>\$741,964</b>	<b>\$583,516</b>	<b>-\$156,668</b>

-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
<b>TOTAL GUIDANCE SERVICES</b>	<b>\$1,021,712</b>	<b>\$1,083,713</b>	<b>\$1,027,932</b>	<b>\$1,140,922</b>	<b>\$57,209</b>

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	
<b>TOTAL HEALTH SERVICES</b>	<b>\$459,827</b>	<b>\$490,250</b>	<b>\$494,765</b>	<b>\$615,494</b>	<b>\$125,244</b>	<b>25.55%</b>
<b>LIBRARY SERVICES</b>						
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	
<b>TOTAL LIBRARY SERVICES</b>	<b>\$500,252</b>	<b>\$543,477</b>	<b>\$529,994</b>	<b>\$541,481</b>	<b>-\$1,996</b>	<b>-0.37%</b>
<b>CURRICULUM SERVICES</b>						
PROGRAM COSTS	\$157,084	\$253,501	\$193,145	\$366,978	\$113,477	
<b>TOTAL CURRICULUM SERVICES</b>	<b>\$157,084</b>	<b>\$253,501</b>	<b>\$193,145</b>	<b>\$366,978</b>	<b>\$113,477</b>	<b>44.76%</b>
<b>INSTRUCTIONAL -RELATED TECHNOLOGY SVCS</b>						
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	
<b>TOTAL INSTR REL-TECHNOLOGY SVCS</b>	<b>\$1,228,378</b>	<b>\$1,445,871</b>	<b>\$1,448,997</b>	<b>\$1,473,865</b>	<b>\$27,994</b>	<b>1.94%</b>
<b>BOARD OF EDUCATION SVCS.</b>						
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	
<b>TOTAL BOARD OF EDUCATION SVCS.</b>	<b>\$305,641</b>	<b>\$207,935</b>	<b>\$2,133,652</b>	<b>\$327,643</b>	<b>\$119,708</b>	<b>57.57%</b>
<b>SUPERINTENDENT SERVICES</b>						
PROGRAM COSTS	\$522,037	\$554,668	\$545,812	\$561,504	\$6,836	
<b>TOTAL SUPERINTENDENT SERVICES</b>	<b>\$522,037</b>	<b>\$554,668</b>	<b>\$545,812</b>	<b>\$561,504</b>	<b>\$6,836</b>	<b>1.23%</b>

## 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
<b>OFFICE OF THE PRINCIPAL</b>						
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	
<b>TOTAL OFFICE OF THE PRINCIPAL</b>	<b>\$1,894,247</b>	<b>\$2,022,364</b>	<b>\$2,044,137</b>	<b>\$2,117,006</b>	<b>\$94,642</b>	<b>4.68%</b>
<b>FISCAL SERVICES</b>						
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	
<b>TOTAL FISCAL SERVICES</b>	<b>\$809,161</b>	<b>\$802,223</b>	<b>\$760,440</b>	<b>\$824,987</b>	<b>\$22,764</b>	<b>2.84%</b>
<b>OPERATION AND MAINT.PLANT</b>						
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	
<b>TOTAL OPER. AND MAINT.PLANT</b>	<b>\$2,496,742</b>	<b>\$2,672,105</b>	<b>\$2,711,510</b>	<b>\$3,152,444</b>	<b>\$480,339</b>	<b>17.98%</b>
<b>STUDENT TRANSPORTATION SV</b>						
STUDENT TRANSPORTATION SV	\$1,285,046	\$1,494,718	\$1,494,718	\$1,539,560	\$44,841	
<b>TOTAL STUDENT TRANSPORTATION SV</b>	<b>\$1,285,046</b>	<b>\$1,494,718</b>	<b>\$1,494,718</b>	<b>\$1,539,560</b>	<b>\$44,841</b>	<b>3.00%</b>
<b>STUDENT TRANS-OTHER</b>						
STUDENT TRANS-FIELD TRIPS	\$37,522	\$44,805	\$44,805	\$44,805	\$0	
<b>TOTAL STUDENT TRANS-OTHER</b>	<b>\$37,522</b>	<b>\$44,805</b>	<b>\$44,805</b>	<b>\$44,805</b>	<b>\$0</b>	<b>0.00%</b>
<b>DEBT SERVICE</b>						
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	
<b>TOTAL DEBT SERVICE</b>	<b>\$1,665,197</b>	<b>\$1,241,324</b>	<b>\$1,241,324</b>	<b>\$1,223,160</b>	<b>-\$18,164</b>	<b>-1.46%</b>

## 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
<b>FUND TRANSFER OUT</b>						
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	
<b>TOTAL TRANSFER TO OTHER FUNDS</b>	<b>\$1,225,415</b>	<b>\$895,637</b>	<b>\$895,637</b>	<b>\$895,637</b>	<b>\$0</b>	<b>0.00%</b>
<b>SUPPORT PROGRAMS-SP ED</b>						
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	
<b>TOTAL SUPPORT PROGRAMS</b>	<b>\$6,652,653</b>	<b>\$7,598,017</b>	<b>\$7,062,523</b>	<b>\$7,750,249</b>	<b>\$152,232</b>	<b>2.00%</b>
<b>ENGLISH LANGUAGE LEARNER</b>						
PROGRAM COSTS	\$74,235	\$83,408	\$94,873	\$89,617	\$6,209	
<b>TOTAL ENGLISH LANGUAGE LEARNER</b>	<b>\$74,235</b>	<b>\$83,408</b>	<b>\$94,873</b>	<b>\$89,617</b>	<b>\$6,209</b>	<b>7.44%</b>
<b>CO-CURRICULAR ACTIVITIES</b>						
MISCELLANEOUS EXPENSES	\$637,875	\$774,537	\$771,687	\$786,154	\$11,617	
<b>TOTAL COCURRICULAR ACTIVITIES</b>	<b>\$637,875</b>	<b>\$774,537</b>	<b>\$771,687</b>	<b>\$786,154</b>	<b>\$11,617</b>	<b>1.50%</b>
<b>TOTAL EXPENSES</b>	<b>\$32,827,421</b>	<b>\$35,430,502</b>	<b>\$36,362,744</b>	<b>\$36,632,390</b>	<b>\$1,201,888</b>	<b>3.39%</b>



# **WCUUSD BUDGET TIMELINE FY 2021-2022**

**Draft as of 11/4/2020**

## **September - Preliminary Budget Information is compiled.**

- 16<sup>th</sup> – WCUUSD Board approved budget process and timeline

## **October – Preliminary Budget Conversation & WCUUSD Draft #1**

- 5<sup>th</sup> & 6<sup>th</sup> – WCLT budget planning meeting review current year projections, clarify meetings, timeline and materials need for budget development. Business Administrator develops budget draft using FY21-22 level service budget.
- 22<sup>nd</sup> – 27<sup>th</sup> – Separate Meeting with Principals to provide changes to Business Administrator for Draft # 1 Budget

## **November – WCUUSD Budget Draft #1 to Board**

- 3<sup>rd</sup> – Finance Committee reviews Budget 21-22 Draft #1
- 4<sup>th</sup> – First draft of budget presented to WCUUSD Board
- 18<sup>th</sup> – Board Budget Training
- 18<sup>th</sup> Board provides feedback in Budget Draft #1

## **December – Develop Budget Draft #2**

**\*\*\*NOTE: Revenue information for budgets becomes available between December 1-15<sup>th</sup>.**

- 2<sup>nd</sup> – Community Budget Forum
- 8<sup>th</sup> – WCLT budget planning meeting
- 16<sup>th</sup> – Finance Committee
- 16<sup>th</sup> – Second draft of the budget presented to WCUUSD Board
- 31<sup>st</sup> – Grand List and Common Level of Appraisal information available from Agency of Education

## **January – Budget Meeting to Finalize Warning, Budget and Town Meeting Materials**

- 6<sup>th</sup> – Additional Board meeting for budget discussion
- 13<sup>th</sup> – Finance Committee final budget review
- 13<sup>th</sup> – Community Budget Forum

WCUUSD Board approve WCUUSD Budget for FY 2020-2021

- 20<sup>th</sup> – Final Budgets and other materials to the printers and Town Clerks

## **February**

- 17<sup>th</sup> – Community Budget Forum

## **March**

- 1<sup>st</sup> – Annual Meeting
- 2<sup>nd</sup> – Town Meeting Day Budget Vote Via Australian Ballot

## 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.



## Required

WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT

Board of Directors' Policy

STUDENT ATTENDANCE

POLICY: C7

WARNED: 10.12.20

ADOPTED: \_\_\_\_\_

EFFECTIVE: \_\_\_\_\_

### Policy

It is the policy of the Washington Central Unified Union School District to set high expectations for consistent student school attendance in accordance with Vermont law in order to facilitate and enhance student learning. Legal pupils between the ages of 6 and 16 and who are residents of the school district and non-resident pupils who enroll in school district schools are required to attend school for the full number of days that school is held unless they are excused from attendance as provided in state law. Students who are over the age of 16 are required to attend school continually for the full number of the school days for which they are enrolled, unless they are mentally or physically unable to continue, or are excused by the superintendent in writing.

Annually, the superintendent shall ensure that the school board appoints one or more individuals to serve as the truant officer, and shall ensure that appointment is recorded with the clerk of the school district.

The superintendent shall develop administrative rules and procedures to ensure the implementation of this policy.

Students intending to miss school for religious holidays shall notify the school of their intention, at least one day in advance of their absence, and the absence shall be considered an excused absence.

### Administrative Rules and Procedures

The procedures will address the following issues and may include others as well:

- written excuses;
- tardiness;
- notification of parents/guardian;
- signing out of school;
- excessive absenteeism;
- homebound and hospitalized students;
- early dismissals;
- homework assignments;
- making up work.

### Administrative Responsibilities

The principal is responsible for maintaining accurate and up-to-date records of student attendance.

The principal is responsible for assuring that the school has the appropriate family information that allows the school to contact the parent(s) or guardian(s) of all students whenever necessary.

*Legal Reference(s):* 16 V.S.A. §§1121 et seq. (Attendance required)  
16 V.S.A. § 1125 (Truant officers)  
VT State Board of Education Manual of Rules & Practices: §2120.8.3.3

**Recommended**

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**STUDENT CONDUCT AND DISCIPLINE**

**POLICY:** C20

**WARNED:** 9/30/20

**ADOPTED:** \_\_\_\_\_

**EFFECTIVE:** \_\_\_\_\_

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The Board of School Directors is committed to fostering healthy, safe spaces for students to learn and grow, cultivate empathy, build a capacity to listen, understand, and effectively communicate. All students have the right to learn in a physically and emotionally safe environment.

Applying restorative approaches (including mindfulness, positive behavior supports (PBIS), responsive classroom, restorative practices, and trauma informed responses) in response to unsafe and/or unhealthy behaviors fosters opportunities for students to take responsibility for their behavior, move forward, and contribute to fostering a culturally appropriate school climate as a citizen of their community.

**Student Conduct:** Students are encouraged to conduct themselves in a manner that is respectful of themselves and others. Students, with the support of parents/guardians, are responsible for attendance, work completion, and cooperation within the school environment. Familiarity with the family (student-parent) handbook and classroom expectations provide opportunities for students to understand the expectations for conduct.

Responses to the unsafe behavior of students is progressive in nature. When unsafe behaviors occur and cannot be effectively addressed in the classroom, they may be asked to report to the designated person or location available in each building (ex. LOFT, Community, learning center, counselor's office, quiet room, principal's office, etc.) Restorative approaches are practiced with support from a guiding adult with whom the child has a relationship, whenever possible.

The principal or their designee shall be responsible for carrying out discipline procedures within the following guidelines.

When suspension or expulsion of students is deemed necessary, due process requirements must be initiated. The term suspension means removal from school activities for a specified amount of time that is non-negotiable. Once the specified time has elapsed, the student is invited to return to normal school activities, unless otherwise determined by the principal in consultation with the student's parent(s) and teacher(s).

**1. Emergency Removal:** A student who poses an ongoing safety risk, or disruption of the educational environment may be immediately removed from the school, or be placed within the school as determined by the principal or their designee in a manner that allows for continued access to academics. The parent or guardian of a student who is asked to leave school is notified by the principal, or their designee. If the parent or guardian cannot be located, the student shall remain at school for the remainder of the school day.

2. **In School or Out of School Suspensions for < Ten Days:** The principal may suspend a student from school for a period of 10 days or less for unsafe behavior that constitutes a policy violation, and/or an illegal action. The student and their parent or guardian must be given notice of the charges, an explanation of the evidence against the student, an opportunity for the student to tell their side of the story, and a decision in writing to the parent or guardian. Prior to any full day suspension, the student and their parent or guardian shall be given an opportunity for an informal hearing with the principal or their designee. The administration shall provide a restorative approach to meeting the needs of the student, provide opportunity for the student to take responsibility for what happened, and ensure supports are in place that help to foster the future success of the student and reduce recidivism. Students assigned a suspension shall be provided access to academic assignments and reasonable accommodations for completion of those assignments. Restorative reentry meetings may be required prior to a student returning to school from an out of school suspension. Students have the opportunity to repair harm caused in the community with the restorative practices model.

3. **Suspensions for > Ten Days:** The principal or their designee may suspend a student for a fixed period of more than 10 days, for continuous unsafe behaviors that harm the welfare of the school or when required by law. Long-term suspension must be preceded by notice and formal due process procedures, including the opportunity for a hearing before the board. The student and their parents must be notified in writing of the date, time, and place of the hearing and given an opportunity to present evidence, cross-examine witnesses, to be represented by counsel, and receive a written decision within 10 days of the hearing. The notice shall also include a statement of the rule infraction(s) alleged, the potential consequences of the hearing, and a summary of the evidence to be introduced at the hearing. The student will be responsible for class assignments during their period of suspension. The school will request a parent conference before reinstating the student to pre-suspension status.

4. **Expulsion:** The superintendent or principal may recommend for expulsion any student whose unsafe behaviors are harmful to the welfare of the school or as required by law. A student may be expelled only after a majority vote of the board supporting the recommendation of the superintendent or principal, preceded by notice and a due process hearing conforming to the requirements set forth in paragraph 4 above.

5. A legal pupil who has a disability or is suspected of having a disability that has yet to be diagnosed is subject to the due process protections outlined in Articles 1 through 13 of **Rule 4313: Discipline Procedures for Students Eligible for Special Education Services** of the Vermont Department of Education Special Education Regulations.

### **Student Bus Conduct:**

Students are encouraged to conduct themselves in a manner that is respectful of themselves and others.

Students are expected to follow the expectations set forth in the family (student-parent) handbook and by the bus driver, which is distributed to all families each year by each school. Students are encouraged to conduct themselves in a manner that is respectful of themselves and others. Unsafe behaviors will be reported to the school principal. Responses to the unsafe behavior of students is progressive in nature. Parents will be notified by the principal or by their designee when consequences are applied.

Riding the bus is a privilege and not a right. Under certain circumstances, that privilege could be taken away. Consequences often involve assigned seating and may require removal from the bus for a period of time.

In the event a student is denied transportation privileges for a period of time, parents will be given notice by letter as well as by direct verbal contact.

The principal or designee, in consultation with the bus company, may remove a student from the bus when that student's behavior represents a serious immediate threat to the health and safety of fellow passengers and/or the driver. The student's health and safety will be taken into consideration in such instances.

Student behavior may be monitored by video cameras and other monitoring procedures at the discretion of the board. Students' rights of access as stated in Federal Law (IDEA 504 and American Disabilities) will be adhered to.

Bus discipline removal procedures will follow state and Federal regulations and due process procedures.

*Legal Reference(s): 16 V.S.A. §1161a, et seq.  
Individuals with Disabilities Act, Section 504 of the Rehabilitation Act of 1973  
Vt. State Board of Education Manual of Rules & Practices §4313*

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**POLICY:** C46

**WARNED:** 9/30/20

**ADOPTED:** \_\_\_\_\_

**EFFECTIVE:** \_\_\_\_\_

**INTERROGATION OR SEARCHES OF  
STUDENTS BY LAW ENFORCEMENT OR OTHER NON-SCHOOL PERSONNEL**

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The purpose of this policy is to establish guidelines pertaining to interrogation of students on school grounds or at school-sponsored activities. Students may not be interrogated by law enforcement or other non-school government officials unless there is a legal basis to do so, including evidence of abuse or neglect or an imminent health or safety threat.

1. A student in school may not be interrogated by any non-school authority without the knowledge of the school principal or their designee, and knowledge and permission of parent or guardian, unless the interview or interrogation is part of a child abuse or neglect investigation conducted by the department of social and rehabilitation services in accordance with Chapter 49 of Title 33 of the Vermont Statutes Annotated.
2. Except as stated in number 1, the district will not make students available to law enforcement for interview, or interrogation, for any legal or any other law enforcement purpose unless written notification has been sent to the student's parent(s) or legal guardian and the parent(s) or legal guardian have provided written permission for law enforcement authorities to interview or interrogate the student. For a student 18 year old or older law enforcement must obtain that student's written permission as well.
3. A student may not be released to the custody of persons other than a parent or legal guardian, unless placed under arrest by legal authority or otherwise taken by legal authority exercised by child protective services.
4. If a student is removed from the school by legal authority, the student's parent(s) or guardian(s) shall be notified of this action by school officials as soon as possible.
5. Questioning by non-school personnel of a student may, however, take place without notification of parents if such questioning is required due to an emergency or urgent potential danger to life, or property, as determined by the Principal or principal designee, and reasonable efforts to notify the student's parents are unsuccessful. Under these circumstances a student may only be questioned in the presence of the Principal or principal designee.

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**KINDERGARTEN ENTRANCE AGE**

**POLICY:** C49

**WARNED:** 9/30/20

**ADOPTED:** \_\_\_\_\_

**EFFECTIVE:** \_\_\_\_\_

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The Washington Central Unified Union School District recognizes that a successful beginning school experience fosters good self –concept and positive attitude toward school. Research has shown that children who are fully five (5) when they enter kindergarten are more likely to be physically, emotionally, socially, and intellectually ready for that school experience. The intent of setting the standard age of admission into the kindergarten program at five years of age on or before September 1 of a given year is to help ensure the success of children through the advantage of maturity.

## Required

WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT

Board of Directors' Policy

RESPONSIBLE COMPUTER,  
INTERNET & NETWORK USE

POLICY: D3

WARNED: 9/30/20

ADOPTED: \_\_\_\_\_

EFFECTIVE: \_\_\_\_\_

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### Purpose

The Washington Central Unified Union School District recognizes that information technology (IT) is integral to learning and educating today's children for success in the global community and fully supports the access of these electronic resources by students and staff. The purpose of this policy is to:

1. Create an environment that fosters the use of information technology in a manner that supports and enriches the curriculum, provides opportunities for collaboration, and enhances staff professional development.
2. Ensure the district takes appropriate measures to maintain the safety of everyone that accesses the district's information technology devices, network and web resources.
3. Comply with the requirements of applicable federal and state laws that regulate the provision of access to the internet and other electronic resources by school districts.

### Policy

It is the policy of the Washington Central Unified Union School District to provide students and staff access to a multitude of information technology (IT) resources including the Internet. These resources provide opportunities to enhance learning and improve communication within our community and with the global community beyond. However, with the privilege of access comes the responsibility of students, teachers, staff and the public to exercise responsible use of these resources. The use by students, staff or others of district IT resources is a privilege, not a right.

The same rules and expectations govern student use of IT resources as apply to other student conduct and communications, including but not limited to the district's harassment and bullying policies.

The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the district's computers or network resources, including personal files and electronic communications.

The superintendent is responsible for establishing procedures governing use of IT resources consistent with the provisions of this policy. These procedures must include:

1. An annual process for educating students about responsible digital citizenship. As defined in this policy, a responsible digital citizen is one who:

**Respects One's Self.** Users will maintain appropriate standards of language and behavior when sharing information and images on social networking

websites and elsewhere online. Users refrain from distributing personally identifiable information about themselves and others.

**Respects Others.** Users refrain from using technologies to bully, tease or harass other people. Users will report incidents of cyber bullying and harassment in accordance with the district's policies on bullying and harassment. Users will also refrain from using another person's system account or password or from presenting themselves as another person.

**Protects One's Self and Others.** Users protect themselves and others by reporting abuse and not forwarding inappropriate materials and communications. They are responsible at all times for the proper use of their account by not sharing their system account password.

**Respects Intellectual Property.** Users suitably cite any and all use of websites, books, media, etc.

**Protects Intellectual Property.** Users request to use the software and media others produce.

4. Provisions necessary to ensure that Internet service providers and other contractors comply with applicable restrictions on the collection and disclosure of student data and any other confidential information stored in district electronic resources.

5. Technology protection measures that provide for the monitoring and filtering of online activities by all users of district IT, including measures that protect against access to content that is obscene, child pornography, or harmful to minors.

6. Methods to address the following:

- Control of access by minors to sites on the Internet that include inappropriate content, such as content that is:
  - Lewd, vulgar, or profane
  - Threatening
  - Harassing or discriminatory
  - Bullying
  - Terroristic
  - Obscene or pornographic
- The safety and security of minors when using electronic mail, social media sites, and other forms of direct electronic communications.
- Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
- Unauthorized disclosure, use, dissemination of personal information regarding minors.
- Restriction of minors' access to materials harmful to them.

7. A process whereby authorized persons may temporarily disable the district's Internet filtering measures during use by an adult to enable access for bona fide research or other lawful purpose.

### **Policy Application**

This policy applies to anyone who accesses the district's network, collaboration and communication tools, and/or student information systems either on-site or via a remote location, and anyone who uses the district's IT devices either on or off-site.



### **Limitation/Disclaimer of Liability**

The District is not liable for unacceptable use or violations of copyright restrictions or other laws, user mistakes or negligence, and costs incurred by users. The District is not responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the District's electronic resources network including the Internet. The District is not responsible for any damage experienced, including, but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of information obtained through or stored on the electronic resources system including the Internet, or for financial obligations arising through their unauthorized use.

### **Enforcement**

The district reserves the right to revoke access privileges and/or administer appropriate disciplinary action for misuse of its IT resources. In the event there is an allegation that a user has violated this policy, the school district will handle the allegation consistent with the student disciplinary policy.

Allegations of staff member violations of this policy will be processed in accord with contractual agreements and legal requirements.

#### *Legal Reference(s):*

17 U.S.C. §§101-120 (*Federal Copyright Act of 1976 as amended*)  
20 U.S.C. § 6777 *et seq.* (*Enhancing Education Through Technology Act*)  
18 U.S.C. §2251 (*Federal Child Pornography Law—Sexual Exploitation and Other Abuse of Children*)  
47 U.S.C. §254 (*Children's Internet Protection Act*)  
47 CFR §54.520 (*CIPA Certifications*)  
13 V.S.A. §§2802 *et seq.* (*Obscenity, minors*)  
13 V.S.A. § 1027 (*Disturbing Peace by Use of...Electronic Means*)  
13 V.S.A. §2605 (*Voyeurism*)

**Required****WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT****Board of Directors' Policy****TITLE I COMPARABILITY****POLICY:** **D4****WARNED:** **9/30/20****ADOPTED:** \_\_\_\_\_**EFFECTIVE:** \_\_\_\_\_

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If a school in the Washington Central Unified Union School District becomes eligible to receive Title I funds, the school district in which the school is located shall provide comparable services, staffing levels, curriculum materials and instructional supplies for Title I eligible and non-Title I eligible schools. The district shall use local and state funds to ensure equivalence among schools in staffing and the provision of curricular materials and instructional supplies. Students in all schools shall be eligible for comparable programs and supplemental supports. The district shall utilize district-wide salary schedules for professional and non-professional staff.

The superintendent or his or her designee shall develop procedures for compliance with this policy and shall maintain records that are updated biennially documenting the district's compliance with this policy.

*Legal Reference:**20 USCA §6321(c).**20 USC 7801(26) (LEA defined)**16 V.S.A. 144*

**Required****WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT****Board of Directors' Policy****ANIMAL DISSECTION****POLICY:** **D5****WARNED:** **9/30/20****ADOPTED:** \_\_\_\_\_**EFFECTIVE:** \_\_\_\_\_

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It is the intent of the Washington Central Unified Union School District to comply with the requirements of Act 154 of 2008 regarding the right of students to be excused from participating in or observing activities involving the dissection or vivisection of animals. Students enrolled in district schools shall have the right to be excused from participating in any lesson, exercise or assessment requiring the student to dissect, vivisection or otherwise harm or destroy an animal or any part of an animal, or to observe any of these activities, as part of a course of instruction.

**Definition**

As used in this policy, the word “animal” means any organism of the kingdom animalia and includes an animal’s cadaver or the severed parts of an animal’s cadaver.

**Alternative Education Method**

A student who is excused under this policy shall be provided with alternative methods through which he or she can learn and be assessed on material required by the course. The alternative methods shall be developed by the teacher of the course, in consultation with the principal if necessary.

**Discrimination**

No student shall be discriminated against based on his or her decision to exercise the right to be excused afforded by this policy.

**Procedures**

The (superintendent/principal) shall develop and implement procedures to ensure compliance with the provisions of Act 154 of 2008. The procedures shall include provisions for the timely notification to each student enrolled in the course and to the student’s parent or guardian of the student’s right to be excused from participating in or observing the lesson and the process by which a student may exercise this right.

**Required****WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT****Board of Directors' Policy****CLASS SIZE****POLICY:** D6**WARNED:** 9/30/20**ADOPTED:** \_\_\_\_\_**EFFECTIVE:** \_\_\_\_\_

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It is the intent of the Washington Central Unified Union School District to comply with Sections 15 and 16 of Act 153 of 2010 requiring superintendents to work with school boards to develop policy guidelines for minimum and optimal average class sizes in regular and technical education classes. Class size guidelines will be used to inform annual decisions related to staffing and program offerings.

**Implementation:**

1. The superintendent or his or her designee shall, in consultation with building principals, develop school district wide class minimum and optimum average class size guidelines that take into account the instructional needs of specific elementary grade intervals and required and elective courses at the secondary level.
2. Class size guidelines in the school district may vary as necessary to reflect differences among school districts due to geography and other factors, such as school size and programmatic needs.
3. The guidelines shall also ensure compliance with state or federal requirements related to matters such as student-teacher ratios, special education, technical education and English Language Learners.
4. The superintendent shall report to the Board at least annually on the implementation of this policy, and shall include in his or her report information related to the use of the guidelines in determining actual class sizes and program offerings in the schools within the school district.

**Board of Directors' Policy**

**POLICY:** E45

**WARNED:** 10.12.20

**ADOPTED:** \_\_\_\_\_

**EFFECTIVE:** \_\_\_\_\_

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**ROLE OF RELIGION IN THE SCHOOLS**

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The primary mission of the public school is education. The proper role of religion in the public school lies in its academic value and not in the appropriation or endorsement of any particular religion or belief system, nor of religion over non-religion. By “academic value” is meant the meaning of religious systems and the role they have played in the development of human history and culture.

This policy reserves the school’s role of deepening understanding of humanity as a whole, while preserving the family’s role of guiding children in a particular belief system if it chooses to do so. This policy also safeguards the function of school as a meeting place for children and families of different backgrounds and beliefs. The application of this policy will enhance our understanding of and respect for differences in religious beliefs and practices, and deepen our understanding of our common humanity. In furtherance of this policy:

1. All engagement with religion, whether in the form of teaching about a religious holiday, the role of religion in history, school programs, or the academic study of religion itself, must be done solely with education and understanding as its goal.
2. Curriculum planning should include the study of religion, where appropriate, as an important part of a complete education, which can enhance student understanding and appreciation of diverse religious beliefs and practices.
3. Our schools will be sensitive, respectful and responsive to the experiences of diverse religious cultures and traditions.
4. Staff will be provided information, guidance and specific advice regarding the implementation of this policy and the current rulings regarding secularism and/or the role of religion in schools.
5. Students intending to miss school for religious holidays shall notify the school of their intention, at least on day in advance of their absence, and the absence shall be considered and excused absence.

**Considerations**

**What not to do**

- Schedule important school events, (i.e. – open house) on significant holidays of community religious groups, (i.e. Yom Kippur, Good Friday).
- Recognize holidays in an overly religious way;
- Celebrate holidays that are purely religious in nature, as opposed to holidays that combine religious and secular traditions;

- Teach religious values in holiday activities;
- Hold holiday activities that rise to the level of religious practice;
- Require students to participate in activities related to a religious holiday;
- Impose rigid attendance policies that have the effect of penalizing students who are absent from school for religious holidays;
- Set up permanent religious displays; or
- Hold a holiday music program that includes only religious music.

### **What schools may do**

- Schedule school breaks to coincide with religious holidays;
- Acknowledge religious holidays, as long as activities emphasize secular instruction about religious traditions; and as long as activities include diverse religious traditions;
- Hold programs that include religious themes, as long as the programs emphasize cultural, rather than spiritual, aspects; and as long as they reflect the diversity of religions and/or traditions;
- Perform religious music as part of a program that includes secular music or music from a variety of religious traditions;
- Set up temporary displays about religious holidays, as long as the displays acknowledge the diversity of traditions and are used to teach about the holidays;
- Hold a performance that features music related to religious holidays, such as Christmas carols and secular seasonal songs, as long as the concert isn't dominated by religious music; and as long as the concert reflects the diversity of the community.
- Hold activities related to religious holidays even if somebody might be offended. As with other curriculum controversies, mere exposure to ideas that may be objectionable to some people does not create a reason for elimination, and schools cannot effectively teach if they are forced to avoid anything controversial.

### **Tips for Planning Activities**

#### **Teachers planning such activities are encouraged to answer the following questions:**

Is this activity designed to, or might it have the effect of, either promoting or inhibiting a particular religion or religion in general?

How does this activity serve the academic goals of the course or the educational mission of the school?

Will any student or parent be made to feel like an outsider, not a full member of the community, by this activity or the way it is being taught or presented?

Do I include activities to teach about diverse religious holidays at various times of the year?

Am I prepared to teach about the religious meaning of this holiday in a way that enriches students' understanding of religion, history or cultures?

When I display student work that contains religious symbols, signs or content, do I include an explanation of how this work connects with current studies? Which Vermont Standard, Vital Result or Learning Opportunity is addressed by this activity?



**Required****WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT****Board of Directors' Policy****TRAVEL REIMBURSEMENT****POLICY:** F1**WARNED:** 9/30/20**ADOPTED:** \_\_\_\_\_**EFFECTIVE:** \_\_\_\_\_**Policy**

It is the policy of the Washington Central Unified Union School District to reimburse the reasonable expenses for travel for school business on a per diem or mileage basis in lieu of actual costs incurred by its employees, school board members and volunteers, to the extent that budgeted funds permit.

Reimbursement will be only for those expenses that are reasonable and necessary for the activities of the Washington Central Unified Union School District. The method of reimbursement will be consistent whether expenses are incurred in furtherance of federally funded or non-federally funded activities. Prior approval from the superintendent or his or her designee will be required.

Mileage reimbursement does not apply to an employee's normal commute to and from work

**Implementation:**

Pursuant to this policy and consistent with relevant collective bargaining agreements, the superintendent or his or her designee will establish written procedures to govern the reimbursement and method of prior approval for the following: air/rail travel, meals, lodging, and mileage.

Legal Reference(s): 2 CFR 200.474



## **WCSU Supervisory Union Board Meeting Norms**

**Re-Adopted 3.27.19**

- **Communicate to the public about public comments**
- **Community involvement during meeting** – 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.
- **Stay on time** – Start and end on time. A time keeper will be named for each meeting to keep to agendas.
- **All voices will be heard** – Every person gets a chance to speak. Some topics warrant having each board member speak in turn to ensure full representation.
- **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 stayed at a high level throughout the meeting to ensure alignment with the goal of not spending time in the “weeds.”
- **Respect each other** - celebrate successes, “3 before me”, allow for think time, share concerns, assume positive intentions, no judgments, be present (physically and cognitively), include everyone, hold each other accountable

## **School District Board Purposes, Precepts, and Prohibitions**

### **Purposes**

Educational excellence for our children.

Best achievable return on investment for our taxpayers.

### **Precepts**

Show up.

Let the people we hire do their jobs without interference.

Keep a close eye on how well they do their jobs.

Let them know how we see their work -- in a way that allows them to do it better.

Pay close attention to finances; make sure internal controls are watertight.

Exercise our lawful authority only as a board in formal session.

Debate as equal partners; act as one body.

Share pertinent information among all board members.

Allow sufficient time to deliberate and make considered decisions.

Help each other do the best job we can as a board.

Represent all townspeople.

Welcome public monitoring of our work.

Maintain a critical eye on ourselves.

Review our work at regular intervals.

### **Prohibitions**

No gifts or favors from anyone working in the school or doing business with it.

No conflicts of interest, nor even the appearance thereof.

No poaching talent from other districts.

What happens in executive session stays in executive session.

### **Be with, Lean into, and Learn from the Discomfort**

*Conversations that lead to discomfort can be opportunities for growth and learning. Practice grounding techniques, take pauses, and reflect on discomfort. Discomfort is different from harm.*

### **Be Present as Fully as Possible**

*Be here with your doubts, fears and failings as well as your joys and successes, your listening as well as your speaking.*

### **Practice Self-Focus**

*Speak to your experiences using “I”. Do not speak for a whole group or express assumptions about the experience of others. (e.g. “I don’t like to use negative self-talk.” vs. “You don’t need to use negative self-talk.” and “I feel overwhelmed.” vs. “I am overwhelmed.”)*

### **Practice “Both/And”**

*When speaking, practice “and” for “but”. This practice acknowledges and honors multiple realities.*

*Our view of reality may differ; speaking to one’s experiences **does not** mean interpreting, debating,*

### **Get Curious**

*Be willing to stay open to and curious about new ideas, or ways of doing things that you are not used to. Be willing to be surprised.*

### **Understand the Difference Between Intent & Impact**

*Try to understand and acknowledge impact. Denying the impact of something said or done and focusing on intent is often more destructive than the initial interaction.*

### **Practice Mindful Listening**

*Try to avoid planning what you’ll say as you listen to others. Notice if you are listening to analyze or if you are listening to understand. Practice listening with your whole self.*

### **Practice Confidentiality & Respect Each Person’s Contributions**

*After the meeting, share the learnings not the stories. Ask permission before sharing someone else’s words & be okay with “no”. When sharing ideas, cite your sources.*

### **Take Space | Make Space | Hold Space**

*Make space for everyone, including yourself, to share their stories and experiences and to ask questions. Hold space to bring deeper levels of conversation and to create a space of trust.*

# Washington Central Unified Union School District

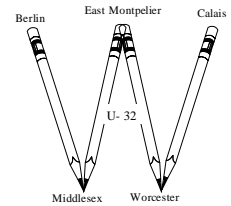
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*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

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Bryan Olkowski  
Superintendent



## Washington Central Unified Union School District Board Meeting Minute Unapproved

**10.21.20 6:00 PM – 9:30 PM**

### Present by Teleconference\*:

**Board Members:** Flor Diaz Smith, Lindy Johnson, Scott Thompson, Diane Nichols-Fleming, Dorothy Naylor (by phone), Chris McVeigh, Kari Bradley, Jonas Eno-Van Fleet, Jaiel Pulskamp, Jonathan Goddard, Karoline May, Jill Olson, Stephen Looke, Townes DeGroot, Anna Farber

**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

**Others/Public:** Ayla Carey, Claire Gallagher, David Delcore, Ellen Dorsey, Jes Wills, David Lawrence, ORCA Media, Rubin Bennett, Carla Messier, Daniel Diddlemeyer, Dhann, Kelly MacMartin, Lisa Hanna, Lisa Wilson, Michael Sherwin, Sonya Rhodes, Elizabeth Wirth, Ted

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

### 2. Welcome

**2.1. Reception of Guests:** Scott Thompson welcomed the guests.

**2.2. Agenda Revisions:** Superintendent Olkowski would like to add 3.7: *School Year Calendar Change Request*. Board members agreed to add this to the agenda.

### 2.3. Public Comments:

Rubin Bennett shared that he has been approached by some community members expressing concern around how an interim replacement for Keith MacMartin was selected. He asked the board whether board members would like his input around what he knows of this. He shared that he had spoken with Superintendent Olkowski about what WCUUSD is looking for in a replacement. He realized that his company did not have the staff to provide what he was looking for. He shared that finding local IT experts is not an easy task. He indicated that when the search is underway for a permanent position, he would be happy to serve on the search committee. He also shared his appreciation for what WCUUSD has done in response to the COVID19 pandemic.

Daniel Diddlemeyer thanked the board for the time and effort that has been put into responding to the COVID19 pandemic. He also thanked Superintendent Olkowski for his willingness to listen to staff. He shared that the staff had been provided information today at a staff meeting, and that he feels that it was well-received; staff members feel “heard.” He stated that while he appreciates the efforts of WCUUSD leadership during the pandemic, the staff is feeling that what is being asked is unsustainable. He asked whether there is a threshold as to COVID19 cases and when schools might opt to go to remote learning. The board will discuss this topic later during the Superintendent’s report.

### 3. Reports

**3.1. Student Reports:** Townes DeGroot shared some of the happenings for students at U32. He indicated that he is hearing more nervousness from staff and students alike due to the spike in COVID19 cases in the area. It is having an impact on the overall culture at school. He shared that the Chronicle is underway and that some new staff profiles will be featured. Flor Diaz Smith asked Townes if he has any feedback about the breakfast and lunch program at U32. He stated that he has been impressed with what is being offered.

### 3.2. Superintendent:

Superintendent Olkowski shared that, regarding the question about threshold, the Agency of Education and Department of Health have not yet set a threshold. He will be meeting tomorrow with the AOE; he indicated that one of the topics will likely be around travel, especially over holidays. He noted that he has seen more expressions of nervousness and anxiousness, regarding an increase in cases in the area. He shared that he has been speaking with administration about ways to support staff through this time.

He shared some data around remote learning: from 84 students to 76. He stated that families are returning to live, in-person instruction; he anticipates this to continue. He asked Jen Miller Arsenault to provide some follow up around the VTVLC learning and transition.

Ms. Miller Arsenault shared that she has reached out to parents and has been meeting with teaching staff and has attended a remote learning session; she continues to stay invested and involved in helping to make the online learning experiences as positive as possible under these circumstances. Superintendent Olkowski thanked her for the work that she has put into this.

Chris McVeigh asked for some follow up around establishing a threshold. He asked whether WCUUSD should create its own criteria for a threshold, in spite of what the AOE is providing. Superintendent Olkowski shared that the AOE and Department of Health uses a combination of metrics to determine on a case by case rather than a hard number. He stated that he will raise the question tomorrow of establishing a local threshold.

Chris McVeigh asked, do we currently have the capacity, if needed, to shift to completely remote learning? Superintendent Olkowski stated that he would like to discuss this further during the discussion at 3.7; he believes that we have the physical capacity but that teachers may need some time to grow their teaching capacity.

Chris McVeigh asked whether there is a communication plan in place. Superintendent Olkowski stated that there is a protocol in place, a COVID19 Action Guide, which includes a communication guide, which has been shared with families by mail but will also be shared on the website.

Jill Olsen stated that we should continue to consider the difference between a cluster of cases versus community spread (where it is unclear where the cases come from). Superintendent Olkowski will bring up this topic at the meeting tomorrow.

Jonas Eno-Van Fleet spoke about contact tracing and who is considered “close contacts.” He asked what is the thinking of Elizabeth Wirth about what is considered “close contacts” and whether any thought has been given to expanding our definition of what is a “close contact.” Superintendent Olkowski stated that a teacher had reached out to Elizabeth Wirth about this same question today. He shared her response which takes into account many factors such as times spent in the classroom unmasked (e.g. when eating). Jonas Eno-Van Fleet asked whether WCUUSD will consider defining close contacts for contact tracing, with a finer point than the Department of Health’s guidance.

Lindy Johnson shared her experience at her workplace; she stated that she believes that schools have a right to decide what to do on their own regarding determining close contacts and responses to a positive COVID19 case. She believes that being transparent with information to the public is very important.

Chris McVeigh stated that he believes the AOE can establish a minimum regarding the concept of “threshold” but that we can redefine a more stringent threshold. Flor Diaz Smith asked, for the COVID19 Action Plan that is shared, could the document include pictures of local students? She had reviewed the document and the photos did not appear to be local students.

Elizabeth Wirth shared that because each school is different, she believes creating a hard

and fast threshold is not appropriate. She thinks it should be an individual decision, depending on many different factors. She stated that when a case is positive at a school, we would absolutely let people know; we would not identify whether it is a student or a staff member. She indicated that there is a lot of local talk amongst people; she stated that she has heard rumor that there has been a positive case in U32 but she has absolutely no knowledge of it.

Jonas Eno-Van Fleet asked, in the cases where schools have decided on closures, have they followed the Department of Health's guidance or have they created their own threshold. Ms. Wirth indicated that each case is individual and that she believes the districts have made decisions on their own to do more than the Department of Health indicates in many cases.

**3.2.1. Central Office Job Descriptions:** Superintendent Olkowski had shared two job descriptions: Clerk of the Works and Director of Facilities. At this time there is not a staff member in the position of Director of Facilities; he is not advocating for hiring this position at this time, but to approve a job description to have on file. Superintendent Olkowski explained that these descriptions should include "other duties as assigned by the superintendent."

**Flor Diaz Smith moved to approve both job descriptions: Clerk of the Works and Director of Facilities as provided, with added verbiage the superintendent had provided. Seconded by Diane Nichols Fleming.**

**Discussion:** Diane Nichols Fleming asked if there is a reason the job description is so lengthy. Chris McVeigh asked whether evaluation procedures should be included in the job description. Superintendent Olkowski explained that it has never been the case, to include that in the job description. Superintendent Olkowski explained that the superintendent takes action to recommend hiring of these positions to the board.

Flor Diaz Smith noted that the Finance Committee has been discussing hiring this position in the future. **This motion carried unanimously, with noted addition of "other duties as assigned by the superintendent."**

**3.3. Leadership Team Report:** Lindy Johnson stated that she appreciates the positivity in these reports and that she can feel the commitment of the leadership team in the writing. Administrators shared briefly from each school. Aaron Boynton shared that, in addition to his report, the kitchen at Berlin had received a 100 on its recent Health Department inspection. Principals reviewed highlights from the written report. Principal Dellinger Pate shared that the adrenaline from the beginning of the year is beginning to wear off and everyone is exhausted. He hopes to address this at 3.7 on tonight's agenda.

Jonas Eno-Van Fleet asked for follow up from Gillian Fuqua about the Remote Academy. She shared that the beginning of the year has been a challenging new endeavor; she noted that the team of teachers are great and that they are currently working on assessments and MTSS for remote students. She stated that things are going well in spite of the unprecedented circumstances.

Lindy Johnson asked whether chat could be enabled in a limited way during these online meetings, for example, to the host so that board members or administrators can communicate with the host when random things come up.

**3.4. Policy Committee:** Chris McVeigh invited board input, comments or questions about the following policies:

**3.4.1. First Reading for policies to be adopted on 11/4/20: 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:** Some discussion followed about the Class Size policy. This policy draft does not list statutes for reference. Chris McVeigh will follow up. Superintendent Olkowski stated that regarding this policy, the superintendent has never in fact developed school district wide class size minimum or maximum so this is a new step in implementation to be spelled out in policy.

Regarding F1: Travel Reimbursement, a suggestion was made to add a clause indicating that this does not refer to commuting to and from work.

These policies will be moved to second readings.

**3.5. Education Quality**

**3.5.1. Local Annual Performance Report – WCUUSD:** Kelly Bushey reviewed the

AOE's Local Annual Performance Report, School Year 2018-19. She shared her action steps that result from this report, which include training and participation in the continuous improvement conversation, from the lens of special education.

Stephen Looke stated that he believes we need to continue to work on communicating to the entire district that the performance of all students belongs to the entire district.

- 3.6. Finance Committee:** Flor Diaz Smith stated that the Finance Committee had met before this meeting. Lori Bibeau had shared a memo sharing staffing projections. She noted that these projections will be factored into the first draft of the budget. She reviewed the Fund Balance Summary report. She reminded the board that a first draft of the budget will be provided at the next board meeting, to begin the budget development discussions.

**3.6.1. Financial Report**

- 3.6.2. Curriculum Review Bid:** Flor Diaz Smith stated that the Finance Committee had reviewed the bid process and recommends moving forward. **Jonas Eno-Van Fleet moved to move forward with the bid process for the curriculum review. Seconded by Flor Diaz Smith.** Discussion: Superintendent Olkowski reviewed the memo that had been drafted for the board's consideration. Brief discussion followed. **This motion carried unanimously.**

- 3.7. School Year Calendar Change Request:** Superintendent Olkowski shared that he had met with the Leadership Team earlier today. He asked for early release days for pre-K through middle school on November 4th and November 18th, to provide time for planning, in the event that we are forced to teach remotely. He reminded the board that these early release dates may be necessary further along into the school year as well, depending on the status of the pandemic.

**Diane Nichols-Fleming moved to change the 2020-21 school year calendar to add early release days to elementary and middle schools on November 4th and November 18th. Seconded by Flor Diaz Smith.** Discussion: Diane Nichols-Fleming asked what the early dismissal time would be. Alicia Lyford explained, at U32 11:30, at the elementary schools 12:30. Lindy Johnson asked about the weekly Wednesday early dismissal; Alicia Lyford clarified. Superintendent Olkowski explained that he is expecting to hear from the AOE about some guidance around holiday travel/holiday calendar guidance. **This motion carried unanimously.** Superintendent Olkowski thanked his leadership team for their advocacy, and, the hour being 8:30, he invited them to check out of the meeting.

**4. Board Operations**

**4.1. Board Goals**

- 4.1.1. Board Governance Goal:** Flor Diaz Smith stated that the committee is working on a board manual which will be a collaborative document which includes, for example, board norms. The topic of Executive Session is the first piece of the board manual that she would like to address.

- 4.1.2. Student Achievement Goal:** Kari Bradley shared two goals regarding student achievement. (1) Establish a board process for review and analysis of student achievement of our Student Learning Outcomes, and (2) Develop a district-wide strategic plan incorporating input to improve learning for all students that reflects the values of our community.

**Kari Bradley moved to approve the two goals as presented in writing (with more detail) in a memo, dated October 2020, from the Education Quality Committee to the School Board. Seconded by Dorothy Naylor. This motion carried unanimously.**

- 4.2. Review Proposed VSBA Resolutions:** Dorothy Naylor had prepared a resolution statement. **Dorothy Naylor moved to approve the resolution:**

**"Whereas:**

*The Vermont School Board Association provides advice to School Boards regarding labor and professional contracts, staffing levels, working conditions and legislative actions.*

*Therefore be it resolved:*

*The VSBA shall maintain complete independence from professional associations and labor organizations including but not limited to the Vermont Superintendents Association, the Vermont Principals Association, the NEA and any other labor or professional organizations representing administrators or workers in our schools. "Complete independence" shall mean the organizations shall not share office space, legal counsel, mailings, staff or officials in any capacity,"*

*for consideration at its annual meeting. Seconded by Chris McVeigh.* Discussion: Dorothy Naylor explained that her understanding is that the committee at the annual meeting will determine whether to consider each resolution. She sees it as sending a message to the VSBA. Flor Diaz Smith explained the process. Nine resolutions have already been vetted by the VSBA; if this were to be considered it would need to be brought up on the floor at the meeting. Lindy Johnson shared her concern in the language in the resolution that dictates where their office space should be located. **This motion failed with six in favor; seven opposed.**

**5. Consent Agenda**

**5.1. Approve Minutes of 10.7.20: Chris McVeigh moved to approve the minutes of October 7, 2020. Seconded by Flor Diaz Smith, this motion carried unanimously.**

**5.2. Approve Board Orders: Chris McVeigh moved to approve board orders in the following amounts: \$308,746.59, \$18,525.00. Seconded by Kari Bradley, this motion carried unanimously.**

**6. Personnel**

**6.1. Approve New Teachers, Resignations, Retirements, Leave of Absence and Changes in FTE:**  
no action tonight

**7. Public Comments:**

Ellen Dorsey thanked the board for agreeing for the two half days; she noted that teachers have been working really hard on Canvas and they are much appreciative of this added time for professional development.

**8. Executive Session for Negotiations and Superintendent Evaluation: At 9:00 Jonas Eno-Van Fleet moved to go into Executive Session for the purpose of Negotiations and Superintendent Evaluation, and to invite Lori Bibeau and Carla Messier. Seconded by Lindy Johnson, this motion carried unanimously.**

**At 10:10 Lindy Johnson moved to leave Executive Session. Seconded by Chris McVeigh, this motion carried unanimously.**

During Executive Session, the Board discussed negotiations. The Board also decided to create a working group to craft a Superintendent job description, and a process for Superintendent evaluation, to bring back to the Board for approval. The members of that group will be Scott Thompson and Chris McVeigh.

**9. Future Agenda Items**

**9.1. Energy Project Consultant**

**9.2. Business Administrator**

Kari Bradley proposed a future agenda item to revisit the Articles of Agreement, particularly the size of the board.

**10. Adjourn: The meeting was adjourned by consensus at 10:13 pm.**

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



**WCCUSD School Board**  
**Superintendent Personnel Summary and Recommendations**

**November 4, 2020**  
(as of 10/29/2020)

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

Casey LeClerc, U-32 School Nurse - FTE 1.0

Recommend Approval

2. **Retirement** (effective June 30, 2021)

Recommend Approval

3. **Resignations** (effective August 19, 2020)

Recommend Approval

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

Recommend Approval

5. **Change in FTE**

Recommend Approval

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

60875

Name: Casey LeClerc

School: U-32 Employer: WCUUSD

Position: School Nurse

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

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

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

[If leave of absence or resignation, name of terminated employee: Mary Lynn Crosson, RN

**Educational Preparation:**

College/Technical	Degree/Certificate	Date Attained
<u>Norwich University, Northfield VT</u>	<u>B.S. Nursing</u>	<u>May 2017</u>
<u>University of Vermont, Burlington VT</u>	<u>Coursework-Biology</u>	<u>2010-2012</u>

Experience: Aug 2019-present - Registered Nurse Case Manager, Central Vermont Home Health & Hospice, Berlin VT; Jul 2017-Aug 2019 - Registered Nurse, Collaborative Solutions Corporation-Second Spring, Williamstown VT; Jul-Nov 2017 - Registered Nurse, Central Vermont Medical Center, Berlin VT.

Years of Related Experience: 3 Years

Salary Schedule Placement: B00-B14 Step D Start Date: November 9, 2020

Salary or Wage Rate: \$48,781.00 ( prorated to \$34,916.93 ) Date of Board Appointment: November 4, 2020

FTE: 1.0 Days / Year: 136/190 Hours / Day: n/a

Contract Comments: HR to apply for Provisional License, and issue Associate School Nurse contract pending Level I School Nurse license.

Interviewed by: Steven Dellinger-Pate, Lisa LaPlante, Jennifer Britel, RN, Elizabeth Wirth, RN, Nathan Lovitz, Alden Fitz

This candidate is recommended for employment by: Bryan Olkowski

Cc (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☒ UNION ☒ BUILDING PRINCIPAL