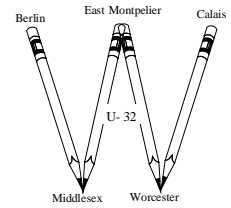


Washington Central Unified Union School District

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

7.15.2020 6:00 PM – 9:00 PM

Virtual Meeting Information:

<https://tinyurl.com/ybuthgl4>

Meeting ID: 972 1797 4424

Password: 940154

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.**

TIME (in minutes)

4	1.0	Call to Order
10	2.0	Welcome
	2.1	Reception of Guests
	2.2	Agenda Revisions
	2.3	Public Comments
	2.4	Student Report
20	3.0	Board Operations (Discussion /Action)
	3.1	Replacement Board Members for Middlesex and Worcester
	3.2	VSBA/VSA Virtual Conference – pg. 3
120	4.0	Reports (Discussion/Action)
	4.1	Superintendent
	4.1.1	School Board Retreat – pg. 8
	4.1.2	Internet Access – pg. 10
	4.1.3	Reopening Schools – pg. 12
	4.1.4	Efficiency Vermont - HVAC – pg. 13
	4.2	Finance Committee (Action)
	4.2.1	Review FY 20 Financial Report – pg. 14
	4.2.2	Authorize the Finance Committee to award bids over \$15,000 for COVID-19 items – pg. 19
	4.2.3	School Reopening COVID-19 Expense - pg. 19
	4.2.4	Central Office Renovations – pg. 20
	4.2.5	Hire Retreat Facilitator – pg. 20
	4.2.6	Solar Net Metering – pg. 21 & 22
	4.2.7	Berlin Driveway Reconstruction and Paving Project – pg.21
	4.3	Policy (Action) –
	4.3.1	Second Reading of C47 Student Exchanges – pg. 23

4.3.2 First Reading of 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 I Comparability, D5 Animal Dissection, D6 Class Size, E1 Title I Parent Involvement Compacts, E45 Role of Religion in the Schools. E46 Memorials, F1 Travel Reimbursement – pg. 25

10

5.0 Consent Agenda (Action)

5.1 Approve Minutes of 6.17.20 and 7.1.20 – pg. 51

5.2 Approve Board Orders for 6.30.20 and 7.15.20

10

6.0 Personnel (Action)

6.1 Approve New Teachers, Resignations, Retirements, Leave of Absence and Change in FTE–pg. 59

7.0 Future Agenda Items

8.0 Adjournment

Leading Vermont Public Education in a New Era VSBA/VSA Annual Conference - Virtual

Tuesday, July 21 and Wednesday, July 22

Innovative ideas and strategies are and will continue to be essential as schools re-open and school leaders transform culture, learning, health, and safety. Join us for a virtual conference addressing today's most important topics including the educational and economic impacts of the coronavirus pandemic and racism and equity in society.

[REGISTER HERE](#)

Tuesday:

1:00-1:30 Welcome (David Younce), Sponsor Introductions
1:30-2:00 Student Performance

"Aquariums", a short play written and performed by Patricia A. Hannaford Career Center students.

2:00-3:30 Keynote - Equity is a Verb: Taking Action to Ensure Equitable School Reopenings

Equity is a verb, we must take action to reconcile our past toward an equitable future. Both the coronavirus pandemic and the protests sparked by the murder of George Floyd have dramatically shifted the gravity of public conversation toward examining pervasive institutional racism embedded in our society. The extended school closures have likewise shown a spotlight on the digital divide and the stark access and opportunity gaps of black, brown and low-income students to adequate nutritional, mental health, and educational services. These gaps, widened by extended school closures, will contribute to even greater inequitable learning opportunities, and will require an effective response from school and district leaders. This keynote will address the knowledge and action steps school board leaders need to effectively identify and address some of the most important drivers of racial equity in education, and what board leaders must do to confront the challenge of providing a truly equitable education for every child.

Presenter: Verjeana M. Jacobs, Esq., Chief Equity & Member Services Officer, NSBA

3:45-4:45 Keynote Breakout Sessions (National School Boards Association)
1. Back to Governing: Identifying and Dismantling Institutional Racism in Education

In the wake of the recent and ongoing protests for racial equality, we have witnessed leaders across industries commit to take action towards eliminating racism in their organizations and beyond. This has left many school board members asking themselves several critical questions, including: How do we identify racism in its many different forms? What does anti-racism look like in the context of education? What actions can the board take? How can success be measured? How do boards ensure positive changes are enduring? This session will explore answers to these questions and more about the specific role school boards can and must fulfill to provide their students with access to engaging and rigorous educational opportunities regardless of their race, where they come from, and how they show up.

Presenter: Liya Amelga, Esq., Director of Equity & Member Services, NSBA

2. Back to Teaching: Emotional Readiness of Staff

As district and school leaders wrestle with how to safely reopen schools, addressing the emotional and mental health needs of students will be paramount. But students are not the only ones impacted by the pandemic. Having quickly adjusted to online learning with little advance training, many teachers have also experienced unexpected stressors and may have deep anxieties about what to expect in the coming school year. Additionally, some faculty and staff may be among the most vulnerable populations for serious COVID-19 illness or may live with family members who are. For faculty and staff, as much as for students and parents, these uncertainties could influence their readiness to provide the social and emotional supports students will need. In this session we will discuss what school board leaders need to consider to best support the emotional needs of faculty and staff as they return to a “new normal.”

Presenter: Verjeana M. Jacobs, Esq., Chief Equity & Member Services Officer, NSBA

3. Back to Learning: Addressing the Mental Health Needs of Every Student

2020 has turned our schools and communities upside down. The COVID-19 pandemic has destroyed routines and increased feelings of fear and anxiety, and a greater awareness of prevalent systematic racism has created growing social unrest that can no longer be ignored. These issues have created new mental health concerns in our communities, and in many cases amplified existing ones. As schools look to return this Fall it is paramount that they understand the wide ranges of mental health concerns while having clear plans and procedures for evaluating and supporting students. This session will focus on providing an understanding of common issues that many students are currently facing such as:

- Depression*
- Anxiety*
- Trauma*

- *Adverse Childhood Experiences*
- *Suicide*

It will also look at issues of equity regarding mental health in schools and steps that boards should be taking to prepare for the upcoming school year.

Presenter: Adam Lustig, Director of the Center for Safe Schools, NSBA

NSBA Keynote Speaker Profiles



Verjeana M. Jacobs, Esq., Chief Equity & Member Services Officer, National School Boards Association

Verjeana M. Jacobs, currently serves as the Chief Equity & Member Services Officer for the National School Boards Association (NSBA) where she advocates nationally for educational equity, seeking to identify and eradicate discriminatory practices, prejudices and beliefs related to race, disability, and socio-economic status in public education. She regularly provides board development, transition planning, and specialized professional development in a variety of settings. Jacobs provides leadership, management, and oversight of NSBA State

Association services and NSBA's signature educational programs which includes National Connection, the Center for Safe Schools, Buy Board, and the Equity Councils.

Jacobs, an accomplished attorney, trained mediator and licensed consultant, is known for her exceptional consensus-building skills and ability to help organizations navigate complicated organizational issues including change management. She is a skilled negotiator with over 25 years in public service working with multiple complex bureaucracies including PreK-12 education school systems, state and national non-profit organizations, government/quasi-government agencies, and labor unions. Working with diverse stakeholders, she supports group identification of a shared agenda, always seizing opportunities to build respect and trust. In various leadership roles whether as Chair of one of the largest school districts in the United States for almost six years, President of the Maryland Association of Boards of Education, or as Vice Chair of the National School Boards' Council of Urban Boards of Education, Jacobs is known for her effectiveness in bringing divergent stakeholders to the table to tackle contentious, yet necessary issues with the focus on improving quality of life.

In addition to her distinguished public service career, she maintains an accomplished record as a qualified consultant and facilitation expert. Ms. Jacobs assists well-performing organizations, those under stress and those who are just beginning relationships. She is licensed as a Standards for Excellence consultant through the Maryland Nonprofits Association and is a trained mediator through the American Arbitration Association.



**Liya Amelga, Esq., Director of Equity & Member Services,
National School Boards Association**

Liya Amelga is an education professional who is passionate about addressing issues that affect children and young adults regardless of their race, religion, nationality, ability, geography, gender, sexual orientation, socio-economic status, or any other aspect of their identity. As the Director of Equity and Member Services at the National School Boards Association (NSBA), Liya supports and facilitates the work of the four equity councils and manages NSBA's equity centered educational programming. She also provides board development on matters of educational equity. Prior to joining NSBA, Liya served as the Associate Director of K-12 Reform at the Foundation for Excellence in Education (ExcellinEd), supporting the foundation's work on several policy areas, but primarily on school accountability under the Every Student Succeeds Act. As the Special Assistant to the

Board of School Commissioners for Baltimore City Public Schools, Liya was responsible for drafting and maintaining district policies and overseeing appeals and ethics complaints to the Board. As the daughter of two Ethiopians who immigrated to the United States for better educational opportunities, Liya was raised with an emphasis on the value of a high-quality education, which drives her work in striving to ensure that every student has equitable access to the quality educational opportunities they deserve.



**Adam Lustig, Director of the Center for Safe Schools,
National School Boards Association**

Adam Lustig is currently the Director for the National School Boards Association's Center for Safe Schools, an NSBA initiative to support and ensure a safe and secure environment for students, staff, and community members. Adam has spent his career working in public education as first a teacher and varsity coach before becoming a school administrator responsible for Safety, Security and School Climate in New York City Public Schools. He then worked in Washington DC Public schools managing the areas of social-emotional learning, student behavior, bullying

prevention, and restorative justice for all DCPS schools. Through these experiences he has formed the belief that school safety goes far beyond just focusing only on security measures or individual programs, but rather with a shift from reactive to preventative measures, focusing on supporting the whole child, while also engaging schools, families and communities. Adam has also served as a professional development trainer at the state, district, and school levels.

Wednesday:

- 8:30-9:00 Welcome (Neil Odell), Sponsor Introductions
- 9:00-10:15 Workshop # 1: *Fiscal Forecasts and Challenging Budgeting Decisions in a New Era*
- Presenters: Mark Perrault (Joint Fiscal Office), Janet Ancel (Vermont Legislature), Ann Cummings (Vermont Legislature), Peter Burrows (Addison Central), Peter Conlon (Addison Central), Brittany Gilman (Addison Central), Lynn Cota (Franklin Northeast), Morgan Daybell (Franklin Northeast), Polly Rico (Franklin Northeast)
- This session will take an updated look at the fiscal forecasts of the Vermont Education Fund. Legislative representatives will provide insight into their vision and goals for the continuation of the 2021 Legislative Session. Finally, two local district teams will simulate difficult budget conversations for the upcoming fiscal year and provide reflection questions to consider moving forward.*
- 10:30-11:45 Workshop #2: *Education Legislation During a Pandemic*
- Presenters: Senator Debbie Ingram, Senator Ann Cummings, Secretary Dan French, Representative Kate Webb and Representative Janet Ancel
- Join a panel of legislators as they reflect on legislating during the pandemic and discuss their vision, goals, and outlook on the future of Vermont's Public Schools for the near and long-term future.*
- 12:00-1:15 Workshop #3: Overview of Health and Safety Guidance on Reopening Schools
- Presenter: Dr. Patsy Kelso, Vermont Dept of Health, State Epidemiologist for Infectious Disease
- What do school leaders need to know about contact tracing and other health considerations? Within the AOE's "Strong and Healthy Start: Safety and Health Guidance for Vermont Schools" guidance, how will we safeguard student and staff health while operating in-person instruction? Engage in this workshop to hear an overview and to participate in a question-and-answer session.*

[---- Click here to return to top ----](#)



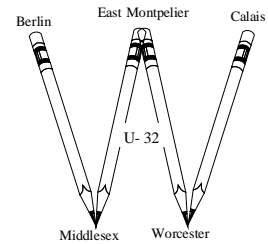
Vermont
Superintendents
Association

Washington Central Unified Union School District

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

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

Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
DATE: July 9, 2020
RE: School Board Retreat

The school board retreat is a vital part of developing the relationship between the school board and superintendent. I would like the Board to consider the following items regarding the retreat:

1. Hold the board retreat in person if possible. Meeting in person is the best way to build sustainable relationships. Having a strong working relationship helps folks recognize that it is okay to have disagreements with one another while moving the work forward. We will confer with the VT Department of Health to provide guidance on how to have a meeting of this size in person.
2. Hold the retreat offsite. Having the retreat offsite helps to set the tone that it is not business as usual and not just a regular meeting.
3. The retreat should be a daylong meeting that includes breakfast and lunch. It should happen preferably on the weekend. It should also include just the board members and the Superintendent.
4. The biggest expectation is that everyone must participate.
5. The retreat should be an ongoing series of retreats happening every 6 months to clarify expectations, update perceptions and/or concerns, and share priorities.
6. Hire a facilitator for the meeting. The facilitator would do the preparation for the meeting, facilitate the retreat and complete any follow-up. I am recommending Nicholas Fischer. Please see the attached information.
7. Agenda items would include:
 - a. Thoughts and concerns about consolidation of the school districts and boards.
 - b. What are the board's top three recommendations for the next 3 years?

If you have not completed the Doodle poll for the retreat dates, please email Michelle Ksepka at mksepka@u32.org for the link.

Nicholas A. Fischer

Nicholas A. Fischer has been a professional educator working in public education for fifty years. He has been a high school teacher, elementary principal, and director of human resources, associate superintendent for instruction, associate commissioner for finance and accountability and superintendent. He has worked in Wisconsin, Minnesota, Florida, Iowa, Delaware, Virginia, Massachusetts and Connecticut. He has worked at the school, district, state and national levels in urban and suburban schools as a teacher, administrator and research associate for the National Institute of Education. Mr. Fischer received his bachelor's degree from the University of Wisconsin, and masters and doctoral degrees from the Harvard Graduate School of Education. He has been married for fifty two years and has two daughters.

Community Involvement

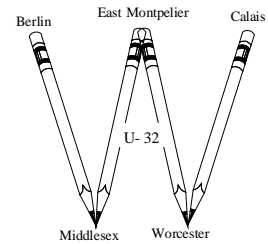
- Honorary Co-Chair, New London Complete Count Census Committee
- Board of Directors, New London Public Library
- Past President, Board of Directors, Boys Club of Southeastern Connecticut
- President, Board of Directors, Rotary Club of New London
- Vice President, Board of Directors, Urban Superintendents Association of America
- Board of Directors, United Way of Greater Fall River
- Board of Directors, Fall River Office of Economic Development
- Board of Directors, Thomas Chew Boys and Girls Club of Fall River
- City of Fall River Homelessness Task Force
- Board of Directors, SMILES (Mentoring Program)
- South Coast Education Compact

Washington Central Unified Union School District

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

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

Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
DATE: July 7, 2020
RE: Internet Access

This past spring, WCUUSD Leadership Team sent out a technology needs survey at the start of the COVID-19 school shutdown, to assess our student's access to internet service and technology devices. Based on the results of the above surveys WCUUSD:

- Issued Chromebooks and in some cases, iPads to families in K-6 who did not have access to other devices, prioritizing older students.
- Provided information about internet services available to those who did not currently have access (many of those services were free or reduced cost until the end of school). In some cases, we worked directly with families to get internet service connected.
- Provided wireless hotspot devices from AT&T/Verizon to ensure student internet access in two cases.

Our technology department also worked with VTel, a local wireless service provider, to discuss providing access. They issued two free devices to us, but we ended up not needing these. We will be reaching out to VTel again this summer to plan for any potential needs in the fall. Each school has an open wireless networks that available from the parking lot.

This fall, WCUUSD has purchased additional Chromebooks, so that we could provide devices to all students in case need to move to remote learning. Keith MacMartin, Director of Technology has reached out to VTel to continue the discussion about providing individual internet service should it be needed. We will continue to work with other wireless vendors, AT&T/Verizon, as needed to provide service. All of our schools will have at least 500 Mbps internet access this fall. Aruba, our wireless access point vendor, donated a few outdoor-rated access points. We will be installing and testing these over the summer. They would provide better coverage to outdoor areas of the school such as parking lots, fields, and playgrounds, which would provide more options for students to utilize the wireless network outside of their buildings.

The COVID-19 Pandemic has shown the importance of improving internet connections for students and teachers throughout Vermont. With H.966 passed in to law last week, the Get Vermonters Connected Now program has been established. The program will expand broadband networks for students and other affected groups who lack access. WCUUSD will be providing

the AOE the information that is need for the families in our community. However, we do not believe that this will be in place this fall.

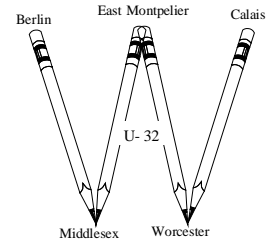
Unfortunately, internet access in Vermont is very limited by the currently deployed infrastructure, which is weak in many of our more rural areas. Some of the above items are attempts to work around this limitation (mostly the AT&T/Verizon/VTel wireless hotspots), but there are no easy solutions at this point in time.

Washington Central Unified Union School District

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

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

Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
DATE: July 9, 2020
RE: Update on Reopening School

The WCUUSD Leadership Team continues to meet and plan for reopening. At the board meeting, you will be asked to make decisions regarding the purchasing of supplies our schools will require for reopening. Additional supplies may need to be purchased if and when new information becomes available.

Our goal is to have all students back to school. Many items stand between our goal and the reality of this happening such as the following:

1. Center for Disease Control Guidelines
2. Vermont Agency of Education Guidelines
3. Vermont Department of Health Guidelines
4. Our own local context.
5. Do we have enough resources?
6. Do we have enough classrooms to divide our students?
7. Do we have enough staff?

Please note that according to recent media reports, the Center for Disease Control may reissue an update to their school reopening guidelines as early as this week. Additionally, the Secretary of Education has also informed the Vermont Superintendents' Association that further guidance will be forthcoming in mid-July.

Our Leadership Team and five Task Forces are using the Center for Disease Control and the Vermont Agency of Education guidelines to reopen our schools. While our five Task Forces and Leadership Team are considering these guidelines in developing our reopening plan, it is important for me to provide additional guidance on what I think is important to consider about reopening school. I have encouraged our Leadership Team to consider the following when developing our reopening plans:

1. Parents need to go to work.
2. We need to operate within the confines of our budget.

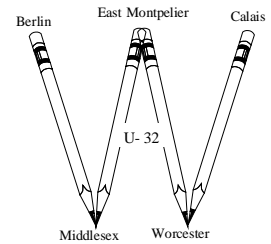
I would like the Board to discuss these considerations and share additional items to be considered in regards to reopening for our Leadership Team and Task Forces at our July 15th board meeting.

Washington Central Unified Union School District

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

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

Bryan Olkowski
Superintendent



MEMORANDUM

TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
DATE: July 9, 2020
RE: Refresh Air Ventilation and Isolation Rooms

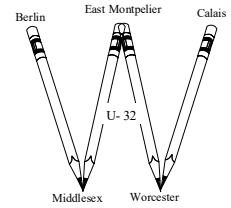
The State of Vermont has allocated \$6.5M for schools to improve the heating and ventilation systems in school buildings. Efficiency Vermont will be administering the program for these grants. As I work with Bill Ford to learn about our school buildings, it is my understanding that air quality especially during the COVID-19 pandemic needs to be examined. It is unsure whether Efficiency Vermont will cover the costs in setting up isolation rooms and improving fresh air ventilation systems even if we are fortunate enough to secure a grant. We are currently reviewing all of our schools' air quality and the locations of the isolation rooms.

Washington Central Unified Union School District

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

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

Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: Year End Final FY 19-20 Financial Report & COVID -19 Update
DATE: July 10, 2020

Year End Final FY 19-20 Financial Report-Pre-Audit

This report includes the final financial information for Fiscal Year 19-20 that will be audited in August 2020. At the time of writing this report, there are still questions regarding COVID-19 reimbursements and the eligibility of some expenses. We did not receive final instructions or an award amount for Fiscal Year 19-20 COVID-19 (CARES) from the Agency of Education prior to the close of the year. Because of the situation, Lori Bibeau conferred with the School District Auditors prior to recording estimates for COVID-19 reimbursements.

The Auditors verified that receivables in the amount of the actual (net) spending be recorded as revenue with any difference recorded in Fiscal Year 20-21.

During Fiscal Year 19-20 here is the COVID-19 Program Financial Information:

- **Instructional, Support and Related**
 - Revenues \$0, Expenses \$111,846=Net Amount \$111,846
- **Day Care**
 - Revenues \$45,855, Expenses \$97,710=Net Amount \$51,855
- **Food Service**
 - Revenues \$201,028 Expenses \$455,157=Net Amount \$254,129

In Summary: Revenues \$246,883, Expenses \$664,713=Net Amount \$417,830

The Net Amount is recorded as a COVID-19 reimbursement: Instructional, Support and Related \$111,846, Day Care \$51,855, Food Service \$254,129, for a Total of \$417,830. Please see the note regarding the \$417,830 on the Fund Balance report as Other Considerations for Fund Balance.

This is the first year as a newly merged district so there are balances that transfer in as Revenue which were previously reserved as Fund Balances. At Town Meeting this year, the voters approved reserving the audited Fund Balances and authorized the WCUUSD School Board to utilize the Fund Balances. Due to the merger, there have been costs that were paid ahead which resulted in one time savings this year. There have also been board actions to transfer funds to support Capital Projects for U-32 and Doty. The attached report provides the General Fund details by quarter.

Here is a summary of the Final June 30, 2020 information subject to audit:

KEY: Increase (Decrease) to Fund Balance

Revenues Changes

- Increases to Fund Balance
 - Tuition \$136.7k
 - Transportation Aid \$133.2k
 - COVID-19 (Cares) Reimbursement \$111.8k
 - Interest Income \$29.7k
 - Small School Grant /Tech Center Transportation \$17.1K
- Decreases To Fund Balance
 - Intercompany Accounts (\$15.8K)
 - Miscellaneous Income-E-rate & Reimbursements (\$13.7k)
 - Special Education Reimbursement (\$190.1k)

Projected Revenue Increase to Fund Balance \$208.9K

Expense Changes

- Increases to Fund Balance
 - School Close Down Savings \$677.3k
 - Staffing & Program Changes\$391.3k
 - Special Education \$186.6k
 - Transfer to Fiscal Software Reserved Fund Balance \$100k
 - Technology Equipment Reserved Fund Balance \$79.7k
 - Expenses Paid in Prior Year \$48.3k
 - Interest Expense \$38.7k
 - Administrative \$29.6k
 - Operation of Plant \$51.3k
 - Intercompany Accounts \$15.8k
- Decreases To Fund Balance
 - Board Authorized Transfers to Capital –U32& Doty (\$479.5k)
 - COVID-19 (Cares) Expenses(\$111.8k)

Projected Expense Increase to Fund Balance \$1,027.3k

NET Projected Increase to Fund Balance \$1,236.2k

In summary:

- The beginning Fund Balance transferred in as Revenue in the amount of \$1,941,292
- NET projected increase to Fund Balance for FY19-20 \$1,236,161
 - Combined projected Fund Balance total is \$3,177,453
 - Less Fund Balances Reserved for Specific Purposes (\$666,928)
 - Equals projected ending Fund Balance Reserved for Operations \$2,510,525
 - Target Fund Balance at 2% is \$677,095 which leaves a projected amount of \$1,833,430 beyond the target amount.

Other notes:

- The previous information includes an expected COVID reimbursement in the amount of \$417,830. Should the reimbursement amount be less than \$417,830, the Reserved Fund Balance would need to cover the shortfall.
- Fund Balance considerations:
 - At a future meeting the School Board will consider options for the audited Fund Balance.
 - Some ideas are to reserve Fund Balance for multi-year revenue shortfalls and/or to transfer an amount to the capital fund.
 - A more comprehensive recommendation will be developed as more information is shared at the state and federal level by the Fall 2020.

This is preliminary final financial information for FY 19-20 and is subject to audit.

Washington Central Unified Union School District
FUND BALANCE SUMMARY
Fiscal Year 2019-2020-FINAL-Pre-Audit

NOTE: Fund Balance available to the School Board is the "After Audit Beginning Balance". The Projected Ending Fund Balance is an estimate using the current information. This amount becomes final after the school year ends and the audit is completed.

KEY: Increase (Decrease) to Fund Balance

GENERAL FUND (1)

Month of Update		
Transfer from Reserve Accounts:		
Transfer from Reserve Accounts-WCSU & School Fund Balances	July 2019	\$1,460,037
Transfer from Reserve Accounts-Technology Fund Balances	July 2019	\$481,255
		* See Reserves Below
Subtotal Transfer from Reserve Accounts(A)		\$1,941,292

Revenues Changes:		BUDGET 2020	CHANGE	PROJECTED 2020
Special Education Reimbursements	Sept 2019		\$146,462	* See Expenses Below
Interest Income	Sept 2019		-\$37,556	* See Expenses Below
Miscellaneous Income-Intercompany Shared Billing	Dec 2019		-\$15,800	* See Expenses Below
Tuition From Other School Districts(Budget was 50 actual is 58)	Dec 2019		\$151,939	
Small Schools Grant	Dec 2019		\$8,728	
Transportation Aid	Dec 2019		\$133,174	
Special Education Reimbursements & Prior Year	Dec 2019		-\$143,375	* See Expenses Below
Act 166 Tuition-Other SD	Dec 2019		\$16,780	
Special Education Reimbursements	March 2020		\$41,177	* See Expenses Below
Interest Income	June 2020		\$67,219	
Small Schools Grant/Tech Center Transportation	June 2020		\$8,353	
Tuition From Other School Districts(Budget was 50 actual is 56.3)	June 2020		-\$32,492	
Special Education Reimbursements	June 2020		-\$162,130	* See Expenses Below
Act 166 Tuition-Other SD	June 2020		\$480	
Miscellaneous Income-Incl Erate/Reimbursements	June 2020		-\$43,176	
CARES-COVID Reimbursement-General Fund	June 2020#2		\$111,846	* See Expenses Below
Special Education Reimbursements	June 2020#2		-\$72,348	* See Expenses Below
Miscellaneous Income-Incl Erate/Reimbursements	June 2020#2		\$29,534	

TOTAL REVENUES(B)	\$33,854,769	\$208,815	\$34,063,584
-------------------	--------------	-----------	--------------

Expense Changes:		BUDGET 2020	CHANGE	PROJECTED 2020
Special Education changes-Primarily Addl-1:1 Paraeducators (5.4 FTES)	Sept 2019		-\$261,539	*See Revenues Above
Unfilled Positions & CFG Grant funded position-Professional (-1.7 FTE'S)	Sept 2019		\$147,805	
English Language Learner Position Additional .3FTE Salary and Benefits	Sept 2019		-\$30,232	
Salary & Benefit Staffing Update- FY19-20-Primarily Health Insurance	Sept 2019		\$731	
Expense Savings From Prior Fiscal Year	Sept 2019		\$52,076	
School-wide Expenses-PreK	Sept 2019		-\$22,600	
Interest Expense	Sept 2019		\$37,556	*See Revenues Above
Fund Transfer to U-32 Capital Fund-PER Board September 18, 2019	Dec 2019		-\$437,490	
Expenses From Prior Fiscal Year -Updated	Dec 2019		-\$3,787	
SU Intercompany-Shared Billing	Dec 2019		\$15,800	*See Revenues Above
School-wide Expenses-Primarily Pre K	Dec 2019		\$7,843	
Special Education Programs-Tuition & Professional Ed Svcs	Dec 2019		-\$49,043	*See Revenues Above
Fund Transfer to Doty Capital Fund-PER Board March 4, 2020	March 2020		-\$42,000	
Technology-Fiscal Software	March 2020		\$100,000	*See Res. Fund Balance
Special Education Update	March 2020		\$89,464	
Salary & Benefit Staffing Update- FY19-20-Primarily Health Insurance	March 2020		\$106,239	
Operation of Plant-savings-Primarily Utilities	March 2020		\$26,700	
Administrative Savings	March 2020		\$28,539	
Payroll Close Down Estimates	June 2020		\$164,866	
Special Education Savings	June 2020		\$304,314	*See Revenues Above
Close Down Savings-various departments	June 2020		\$43,366	
Technology-Equipment-Reserve Below**	June 2020		\$50,677	See Reserve Below
Estimated Closedown Savings	June 2020		\$615,739	
CARES COVID Instructional, Support and Related Expenses	June 2020#2		-\$111,846	*See Revenues Above
Special Education Savings	June 2020#2		\$103,542	*See Revenues Above
Close Down Savings-various departments	June 2020#2		\$61,630	
Technology-Equipment-Reserve Below**	June 2020#2		\$28,996	See Reserve Below
TOTAL EXPENSES(C)		\$33,854,769	\$1,027,346	\$32,827,423

CURRENT YEAR OPERATIONS-REVENUE LESS EXPENSES (B-C)=D	\$1,236,161
BEGINNING BALANCE + CURRENT YEAR OPERATIONS(A+D)=E	\$3,177,453

Reserved Items:

Reserved for Technology Equipment	-\$357,928	* See Transfer Above
Reserved for Fiscal Software & Related Costs-Includes Interest Income	-\$309,000	* See Transfer Above
	\$0	
Subtotal Reserved Items (F)	-\$666,928	

Other board considerations for fund balance:

Possible reserve for future Transportation Aid \$54k	\$0
Board Authorized Summer Food Program if needed \$37,637	\$0
Possible reserve for Cares (COVID-19) Amount TBD \$417,830	\$0

PROJECTED ENDING BALANCE-Reserved For Operations(E+F)=G	\$2,510,525
---	-------------

Note: Target Fund Balance at 2% of current year budget \$677,095

Amount Available Beyond the 2% Target	\$1,833,430
---------------------------------------	-------------

Washington Central Unified Union School District
FUND BALANCE SUMMARY
Fiscal Year 2019-2020-FINAL-Pre-Audit

SPECIAL REVENUE FUND(2)-GRANTS

Beginning Fund Balance	\$0
Projected Income	\$1,572,087
Projected Expense	-\$1,572,087
Projected Available Funds	\$0

CAPITAL PROJECTS FUND(3)

	Combined Totals	<u>BERLIN</u>	<u>CALAIS</u>	<u>EAST MONTPELIER</u>	<u>MIDDLESEX</u>	<u>WORCESTER</u>	<u>U32</u>	<u>Central Office</u>	<u>WCUUSD</u>
Transfer from Reserve Accounts:									
Transfer from Reserve Accounts(A)	\$2,826,095	\$434,336	\$191,947	\$878,621	\$268,560	\$236,623	\$717,038	\$98,970	\$0

Revenues:									
Interfund Transfers	\$636,522	\$25,000	\$43,000	\$71,522	\$40,000	\$0	\$437,000	\$20,000	\$0
Transfer from Operating Budget-Per Board Action Sept 18 2019	\$479,490	\$0	\$0	\$0	\$0	\$42,000	\$437,490	\$0	\$0
Miscellaneous Income-Vehicle Trade In/Prior Year Refund	\$21,583	\$0	\$0	\$0	\$5,535	\$0	\$16,048	\$0	\$0
Interest Income	\$52,407	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$52,407
TOTAL REVENUES(B)	\$1,190,002	\$25,000	\$43,000	\$71,522	\$45,535	\$42,000	\$890,538	\$20,000	\$52,407

TOTAL TRANSFER FROM RES & REVENUES(A+B)=C	\$4,016,097	\$459,336	\$234,947	\$950,143	\$314,095	\$278,623	\$1,607,576	\$118,970	\$52,407
--	--------------------	------------------	------------------	------------------	------------------	------------------	--------------------	------------------	-----------------

Expenses:									
	Combined Totals	<u>BERLIN</u>	<u>CALAIS</u>	<u>EAST MONTPELIER</u>	<u>MIDDLESEX</u>	<u>WORCESTER</u>	<u>U32</u>	<u>Central Office</u>	<u>WCUUSD</u>
ACTUAL EXPENSES PAID TO DATE	\$1,442,704	\$7,748	\$104,098	\$42,474	\$241,100	\$44,175	\$975,485	\$1,600	\$26,024
ENCUMBERED PURCHASE ORDERS TO DATE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES(C)	\$1,442,704	\$7,748	\$104,098	\$42,474	\$241,100	\$44,175	\$975,485	\$1,600	\$26,024
CURRENT CAPITAL PROJECT BALANCE AVAILABLE	\$2,573,393	\$451,588	\$130,849	\$907,669	\$72,995	\$234,448	\$632,091	\$117,370	\$26,383

ENTERPRISE FUND-FOOD SERVICES(3)

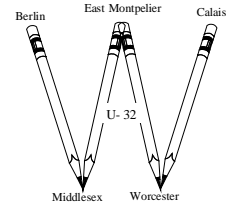
Fiscal Year 19-20 Transactions									
	Combined Totals	<u>BERLIN</u>	<u>CALAIS</u>	<u>EAST MONTPELIER</u>	<u>MIDDLESEX</u>	<u>WORCESTER</u>	<u>U32</u>	<u>Central Office</u>	<u>WCUUSD</u>
Transfer from Reserve Accounts	\$168,772	\$62,888	\$0	\$50,349	\$30,377	\$25,158	\$0	\$0	\$0
Interfund Transfers-From Operating Budget	\$109,403	\$25,000	\$21,000	\$10,000	\$19,000	\$3,346	\$31,057	\$0	
Projected Surplus (Deficit) for current year	-\$63,967	-\$26,353	-\$25,981	-\$3,067	-\$11,386	\$50	\$651	\$0	\$2,119
CURRENT FOOD SERVICE PROJ BALANCE	\$214,208	\$61,535	-\$4,981	\$57,282	\$37,991	\$28,554	\$31,708	\$0	\$2,119

Washington Central Unified Union School District

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

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

Bryan Olkowski
Superintendent



TO: WCUUSD School Board
FROM: Bryan Olkowski, Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
RE: Finance Committee Topics-See Agenda for July 15, 2020
DATE: July 10, 2020

This memo provides information for items 3.2-3.7 on the Finance Committee Agenda.

3.2) Discuss Board to authorize the Finance Committee to award bids over \$15k for COVID -19 items.

There will be times when a short notice meeting may be necessary to award bids per State of Vermont Title 16 § 559 Public Bids. In summary per Title 16 § 559, Board authorization is needed for:

- 1) the construction, purchase, lease, or improvement of any school buildings;
- 2) the purchase or lease of any item or items required for supply, equipment, maintenance, repair, or transportation of student; or
- 3) a contract for transportation, maintenance or repair services.

We are compiling a list of the COVID-19 items (per the above list requiring board action) that are projected to cost over \$15k. Some PPE and other COVID-19 related items are being bid at the state level and would not need board action. At this time, we have one item that may need board action. Next week we will develop a timeline for the bid process which would include anticipated special meeting(s). Please note: As supplies are limited, it will be critical to expedite bid awards to ensure product availability and delivery for the start of the school year.

- Based on the above, we are requesting the Board authorize the Finance Committee to award COVID-19 related bids over \$15k per Vermont Title 16 § 559 up to \$100k per item.
- At the June 3, 2020 meeting, the Board authorized the Superintendent to sign all documents and contracts on behalf of the WCUUSD.
- The Superintendent has the overall budget authority for the District. This includes awarding bids that did not require Board authorization per State of Vermont Statutes.

3.3) Discuss School Re-opening COVID 19-Expenses

At the last board meeting, it was requested that a comprehensive budget be prepared for the Finance Committee and board meetings on July 15, 2020. The Washington Central Leadership Team, has identified the following list of items that are needed to comply with the Center for Disease Control and

Agency of Education guidelines to re-open schools in August. It should be noted that this is based on the latest information available. As most of the items will be needed at every school in the country, some items are being bid at the state level to ensure group pricing and adequate product supply.

- Supplies: Masks, thermometers, disposable gloves, hand sanitizer.
- Equipment: Plexiglass, partitions, Remote Learning equipment-TBD, desks, temperature monitoring system (4 sites)
- Software: Health Screening, Food Service Menu Planner, Learning Management System
- Staffing: COVID-19 Coordinator (1.0 FTE), additional Nursing Staff (1.0 FTE), additional Substitutes (Teachers, Paraeducators, Cooks, Food Service Assistants, Custodians, Office Staff), Task Force committee members (school year).

Based on our work to date and the above list, a rough estimate to comply with the school reopening guidelines is \$500k-\$750k.

- The WCUUSD School Board previously authorized \$37.6k for summer food program support and \$164.3k for the COVID-19 Coordinator and additional Nursing Staff. The total of these previous authorizations is \$201.9k.
- The remaining items that are critical to the reopening of school costing approximately \$300k.
- The WCLT requests board authorization to expedite orders for these unbudgeted items.
- Since this is an emergency situation, we are asking permission to spend this \$300k without additional board action.

This is a rough projection and Lori Bibeau will learn more information about the potential for CARES funding to support these costs at the VASBO meeting on Friday. She will share the latest information at the meeting on July 15, 2020.

3.4) Discuss Central Office Renovations

The Central Office Facility Committee comprised of Black River Design staff, Bill Ford, Bryan Olkowski, Lori Bibeau and Matthew Kittredge met on Tuesday, July 7, 2020 to review current information.

- Black River Design has estimated the cost for closing in the open area in the front office. An estimate at this time \$8k-\$11k.
- There are two options for the back area of the office that is currently an open space with desks for several staff. One is for office partitions with an estimated cost of \$10-15k. An alternative option is to build permanent walls which is expected to cost less than partitions, but are more permanent.
- We are recommending, the Board authorize the Superintendent to spend up to \$26k for the office renovations. The Central Office Capital Fund has sufficient funds to cover the cost of renovations if these costs are not eligible for COVID-19 reimbursement.

3.5) Discuss Hiring a Retreat Facilitator

If the Board is interested in, having a Facilitator for the Board Retreat, Nicholas Fischer the Superintendent's mentor is interested. An estimated cost is \$2k plus travel, lodging and food. The board packet includes a separate memo providing more information for Board consideration.

3.6) Discuss Solar Net Metering

As requested at the July 1, 2020 board meeting, Lori Bibeau collected information for the proposal offered by Alex Bravakis of Novus Energy Development, LLC. After review, the proposal would require a commitment by WCUUSD for 20 years. The Board had previously decided against committing beyond a 2 year period for the Hydro Net Metering Contract. This is because a WCUUSD plan to hire an Energy Consultant in the fall of 2020. The consultant would review options available to schools and complete an energy analysis prior to the district making long-term decisions.

We requested that Alex Bravakis consider a 2 year commitment versus a 20 year commitment. Alex reviewed this request with his investors and he responded that a 2 year commitment would not work for this project. Alex has provided more information and a rationale included in the board packet. He is offering WCUUSD a 20 year commitment and would like the Board to make a decision no later than August 15, 2020. A memo outlining more details about this opportunity is included in the board packet.

3.7) Discuss Berlin Parking Lot, Bus Loop and Driveway reconstruction and Paving Project

- At the June 17, 2020 meeting, the Board authorized the Superintendent to approve bids that arrive in June, July and August related to the U-32 DDC Controls and Berlin/Driveway parking lot.
- At the time of printing this report, we do not know if additional budget authorization by the Board is needed. We have included this as a tentative item on the agenda.
- The deadline for bid submissions is Tuesday, July 14, 2020 at 3 pm.
- If necessary, we anticipate having a recommendation for the Board to award the bid at the meeting on July 15, 2020. More information will be provided as a handout at the meeting.

Williamstown Solar Project Highlights

- Fully permitted net-metered solar project in Washington Electric Coop (“WEC”) service territory located on a secluded and preferred site selected and owned by the Town of Williamstown.
- The Project will pay Williamstown lease payments, business taxes as well as Vermont state education taxes.
- The Town of Williamstown has entered into a 20 year Net Metering Agreement (“NMA”) for 40% of the output of the project.
- The remaining 60% is available and is being offered to East Montpelier Elementary School for an average annual electrical savings of approximately \$3,700 or over \$80,000 for the term of the agreement.
- Project will be built and operational summer/fall 2020 and could likely be one of the **last large solar net metering projects in WEC service territory**.
- There is **no cost to participate** and the way electricity is delivered to the school remains the same.
- All the Renewable Energy Credits from the project are owned by the members of Washington Electric Cooperative as Vermont moves towards 90% Renewables.
- **This is a rare opportunity that most likely will not be available again in WEC since most Vermont Solar Net Metering projects are built in GMP service territory.**

Novus Energy Development, LLC is a Montpelier based company that, over the past 9 years, has enrolled the following Towns and Schools into similar 20 year Net Metering Agreements: City of Montpelier, The Montpelier Schools, the City of Barre, Barre Town, and all of the Barre Schools, Bethel, South Royalton High School and Town, Morristown, Town of Rockingham as well as many others in Central Vermont.

As an alumnus of both Doty and U32 I would love to bring this solar project and its savings to the WCUUSD. I appreciate your consideration of this terrific opportunity and I am happy to provide a presentation or answer any question that you may have.

Best regards,

Alex Bravakis

President of Project Development – Founding Partner



Novus Energy Development, LLC

2 Spring Street | Montpelier, VT 05602

(M) 347-891-0296 | (F) 802-223-4689

alex@novusenergydev.com | www.novusenergydev.com

NOVUS ENERGY DEVELOPMENT, LLC - 2 SPRING ST MONTPELIER, VT 05602

Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: C47

WARNED: 7.10.20

ADOPTED: _____

EFFECTIVE: _____

STUDENT EXCHANGES

Exchanges of students between school districts can provide educational and personal benefits for the students involved. In many cases, such exchanges also benefit the school as a whole, as the participants make valuable contributions to the schools they attend.

In the acceptance of foreign or domestic exchange students, Washington Central Unified Union School District students and staff find unique opportunities to learn and understand people and cultures different from their own.

WCUUSD encourages such exchange programs and similarly encourages the providing of programs which allow WCUUSD students an opportunity to travel, live, and study in other cultural settings.

PROCEDURES

Area Schools Student Exchanges

The principal is authorized to approve one-for-one exchanges of WCUUSD resident students with students who reside in other school districts providing that the principal of the non-resident's school has similarly approved the proposed exchange. In approving such proposed exchanges, the principal shall follow the procedures as listed below:

1. Only one-for-one exchanges may be made. For every non-resident student accepted under this program a resident student must be accepted at the school that the non-resident students would have otherwise attended.
2. An application for an exchange must be made in writing to the principal of the receiving school with a copy to the principal of the sending school.
3. Applications must be made annually. Number of years in the program will be considered in determining priority for renewal. Renewal requests must be received on or before May 1st prior to the year of the requested attendance. Renewal applications received after May 1st will be treated on the same basis as new requests.
4. All new requests will be considered according to the order in which they are received.
5. Special education students will be considered only if the proposed exchange is approved by the student's I.E.P. team and the receiving school determines that the student's special needs can be met without added burden of cost or resources to the school system.
6. Students will not be accepted who have a history of behavior or attendance problems unless it is mutually agreed by the two principals that the change in schools shows genuine promise of correcting the problem(s).

7. Transportation of the student will be the sole responsibility of the parent or guardian.
8. Students accepted under this exchange program will be entered on the school register as tuition non-resident students (for whom tuition payment is waived by the board) thereby making them eligible to represent WCUUSD on all activities under the sponsorship of the Vermont Headmasters' Association.
9. No students will be approved for exchange after September 30 each year unless the circumstances are extenuating and beyond the control of the student.
10. Once a student has been notified of acceptance, their place is assured for the forthcoming school year.

Foreign and Domestic Exchange Programs

Application from a student applying for admission to WCUUSD under the sponsorship of an approved foreign or domestic exchange program will be screened by the principal to determine whether all of the below listed guidelines have been met and/or agreed to by all parties. Upon completion of said screening, the principal shall make a recommendation to the superintendent regarding the acceptance of the student. The superintendent shall in turn inform the board of accepted students.

Once enrolled, if an exchange student's proficiency is found to be insufficient to succeed in regular instructional programs without special professional assistance, the sponsor or exchange organization must assume all financial responsibility for any educational support deemed necessary by the school. The sponsor or exchange organization also assumes all financial responsibility for a student's withdrawal from school, for any reason.

WCUUSD will allow up to three foreign students per academic year to attend the school under the following criteria:

1. The student must be sponsored by a recognized and approved (as per the Vermont Headmasters' Association) agency or organization whose prime purpose is to provide pupil exchange programs, such as CSIET (Counsel on Standards on International Educational Travel).
2. The student must have approved arrangements to reside with a family living within the school district for the entire term of enrollment.
3. The student must demonstrate a level of proficiency in written and spoken English sufficient to enable him/her to benefit from the academic program of the school without undue hardship to the instructors and other students.
4. The student will not be granted a U-32 High School diploma although the student, if a senior, will be allowed to participate in the graduation exercises and may be granted an honorary diploma at the discretion of the principal.
5. The students will not receive an official transcript or be granted any academic credit from a WCUUSD school, although, at the student's request, the school will supply the student with a statement indicating the student's program of study and level of achievement. The awarding of actual academic credit for work completed at a WCUUSD school will be solely at the discretion of the student's home school.

6. The student will not be enrolled in driver education.
7. Students will be admitted to WCUUSD based on the first three legal district residents with whom the student resides, who submit a tuition waiver.
8. Students must not have graduated from high school or its equivalent.
9. Students will only be accepted under full-time academic status.

Exception

Students who do not meet all of the stated conditions, but who are worthy of special consideration in the judgment of the principal, may be granted admission by the board upon the recommendation of the principal.

Any person(s) wishing to sponsor and enroll a foreign exchange student in WCUUSD will be subject to the following guidelines:

- The WCUUSD Board of Directors will review all requests by the Guidance Department for placement of foreign exchange students no later than the second regular board meeting in August for placement in the upcoming academic year.
- To enhance cultural diversity, WCUUSD will generally not accept more than one exchange student from the same foreign country in the same academic year. Exceptions may be allowed if all slots are not filled.
- Sponsoring organizations must give assurances at least two weeks prior to the start of the academic year that an exchange student will be placed with a WCUUSD host family.

Exchange students will generally be treated as all other students enrolled in WCUUSD:

- They will be expected to follow all policies and procedures of the district and will be subject to the same disciplinary action as all other students for any infraction of those policies and procedures.
- They must meet all academic standards to maintain full-time student status.
- They and their host family are subject to all fees including but not limited to:
 - a) School meals.
 - b) Curricular and co-curricular materials, books, and equipment not regularly provided by the school.
 - c) All activity fees.
 - d) All cost related to lost or damaged school property while in their possession.

Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: C20

WARNED: 7.10.20

ADOPTED: _____

EFFECTIVE: _____

STUDENT CONDUCT AND DISCIPLINE

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 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 leave the classroom and report to one of the following locations: LOFT (Loss of Free Time), Student Services, or a planning room (SPARK Center), or Community. In these locations, restorative approaches are practiced, with support from a guiding adult with whom the student has a relationship.

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. Students assigned to an in school suspension shall be provided access to academic assignments and reasonable accommodations for completion of those assignments. The student and their parent or guardian must be given notice of the infraction and an explanation of why the student is suspended from attending class for any portion of the school day or requested to participate in an afterschool restorative activity. 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. Prior to an out of school suspension, the student and their parent or guardian shall be given an opportunity for an informal hearing with the principal or their designee. 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. The student is responsible for class assignments during their period of suspension.- Restorative re-entry 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*

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. ~~Any interrogation by non-school personnel must be conducted in private with the principal or their designee present.~~ 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 students 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. No questioning by non-school personnel of a student under the age of eighteen who may be accused of an offense shall occur unless the parent(s) or guardian(s) have been notified and have been given the opportunity to be present at the time of the questioning. Questioning 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, and reasonable efforts to notify the student's parents are unsuccessful.

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: C46

WARNED: _____

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. No questioning by non-school personnel of a student under the age of eighteen who may be accused of an offense shall occur unless the parent(s) or guardian(s) have been notified and have been given the opportunity to be present at the time of the questioning. Questioning 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, and reasonable efforts to notify the student's parents are unsuccessful.

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: C49

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

KINDERGARTEN ENTRANCE AGE

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.

~~Children who are five (5) years of age on or before September 1 are eligible for enrollment in kindergarten. Children whose birthdays are between September 1 and September 30 will be considered for enrollment in kindergarten upon written parental request to the principal. Readiness for, and enrollment in kindergarten for these children will be determined by procedures set by the administration. The procedures will include input from the parent, teachers, principal and others as appropriate. If consensus cannot be reached the principal will make the final decision.~~

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: C49

WARNED: 7.10.20

ADOPTED: _____

EFFECTIVE: _____

KINDERGARTEN ENTRANCE AGE

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.

~~Children who are five (5) years of age on or before September 1 are eligible for enrollment in kindergarten. Children whose birthdays are between September 1 and September 30 will be considered for enrollment in kindergarten upon written parental request to the principal. Readiness for, and enrollment in kindergarten for these children will be determined by procedures set by the administration. The procedures will include input from the parent, teachers, principal and others as appropriate. If consensus cannot be reached the principal will make the final decision.~~

Required

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

**RESPONSIBLE COMPUTER,
INTERNET & NETWORK USE**

POLICY: D3

WARNED: 7.10.20

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****POLICY:** **D4****WARNED:** **7.10.20****ADOPTED:** _____**EFFECTIVE:** _____**TITLE I COMPARABILITY**

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****POLICY:** **D5****WARNED:** **7.10.20****ADOPTED:** _____**EFFECTIVE:** _____**ANIMAL DISSECTION**

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, vivisect 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****POLICY:** D6**WARNED:** 7.10.20**ADOPTED:** _____**EFFECTIVE:** _____**CLASS SIZE**

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 supervisory union wide class minimum, maximum 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 supervisory union 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 supervisory union.

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: E1

WARNED: 7.10.20

ADOPTED: _____

EFFECTIVE: _____

TITLE I PARENTAL INVOLVEMENT COMPACTS

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).

Board of Directors' Policy

POLICY: E45

WARNED: 7.10.20

ADOPTED: _____

EFFECTIVE: _____

ROLE OF RELIGION IN THE SCHOOLS

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

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

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

Considerations

What not to do

- Schedule important school events, (i.e. – open house) on significant holidays of community religious groups, (i.e. Yom Kippur, Good Friday).
- Recognize holidays in an overly religious way;
- Celebrate holidays that are purely religious in nature, as opposed to holidays that combine religious and secular traditions;
- Teach religious values in holiday activities;
- Hold holiday activities that rise to the level of religious practice;
- Require students to participate in activities related to a religious holiday;

- Impose rigid attendance policies that have the effect of penalizing students who are absent from school for religious holidays;
- Set up permanent religious displays; or
- Hold a holiday music program that includes only religious music.

What schools may do

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

Tips for Planning Activities

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

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

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

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

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

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

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

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: E46

WARNED: 7.10.20

ADOPTED: _____

EFFECTIVE: _____

MEMORIALS

Philosophy

The Washington Central Unified Union School District Board of Directors recognizes that the death of a student or staff member is a traumatic event, and that memorial activities, ceremonies, and monuments serve an important function in the healing process. The Board of Directors also recognizes that there are many variables that can lead to inequities in the type and placement of memorials, including family resources, variations in cultural views and customs, circumstances of death, length of attendance, and the popularity of the deceased.

For these reasons and others, the Board of Directors believes that there should be a common space designated in the school or on the school grounds where students or staff who die while enrolled or working at the school can be honored.

Policy

It is the policy of the WCUUSD that deceased students or staff will be remembered within a common memorial location, and that no independent or individual memorials will be erected or placed on the school campus.

Temporary tributes, such as flowers, photographs, and similar memorabilia will be limited to a reasonable period of time as determined by the administration. After this period, all items will be removed.

Procedure

The Board of Directors will charge the administration with developing a common memorial, to be approved by the Board at a public meeting. Each deceased person will be allotted the same amount of space within the common memorial. Individual designs and materials may differ, but must be made of durable materials. All content, including graphics and text, are subject to approval by the administration.

The cost of creating and maintaining the common memorial will be borne by the school. Individualized commemorations within the common memorial will be created and paid for by the friends and family of the deceased. If there is no one willing or able to provide an individual commemoration, a standard remembrance will be provided by the school.

Existing memorials will be grandfathered for a period of 12 months from the date of adoption of this policy, or for the period previously agreed to when the memorials were erected, but in no case longer than 24 months. The administration will contact the owners or family members for each memorial on school grounds as of the date of this policy, and inform them of these removal provisions. Memorials not removed by the applicable dates will be placed in storage for a period of six months. Memorials not claimed after six months will be disposed of.

Required**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****POLICY:** F1**WARNED:** 7.10.20**ADOPTED:** _____**EFFECTIVE:** _____**TRAVEL REIMBURSEMENT**

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.

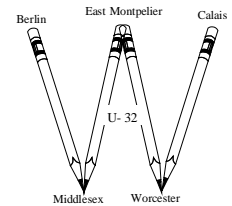
Legal Reference(s): 2 CFR 200.474

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

Debra Taylor, Ph.D.
Interim Superintendent



Washington Central Unified Union School District Board Meeting - Unapproved Minutes June 17, 2020

Present by Teleconference*:

Board Members: Flor Diaz Smith, Lindy Johnson, Scott Thompson, Diane Nichols-Fleming, Dorothy Naylor, Stephen Looke, Chris McVeigh, Marylynne Strachan, Kari Bradley, Jonas Eno-Van Fleet, George Gross, Jaiel Pulskamp, Student Rep. Mia Smith and Townes DeGroot

Administrators: Superintendent Debra Taylor, Business Administrator Lori Bibeau, Technology Director Keith MacMartin, Director of Curriculum Jen Miller-Arsenault, Director of Student Services Kelly Bushey, U-32 Principal Steven Dellinger-Pate, U-32 Associate Principal Jody Emerson, U-32 Student Affairs Director Amy Molina, Gillian Fuqua, Aaron Boynton, Pat Fair, Casey Provost

Other: ORCA videographer, David Lawrence, Glenn Gannon

1.0 Call to Order: Scott Thompson called the meeting to order at 6:02 p.m.

2.0 Welcome: Scott Thompson welcomed everyone to the last board meeting of the 2019-20 school year.

2.1 Reception of Guests

2.2 Agenda Revisions: Scott Thompson indicated that he would like to add to "Future Agenda Items" the possibility of an emergency board meeting/ special board meeting to address fund balances, depending on activity from the legislature. (Tentative date: June 30th)

Jonas Eno-Van Fleet stated that he would like to add a negotiations discussion during Executive Session, and would like to move 4.4.1 to after the Executive Session so the board can take action after Executive Session.

2.3 Public Comments: Amy Molina thanked the board for the end of year gesture to staff: face masks and signs. She said they were well-received and appreciated.

2.4 Students' Report: Mia Diaz Smith shared that graduation was great! She reported that BLAM had been active regarding the recent Black Lives Matters and racial equity issues. She encouraged the board as a unified body to take action regarding not only high school but elementary schools around this issue of racial justice and equity. Townes DeGroot echoed that. Debra Taylor shared that the Policy Committee intends to address this at its next meeting on Tuesday, June 23rd. She invited Townes and anyone else who is interested in attending.

3.0 Board Operations (Discussion/Action)

3.1 Superintendent Transition Update –July 1, 2020: Debra Taylor reminded the board that incoming Superintendent Bryan Olkowski has been meeting with the leadership team and is planning to attend the leadership retreat at the end of June. Flor Diaz Smith shared that Bryan had emailed her earlier and she shared some possible meeting dates this summer. Scott Thompson shared an update on the contracts for mentors for incoming Superintendent Olkowski.

3.2 Board Meeting Summer Schedule: Scott Thompson shared the proposed meeting schedule for the summer; discussion followed and the board agreed on the following:

June 30 - Board meeting (special meeting possible) (Meet and Greet new Superintendent)

July 15 - Regular board meeting (including committees)

August 8 - Board retreat

August 19 - Board meeting

Stephen Looke suggested during discussion, is it possible to ask Superintendent Olkowski to do the meet and greet on June 30th if the board is required to meet on that date? The board agreed to set a board meeting on June 30th, as opposed to July 1st: that way if the board needs to meet (see above, regarding fund balance), they can take care of that business as well as the meet and greet.

Some discussion followed around Zoom meetings versus in person meetings. Flor Diaz Smith stated that Bryan Olkowski had indicated that he would like to have the retreat in person if possible, keeping in mind safety measures for social distance.

Kari Bradley suggested that we flip the August retreat versus the August board meeting, to allow for a better chance of having the retreat in person.

Flor Diaz Smith moved to approve the meeting dates from above (June 30, July 15, August 8, August 19). Seconded by Chris McVeigh, this motion carried.

4.0 Reports (Discussion/Action)

4.1 Superintendent: Scott Thompson extended thanks and appreciation on behalf of the board, to Superintendent Taylor, as tonight is her last board meeting with WCUUSD.

Superintendent Taylor had provided a written report. She also shared that the leadership team has begun work in smaller groups regarding back to school in the fall. The work will continue into the summer. Staff will be provided per diem or hourly wages as appropriate for their summer work. Debra Taylor thanked the leadership team, the staff and the board for their hard work during this challenging year.

4.2 Leadership Team: Administrators checked in briefly about the end of the school year and the valiant efforts of the staff to carry on through the COVID19 distance learning experience.

4.3 Finance Committee

4.3.1 Quarterly Budget Update: Lori Bibeau shared some updates around the legislature and how this will affect the fund balance.

4.3.2 Efficiency Study: Flor Diaz Smith reported that the committee is beginning a close read of this report. Chris McVeigh asked, if the board needs to take action regarding the fund balance, are we bound to this action? Lori Bibeau stated that she believes that the action can be amended as needed.

The verbiage in the action is usually broad so that the fund balance can be used as needed with some broader parameters, under these circumstances.

4.3.3 Construction Update: Superintendent Taylor provided an update of construction projects. She asked the board to consider giving the superintendent authority to accept bids over the summer for these projects.

4.3.3.1 Construction Bid Approval: Chris McVeigh moved to authorize the superintendent to approve bids that arrive in June, July and August, related to the two construction projects as referenced in the board packet of June 17, 2020. Seconded by Dorothy Naylor. This motion carried unanimously.

Flor Diaz Smith reported that Bill Ford is the Clerk of the Works and he is overseeing the many construction projects that are underway.

Flor Diaz Smith moved to approve the bid award to Danaher Floor Restoration in an amount not to exceed \$56,000, and to approve the transfer of \$14,000 from the capital fund to complete the funding for this project. Seconded by Kari Bradley, this motion carried unanimously.

4.4 ESP Negotiations (Action)

4.4.1 Approve Union ESP Contract for 2020-2021 (This action will take place after Executive Session.)

4.4.2 Approve Teacher Union Contract MOU for 2020-2021: Chris McVeigh moved to approve the Teacher Union Contract MOU, as requested. Seconded by Lindy Johnson, this motion carried unanimously.

4.5 Policy (Action):

4.5.1 First Reading of C47 Student Exchanges: The board approved the first reading on this policy. This will be presented for adoption at the next board meeting.

4.5.2 Second Reading of C7 Student Attendance, C21 Search & Seizure of Students by School Personnel: **Diane Nichols-Fleming moved to approve C7 Student Attendance, C21 Search & Seizure of Students by School Personnel. Seconded by Lindy Johnson. Discussion: Chris McVeigh briefly reviewed these policies. This motion carried unanimously; both policies were approved.**

4.5.3 2019 Policy Approval

Extend Approval of all 2019 Policies for One Year: **Chris McVeigh moved to extend the approval of all 2019 policies for one year. Seconded by Dorothy Naylor, this motion carried unanimously.**

5.0 Consent Agenda (Action)

5.1 Approve Minutes of 6.3.20: Flor Diaz Smith moved to approve the minutes of June 3, 2020. Seconded by Jonas Eno-Van Fleet. This motion carried unanimously.

5.2 Approve Board Orders: Lindy Johnson moved to approve the board orders in the amounts of \$205,596.64 and \$50,597.09. Seconded by Marylynne Strachan, this motion carried unanimously.

6.0 Personnel (Action)

6.1 Approve Hires, Resignations, Retirements: Marylynne Strachan moved to approve the increase in FTE for Julie McInstry, and the retirement of Jamie

O'Hare. Seconded by Jaiel Pulskamp, this motion carried unanimously. Flor Diaz Smith thanked Jamie O'Hare for her many years of service.

6.2 Approve Non-Union Staff Compensation for 2020-2021 (this will take place after Executive Session)

6.3 Approve Addition of Two Behavior Interventionist Positions: **Diane Nichols-Fleming moved to approve the addition of two BI positions. Seconded by Flor Diaz Smith. Discussion: Kelly Bushey explained the impetus for these positions. Chris McVeigh asked, does the creation of these positions definitely result in eliminating some contract services? Kelly Bushey and Debra Taylor indicated that this is so. This motion carried unanimously.**

7.0 Future Agenda Items:

Possible board action re: fund balance: June 30

8.0 Executive Session (Personnel)

At 7:44, Jonas Eno-Van Fleet moved to go into Executive Session for the purpose of discussing: contracts, evaluations, attorney-client communications, and a student matter. Seconded by Flor Diaz Smith. Alicia Lyford will join Executive Session for the student matter portion; Debra Taylor will join the Executive Session for the duration. This motion carried unanimously.

At 9:10, Jonas Eno-Van Fleet moved to exit Executive Session. Seconded by Chris McVeigh. The motion carried unanimously.

During Executive Session the board discussed a student matter, contracts, and evaluations.

Following Executive Session:

Dorothy Naylor moved to approve the collective bargaining agreement with the ESP union, contingent upon future union ratification. Stephen Looke seconded. The motion carried unanimously.

Chris McVeigh moved to approve the administration's recommendation regarding a student matter. Flor Diaz Smith seconded. The motion carried unanimously.

Diane Nichols-Fleming moved to approve the administration's recommendation for non-union support staff contracts. Chris McVeigh seconded. The motion carried unanimously.

Chris McVeigh moved to approve the retirement of Lori Bibeau, effective June 30, 2021. Dorothy Naylor seconded. Stephen Looke added his sincere appreciation for Lori's years of work. The motion carried unanimously.

9.0 Adjournment: Scott Thompson thanked all of the board members, Debra Taylor, administrators, teachers, principals, media, and the public for hanging with the board during long nights and hard discussions and wished everyone a good summer.. The meeting was adjourned by consensus at 9:30 pm.

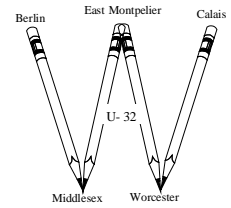
Respectfully submitted,
Lisa Stoudt, Board Recording Secretary
and Jonas Eno-Van Fleet, Board Clerk

Washington Central Unified Union School District

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

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 - Unapproved Minutes July 1, 2020

Present by Teleconference*:

Board Members: Flor Diaz Smith, Lindy Johnson, Scott Thompson, Diane Nichols-Fleming, Dorothy Naylor, Stephen Looke, Chris McVeigh, Marylynne Strachan, Kari Bradley, Jonas Eno-Van Fleet, George Gross, Jaiel Pulskamp

Administrators: Superintendent Bryan Olkowski, Business Administrator Lori Bibeau, Technology Director Keith MacMartin, U-32 Principal Steven Dellinger-Pate, U-32 Associate Principal Jody Emerson, U-32 Student Affairs Director Amy Molina, Doty Principal Gillian Fuqua, Rumney Principal Casey Provost

Other: ORCA videographer, David Lawrence, Glenn Gannon, Rick Kehne, Kelly MacMartin, Elizabeth Wirth, Addie Pritchard, Maria Melekos, Corinne Stridsberg

1.0 Call to Order: Scott Thompson called the meeting to order at 6:00 p.m.

2.0 Welcome: Scott Thompson welcomed new superintendent Bryan Olkowski. Scott Thompson noted that this is a special board meeting to focus on issues related to the opening of school in light of COVID-19.

2.1 Reception of Guests

2.2 Public Comments: Scott Thompson invited comments from the public, regarding the reopening of school. Rick Kehne noted that, with very cautious effort, he believes we need to move forward with opening of school, using protective gear (such as masks) and social distancing. He asked about the position of COVID-19 Coordinator position. The direction for the duties of this position should be coming from the state level; why would we be creating a new position and using revenue toward this? He stated that the position is redundant.

David Lawrence asked the board to consider that some families will not be sending their children to school, given their uniquely health-compromised circumstances.

Scott Thompson noted that he has heard some feedback from the public - including asking to NOT alternate school days for elementary aged students. There have been different opinions from the public about masks for children or for adults only. He has heard some suggestions around changes to the school calendar, and some questions about the possibility of using "flipped classroom."

2.3 Student Reports: no student present

3.0 Board Operations (Discussion/Action)

- 3.1 New Superintendent Introduction: Scott Thompson introduced Bryan Olkowski. Superintendent Olkowski provided an introduction to those present, via Powerpoint.
- 3.2 Superintendent Report: Superintendent Olkowski reviewed the written reports he had provided. He stated that more guidance is expected to be coming from the AOE in mid-July, re: COVID-19. He explained that he is expecting to have to purchase some items during the summer to prepare for opening in the fall. Marylynne Strachan explained her perspective as a nurse, as to why the position of COVID-19 Coordinator is critical at WCUUSD, for the amount of time that we are having to deal with COVID-19, over the next one to two years. Flor Diaz Smith asked that when building and office renovations are considered, in light of COVID-19, long-term visions and designs are considered as well. She stated that one of the visions has been to increase the position of a school nurse as a leader for the entire WCUUSD, so she believes the position of COVID-19 Coordinator can be considered in that vein. Jaiel Pulskamp asked what is the plan to help students and families with poor internet, as we think about remote learning to some degree next year. She also asked about how to address students who have hearing issues, if teachers wear masks. Lindy Johnson stated that she has looked into clear masks; she indicated that they not only benefit students who have hearing issues. Some discussion followed around bulk ordering. Marylynne Strachan stated that she hopes there will be some planning and consideration for students who need to take a break from masks - for example, creating a designated space.
- 3.3 Board Retreat: Currently scheduled for August 8th, half day, breakfast and lunch. The board discussed the idea of having this meeting in person versus remotely. Superintendent Olkowski expressed that he would like to prioritize that all board members are able to attend. The board may use a poll to decide on a date for the retreat that all board members can attend. Superintendent Olkowski stated that, if needed (for all board members' availability), September or October might be chosen for a board retreat date. He has a facilitator in mind. Board members expressed support in having a facilitator. Stephen Looke asked about the cost of a facilitator. Superintendent Olkowski will provide more details.

4.0 Finance (Discussion/Action)

- 4.1 COVID-19 School Coordinator and Additional School Nurse: Lindy Johnson indicated that she likes the idea of a leader within the district and she thinks that the increase of school nurse positions at the elementary schools is critical. She wonders if within that capacity, we can designate the position of COVID-19 Coordinator without hiring an additional position. Maria Melekos stated that she believes the position is critical and needs to be separate from the school nurse positions. Stephen Looke shared his experience with how Norwich is approaching this position. The Facilities Director position was discussed; Marylynne Strachan reiterated that she believes this position being separate from, but working collaboratively with, Facilities Director, is critical. Superintendent Olkowski stated that, while he appreciates the desire to be careful stewards of education funds, he believes that this situation is unique and the safety of the students is paramount. George Gross indicated that he also thinks the position can be critical in the role of communication with families. Flor Diaz Smith stated that a

Community Health Coordinator position might be a more appropriate job title, with a focus on health care coordination and communication. Stephen Looke asked if this is a teacher position or a staff position. Lori Bibeau stated that this is considered a teacher contract. Stephen Looke stated that he thinks it is important that the person that is hired is able to carry out the duties, as it sounds like more of an administrative position. Superintendent Olkowski explained that an administrative position in schools would require additional certification and he believes it is most important that the person have nursing experience and credentials.

School nurse position: Some discussion followed around designating that this is a one-year position. Superintendent Olkowski indicated that it is difficult to fill a position when it indicates one year only. Some discussion followed. Stephen Looke stated that these positions benefit from the merged district; this is a shared expense that can easily be distributed, and can serve the communities as needed. Lori Bibeau stated that when a position is approved off-cycle, such as this, the contract that is offered is always a one-year contract.

- 4.2 **Authorize Central Office Safety Renovations for COVID-19:** Flor Diaz Smith moved to authorize the Business Administrator and Central Office Facility Committee to complete the short-term renovations as delineated in the July 1 memo, and to examine long-term solutions for space shortage for central office. Seconded by Chris McVeigh. Lori Bibeau described the planning that has occurred to date, and she reminded the board that at a later board meeting, the board will be asked to take additional action about appropriation of funds. Jaiel Pulskamp asked if there is the option of working remotely for central office staff. Lori Bibeau explained that some staff have been working remotely; however, there are days when a greater number of staff are sharing the space. She anticipates that in the fall, assuming students and staff are back on site, the central office staff will be back on site as well. Kari Bradley indicated that he would like information about why items #3 and #4 are appropriate long-term action items. Lori Bibeau explained that the air circulation issue is related to an air conditioning unit that is located in a space that will be closed in as part of the renovation, therefore needing to be relocated. Flor Diaz Smith stated that while she agrees with items #1 and #2, she does not think now is the time to consider items #3 and #4.

Chris McVeigh moved to amend the motion to authorize completing the process of exploring short term renovations noted in 1, 2, and 3 above. Flor Diaz Smith agreed with this amendment. The amended motion reads: **Flor Diaz Smith moved to authorize the Superintendent to continue the process of exploring short-term renovations noted in 1, 2, and 3 as delineated in the July 1 memo from Superintendent Olkowski.**

Seconded by Chris McVeigh. Lindy Johnson stated that she would like to be conservative in considering plexiglass as a solution. Diane Nichols-Fleming indicated that when the building was initially constructed, it was touted as sustainable and state of the art and she thinks that the board needs to be mindful of that.

This motion carried unanimously.

- 4.3 Finance Committee Meetings: Flor Diaz Smith asked whether it makes sense to schedule a Finance Committee meeting in light of these proposed changes. Superintendent Olkowski shared that the task force committees are creating long lists of items and he will be looking to the Finance Committee and the board for recommendations and decisions about funding. Stephen Looke stated that he would appreciate having as comprehensive a list as possible, as these request items will need to be prioritized. He would like to extend the maximum flexibility possible to the Superintendent around the

purchase of protective equipment, as guidance comes out. He suggested that the Finance Committee create a recommendation to that effect. Flor Diaz Smith would like for the Finance Committee to meet before July 15th as there is a lot of information to consider.

5.0 Personnel (Action)

- 5.1 **Approve COVID-19 Coordinator:** Chris McVeigh moved to authorize the hiring of COVID-19 Coordinator, who would be a nurse, to serve for the next school year. Marylynne Strachan seconded. This motion carried.
- 5.2 **Approve Additional School Nurse:** Marylynne Strachan moved to authorize the hiring of additional school nurse positions as described. Seconded by Dorothy Naylor. This motion carried unanimously.

6.0 Future Agenda Items:

- Marylynne Strachan shared that she is resigning from the board as her family is moving to Massachusetts. She stated that her children have not been able to access education here. She asked the board to continue to carefully consider access to education for all students; she recommended that the board utilize the expertise of Dan French and to consider data in the work ahead.
- Scott Thompson stated that the board will need to fill the Middlesex board vacancy.
- Jonas Eno-Van Fleet reminded the board that we still need to fill a Worcester board vacancy.
- Lindy Johnson had forwarded an email about solar power credits; she suggests that the board take action at the July 15 meeting. Stephen Looke stated that the board should not be negotiating these contracts. He feels that an administrator should be bringing a recommendation to the board for action; the board should not be deliberating with a contractor at board meetings.
- Dorothy Naylor stated that she would like to participate in the discussion.
- Chris McVeigh suggested that we begin the search for a new Business Manager and to consider an extended contract so that they might overlap with Lori Bibeau before her tenure ends.
- Board retreat
- COVID-19: Corinne Stridsberg asked whether there will be more information shared at the July 15th meeting about school opening in the fall.
Diane Nichols-Fleming indicated that August 1st is the deadline for parents to submit plans for home schooling, so additional information by July 15th would be critical. Corinne Stridsberg indicated that she has not heard yet from the board whether parents will have the option to not homeschool but to keep their children home for distance learning.

7.0 **Adjournment:** The board adjourned by consensus at 8:32 p.m.

Respectfully submitted,
Lisa Stoudt, Board Recording Secretary

WCCUSD School Board
Superintendent Personnel Summary and Recommendations

July 15, 2020
(as of 7/10/2020)

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

Recommend Approval

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

Susan Pryce (U-32 Special Educator, 1.0 FTE)

Sue Anne Mayette (U-32 Speech/Language Pathologist, 1.0 FTE)

Jane Badger (East Montpelier Administrative Assistant, 0.20 FTE/Paraeducator, 0.80 FTE)

Katherine Stone (East Montpelier Pre-Kindergarten Assistant, 0.40 FTE)

Recommend Approval

3. **Resignations** (effective June 30, 2021)

Recommend Approval

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

Recommend Approval

5. **Change in FTE**