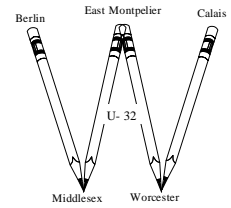


Washington Central Unified Union School District

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

10.7.20 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 30 minutes
 - 2.1. Reception of Guests
 - 2.2. Public Comments
 - 2.3. Agenda Revisions
 - 2.4. Accept U-32 recommendation for Student Representative – pg. 3
 - 2.5. Student Reports
3. Board Operations (Discussion/Action) 60 minutes
 - 3.1. Board Goals
 - 3.1.1. Board Governance Goal – pg. 4
 - 3.1.2. Student Achievement Goal
4. Reports (Discussion/Action) 60 minutes
 - 4.1. Superintendent
 - 4.1.1. Remote Learning Update – pg. 5
 - 4.1.2. Director of Technology Search Update – pg. 6
 - 4.1.3. Personnel Updates
 - 4.1.4. Central Office Job Descriptions
 - 4.1.5. Legislative Update
 - 4.1.6. Calais Elementary Ventilation – pg. 13
 - 4.2. Policy Committee (Discussion)
 - 4.2.1. First Reading for policies to be adopted on 10/21/20: 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, F1 Travel Reimbursement – pg. 15

- 5. Consent Agenda (Action) 10 minutes
 - 5.1. Approve Minutes from 9.12.20 and 9.16.20 – pg. 34
 - 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. 45
- 7. Public Comments 20 minutes
- 8. Future Agenda Items
- 9. Adjourn



A Middle and High School Learning Community

Memorandum

To: Brian Olkowski, WCUUSD Superintendent
Scott Thompson, WCUUSD Board Chair

From: Steven Dellinger-Pate, Principal *SD*

Date: September 30, 2020

Re: ***Student Representative to the WCUUSD School Board***

U-32 is recommending Anna Farber to be appointed to the board as a student representative to serve two years. U-32 solicited applicants for the position from our Junior class and two candidates applied and were interviewed. Anna came through as our top candidate and we believe that she will be a great representative for the students of WCUUSD.

Anna has participated in hiring committees, in-service planning, and unified bowling while also volunteering at the Montpelier Food Pantry and working at Positive Pie. She is an attentive and empathetic student who really wants to see all our schools be successful. During her interview, what stood out was her desire to create better systems of communication with elementary students so their voices could be heard. Anna is a strong student with a deep commitment to equality and advocacy. In her letter of interest in the position, she stated her desire to "be involved in the decisions because they impact...our learning and time spent in school." She will be a great addition to the board.

Thank you.

cc: M. Ksepka

Board Governance Goals - Draft

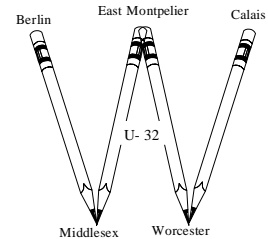
1. The school board will develop a superintendent job description by _____ and complete the superintendent evaluation by _____.
2. The school board will formalize board roles and operations by completing the following:
 - Create a board norms document by _____ (would include hot buttons)
 - Create a board roles description by _____
 - Have board members complete board training (would include communication with teachers and community members).
3. The school board will conduct a needs assessment to evaluate district's progress toward focusing on learning as a unified district.

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Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
DATE: September 30, 2020
RE: Remote Class Size Update

On September 17, 2020, the Vermont Virtual Learning Cooperative and the Washington Central Unified Union School District continued discussions on how to create a mutually beneficial arrangement for our students. Consequently, the following was agreed upon:

- 1) A U-32 Math teacher will teach Math through the Vermont Virtual Learning Collaborative.
- 2) In exchange, the Vermont Virtual Learning Collaborative will offer remote learning opportunities to seven students in our Remote Learning School in grade 3 and eight students in grade 5.

This arrangement will allow the two largest class sizes to decrease to be more similar to in-person class sizes throughout the district. As a result, the grade 5/6 configuration will decrease from 22 students to 14 students. The grade 3/4 configuration will decrease from 27 students to 20 students. The class sizes are now within an acceptable range.

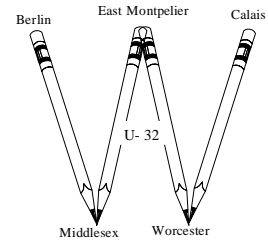
The remote class sizes will continue to be monitored throughout the school year. The current solution is cost neutral to our district's budget. The Remote School Principal has communicated this change to both staff and families.

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Bryan Olkowski
Superintendent

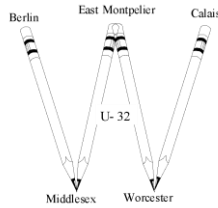


MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
DATE: September 30, 2020
RE: Technology Director Search Update

As you are aware, Keith MacMartin has resigned from his position effective October 2, 2020. The vacancy created during this time period leaves an important void in our district especially during the Covid-19 pandemic and the district's efforts to offer remote learning to students. Since this vacancy appeared, the district has done the following:

1. Posted the position in SchoolSpring, local newspapers, Ed Week/Top School Jobs (<https://www.topschooljobs.org/>), and the Vermont School IT Listserve.
2. Updated the Job Description, which is attached for your approval. Upon your approval, we will update this posting as appropriate.
3. Hired a technology consulting firm to oversee and manage our day to day technology operations while we actively seek a full-time replacement.



Washington Central Unified Union School District

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Job Description

JOB TITLE:	Director of Technology
FLSA STATUS:	Exempt
CONTRACT TYPE:	Non Bargaining Admin
WAGE SCALE:	Per Negotiated Agreement
UPDATED:	9/24/2020

POSITION OBJECTIVES:

To direct, maintain, and enhance a technology infrastructure that includes educational technology integration, network administration, and data management consistent with recommended best practices in order to provide a secure, responsive, and evolving technological foundation for 1) continuously improving student learning and academic achievement through the utilization of contemporary technological tools; 2) maximizing systems effectiveness and efficiency; and 3) overseeing and coordinating educational technology initiatives that enhance both teaching and learning.

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

- Direct the planning and implementation of both systems and educational uses of technology at the union, district and building levels.
- Manage the programming functions for systems support, including systems design and implementation, testing and modifying, and documenting flow charts and operational procedures.
- Assist and provide leadership to educational technology integration representatives in setting and implementing goals related to the use of technology for instruction.
- Collaborate with the WCUUSD Administrative Team members in establishing and meeting action steps in technology for continuous improvement
- Serve as an active member on the WCUUSD Technology Committee.
- Establish priorities for the development and support of all technology functions.
- Supervise the selection, purchase, maintenance, and upkeep of hardware, software and support materials needed for both the educational and systems functions of technology.
- Develop and manage the technology budget for the WCUUSD and all of its members.
- Train, supervise, and evaluate all analysts, programmers, network administrators, and Educational Technology Integration Specialists assigned to the department.
- Manage and oversee the day-to-day activities and record keeping of the Technology Department.

- Report to local policy groups and school boards on appropriate activities that have taken place and the progress achieved in meeting union and district goals.
- Maintain contact with state and local organizations that support the use of technology for both the educational and systems functions of schools and districts.
- Act as a lead technology resource and advisor both for the supervisory union and its support functions.
- Maintain a communications network with appropriate people in the union and districts (participate in each building's technology committee as well as district committee).
- Provide in-service training to both professional and support staff members within the district by either conducting the training or coordinating the training to be done by others.
- Assist all staff in running technology programs that meet the needs of their job.
- Provide recommendations for the acquisition and distribution of technology-related coursework.
- Keep a district inventory of all equipment and supplies related to technology
- Attend appropriate regional and national workshops and conferences.
- Review national literature relating to both administrative and instructional technology and disseminate this information to others.
- Work cooperatively with central office administration, principals and directors in preparing a program evaluation as directed.
- Make recommendations to the Superintendent (or designee) concerning the employment, discipline, and termination of departmental employees.

SUPERVISION RECEIVED:

Reports to, receives direction from and evaluated by the Superintendent or the Superintendent's designee.

SUPERVISORY RESPONSIBILITIES:

Manage, supervise, assign/direct and/or oversee the work of technology department staff (including Network Administrators, and IT technicians); Interview and hire staff; coordinate the training of new employees; oversee, plan and issue daily work assignments; monitor work in progress and check completed work; handle employee complaints, grievances and performance issues with input from the Director of Personnel, Policy and Legal Issues; evaluate job performance with the support/input of other WCUUSD Administrators and Network Administrators.

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.** Bachelor's Degree or higher in computer science or a related field plus 5 years of educational experience, and 5 years of networking experience in a multi operating system environment, or a combination of education and experience from which comparable knowledge and skills are acquired. Minimum of 5 years' supervisory experience.
- **Certifications and Licenses.** Valid Vermont driver's license required. Holds or is eligible to hold a valid Vermont Professional Educator's License with a Supervisors endorsement and Educational Technologist endorsement preferred.
- **Language Skills.** Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors.

- **Mathematical/Reasoning Skills.** Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, and area. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to apply concepts of basic algebra.
- **Computer Skills and Experience.** In-depth knowledge and skills related to information and educational technology, systems design, and programming. In-depth knowledge of both the administrative and instructional uses of information and educational technology in the school environment. Knowledge and experience with web design.
- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.
- **Additional Competencies.** The individual in this position must possess the following:
 - **Dependability** – being reliable, punctual, responsible and fulfilling obligations.
 - **Self-Control** – maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
 - **Stress Tolerance** – accepting criticism and dealing calmly and effectively with high stress situations.
 - **Cooperation** – being pleasant with others on the job and displaying a good-natured, cooperative attitude.
 - **Concern for Others** – being sensitive to others’ needs and feelings and being understanding and helpful on the job.
 - **Attention to Detail** – being careful about detail and thorough in completing work tasks.
 - **Integrity** – being honest and ethical.
 - **Adaptability/Flexibility** – being open to change (positive or negative) and to considerable variety in the workplace.
 - **Independence** – guiding oneself with little or no supervision, and depending on oneself to get things done.
 - **Social Orientation** – preferring to work with others rather than alone, and being personally connected with others on the job.

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

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

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

HEARING	F		X	
TALKING	F		X	
DEXTERITY (hands/fingers)	F		X	
USE OF COMPUTERS AND EQUIPMENT	C		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.	S			X
CARRYING				
up to 10 lbs.	F		X	
10-25 lbs.	F		X	
25-50 lbs.	O			X
50-100 lbs.	O			X
100+ lbs.	O			X
BENDING/STOOPING	F		X	
PUSHING/PULLING	F		X	
TWISTING	F			X
CLIMBING	O			X
BALANCING	F			X
CROUCHING	F		X	
KNEELING	F		X	
CRAWLING	F		X	
REACHING (i.e., overhead)	F		X	
HANDLING	F		X	
DRIVING	O		X	
REPETITIVE MOVEMENTS (hands, feet)	F		X	
MANAGING STRESS	C		X	
RESOLVING CONFLICTS	F		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)	C
EXPOSURE (extreme heat – non-weather, flames)	S
EXPOSURE (extreme cold – non-weather)	S
EXPOSURE (fumes, odors)	S
EXPOSURE (viruses, infectious diseases)	S
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	S
EXPOSURE (chemicals, hazardous materials)	S

UNEVEN TERRAIN	S
OUTDOOR WEATHER CONDITIONS	S
VIBRATION/NOISE	F
HEIGHTS	O

Definitions - Physical Demands

Sitting: remaining in a seated position

Standing: remaining on one's feet in an upright position at a workstation 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 hand

Approved by:	
Date approved:	
Reviewed:	
Updated:	

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

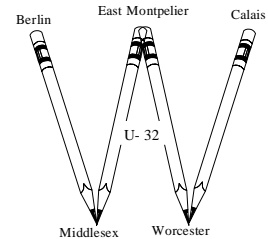
This job description in no way states or implies that these are the only duties to be performed by an employee occupying this position. Employees may be required to perform other related duties as assigned, to ensure workload coverage. Employees are required to follow any other job-related instructions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

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Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
DATE: September 30, 2020
RE: Calais Air Ventilation Project

The plan to modernize and upgrade the Calais Elementary School ventilation system is well underway. Our lead contractor with Black River Design has worked with our district to develop a timeline to complete the work before the end of the year. The entire cost of this project is expected to be funded through Efficiency Vermont, which requires the project be completed no later than December 20, 2020. In order to complete this project on time to qualify for reimbursement through Efficiency Vermont, our contractors have already ordered the necessary equipment for the project. Here is the tentative schedule for the Calais Air Ventilation Project:

- 1) September 2020 - Order equipment for the December installation.
- 2) October 2020 – Coordinate with contractors and complete design work.
- 3) October 2020 – Order materials and components
- 4) November 2020 – Begin onsite construction
- 5) December 2020 – Begin and complete installation upon arrival of equipment.

Due to the nature of this project, I anticipate that Calais Elementary School will need to go fully remote at some point in December 2020. Consequently, Principal Cat Fair has begun notifying her school community of this possibility. Additionally, between now and the anticipated construction in December to complete the ventilation upgrade, Calais Elementary is doing the following to ensure the safety and improved air quality during this period:

- 1) Windows will be kept open (as much as possible) to further bring in outdoor air into the building.
- 2) Air purifiers have been placed into several classrooms.
- 3) Outdoor learning spaces will be utilized as much as possible.
- 4) Classroom routines have been adjusted to set classroom norms and agreements for both inside and outside the school building.
- 5) Indoor Air Quality Monitors have been ordered through Efficiency Vermont and will arrive shortly to help school administration be able to immediately identify any problems that need to be addressed.

<u>Preliminary tentative Calais ventilation schedule</u>	<u>Start</u>	<u>Finish</u>	
1 Order equipment - currently 12/8 ship date	15-Sep		
2 Coordination with contractors	24-Sep	23-Oct	
3 Design work	28-Sep	23-Oct	
4 Ordering of materials/components	5-Oct	31-Oct	
5 On-site construction	1-Nov	20-Dec	Contractors will need access to attic/mezzanine through building (lobby, corridor, and/or gym)
6 Equipment arrival		11-Dec	
7 Equipment installation/switchover	12-Dec	20-Dec	Suggest no students in building through end of winter break

Will be doing the following to expedite the schedule

- contacting equipment vendor to (attempt to) get earlier shipping date
- customizing design schedule to allow earlier ordering/start on critical components
- encouraging/weekend construction to meet 12/20 deadline
- beginning coordination with preferred vendors immediately to streamline construction phasing/sequencing

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

STUDENT CONDUCT AND DISCIPLINE

POLICY: C20

WARNED: 9/30/20

ADOPTED: _____

EFFECTIVE: _____

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**

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: _____

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: _____

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:** _____

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:** _____

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:** _____

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.

Required**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****TITLE I PARENTAL INVOLVEMENT
COMPACTS****POLICY:** E1**WARNED:** 9/30/20**ADOPTED:** _____**EFFECTIVE:** _____

The Washington Central Unified Union School District¹ maintains programs, activities, and procedures for the involvement of parents of students receiving services, or enrolled in programs, under Title I Part A of Elementary and Secondary Education Act. These programs, activities and procedures are described in school district and school level compacts.²

Definition:

Parent: Includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).³

School District Parental Involvement Compact.⁴

The superintendent or his or her designee shall develop an LEA-Level Parental Involvement Compact according to Title I, Part A requirements. The LEA Compact shall include: (1) the school district's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions required by law. The superintendent or designee shall ensure that the Compact is distributed to parents of students receiving services, or enrolled in programs, under Title I Part A.

School Level Parental Involvement Compact.⁵

Each building principal or his or her designee shall develop a School-Level Parental Involvement Compact in accord with Title I, Part A requirements. The School Level Parental Involvement

¹ 16 V.S.A. §144b(c) makes school districts LEAs for purposes of complying with the sections of federal law that apply to this policy.

² See footnotes 4 and 5 below for an explanation of the use of the term "compact" in this model policy.

³ Source: 20 USC §7801(31). ESEA definition of "parent."

⁴ See, 20 USC §6318(a)(2) requiring each LEA receiving Title I Part A funds to "develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy." This requirement is accomplished in this model policy by requiring the superintendent or his or her designee to develop an LEA compact in accord with Title I policy requirements. A compact, as such, is not required of LEA's under Title I, although a compact is required of title I schools. The use of a compact by LEAs is suggested here in order to minimize the extent to which procedures must be made part of board policies. A sample LEA Parental Involvement Compact is provided in Appendix A attached to this model policy.

⁵ See, 20 USC §6318(b) requiring each school served under Title I, Part A to "develop jointly with, and distribute to, parents of participating children a written parent involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f)." In addition, Section 6318(d) requires Title I schools to develop, "as a component of the school-level policy," a school-parent compact. The compact must be jointly developed with parents of children served under Title I, Part A, and must include certain components. A sample School Level Parental Involvement Compact with the required components is provided in Appendix B attached to this policy.

Compact shall include: (1) a process for continually involving parents in its development and

implementation, (2) how parents, the entire school staff and students share the responsibility for improved academic achievement, (3) the means by which the school and parents build and develop a partnership to help students achieve the State's standards, and (4) other provisions as required by law. Each principal or designee shall ensure that the compact is distributed to parents of students receiving services, or enrolled in programs under Title I, Part A.

Legal Reference(s):

*Title I, Part A of the Elementary and Secondary Education Act
("No Child Left Behind Act"), 20 USC §6318.
16 V.S.A. §144b. Definition of "LEA" for NCLBA purposes.*

Title I, Part A Parental Involvement Policy: Appendix A.

Sample School District Parental Involvement Compact.⁶

This school district compact outlines the joint responsibility of the School District and parents. The following opportunities for parental involvement are provided by the _ School District.

- 1 The school district involves parents in the joint development of its plan to help low-achieving students meet challenging achievement and academic standards (NCLBA §1112), and the process of school review and improvement (NCLBA §1116) by:
 - A. Establishing a school district committee with parents and representatives of other impacted programs, including Head Start.
 - B. Establishing communication between the school district staff and parents.
 - C. Developing a school district process, through newsletters, electronic communications of other means, to communicate with parents about the plan and to seek their input and participation.
 - D. Training personnel on effective collaboration strategies for parents with diverse backgrounds that may impede participation, such as language difficulty.
- 2 The school district provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student achievement and school performance by:
 - A. Providing workshops to assist schools in planning and implementing strategies.
 - B. Establishing training programs for school personnel and parents responsible for communication strategies at the school level.
 - C. Providing information to parents about the assessment tools and instruments that will be developed to monitor progress.
 - D. Seeking input from parents in developing workshops and other activities.
- 3 The school district builds the capacity of schools and parents for strong parental involvement by:
 - A. Providing ongoing communication about the school district committee through newsletters or other written or electronic means.
 - B. Utilizing the schools' parent-teacher organizations to assist in identifying effective communication strategies.
 - C. Providing a master calendar of school district meetings to discuss pertinent topics.
- 4 The school district coordinates and integrates parental involvement strategies under this Compact with parental involvement strategies under other programs by:
 - A. Sharing data from school and other programs to assist in developing new initiatives to improve student achievement and school improvement.

⁶ Each of the numbered components of this sample is required by Title I, Part A (the No Child Left Behind Act). The numbered paragraphs correspond to requirements in 20 USC §6318(a)(2)(A)-(F). The sub-paragraphs are suggestive only, and are offered as examples of activities that might be undertaken to accomplish the numbered requirements. Processes for involving parents in the accomplishment of the activities listed in this sample must be developed in consultation with parents.

5. The school district conducts, with involvement of parents, and annual evaluation of the content and effectiveness of its parental involvement policy in improving the academic quality of schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities authorized by Title I, Part A or the parental involvement policy and compact of the district. (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, its parental involvement policies by:
 - A. Evaluating the effectiveness of the content and communication methods through a variety of methods, including: focus groups, surveys, workshops, and informal meetings with staff, parents and teachers.
 - B. Identifying potential policy and compact changes to improve and revise programs.
6. The school district involves parents in the activities of the schools served under Title I, Part A by:
 - A. Providing communication and calendar information to parents of planned meetings, discussions or other events and encouraging participation.
 - B. Providing school and parent-teacher organization coordination of events.

Title I, Part A Parental Involvement Policy Appendix B

School Level Parental Involvement Compact⁷

This parental involvement compact outlines joint responsibilities of the school and parents. Opportunities for parental involvement are provided by the school by:

1. Convening an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend, inform parents/guardians of their school's participation under Title I, Part A and to explain the requirements of Title I, Part A and the right of the parents to be involved.⁸ The principal or his or her designee shall:
 - a. Invite all parents of participating children to the annual meeting at school.
 - b. Explain the rights of parents to be involved in establishing this compact.
 - c. Introduce and involve the building representatives on the S.U.-level committee.
 - d. Provide an overview of Title I and give parents an opportunity to express questions and concerns.
 - e. Indicate mechanisms by which the committee work will be communicated to parents.
 - f. Seek the involvement and input of parents.
 - g. Provide child care so that all parents who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evenings, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.⁹ The principal or his or her designee shall:
 - a. Provide parents with opportunities to ask questions and discuss informally student academic achievement and school performance.
 - b. Engage school-based parent organizations to assist with communication and implementation needs.
 - c. Develop and use outreach programs to involve community groups and organizations.
3. Involving parents in an organized, ongoing, and timely way, in the planning, review, and involvement of programs under Title I, Part A, including the planning, review, and improvements of the school parental involvement compact and the joint development of the school wide program plan under NCLBA¹⁰, except that if the school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.¹¹ The principal or his or her designee shall:

⁷ Each of the components in the numbered paragraphs of this sample is required by Title I, Part A (the No Child Left Behind Act). The bulleted sub-paragraphs are suggestive only, and are offered as examples of activities that might be undertaken to accomplish the numbered requirements. The numbered paragraphs correspond to requirements in 20 USC §6318(b)-(f). Processes for involving parents in the accomplishment of the activities listed in this sample must be developed in consultation with parents.

⁸ 20 USC §6318(c)(1).

⁹ 20 USC §6318(c)(2).

¹⁰ 20 USC §6314(b)(2).

¹¹ 20 USC §6318(c)(3).

- a. Identify and establish a process by which an adequate representation of parents of participating children can occur.
 - b. Establish a schedule for the school-based committee to plan, review, and recommend improvements to the S.U. parent involvement policy.
4. The principal or his or her designee shall:¹²
- a. Provide parents of participating children timely information about programs.
 - b. Communicate updates through the use of school newsletters, the school web site, email and telephone contact, and home visits if needed.
 - c. Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - d. Provide parents, upon request, opportunities for regular meetings to formulate suggestions and to participate as appropriate in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
 - e. Develop means for parents to ask questions and receive answers.
 - f. If the school plan developed under Section 1114(b)(2) of the NCLBA is not satisfactory to parents of participating children, submit any comments from parents to the S.U. board when the plan is made available to the S.U. board, and provide a process consistent with board policies and procedures on complaints, for parents to express their concerns to the school district board of directors.
5. Shared Responsibilities for High Student Academic Achievement.¹³
- a. The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part A to meet the state's student academic achievement standards. Each parent of a participating child is responsible for supporting their children's learning by:
 - I. Monitoring attendance, homework, and television viewing.
 - II. Volunteering in their child's classroom and participating as appropriate in decisions relating to their children's education and extracurricular activities.
 - b. Communication between teachers and parents occurs through:
 - I. Parent-teacher conferences in elementary schools at least annually, during which the compact shall be discussed as it relates to the individual child's achievements.
 - II. Frequent reports to parents on their children's progress.
 - III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
6. Building Capacity for Involvement.¹⁴
- A. To ensure effective involvement of parents and to support a partnership among the school's involved, each school shall:
 - I. Provide assistance to parents of children served in understanding the State's academic content standards and State student academic achievement standards, State and local assessments, monitoring a child's progress and work with educators to improve the achievement of their children.

¹² 20 USC §6318(c)(4) & (5).

¹³ 20 USC §6318(d).

¹⁴ 20 USCA §6318(e). Numbered Sections AI-AV are required by this section of Title I, Part A (the NCLBA), numbered sections BI-BIX are enumerated in this section of the law but are not required.

- II Provide materials and training to help parents work with their children.
 - III Educate teachers and other staff in the value and utility of contributions of parents and how to effectively communicate with and work with parents as equal partners, implement and coordinate parent programs that will build ties between them.
 - IV To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instructions Programs for Preschool Youngsters, the Parents and Teachers Program and public preschool and other programs and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.
 - V Ensure that information is sent to the parents of participating children in a format and language that can understand.
- B. To ensure effective involvement of parents and to support a partnership among the school's involved, each school may:
- I. Involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training.
 - II. Provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training.
 - III. Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents to participate in school-related meetings and training sessions.
 - IV. Train parents to enhance the involvement of other parents.
 - V. Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
 - VI. Adopt and implement model approaches to improving parental involvement.
 - VII. Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in Title I supported programs.
 - VIII. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
 - IX. Provide other reasonable support for parental involvement activities under this section as parents may request.
7. In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents with limited English proficiency or disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.¹⁵

¹⁵ 20 USCA §6318(f).

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.

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.

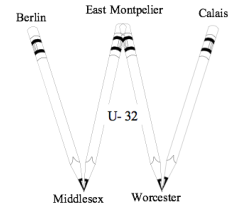
Legal Reference(s): 2 CFR 200.474

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 Retreat Minutes - Unapproved September 12, 2020

Board Members Present: Flor Diaz-Smith, Stephen Looke, Jonathan Goddard, Karoline May, Kari Bradley, Lindy Johnson, Scott Thompson, Diane Nichols-Flemings, Jaiel Pulskamp, Jonas Eno-Van Fleet via phone

Administrators: Superintendent Bryan Olkowski

Guests: Corrine Stridsberg, Consultant Nick Fischer

1. Call to Order: The retreat started at 8:45.
2. **Guidelines for Participants:** Nick Fischer asked board members to share one thing about yourself that you think people don't know but you would like them to know. Nick reviewed the guidelines for participants.
 - 2.1. Put away cellphones.
 - 2.2. Go hard on the issues, soft on the people.
 - 2.3. State your interests and priorities.
 - 2.4. Try to listen actively.
 - 2.5. Outcome: Norms.Nick suggested that at the end of this meeting board members should:
 - Be clear about what each other thinks about what are your concerns coming into the school years
 - Be clear about what your priorities are for this school year.
 - Be clear about what you know now and what you want to do about next steps.
3. Focal Issues
 - 3.1. What problems do you consider most in need of solution in order for the new Washington Central Unified Union School District to operate effectively over the medium to long term?Each board member shared their top priorities for the district for this school year. The common themes were:
 - Educational Quality
 - Equity
 - Accountability
 - Impact the pandemic

- How do we govern and communicate?
- Effective Learning
- Safety
- Budget
- Mental Health/Trauma
- Agree on what we can do.
- Institution Building
- Listening to the voiceless
- Childcare
- Long term planning
- Student achievement

3.2. What are your priorities for the school year 2020-2021? Focus on the priorities for your this year. If you come up with the plan. How we are getting there? Nick explained that the board should review goals regularly and evaluate them. From the list of common themes above the board suggested the priorities of their focus and then voted each member chose their top three.

- Building the Board as a governance group (**10**)
- Improving Student Achievement, Curriculum Audit/Discussing learning at every meeting (**12**)
- Addressing Safety & COVID (**6**)
- Budget Concerns/New Business Manager (**5**)
- Community Engagement/Relationships (**6**)

3.3. Outcome: Goals: The board started prioritizing the goals they wanted to focus on and what are the items that they feel need to be focused on. Due to time running out, the board only made it part way through the Student Achievement Goals discussion.

1. Building Board Governance

- Meetings end on time, create professional learning organization, Meeting Norms
- Shared managing of the budget process and the Boards role.
- Criteria/clarity of the superintendent evaluation/process.
- Defined agenda setting process.
- Plan in place to address difficult items.
- Maintain membership
- Greater Diversity
- Blueprint of how we want to operate. (Use Dr. Rice book)/trust
- What can the board do/change/the boundaries? Have any changed? Did we lose anything?
- Program/school updates (collecting feedback)
- First meeting –addresses one thing, second meeting-addresses others.
- Board Accountability-Communication
- Goals aligned district wide
- Building teams
- Decision/Timeframe work
- Public comments/on Agenda
- Board Calendar
- Student Voice
- Reduce the size of our board /Representation

2. Student Achievement

- Instructional Audit/Curriculum Audit
 - Measuring Life skills
 - Measuring Social & Emotional health
 - Focus on the achievement gap
 - Closing the achievement and opportunity gap.
 - Measurable goals and what are we going to do about them?
4. Where are the areas of common ground among board members?
 - 4.1. Outcome: Values.
 5. Wrap-up
 - 5.1. What was done in the workshop? The board members realized the commonalities they have in the direction the board would like to go. The board recognizes the priorities for the year. The board will work to clearly define 3 priorities. The board defined goals and brainstormed pretty long lists items and recognize that they have a lot of work to do. The board is moving more towards coherence. Things still seems mushy and they need to work on closing the achievement gap.
 - 5.2. What are the next steps?

The board talked about what structure works for defining the goals and what outcome are they looking for from each meeting. There was question about if the board can draft the goals and outcomes on their own or have someone from the outside involved.
 6. Adjourn: The meeting adjourned at 1:57.

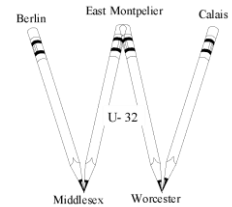
Respectfully submitted,
Michelle Ksepka

Washington Central Unified Union School District

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Bryan Olkowski
Superintendent



Washington Central Unified Union School District Board Meeting Minutes - Unapproved September 16, 2020

Present by Teleconference*:

Board Members: Flor Diaz Smith, Lindy Johnson, Scott Thompson, Diane Nichols-Fleming, Dorothy Naylor, Stephen Looke, Chris McVeigh, Kari Bradley, Jonas Eno-Van Fleet, Jaiel Pulskamp, George Gross, Jonathan Goddard, Karoline May, Jill Olson

Administrators: Superintendent Bryan Olkowski, Technology Director Keith MacMartin, Principal Cat Fair, Business Administrator Lori Bibeau, Principal Alicia Lyford, Curriculum Director Jen Miller-Arsenault, Principal Gillian Fuqua, Student Services Director Kelly Bushey, Principal Cat Fair, Principal Casey Provost, Associate Principal Jody Emerson, Principal Aaron Boynton, Student Affairs Director Amy Molina

Others/Public: Alden Bird, David Lawrence, ORCA Media, Corinne Stridsberg, Drew Junkins, Julie Kiefer, Brennan Lynch, Brian Albee, Caitlyn Usticke, Caroline Grace, Cathy Guiffre, Cheryl Ecklund, Christine Fitch, Daniel Diddlemeyer, Deanna Murphy, D Hann, D Lane, Erin Mooney, Erin Mullaney, Hollis St. Peter, Holly, J.A., Jenn Nance, Meg Allison, Meg Falby, Sage Kennedy, Steven Ushakov, Sue Pryce, Julia Pritchard, Karen Lieberman, Lesley Fitch, Lisa Hanna, L. Levangie, Jes Wills

1. Call to Order: Scott Thompson called the meeting to order at 6:04 p.m.

2. Welcome:

2.1. Reception of Guests

2.2. Public Comments:

 Scott Thompson invited public comments.

Drew Junkins spoke on behalf of the math department. He spoke about a staff member who had to choose between teaching in person or taking long term leave of absence. He indicated that this has alienated a beloved member of the U32 staff community.

Julie Kiefer spoke on behalf of the math department as well, in support of the colleague who was asked to choose between teaching in person or taking long term leave of absence.

Madeleine Dougherty spoke as well in solidarity with the other two staff

members. She indicated that the right thing for the administration to do would have been to offer the opportunity to teach remotely through VTVLC.

Kara Rosenberg also spoke to express solidarity with colleagues. She noted that staff morale is impacted, and she wonders what is the advantage of not allowing this opportunity. She also wonders what message we are giving to students.

Daniel Diddlemeyer spoke to express solidarity with colleagues as well; and he invited the board to use his classroom for board meetings.

Lindy Johnson indicated that, for example, tonight there are over 70 people present at the meeting. It would not be possible to meet in person yet, due to COVID19 and distancing requirements.

2.3. Agenda Revisions: Jonas Eno-Van Fleet suggested adding discussion to Executive Session to follow up from the comments that were made during public comment. Scott Thompson reminded him that the board cannot take action tonight, as it is not on the agenda. The board will discuss this during Executive Session.

2.4. Student Reports: Townes DeGroot shared some of the back-to-school activities. He stated that the transition back to school has been an easier transition than he was expecting, and he has heard the same from other students. He indicated that there are still some safety concerns among students but that overall they are happy to be back together.

Scott Thompson asked him how the transition between virtual and in-person learning has felt, from the students' perspectives. Townes stated that some teachers are more adept with using Canvas than others but that overall he feels that the transition between virtual and in-person has gone well.

Scott Thompson asked Principal Dellinger-Pate whether there is another student in place for Representative to the Board. Principal Dellinger-Pate stated that he expects a student to be in place in time for the next board meeting.

3. Reports

3.1. Superintendent

3.1.1. School Opening: Superintendent Olkowski reported that the transition back to school has gone smoothly, and that overall attendance is over 97%.

3.1.2. Class Size: Superintendent Olkowski shared some challenges with staffing currently, as class sizes, in person versus remote, vary. He indicated that he has received some concerns from parents as well as staff around class sizes in the remote learning environments. He feels that we are still working with a "moving target," and he would like to see how things flesh out in the next few weeks regarding classroom configuration and class sizes.

Karoline May asked whether there is any data about the impact of class size on student learning in the remote environment. Superintendent Olkowski stated that smaller class size is not necessarily better. He referred to Malcom Gladwell's work. Chris McVeigh asked more specifically what were some of the concerns from parents. Superintendent Olkowski stated that some of the concerns are around class size and around "equity" for students in such a large group. He indicated that one of the teachers, too, had expressed that the

larger class size in remote learning is a challenge.

Diane Nichols-Fleming stated that if we had a physical class size of 31 students we would be looking creatively at how to possibly reduce the size. She would like to use that same consideration for remote classrooms. Some discussion followed around the challenge of remote teaching being new for teachers, regardless of class size.

Lindy Johnson indicated that parents are involved as well, so it is important to consider the factor of managing parent communication in a larger class size. She stated that we may have to think creatively.

Superintendent Olkwoski stated that a committee meets weekly to address remote learning, and he would like to give some time before taking action (for example to hire another teacher).

Jill Olson asked whether Superintendent Olkwoski has considered some possible creative solutions to these issues. She indicated that the legislature seems to be moving quickly around budget issues so she thinks we can make decisions around the budget based on what we know.

Superintendent Olkwoski stated that he sees the options as:

- (1) hire
- (2) reconfigure classrooms to redistribute students
- (3) wait to see how things settle over the next couple of weeks and then proceed accordingly.

Flor Diaz Smith stated that she would like to know more about the student needs in the classroom. She asked whether the teacher would feel comfortable checking in with the board and sharing experiences from the first couple of weeks.

Katrina Rob shared that the students are wonderful but that this is a puzzle like nothing she has faced yet. She noted, for example, technology challenges. She stated that there is much more to the number (e.g. 30 students) - some days she feels like a one-room schoolhouse. She does not have a lot of support in the classroom, and again she noted technology challenges that she has to troubleshoot on the spot.

Jonas Eno-Van Fleet shared that his son is in the large classroom under discussion. He applauded Katrina Rob's management of the class; he asked whether the classroom size affects the technology challenges. She stated that it does. She noted that class size and technology issues are the two biggest challenges right now.

Dorothy Naylor asked whether the ratio of struggling students to non-struggling students is approximately the same as usual - she wondered whether this might be making the situation more challenging. Kelly Bushey indicated that about five percent of remote students are on IEPs.

Jaiel Pulskamp asked - are all students provided computer access? Gillian Fuqua stated that all families were provided the opportunity to pick up a school device. She also shared that there have been some challenges with tablets; however, Keith MacMartin has been working to solve this.

Lisa Hanna shared her perspective as a teacher of remote learners. She noted that there have been celebrations as well as challenges. She shared that a struggle is providing developmentally appropriate teaching practice to students while troubleshooting tech issues. She noted that we are asking a lot of students re: executive functioning, for example, planning and selective attention. She reminded the board that there is a written statement from the collective body of remote classroom teachers.

Jill Olson asked, is there a sense of an appropriate class size; she is hearing the 31 may be too large - what is the right number?

Superintendent Olkowski again expressed that he believes we need to wait to see how the numbers “shake out” before taking action such as hiring new staff or reconfiguring.

Gillian Fuqua stated that we don’t really know what is the “sweet spot” as far as class size, since the remote learning endeavor is new to everyone. She stated that we don’t yet know research around what are the right numbers.

Katrina Rob shared that she has 45% more students in her class than any of the other teachers (except for Lisa Hanna who is also teaching remotely.) Lisa Hanna shared that the Vermont Quality Standards indicate a class size below 25. She suggests that we use that number as a guideline.

Alicia Lyford shared that in typical years, careful attention is given to classroom configuration in the spring. That has not been able to happen under these circumstances.

Stephen Looke shared that historically the boards have never gotten anywhere with discussions around class sizes. He stated that 29 or 30 students in a class is too large. He is not comfortable with that. He would like to hear from administration in two weeks that classroom sizes have been reduced to closer to 25, or what is the plan, or options for the board to consider, for making that happen.

Diane Nichols-Fleming reminded the board that context is important. For example, 30 is one third of the remote learners, and Doty School has fifty-some in-person learners.

Superintendent Olkowski stated that he believes it is important also to consider “minimum” class size. If “the sweet spot” according to Malcom Gladwell is 18-24 students, then we should consider that many classrooms currently are comprised of less than 18 students. He referred to the Class Size Policy, noting that there have not been conversations to date about minimum or maximum class sizes.

Chris McVeigh asked, and Lisa Hanna shared, what the statement had been from the remote teacher cohort. She shared that the teachers during in-service had expressed some considerations via email, and a willingness to problem solve around the challenges that were expected, while considering and preparing for remote learning.

Chris McVeigh asked whether some of the support that teachers are requesting could be provided by someone other than teaching staff.

Katrina Robb described the challenge of troubleshooting tech issues in the moment versus problem solving after the school day ends. There is much “on the fly” support that is needed.

Gillian Fuqua shared that working remotely with students is challenging in that teachers can’t walk over to a student and see what they are doing on screen or show them which keys to push to help with technical issues.

Flor Diaz Smith suggested that we not wait until the legislature makes decisions about next year’s budget; she feels that we need to problem solve in the moment. However, she noted that we will not be able to solve this issue tonight, and the agenda is full.

Lindy Johnson shared that teachers can’t create break out rooms for small group work, without another adult to manage the break out group.

3.1.3. Staffing: Superintendent Olkowski shared that there has been some transferring of positions in the custodial staff and they are currently seeking to hire. He spoke briefly about the challenge of hiring Behavior Interventionist positions. He thanked Kelly Bushey for her leadership. He stated that there may be a need to hire a middle school math position, and this will be discussed in Executive Session.

Superintendent Olkowski shared some other staffing/ hiring endeavors.

3.1.4. Early Retirement: Superintendent Olkowski shared that of 55 offerings, 15 staff (7 professional/ 8 esp) accepted an early retirement offer. Lori Bibeau shared that she does not yet have an idea, financially, of how this will play out. The numbers were just finalized yesterday. She is currently working on projecting three years out to see the financial impact.

3.1.5. Entry Plan Update: Superintendent Olkowsky shared that he continues to meet with staff and board members, as part of his Entry Plan.

3.2. Finance Committee

3.2.1. Financial Report: Flor Diaz Smith thanked Lori Bibeau and the Business Office staff for creating the report.

3.2.1.1. COVID Cares Relief Funds: Lori Bibeau reviewed that we have received some Cares Relief Funds; have applied for more, and funds are still coming in. Flor Diaz Smith shared that we are applying for more relief funds for the coming year. Lori Bibeau had prepared a summary document for the board’s consideration: *Financial Report & COVID 19 Update, September 11, 2020.*

3.2.1.2. Financial Update FY 21: Lori Bibeau reviewed the Financial Update, *Fund Balance Summary, Fiscal Year 2020-21.* She stated that in the next couple of months she would like the board to consider a variety of fund balances to make determinations about possibly moving funds, as is within the board’s purview.

3.2.2. Health Reimbursement and Flex Spending Budget:

Chris McVeigh moved to approve the Health Reimbursement and Flexible Spending Accounts Budget for FY 2021-22. Seconded by Jonas Eno-Van Fleet. Lori Bibeau explained this action. This motion carried

unanimously.

3.2.3. Dental Insurance: Flor Diaz Smith moved to set the Calendar Year 2021 Dental Insurance Rates as follows: Single Plan \$552; 2-Person Plan \$1018; Family Plan \$1512. Seconded by Jonas Eno-Van Fleet. This motion carried unanimously.

3.2.4. Budget Process: Lori Bibeau shared the budget process as it has occurred in past years, and provided an outline of the process for FY 21-22.

3.2.5. Budget Timeline Draft #1: The board considered this draft timeline, similar to years past. Chris McVeigh stated that he would like to move the timeline up by a week or two, to allow for more time to discuss the budget. Stephen Looke agreed that if we are to begin with a level service budget, it would be good to start considering it a week or two ahead of what is indicated on this timeline. He suggested, for example, would it be possible to consider a level service budget as well as a 10% lower than level fund budget, at the earlier date. Flor Diaz Smith stated that she would like to maintain the commitment to MTSS. Diane Nichols-Fleming reiterated Flor's desire to see a budget created around the current needs and priorities. She reviewed some of the discussion from the board retreat around budget development.

Kari Bradley indicated that the board will need some work around identifying priorities related to board goals and the superintendent entry plan, for budget planning. Stephen Looke again suggested requesting a level service budget approximately two weeks before indicated on the budget timeline draft 1 - by October 4th.

4. Board Operations

4.1. Board Retreat Follow-up

4.1.1. Review of Goals: Flor Diaz Smith shared some of the outcomes from the board retreat around the work to indicate board goals: audit curriculum, define equity, improve student achievement, closing the gap.

Board members discussed goals from the retreat and agreed that the goal of closing the achievement gap is appropriate for the Education Quality Committee to address. The agenda committee meets next Wednesday. Jonas Eno-Van Fleet suggested that the committee use part of its meeting to begin discussions around a "deeper dive" into the book study that had begun last year. Jill Olson asked to get agenda committee meetings on the calendar. Discussion followed around the topic of COVID19 and what is the board's responsibility around the challenges related to COVID19.

4.1.2. Next Steps

5. Consent Agenda

**5.1. Approve Minutes 8.26.20 and 9.2.20: Jonas Eno-Van Fleet moved to approve the minutes of 8-26-20 and 9-20-20. Seconded by Flor Diaz Smith. Some corrections were noted:
correction: Bryan Olkowski's name is misspelled**

Dorothy Naylor - re: VSBA - use the word “installments,” not “installations.”

Scott Thompson - re: VSBA - “board interests.” not “interest based bargaining.”

This motion carried with suggested edits.

5.2. Approve Board Orders: Lindy Johnson moved to approve board orders in the following amounts: \$424,937.87; \$795,396.35. Seconded by Flor Diaz Smith, this motion carried unanimously.

6. Personnel

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

Lindy Johnson moved to accept the following hire:

Honi Bean Barrett, long term sub. Seconded by Chris McVeigh, this motion carried unanimously.

Chris McVeigh moved to accept the following retirements:

Janice Hood, Jane Boucher, Lori Garand, Vicki Cook. Seconded by Diane Nichols-Fleming, this motion carried unanimously.

Chris McVeigh moved to accept Keith MacMartin’s resignation. Seconded by Lindy Johnson. Superintendent Olkowski thanked Mr. MacMartin for his work over the summer and at the start of the school year, in facing the challenges that remote learning has posed. This motion carried unanimously.

7. Public Comments:

Corinne Stridsberg reminded the board to keep in mind the feedback from the previous town meeting about the desire for information to be made available to the public. She noted that U32 opened in 1971 and graduated its first class in 1972. She would like the board to recognize the occasion.

Lindy Johnson reminded the board (regarding Corinne’s first comment) that last year, because of the merge, some information including specific financial reports, had not been included in the annual town reports, in advance of town meeting, and at town meeting. She has received feedback from the community that this information is desired. Superintendent Olkowski asked for more specifics about this information. Lori Bibeau suggested that the Finance Committee consider these reports as part of the budget process.

Dorothy Naylor stated that the current Calais Elementary School building housed its first classes in September 1971 as well.

Jonas Eno-Van Fleet stated that, regarding the town meeting annual reports, the communities are accustomed to receiving documents with data as opposed to glossy brochure-type documents, and that we should provide the financial reporting data to respond to the communities’ requests.

8. Executive Session for a student matter:

At 9:01, Chris McVeigh moved to go into Executive Session for the purpose of discussing a student matter and a personnel matter, and to invite Superintendent Olkowksi. Seconded by Jonas Eno-Van Fleet.

Some discussion followed around whether the board can invite others into Executive Session, for example, Principal Dellinger-Pate. Scott Thompson suggested to the board that they invite the superintendent only into Executive Session, initially. This motion carried unanimously.

At 9:48, Jill Olson moved to come out of Executive Session. Jonathan Goddard seconded the motion, which passed unanimously.

The Board took no action after Executive Session.

9. Future Agenda Items

- 9.1. Business Administrator Succession
- 9.2. Technology Manager Succession
- 9.3. Energy Project Consultant

10. Adjourn: The board adjourned by consensus at 9:52 pm.

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

WCCUSD School Board
Superintendent Personnel Summary and Recommendations

October 7, 2020
(as of 9/30/2020)

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

Jason Kelly – U-32 Math Teacher

Recommend Approval

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

Recommend Approval

3. **Resignations** (effective October 23, 2020)

Mary Lynn Crosson-Stewart – U-32 Nurse

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

Interview
9/17 3:50pm

Name: Jason Kelley

PROVISIONAL NEEDED

School: U-32

Employer: WCUUSD

Position: Math Teacher

60842

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: _____]

Educational Preparation:

College/Technical	Degree/Certificate	Date Attained
<u>University of Vermont, Burlington VT</u>	<u>Coursework</u>	<u>2018</u>
<u>Community College of Vermont, Morrisville VT</u>	<u>Coursework</u>	<u>2016-2017</u>
<u>Johnson State College, Johnson VT</u>	<u>B.S. Environmental Science</u>	<u>Dec 2000</u>
<u>Paul Smith's College, Paul Smiths NY</u>	<u>A.S. Forest Recreation</u>	<u>May 1998</u>

Experience: Apr 2018-present - Math Teacher, Laraway School, Johnson VT; Jan 2015-present - On-Call Plow Driver, Town of Morristown, Morrisville VT; Jun 2002-present - 2nd Assistant Chief, Morrisville Fire Department, Morrisville VT; Jan 2015-Apr 2018 - Behavior Interventionist, Lamoille County Mental Health Services, Morrisville VT; Aug 2014-Jan 2015 - Town Highway Worker, Town of Morristown, Morrisville VT; May 2013-Aug 2014 - CSTL, Vermont Dept of Corrections, Morrisville VT; Oct 2012-Apr 2013 - Office Manager, Crothers Environmental, Morrisville VT; Sep 2011-Mar 2012 - Energy Auditor/Insulator, Building Energy, Williston VT; Apr 2009-2011 - Owner/Operator, Energy Reduction Specialists LLC, Morrisville VT; Apr 2002-Sep 2011 - Park Ranger, State of Vermont, Hyde Park VT.

Years of Related Experience: 0 Years

Salary Schedule Placement:

Start Date:

B00-B14 Step A

October 5, 2020

Salary or Wage Rate:

Date of Board Appointment:

\$44,916.00

October 7, 2020

FTE: 1.0 Days / Year: 161/190 Hours / Day: n/a

Contract Comments: _____

Interviewed by: Steven Dellinger-Pate, Jody Emerson, Daisy Scarzello, Hollis St Peter

This candidate is recommended for employment by: Bryan Olkowski

Bj Olkowski

Cc (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☐ SPED ☒ UNION ☒ BUILDING PRINCIPAL