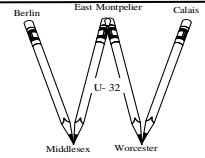


Washington Central Unified Union School District

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 Agenda

4.15.20 6:00 PM – 8:00 PM

Virtual Meeting Information:

Zoom Meeting ID: 181490868
Password: 6996692xW

Dial by Your Location: 1(312) 626-6799
Meeting ID: 696692xW

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)

5	1.0	Call to Order
5	2.0	Welcome
	2.1	Reception of Guests
	2.2	Agenda Revisions
	2.3	Public Comments
75	3.0	Superintendent Report - pg. 2
	3.1	COVID – 19 School Closure Update (Discussion)
		a. Succession Plan – Superintendent – pg. 5
		b. Continuity of Learning Plan – Leadership Team - pg. 7
		c. COVID Leave – Business Administrator - pg. 4
20	4.0	Board Operations (Discussion/Action)
	4.1	Board Steering Team
	4.2	Superintendent Transition Update –July 1, 2020
5	5.0	Consent Agenda (Action)
	5.1	Approve Minutes of 4.1.20 - pg. 47
	5.2	Approve Board Orders
10	6.0	Personnel (Action)
	6.1	Approve Hires, Resignations, Retirements – pg. 53
4	7.0	Future Agenda Items
5	8.0	Executive Session (If needed)
1	9.0	Adjournment

COVID -19 Pandemic

State Stay Home/Stay Safe Order Extended

Governor Scott announced today that he is extending the Stay Home/Stay Safe Order to May 15. This extends all previous related executive orders as well.

Our School District Responds Admirably to COVID 19 and School Closure

Since March 18, the first date of our school closure, our school staff, students and families have been facing numerous unprecedented challenges. We have been preparing and providing meals to our students via bus delivery daily. We have shifted to remote teaching and learning. We have been delivering child care to students of essential workers and all while learning several new aspects of technology to communicate and curate resources for our students.

While working in this ever changing school and work environment we are continuously adjusting to the hourly changes in executive order, state board action, secretary of education guidance, federal legislation and amendments to state legislation in response to the economic effects of the pandemic.

However, I would be remiss if I did not provide you with information concerning all that we have accomplished in the last three weeks - it is truly remarkable! There have been many challenges with the unexpected closure of our schools and I greatly appreciate all of your flexibility and willingness to help and take on new work.

Thanks to everyone -- Leadership Team, Teachers, Support Staff, Administrative Support, Buildings and Grounds, Technology, Central Office Administrators and Central Office Support Staff. It has been the strength of teamwork which has helped us and will continue to help us navigate the challenges of this pandemic.

There have been many changes in the past few weeks and I am writing to provide you with an update. The central office has been closed due to the Governors' Order to Stay Home and Stay Safe. We have employees working remotely as much as possible. Calls to the central office are sent via email to staff for follow up. Central Office Staff are regularly reviewing their email as well. In addition, I have scheduled weekly virtual office hours for all staff on Wednesdays from 10:00 to 11:00 am.

Here are some highlights of the work that has been completed since the March 18th school closure:

Employee Contracts

The contract with the Teachers Union has been ratified by all parties and teachers can expect their contracts in the mail by April 15. The Support Staff negotiations have been scheduled and contracts will be issued once negotiations are complete. As in the past, all other non-bargaining contracts will be issued during May/June.

Continuity of Learning Plan

A [Continuity of Learning Plan](#) was developed by the curriculum team, led by Jen Miller Arsenault. A letter was distributed to parents on Friday with announcements and general information concerning the plan. This was a new requirement and a major piece of work. Our plan was submitted yesterday. This new phase of learning begins on April 13 and continues throughout the school closure. Each elementary school is setting up a webpage where our teachers and principals will provide up to date information for students and families concerning instructional assignments. U32 teachers are communicating instructional information to students directly via google classroom.

Special Education Remote Learning Plan

The Special Education Case Managers are working with Kelly Bushey and Bill Deiss. The group is in the process of reviewing and scheduling supports for special education students. Special Education Teachers and Paraeducators can expect that they will have more defined work assignments in the next few weeks.

School Calendar

Our Spring Break will continue as scheduled, (April 20-24) so our school staff and students will be able to take a well-deserved break. The current school calendar is in the process of being updated for the rest of the year. Per his executive order, the Governor reserves the right to reopen school before the end of the school year. We expect the Secretary of Education to determine the final stage of the school calendar on May 8 and this decision will be made based on our public health trajectory. The recently adopted the FY 20-21 school calendar is now posted on the website.

Food Preparation and Delivery

Many Paraeducators and Food Service staff are assisting with food preparation and the delivery of meals to families. Due to the huge success of this service, we need more staff.

Jody Emerson, U32 Assistant Principal, is the lead on this new initiative. Jody will continue to work with Building Principals to ensure staff assignments are filled with existing employees. We will continue to provide meals to our families during Spring Break as well.

Child Care for Children of Essential Staff

Thanks to Kim Bolduc who has taken the lead on the implementation of our Child Care Services for children of essential workers where our staff are serving students in grades Pk-6. Berlin Elementary School is hosting this program which operates on weekdays. Our child care services will not be provided during Spring Break.

Staffing Schedules and Leave

The Building Principals have been working hard to monitor and schedule staff. Now that the dust has settled, staff should check in with the Principals to receive updated work schedules. Thank you for your patience as we learn about the new criteria and opportunities for staff to be on leave. We are also learning about the new financial tracking due to COVID-19 which may result in our ability to apply for Federal Funds to offset unexpected costs.

After receiving legal consultation, we have developed a form and process for employees to apply for the new Emergency Medical Leaves. Carla Messier, Human Resource Coordinator can provide employees with forms and support. She will work with Virginia Breer, Senior Payroll Accountant to reconcile the AESOP information to the payroll system. We appreciate our staff's use of the existing AESOP leave system to keep track of time off in the interim while we have been working out the details.

Here are the leave situations we have identified:

- Nearly all employees have received work schedules for the remainder of the year. We are asking employees to check with their Supervisor if they need work assignments to fulfill contract hours.
- Some hourly employees are scheduled to work for less hours than their contracted hours. We have a new leave in the AESOP system entitled COVID-19. This leave will be used for unscheduled work time. For example: Some assisting with food are working 5 hours versus their 7 hour contract. We are asking employees to put the remaining 2 hours in the new COVID-19 leave in AESOP in the hopes that there will be stimulus reimbursement from the Federal Government.
- Some employees have requested FMLA and/or the ability to use their leave. There are several options for staff to use leave to take time off.

- Due to the new Emergency Medical Leave requirements, we have a new leave in the AESOP system COVID-19 EMLA. This new category is ONLY for employees who have worked with Carla Messier and completed the new forms. Employees who qualify for COVID-19 EMLA leave are eligible for this additional 80 hours of leave from April 1, 2020--December 31, 2020. We believe there will be stimulus reimbursement from the Federal Government to reimburse this category.
- Virginia Breer will be assisting Carla Messier with this project. They will be reaching out to each employee personally who is using leave to confirm their personal situation and identify options that exist on a case by case basis.

No employee has received a reduction in pay as a result of the new COVID requirements.

Succession Plan

On March 13, the Agency of Education requested that all school districts provide emergency contact information for all leaders in the event that the pandemic affected our operations. A list of two to three individuals supporting each person/department/school have been identified including emergency contact information. Each leader has provided this information to the Superintendent and it is one file at the Central Office.

Financial Update

Recently, information has been shared by the State in relation to the Ed Fund which has bearing on the conclusion of this Fiscal Year (19-20) and will affect next Fiscal Year (20-21).

Secretary French provided information which addressed the impact of the COVID 19 pandemic on our economy. When we emerge from this crisis, the Secretary indicated that we will not be operating in a “business as usual” situation. The current fiscal year has a shortfall, as revenues which support the education fund have been reduced dramatically. There is a \$90 million shortfall as of this date and it is likely growing. The first step is to define the scope of the problem. This will require all the best thinking from the state administration, local government, general assembly leadership, and school district leadership. Questions that the Agency of Education are considering include: What is the effect of the future CARE’s Act funding which will flow directly to school districts in response to expenses associated with COVID 19? What is the state’s cash flow, do they have cash on hand or can they use other resources? The Ed Fund aspect of this problem is situated in a much larger state budget problem.

Secretary French has informed the joint finance committee that legislative action will be required. There will not be a quick work around, there will be changes in law required to

navigate this complex issue, particularly since it is interrelated with broader financial conditions in the state. The Governor is asking for greater flexibility in deploying any support that comes from the federal government which will be helpful.

School Boards and district leadership should be prepared for change, there is no game plan for this situation. In terms of FY20-21 and planning ahead for FY 21-22, there are many budget uncertainties.

We hope to receive early guidance from the Agency of Education concerning the constructs for operation and budgeting in the coming year, perhaps as early as July 1. We should be prepared to address these changes since one of the greatest impacts of COVID 19 will be economic and we will feel its impact in terms of education funding and state government as well as in the broader society. The future of education funding is uncertain due to the economic challenges ahead. It will be prudent to carry any surplus funds into the coming year as best we can, preserving maximum flexibility to navigate the unknown.

The Federal CARES Act will provide \$28 million to schools in Vermont to backfill COVID 19 additional expenditures that we accumulate. This will translate locally into approximately 80% of current Title I funding and the Agency of Education expects to use the Title I pipeline to deliver these funds. These funds will likely not be available until the end of the current school year. We have been advised to be conservative in our plans for these funds until we understand what the state economic context is beyond COVID 19.

Special ed and transportation are subject to our current reimbursement model this year and the Secretary is advocating for further delay of Act 173 funding changes due to the many uncertainties, however this change will require legislative action. Transportation is based on actual expenditures from two prior years. However, current statutory transportation reimbursement is based on the transportation of students to and from school. This may be modified, but it is important to note that there is limited revenue.

Per the AOE, issues of equity, including the recently published weighting study, will emerge as guideposts as the state considers the structure for future distribution of education funding to districts in the coming year.

Washington Central Unified Union School District
Continuity of Learning Plan
April 8, 2020

Washington Central Unified Union School District Continuity of Learning Plan
Guiding Principles
April 8, 2020

Our COVID-19 instructional task force met on March 27, 2020 to articulate our guiding principles regarding our Continuity of Learning Plan during a period of prolonged school dismissal.

We agree that above all we must remain student- and family-centered during this unprecedented time. We acknowledge that our students, our families, and we are experiencing stress and uncertainty. Our Continuity of Learning Plan must be humane, reasonable, and realistic.

We acknowledge our concern that the inequities that have always existed in our school community will likely be exacerbated during the period of prolonged school dismissal. We strive to create a plan that is flexible and responsive to our students' and their families' needs and that strengthens the partnership between home and school in order to best meet our students' needs during this time of uncertainty.

We acknowledge that we have never enacted remote learning prior to this crisis. We encourage risk-taking and we expect that we will make mistakes, learn from them, and improve our practice. We need to be gentle and patient with ourselves, each other, and the entire school community as we do our very best to enact this plan.

Further, this plan is informed by the guiding principles articulated by the Vermont Agency of Education on April 1, 2020:

Remote learning will not and cannot replace the in-person school instruction or communities that support our students. However, the Vermont education community can pull together to both support the wellbeing of our students and

continue their learning over this extended period. The current public health crisis is constantly evolving. The Agency of Education and school districts understand that any approach must be flexible within the context of what families are contending with as well as their capacity under stress to partner in education. With this in mind, the Agency of Education recommends the following guiding principles as you develop your CLP (in no order of importance):

- 1. Health and Safety. Doing everything that we can to support the health, safety, and wellbeing of our students and their families is our top priority. This includes but is not limited to providing nutritious foods, promoting opportunities for physical wellness, and providing social- emotional and mental health support for all of our students.*
- 2. Equity. This crisis affects everyone but will disproportionately impact the most vulnerable students. Equity should be at the forefront of all planning and implementation.*
- 3. Relationships. Making connections and maintaining relationships are at the foundation of all implementation plans. Set a schedule that includes faculty and staff connecting with students as frequently as possible.*
- 4. Remote Learning. Remote learning does not exclusively mean online learning. Districts should consider the variable abilities of families to access and utilize the internet and the impacts of increased screen time expectations. Students should not be required to access devices for the traditional length of the school day. Leverage other opportunities for students to learn, such as exploring their outdoor environment (to an extent that is within public health parameters) , engaging in self-driven projects and problem-solving, and (virtually) reaching out to their communities.*

COMMUNICATION		
<i>Essential Element #1: Describe your communication plans/routines for student to teacher, teacher to student, staff to staff, and staff to family/community.</i>		
Elementary Schools	Middle/High School	Resources
How will you be able to connect with every student, every day?		
<p>On Monday and Friday classroom teachers will facilitate a synchronous Morning Meeting with their students with a focus on social emotional learning.</p> <p>Teachers will create asynchronous lessons for each day of the week and will check in on student progress and provide feedback to students regularly.</p> <p>Each teacher will provide weekly office hours for students and families.</p> <p>Teachers will take attendance, marking students “present” each day that they have had some type of contact with students and/or families.</p>	<p>On Monday and Friday teacher advisors (TAs) will host verbal or visual TA meetings with a focus on attendance, relationships, SEL check-ins, and student-to-student connections.</p> <p>Teachers will check in with students on Tuesday, Wednesday, and Thursday using text, email, phone, or Google forms.</p> <p>Each class will have one class meeting time each week. Teachers will reach out to students who are not able to attend the synchronous class.</p> <p>In addition, teachers have weekly office hours and are reachable by phone and email. Weekly office hours will allow for additional connections, small group work, and one-to-one support.</p>	<p>Guidance for elementary teachers regarding how to take attendance during school dismissal is forthcoming.</p> <p>RP circle prompts and ideas during remote learning</p>

	Students must check in one time during the week in order to be counted in class attendance.	
How will you keep ALL families informed about updates, changes, and/or general information?		
<p>The primary communication tool from school to the community will be through IC Messenger, the tool that we use throughout the school year. IC Messenger can relay messages via both email and voicemail.</p> <p>All communication will be mailed to families without internet service through the USPS.</p> <p>Principals and administrative assistants will update school websites regularly and possibly daily with general announcements regarding issues such as playground use, meal delivery, school calendar updates, etc.</p> <p>Each elementary school has created a remote learning site in order to centralize and streamline communication about remote learning. Teachers will submit information regarding remote learning to be posted on the site weekly.</p>	<p>The primary communication tool from school to the community will be through IC Messenger, the tool that we use throughout the school year. IC Messenger can relay messages via both email and voicemail.</p> <p>All communication will be mailed to families without internet service through the USPS.</p> <p>School websites will be updated regularly and possibly daily.</p> <p>The school newsletter is being published each week.</p> <p>The principal is sending home a weekly email message to students and families and is sharing it with faculty and staff.</p> <p>The principal is hosting weekly office hours for families and community members.</p>	

<p>Each school is publishing a weekly school newsletters.</p> <p>Principals are hosting weekly office hours for families and community members.</p> <p>Classroom teachers will utilize the platforms they have been using throughout the year to continue to communicate with their families (e.g. SeeSaw, blogs, weekly classroom newsletters).</p>		
<p>How will you assist students and families in setting up schedules and routines for their remote education experiences?</p>		
<p>Teachers will provide students with sample daily and weekly schedules and will support families to establish schedules and routines that are responsive to families' varying needs. With the exception of two synchronous Morning Meetings each week, learning opportunities will be asynchronous.</p> <p>The expectations for remote learning will be about three hours or so each day, including literacy, math, allied arts, and/or PE activities. This expectation is prorated for pre-k students as is developmentally appropriate.</p>	<p>Teachers will provide students and families with daily class schedules to aid in setting routines, with a balance of synchronous and asynchronous learning opportunities.</p> <p>The High School Center for Student Support and the Middle School Spark Center are holding daily workshops and 1:1 tutoring time to work with students to develop personalized routines.</p> <p>Case managers, TAs and school counselors are working 1:1 to identify students who need extra executive functioning support.</p>	<p>Example of a weekly schedule of at home learning examples for primary grades</p> <p>Example of a daily schedule for elementary students</p> <p>Weekly schedule for U-32</p>

How can you support families and caregivers as they facilitate learning at home?		
<p>Teachers and school counselors will host weekly office hours for parents and caregivers.</p> <p>Additionally, case managers, school counselors, nurses, and paraeducators are reaching out to students and families to identify needs and offer tailored support to students and families who need it.</p>	<p>This is identified through weekly/daily TA check-ins. If a student is identified as needing a resource that they don't have, the administrative staff at school will work with the classroom teacher to identify solutions. Possible solutions are to utilize USPS to mail packages or meal delivery routes to hand deliver.</p> <p>Additionally, case managers, school counselors, nurses, and paraeducators are reaching out to students and families to identify needs and offer tailored support to students and families who need it.</p>	<p>U-32 Common Expectations for Students and Families</p>
Do families have the physical resources they need to meet their students' academic needs? If not, how will you ensure they do?		
<p>Elementary schools surveyed families to ascertain their access to technology.</p> <p>Teachers, school counselors, and school nurses are regularly checking in with families.</p>	<p>100% of U-32 students have school-issued Chromebooks.</p> <p>92% of students have reliable internet access at home</p>	<p>WCUUSD Librarians' Circulations of Materials Draft Procedures</p>

<p>For the % of families who do not have reliable internet, students with documented accommodations/modifications/IEPS, and students with other access issues, analog work options will be provided. The schools will use paper packets and thumb drives to provide videos and other resources that would have been traditionally delivered through web-based portals.</p>	<p>For the 8% of U-32 families who do not have reliable internet, students with documented accommodations/modifications/IEPS, and students with other access issues, analog work will be provided. The school will use paper packets and thumb drives to provide videos and other resources that would have been traditionally delivered through web-based portals.</p>	
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STRUCTURES FOR STUDENT SUCCESS		
<i>Essential Element #2: Describe how you will establish consistent expectations of teachers, in terms of providing learning opportunities for their students. These expectations should include regular office hours/check-ins, and feedback loops for students.</i>		
Elementary Schools	Middle/High School	Resources
What is expected from teachers in terms of lesson creation, delivery, and assessment?		
<p>Teachers provide a 10-15 minute* pre-recorded or other asynchronous medium (asynchronous learning) new learning experience.</p> <ul style="list-style-type: none"> • Literacy (3x/week) asynchronous, including reading and writing and the integration of science and/or global citizenship • Math (2x/week) asynchronous • *Allied arts (provide approximately 30 minutes of activities/week in music, art, PE, and Spanish (Rumney only) per grade/grade level cluster with written or recorded instructions). <p>Teachers post learning targets, pre-recorded or other asynchronous lesson(s), resources (electronic or packets that have been distributed in advance), weekly activities, and</p>	<p>Teachers provide a 15-20 minute pre-recorded (asynchronous learning) new learning experience once per class/per week.</p> <p>Prior to class meeting time (window of time for each class), teachers post learning targets, pre-recorded lesson(s), resources, weekly activities, learning extensions, assessment criteria and rubrics/learning scales.</p> <p>Teachers provide live support and supplemental learning strategies during class times (once per week) and office hours (optional). Teachers will also follow up with students who are not engaging in these opportunities in order to figure out ways to increase accessibility and engagement during remote learning.</p>	<p>Pre-K expectations and performance indicators for school dismissal period</p> <p>Definition of synchronous learning: Teachers and students gather online at the same time and interact in “real time” with a short or “near-real time” exchange between teachers and students. Examples of synchronous instruction include Google Hangouts/Meet or Zoom.</p> <p>Definition of asynchronous learning: Teachers prepare</p>

<p>assessment criteria prior to class meeting time on the school's remote learning site.</p> <p>Teachers provide office hours weekly for students and families.</p> <p>Teachers will provide feedback to students about their work. All assessment is formative during this time. Given the multitude of variables and inequities, there is limited if any role for summative assessment.</p> <p>Regarding Pre-K, the AOE has eliminated the spring checkpoint requirement for Teaching Strategies GOLD and our teachers will not be entering data anymore data into TS GOLD accordingly.</p>	<p>Teachers will provide feedback to students about their work. Given the multitude of variables and inequities, assessments should be predominantly formative. Students must have ample opportunities to demonstrate evidence of proficiency and to reperform should there be a summative assessment.</p>	<p>course materials for students in advance of students' access. Students may access the course materials at a time of their choosing and may access teachers at different times. Examples of asynchronous instruction including Google Classroom, Youtube, Screencastify, paper packets with teachers' scripted notes.</p>
<p>Will teachers be creating their own lessons, materials, and digital resources, using other materials, or both?</p>		
<p>Teachers will implement a mixture of learning opportunities for students by creating their own lessons, materials, and digital resources and using other materials such as i-Ready Math. Digital resources can include videos, interactive websites, and other websites.</p> <p>Teachers will create equitable alternatives for students who cannot access digital resources (e.g., a printed packet of slides with a phone call explanation provided by the teacher).</p>	<p>Teachers will implement a mixture of learning opportunities for students by creating their own lessons, materials, and digital resources and using other materials such as i-ReadyMath, Read 180, Khan Academy, analog resources, and vetted online applications.</p> <p>Teachers will create equitable alternatives for students who cannot access digital resources (e.g., a printed packet of slides with a phone call explanation provided by the teacher).</p>	

How might you institute and leverage teaming structures to ensure continuity of learning if staff becomes ill?		
<p>Teachers will engage in weekly grade/subject alike meetings to develop and share lesson plans, resources, instructional strategies, and/or ideas with each other.</p> <p>Teachers will be meeting in unit teams weekly to develop and share lesson plans, resources, instructional strategies, ideas regarding accommodations, modifications, and extensions, etc. Classroom teachers and special educators will be attending these meetings together.</p> <p>Principals have access to teacher planning documents and will attend meetings as they are able. A meeting schedule has been established to ensure that there are no scheduling conflicts.</p>	<p>U-32 teachers are aligning instruction and assessments for all common prep courses (ie 9th grade english). Teachers are working together to record one learning resource (video lesson) per common course.</p> <p>Middle School core teams are using a project-based learning model to provide for the contingency of staff illness.</p> <p>There are a few courses that are singletons. Plans to figure out a contingency plan for singleton courses are still under development.</p>	<p>Weekly schedule for U-32</p> <p>Sample weekly schedule for elementary teachers</p>

Essential Element #3: Describe your system/structure for ensuring that all students, especially those struggling, get support (academic, social/emotional, or technology/material needs) in a timely fashion.

Elementary Schools	Middle/High School	Resources
How will you leverage your MTSS system and/or EST to support struggling students?		
<p>Classroom teachers will take the lead in checking in with students.</p> <p>Schools have already identified students and families who may need additional check ins and supports. School counselors, nurses, special educators, and/or paraeducators can provide these supports.</p> <p>Principals will establish weekly EST meetings via Zoom as necessary for students.</p> <p>Schools will engage in outreach to WCMH and other outside agencies as necessary.</p> <p>Teachers and interventionists will continue to use the results of Star 360 Math and Reading and/or i-Ready Math and other literacy</p>	<p>Teacher advisory (TA) system is the foundation for social/emotional help and support</p> <p>Administrators will establish weekly EST meetings in the middle school as necessary.</p> <p>The student services department will have weekly meetings and will include appropriate WCMH staff.</p> <p>Teachers and interventionists will continue to use the results of Star 360 Math and Reading and/or i-Ready Math and other literacy assessments when planning and designing instructional opportunities.</p> <p>Literacy and math interventionists will design targeted lessons and practice opportunities for students</p>	

<p>assessments when planning and designing instructional opportunities.</p> <p>Literacy and math interventionists will design targeted lessons and practice opportunities for students</p> <p>Direct instruction will be provided in an alternate way for students who do not have access to online resources (e.g. Teacher phone call explaining slides/packets instead of screencasts, i-Ready “Tools for Instruction” PDFs to support math practice).</p>	<p>Direct instruction will be provided in an alternate way for students who do not have access to online resources (e.g. Teacher phone call explaining slides/packets instead of screencasts, i-Ready “Tools for Instruction” PDFs to support math practice).</p>	
<p>How will you utilize classroom instructional assistants, school counselors and clinicians, and social workers to create support systems?</p>		
<p>Instructional assistants will provide individualized supports to students depending on each student’s Distance Learning Plan.</p> <p>School counselors are providing support to individual students and families as necessary and are also providing SEL resources to teachers, students, and families.</p> <p>School counselors can establish remote weekly lunch groups for groups that had been meeting</p>	<p>Paraeducators are providing individualized supports to students depending on each student’s Distance Learning Plan.</p> <p>School counselors are providing support to individual students and families as necessary and are also providing SEL resources to teachers, students, and families.</p> <p>School counselors are hosting remote weekly lunch groups for students.</p>	

<p>in person.</p> <p>School nurses are checking in with families with medical needs and concerns and are providing support regarding the handling of materials.</p>	<p>School nurses are checking in with families with medical needs and concerns.</p> <p>The school nurse and social worker are hosting a smoking cessation group online.</p>	
<p>How will academic advising, counseling services, and other mental/health supports be maintained and provided?</p>		
<p>Teachers and interventionists are personalizing and differentiating instruction.</p> <p>School counselors and school nurses are checking in regularly with vulnerable students and families. They are also hosting weekly office hours for all families.</p>	<p>Spark Center staff is actively working with middle school students to provide SEL and academic support. Weekly lunch bunch groups are being hosted daily.</p> <p>School counselors and school social workers are using Zoom, google hangouts, email, newsletter, and phone to provide academic counseling and mental health supports.</p> <p>School counselors are offering weekly grade level office hours. The school social worker is offering drop in support weekly.</p> <p>School counselors will also use screencastify to provide resources around traditional counseling topics such as college searches etc.</p> <p>School counselors are providing an executive functioning workshop to teach students who to</p>	<p>U-32 ideas:</p> <p><u>Middle School</u> Center for Student Support - an open Zoom invitation for all middle school students to receive academic or emotional support. Educational professionals available to help students during these times: 12:30pm-3:30pm What kind of help can I get? Academic tutoring - 1:1 or in small groups Check-ins with Spark Center staff</p>

	<p>manage and schedule time. They may consider offering a workshop for parents as well.</p> <p>School counselors are providing access to information from outside organizations.</p>	<p>Accessing library/research materials (speaking with a Library/Media Specialist) - T and F</p> <p>Speak to a school nurse - M and R</p> <p><u>High School</u> Center for Student Support - an open Zoom invitation for all high school students to receive academic or emotional support. Educational professionals available to help students during these times:</p> <p>8:30am-11:30am</p> <p>What kind of help can I get?</p> <p>Academic tutoring - 1:1 or in small groups</p> <p>Accessing library/research materials (speaking with a Library/Media Specialist) - M and R</p>
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		Speak to a school nurse - T and F Math White Table support
How will you engage families and caregivers in supporting the academic and social-emotional needs of their children?		
<p>School counselors will provide weekly academic (establishment of routines) and SEL support via office hours.</p> <p>School counselors have appointment availability for parents/guardians. Schools are providing resources through newsletters on:</p> <ul style="list-style-type: none"> • Dealing with stress, loneliness, and anxiety • Providing families with sample daily routines and schedules • Providing mental health hotline information to families and EAP resources to staff. • Information about providing breakfast and lunch free of charge to all students through 18 years old. 	<p>School counselors are providing weekly academic and SEL support via parent communications.</p> <p>School counselors have appointment availability for parents/guardians. Schools are providing resources through newsletters on:</p> <ul style="list-style-type: none"> • Dealing with stress, loneliness, and anxiety • Providing families with sample daily routines and schedules • Providing mental health hotline information to families and EAP resources to staff. • Information about providing breakfast and lunch free of charge to all students through 18 years old. 	

What methods will be used to support students if they have questions?		
<p>School counselors will use Zoom, Google hangouts, email, and phone to support students and families.</p> <p>Classroom teachers will host synchronous Morning Meetings (and will call students who cannot access live sessions) and host office hours.</p>	<p>School counselors will use Zoom, Google hangouts, email, and phone to support students and families.</p> <p>Students can schedule individual appointments with counselors. Students can also drop into grade level office hours.</p> <p>Students will have at least one live class time with each teacher.</p> <p>Students will also be able to access teachers for additional support during office hours throughout the week.</p> <p>Students can access Spark Center or Center for Student Support.</p>	<p>College & Career Pathways Events Planning for College for recorded sessions, handouts and other great resources</p> <p>Naviance SuperMatch for students who are considering college after high school includes search tools, college websites, and links to virtual tours.</p> <p>Explore Career Options</p> <p>CASEL</p>

Essential Element #4: Describe how you will structure student learning that is flexible enough (e.g., asynchronous to synchronous interactions, weekly vs. daily planning, etc.) to meet student needs and provide predictability for students, families, and educators.

Elementary Schools	Middle/High School	Resources
How are you organizing content and grade level structure to ensure consistency in experience?		
<p>Grade/subject alike teachers have prioritized performance indicators for the remote learning period based on students' current levels of proficiency.</p> <p>They will meet weekly to discuss topics such as:</p> <ul style="list-style-type: none"> • Suggested daily schedules • Weekly schedule with menu options for learning activities (e.g. activities that would have been part of Math Menu in the classroom) • Communication with families (e.g. posting of weekly schedule, links to resources, etc.) on school's remote learning Google site. <p>Math instructional coaches will host "Math for lunch" office hours with WCUUSD math 4x/week. They can schedule appointments outside of these hours for teachers for whom lunch time is not convenient.</p>	<p>Our 9th and 10th grade teams are using the same curriculum, instructions and assessments.</p> <p>Multiple sections of a course will use common curriculum, instruction, and assessments.</p> <p>Middle school teachers are utilizing Project-Based Learning for a common experience curriculum with aligned content/transferable skills instruction and assessment.</p> <p>Math instructional coaches will host "Math for lunch" office hours with WCUUSD math 4x/week. They can schedule appointments outside of these hours for teachers for whom lunch time is not convenient.</p> <p>Instructional coaches are available to offer</p>	

<p>Elementary literacy interventionists may offer “Literacy for lunch” office hours 4x/week. They can schedule appointments outside of these hours for teachers for whom lunch time is not convenient.</p> <p>Instructional coaches are available to offer job-embedded professional learning.</p>	<p>job-embedded professional learning.</p>	
<p>How are you leveraging, selecting, or developing virtual and analog materials?</p>		
<p>Teachers will develop or select virtual and analog materials based on targeted performance indicators.</p> <p>Teachers will continue to use Ready Math and i-Ready as the foundation of their math lessons.</p> <p>The district has upgraded its access to PearDeck and can upgrade access to Screencastify if there is enough demand.</p>	<p>Teachers are using 1:1 assigned chromebooks to provide virtual materials through Google Classroom (school-wide LMS) and content specific applications/websites.</p> <p>Screencastify and Zoom are being used to produce classroom lessons and other learning materials.</p> <p>Based on targeted performance indicators, classroom copies of class books, workbooks, worksheets, art materials curated by teachers and sent home.</p>	

In what ways will you replicate classroom practices or routines online?		
<p>Teachers will host a Morning Meeting twice weekly (once weekly for Pre-K).</p> <p>Teachers may consider offering daily read alouds for students with questions. These could be recordings done by authors (for example Kate Messner reading <i>Ranger in Time</i>). If recorded by WCUUSD teachers, we encourage videos be housed somewhere that is not a public link (site that requires a login, an unlisted youtube link sent to families) and a reminder that teacher created read alouds be taken down at the end of June. Synchronous (not recorded) read alouds do not have these same constraints.</p> <p>Teachers can establish expectations for daily independent reading at home and daily writing activities. They can also establish expectations related to math problem solving and/or skill building.</p> <p>There will also be an expectation for daily physical activity and weekly allied arts activities.</p> <p>In general, students will be expected to engage in up to three hours or so of remote learning activities, prorated for pre-kindergarten and adjusted for students as is developmentally appropriate.</p>	<p>U-32 has developed a daily schedule for students including TA connections.</p> <p>The expectation for Sustained Silent Reading continues at the middle school level.</p> <p>Teachers will hold one synchronous class period a week (as scheduled by administrators) to provide new instruction and learning opportunities.</p> <p>Teachers will hold additional office hours during the week based on need and availability</p> <p>Teachers will provide asynchronous teaching/learning resources to students who cannot access the class period.</p> <p>Teachers provide asynchronous learning resources (video, written, google classroom, interventions etc) for students to access throughout the week.</p> <p>Clubs such as GLAMM are meeting online.</p>	

Essential Element #5: Describe how you will monitor and evaluate the effectiveness of your remote learning plan.		
Elementary Schools	Middle/High School	Resources
How will you collect data? What data and how will it be collected?		
<p>We will take attendance.</p> <p>Assessment data will primarily be formative and based on feedback to students.</p> <p>Teachers can collect anecdotal data from students and families via office hours.</p> <p>Principals may choose to survey families in a more formal manner in order to make student- and family-centered decisions.</p> <p>We will leverage protocols with which we are already familiar in order to continuously improve our practices during the prolonged school dismissal period.</p>	<p>We will take daily attendance.</p> <p>Assessment data will primarily be formative and based on feedback to students.</p> <p>Teachers can collect anecdotal data from students and families via office hours.</p> <p>The leadership team may choose to survey families in a more formal manner in order to make student- and family-centered decisions.</p> <p>We will leverage protocols with which we are already familiar in order to continuously improve our practices during the prolonged school dismissal period.</p>	<p>HUUSD Parent Survey</p> <p>Tuning Protocol from the School Reform Initiative (SRI)</p> <p>A Change in Practice Protocol from the SRI</p> <p>Continuous Improvement Resources from AOE</p>
How will data inform decisions?		
<p>Teachers will adjust remote learning instruction and expectations based on feedback.</p> <p>Teachers will personalize learning</p>	<p>Teachers will adjust remote learning instruction and expectations based on feedback.</p> <p>Teachers will personalize learning</p>	

<p>opportunities based on student performance data.</p> <p>As we get more experience with remote learning and reflect on student work, we will determine how and if we will report on student progress at the end of the school year.</p>	<p>opportunities based on student performance data.</p>	
<p>What other processes will you incorporate or rely on for evaluation?</p>		
<p>We will design a plan for screening and assessing student progress once our students return to school.</p> <p>We will also need to draft a plan for the student learning and expectations once our students are back in our buildings.</p>	<p>We will design a plan for screening and assessing student progress once our students return to school.</p> <p>We will also need to draft a plan for the student learning and expectations once our students are back in our buildings.</p>	

INSTRUCTION AND FEEDBACK		
<i>Essential Element #6: Describe how you will identify critical proficiencies for the remainder of the year and how you will design learning activities that support students to meet these critical proficiencies, appropriate for each grade level cluster (Pre-K, primary, intermediate, middle, and high school).</i>		
Elementary Schools	Middle/High School	Resources
What are the critical proficiencies/standards (transferable skills and content) and curricular expectations for the remainder of the year?		
<p>Teachers individually identified the performance indicators they have and have not yet addressed this year for the SLO areas they teach including transferable skills.</p> <p>Teachers then met in grade/subject alike groups to consider which performance indicators are the most important for them to address during the final quarter of the school year.</p>	<p>Teachers have developed a syllabus for each course for the remainder of the school year and submitted via Google form what standards will be taught during this period of school dismissal.</p>	<p>Pre-K expectations and performance indicators for school dismissal period</p> <p>Kindergarten (WCUUSD) Performance Indicators</p> <p>Grade 1 (WCUUSD) Performance Indicators</p> <p>Grade 2 (WCUUSD) Performance Indicators</p> <p>Grade 3 (WCUUSD) Performance Indicators</p> <p>Grade 4 (WCUUSD) Performance Indicators</p>

		Grade 5 (WCUUSD) Performance Indicators Grade 6 (WCUUSD) Performance Indicators Allied Arts (WCUUSD) Performance Indicators U-32 Syllabi Responses
How will you create flexible, open-ended learning tasks that can be solved in a variety of ways using various, easily obtained materials?		
<p>Teachers prioritized the performance indicators that they will address during the school dismissal period. They did so through an equity lens, acknowledging that they will have to differentiate, personalize, accommodate, and modify in order to meet all students' needs.</p> <p>Teachers will design learning tasks that are open-ended and can leverage everyday materials as much as possible.</p> <p>We will also distribute and collect materials on a regular basis so that students can fully access learning tasks. Distribution plans include pick</p>	<p>Teachers have developed syllabi and are working to ensure that they provide students with open-ended learning tasks. Where materials are being used that are not “easily obtained,” teachers have purchased and mailed materials to their students.</p> <p>Teachers are providing materials via Google Classroom, mail, etc.</p> <p>In addition, teachers have been asked to consider the following as part of their planning:</p> <ul style="list-style-type: none"> • Utilize backwards design for courses and complete course syllabus forms. 	

<p>up at school, utilizing the USPS, dropping off materials during the daily meal delivery bus run, and/or utilizing school vans to deliver materials.</p>	<ul style="list-style-type: none"> ● Determine standards/performance indicators to be taught. ● Determine assessment practices. ● Identify/determine platforms/resources that will be used to communicate with students. ● Determine what, how, and where materials will be distributed (analog and digital). ● Create accommodations/modifications to ensure all students can access. ● Consider whether or not it makes sense to share workloads among colleagues who teach the same class. 	
<p>How will development of these proficiencies be supported and met in a remote learning environment? How will proficiencies be assessed?</p>		
<p>When prioritizing the performance indicators for remote learning, teachers considered which PIs were most important and how they might address them in a remote learning environment. Teachers will meet at least weekly to support each other at both the school and district levels as they design remote learning opportunities.</p> <p>The emphasis for schoolwork assigned, reviewed, and completed during the remote</p>	<p>While completing their syllabi teachers indicated how they would accommodate and modify their lessons to meet the needs of all students.</p> <p>The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on learning, not on compliance.</p>	<p>U-32 Syllabi Responses</p>

<p>learning period is on learning, not on compliance.</p> <p>Any grading/scoring should focus on the continuation of learning and prioritize the connectedness and care for students and staff. All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period in that timeframe. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this “unprecedented time” (Illinois guidelines).</p> <p>Feedback should be used to encourage and motivate learners to access content and engage in suggested activities such as discussions, discussion boards, reflections, short essays, etc.</p> <p>Feedback should be informative and tailored to the assignment(s) given.</p>	<p>Grading/scoring should focus on the continuation of learning and prioritize the connectedness and care for students and staff. All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period in that timeframe. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this “unprecedented time” (Illinois guidelines).</p> <p>Students will continue to be scored using our 4 level proficiency scales and rubrics on all assignments. These scales and scoring provide an incredible amount of feedback to students about where they are currently and what they need to do to achieve at the next level. Activity/task scores should reflect current state 1, 2 3, or 4.</p> <p>Feedback should be used to encourage and motivate learners to access content and engage</p>	
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<p>Feedback needs to be consistent, ongoing, incremental, formative, as a means of keeping students engaged.</p> <p>If we decide that we have enough evidence to report on some aspects of student progress at the end of the school year, we will decide on the format, content, and implications together, again bearing in mind issues of equity. If students have not had an opportunity to meet our expectations, for whatever reason, we would consider their learning incomplete and would consider how we will respond when we are back together in the school building.</p>	<p>in suggested activities such as discussions, discussion boards, reflections, short essays, etc. Feedback should be informative and tailored to the assignment(s) given (from Illinois guidelines):</p> <ul style="list-style-type: none"> • Instructors should give personalized feedback on content materials (submitted or not submitted). • Instructors should be able to provide a means (i.e., rubric) of how students will be assessed on the assignment(s) they are receiving. Assignment(s) should be accompanied with an understanding of the goals and objectives. • Feedback needs to be consistent, ongoing, incremental, formative, as a means of keeping students engaged. <p>When it comes to the end of course score, students will receive a final score of 3-meeting course expectations, 4-exceeding course expectations, or an I-incomplete. This will give us information about what students need as we move into the fall and what interventions, seminars, summer school, on-line or after school programs we need to develop.</p>	
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Essential Element #7: Describe your process to create opportunities for teachers and staff to work collaboratively or in teams around curriculum design and support of students, and to ensure continuity in case of staff illness.

Elementary Schools	Middle/High School	Resources
How will you leverage existing PLCs to focus on providing high-quality teaching and assessment?		
<p>Teachers will meet weekly with district grade/subject alike teachers.</p> <p>Teachers will meet weekly in school-based unit teams.</p> <p>Instructional coaches and interventionists will provide office hours four times/week in order to provide support and ideas to teachers and paraeducators.</p> <p>Meeting schedules will be established with an eye toward effectiveness and efficiency and with the acknowledgement that some flexibility will be required as teachers balance care for themselves and young children and/or other obligations with work.</p>	<p>PLCs will meet via Zoom every Wednesday to focus on curriculum, instruction and assessment.</p> <p>Core teams will meet twice a week to ensure alignment.</p> <p>Meeting schedules will be established with an eye toward effectiveness and efficiency and with the acknowledgement that some flexibility will be required as teachers balance care for themselves and young children and/or other obligations with work.</p>	

How will your MTSS and EST systems be utilized to work collaboratively to plan and coordinate necessary support for students?		
<p>School-based unit teams will meet weekly. The schedule has been established so that there are no scheduling conflicts for folks who serve on multiple teams.</p> <p>Schools have already identified students and families who may need additional check ins and supports. School counselors, nurses, special educators, and/or paraeducators can provide these supports.</p> <p>Principals will establish weekly EST meetings via Zoom as necessary for students.</p> <p>Schools will engage in outreach to WCMH and other outside agencies as necessary.</p> <p>Teachers and interventionists will continue to use the results of Star 360 Math and Reading and/or i-Ready Math and other literacy assessments when planning and designing instructional opportunities.</p>	<p>Teachers, TAs and school counselors will convene via Zoom to hold “staffing” meetings to identify and address the needs of students.</p> <p>The U-32 MTSS committee will meet via Zoom to address student needs for both 19-20 and 20-21.</p> <p>Data from i-Ready and Read 180 will continue to be used to plan for 19-20 and 20-21 interventions.</p>	

<p>Literacy and math interventionists will design targeted lessons and practice opportunities for students</p> <p>Direct instruction will be provided in an alternate way for students who do not have access to online resources (e.g. Teacher phone call explaining slides/packets instead of</p>		
How will you ensure consistency in curriculum, instruction, and education experiences across your SU/SD?		
<p>District elementary grade-/subject-alike teachers will be meeting weekly to engage in work related to curriculum, instruction, and assessment during this period of remote learning.</p> <p>To the extent that it makes sense, PreK-Graduation subject-alike groups could meet every other week or monthly.</p>	<p>Middle school cores, 9th grade teams, 10th grade teams, and departments will be meeting regularly throughout this period of remote learning to engage in work related to curriculum, instruction, and assessment.</p> <p>To the extent that it makes sense, PreK-Graduation subject-alike groups could meet every other week or monthly.</p>	

<i>Essential Element #8: Describe your plan to support and provide professional learning opportunities for teachers, counselors, and staff around remote (including virtual) instructional design, delivery, and practice.</i>		
Elementary Schools	Middle/High School	Resources
What online learning practices or tools are already used in your SU/district and can be easily adapted for this situation?		
<p>There are synchronous and asynchronous professional learning opportunities regarding technology tools and platforms.</p> <p>Instructional coaches and other content specialists will hold office hours.</p> <p>Instructional coaches are available to engage in coaching cycles.</p> <p>We may want to explore opportunities to provide professional learning related to universal design for learning as we seek to address and mitigate the inequities that exist in our school system.</p>	<p>There are synchronous and asynchronous professional learning opportunities regarding technology tools and platforms.</p> <p>Instructional coaches and other content specialists will hold office hours.</p> <p>Instructional coaches are available to engage in coaching cycles.</p> <p>We may want to explore opportunities to provide professional learning related to universal design for learning as we seek to address and mitigate the inequities that exist in our school system.</p>	
Who are the champions or power users in your SU/SC who could support their colleagues?		
<p>Each school has identified Infinite Campus work group members to support teachers in the use of IC.</p> <p>The librarians/media specialists are a resource regarding remote resources.</p>	<p>U-32 has identified Infinite Campus work group members to support teachers in the use of IC.</p> <p>The librarians/media specialists are a resource regarding remote resources.</p>	

How will remaining professional development time and/or faculty meeting time be repurposed to include online instructional practices?		
<p>The week of April 6-10, 2020 has been designated one of “light maintenance” for students so that teachers can prioritize planning and preparing for remote learning.</p> <p>Monday, April 6: Teachers individually identify the performance indicators they have and have not yet addressed this year for the SLO areas they teach including transferable skills. Teachers begin to consider which performance indicators are the most important for them to address during the final quarter of the school year.</p> <p>Tuesday, April 7: Teachers meet in grade/subject alike groups to come to agreement on prioritized performance indicators for the year. Facilitated by principals.</p> <p>Wednesday, April 8: Teachers prepare for remote learning, developing plans for the week of April 13 and related resources. Teachers access online resources as necessary and/or tech department office hours. Faculty meetings at school to review expectations, agree on timelines/schedules going forward</p>	<p>The week of April 6-10, 2020 has been designated one of “light maintenance” for students so that teachers can prioritize planning and preparing for remote learning.</p> <p>At the beginning of the day on April 6 a faculty meeting will occur to set parameters and structure for the design and delivery of remote instruction</p> <p>The week will also include Department and Common Planning Time when teachers/departments/cores identify the performance indicators they have and have not yet addressed this year for the SLO areas they teach including transferable skills. Teachers begin to consider which performance indicators are the most important for them to address during the final quarter of the school year.</p> <p>The week will also include teacher planning time and online trainings and workshops focusing on UbD concepts - standards,</p>	<p>Draft U-32 PD plan for the week of April 6-10</p>

<p>and answer any questions and set up a master remote learning calendar.</p> <p>Thursday, April 9: Teachers prepare for remote learning (continued). Teachers access online resources as necessary and/or tech department office hours.</p> <p>Friday, April 10: Teachers prepare for remote learning (continued).</p>	<p>assessments, and building units and lessons with consideration to a balance of synchronous and asynchronous learning and through an equity lens.</p>	
How will you use already vetted tools and resources?		
<p>The librarians are vetting new tools and resources. They will continue to provide an updated list to staff and user guides and maintain a library resource page.</p> <p>The IT department has provided a list of supported platforms and resources to teachers.</p> <p>The curriculum director and instructional coaches created a remote learning site for teacher resources. Teachers are adding to and curating the site.</p>	<p>The librarians are vetting new tools and resources. They will continue to provide an updated list to staff and user guides and maintain a library resource page.</p> <p>The IT department has provided a list of supported platforms and resources to teachers.</p> <p>The curriculum director and instructional coaches created a remote learning site for teacher resources. Teachers are adding to and curating the site.</p>	<p>See the bottom of this document for our expectations regarding Zoom etiquette.</p> <p>Training Videos, Platforms and Live Help Sessions</p>

ENSURING ACCESSIBILITY		
<i>Essential Element #9: Describe how you will ensure the provision of FAPE.</i>		
Elementary Schools	Middle/High School	Resources
How will you ensure that opportunities are accessible to all students, including students with IEP or 504 plans, designated as EL, Migrant students, etc.? What accommodations can be made for these students?		
<p>All students eligible for special education will have a Distance Learning Plan in place by April 13, 2020. Services will be provided as determined by IEP teams.</p> <p>Classroom teachers and Special Educators are working together to design/modify curriculum to be delivered and assessed for students without access to technology. This ensures access for all. Then technology resources and materials are considered.</p>	<p>All students eligible for special education will have a Distance Learning Plan in place by April 13, 2020. Services will be provided as determined by IEP teams.</p> <p>Classroom teachers and Special Educators are working together to design/modify curriculum to be delivered and assessed for students without access to technology. This ensures access for all. Then technology resources and materials are considered.</p> <p>When building curriculum, instruction, and assessments, teachers are asked to stick to simple, consistent tools based on Universal Design for Learning guidelines such as:</p>	<p>Washington Central Navigating COVID-19 Special Education</p>

	<ul style="list-style-type: none"> • Keeping resources basic (color, font, size). • Keeping resources accessible (text to speech, speech to text, large font, captioning videos, transcribing audio/video, adaptive technology). • Appealing to all learners (use words and pictures). • Including modifications and accommodations. • Providing a mix of asynchronous and synchronous learning options for all learners. 	
What additional measures will you take to support students with disabilities, and students served under Title Programs (ELL, Migrant, etc.).		
<p>All students eligible for special education will have a Distance Learning Plan in place by April 13, 2020. Services will be provided as determined by IEP teams.</p> <p>ELL students are working online with ELL support.</p> <p>We are delivering meals to all students regardless of eligibility status.</p>	<p>All students eligible for special education will have a Distance Learning Plan in place by April 13, 2020. Services will be provided as determined by IEP teams.</p> <p>ELL students are working online with ELL support.</p> <p>We are delivering meals to all students regardless of eligibility status.</p>	

<i>Essential Element #10: Describe how you will address adherence to FERPA.</i>		
Elementary Schools	Middle/High School	Resources
How will you safeguard student privacy and ensure data security?		
<p>Teachers have been reminded that all FERPA laws (along with mandated reporting laws) continue to apply in this new learning environment.</p> <p>Teachers have been advised that if they are recording lessons/web conferences that they should not record students to ensure their privacy.</p> <p>Legal counsel discourages us from recording with multiple students in a session.</p> <p>Teachers can record themselves and share with students.</p> <p>One on one sessions can be recorded; they will then be considered part of the student's record.</p> <p>VT AOE guidance from April 7, 2020 states: "It is recommended that students use the video features of web conferencing only in the beginning of the class to socially connect (SEL) or if a student needs to demonstrate something</p>	<p>Teachers have been reminded that all FERPA laws (along with mandated reporting laws) continue to apply in this new learning environment.</p> <p>Teachers have been advised that if they are recording lessons/web conferences that they should not record students to ensure their privacy.</p> <p>Legal counsel discourages us from recording with multiple students in a session.</p> <p>Teachers can record themselves and share with students.</p> <p>One on one sessions can be recorded; they will then be considered part of the student's record.</p> <p>VT AOE guidance from April 7, 2020 states: "It is recommended that students use the video features of web conferencing only in the beginning of the class to socially connect (SEL) or if a student needs to demonstrate something</p>	

to the group during the session (best not to use personal names or cut this portion out of the video). The recording feature could be activated after the socialization is complete. This will save bandwidth as well as further enhance student privacy."	to the group during the session (best not to use personal names or cut this portion out of the video). The recording feature could be activated after the socialization is complete. This will save bandwidth as well as further enhance student privacy."	
Do you have an approved list of ed tech products, services, websites, or apps that teachers can use?		
Instructional coaches have been working with library media specialists and the Director of Informational Technology to develop and vet educational technology products and technology resources .	Instructional coaches have been working with library media specialists and the Director of Informational Technology to develop and vet educational technology products and technology resources .	

Essential Element #11: Describe how you will address equitable student access to instructional materials and instructional experiences.

Elementary Schools	Middle/High School	Resources
How will you evaluate whether underserved students have equitable access?		
<p>Special educators meet regularly with general education teachers to ensure accommodations and modifications are provided.</p> <p>Teachers will let principals know if students are not accessing remote learning opportunities and resources. They will work with school counselors to identify additional needs and supports.</p> <p>Principals and counselors will track attendance through IC reports to identify trends and possible issues of equitable access.</p> <p>School personnel will continuously examine data and practices through an equity lens and will strive to reduce or eliminate inequities in the system by being flexible and responsive.</p>	<p>Special Educators meet regularly with general education teachers to ensure accommodations and modifications are provided.</p> <p>Teachers and TAs will communicate if students are not accessing remote learning opportunities and resources. They will work with school counselors to identify additional needs and supports.</p> <p>Administrators and counselors will track daily TA and weekly class attendance through IC reports to identify trends and possible issues of equitable access.</p> <p>School personnel will continuously examine data and practices through an equity lens and will strive to reduce or eliminate inequities in the system by being flexible and responsive.</p>	

Are there associated barriers that may impact student access to instruction (e.g., materials, apps, broadband service charges, devices)? How will you address these barriers?		
<p>The % of families who report limited/no access to reliable internet ranges by school from 1-10%. One school is still gathering data and the total is likely to be 10-20%.</p> <p>Also, our youngest students, especially PreK-Grade 2, have not used Chromebooks at school. They will require parental support if they are accessing technology at home for remote learning.</p> <p>The IT department is working with students to fix and replace broken chromebooks and chargers.</p> <p>The IT department is working with classroom teachers to evaluate new (and generally blocked by Go Guardian) websites. Administrative assistants are working with 15 families to access new installations of the internet (based on COVID-19 internet access offers).</p> <p>Analog instructional materials will be curated, copied, and delivered to homes as necessary.</p> <p>Thumb drives preloaded with materials, videos,</p>	<p>Approximately 8% of students report limited/no access to reliable internet.</p> <p>The IT department is working with students to fix and replace broken chromebooks and chargers.</p> <p>The IT department is working with classroom teachers to evaluate new (and generally blocked by Go Guardian) websites. Administrative assistants are working with 15 families to access new installations of the internet (based on COVID-19 internet access offers).</p> <p>Analog instructional materials will be curated, copied and delivered to homes as necessary.</p> <p>Thumb drives preloaded with materials, videos, resources will be provided to students who have chromebooks but no internet access.</p> <p>Work completed by students will be returned to the school through the meal delivery model.</p>	

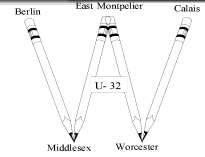
resources will be provided to students who have chromebooks but no internet access.		
Work completed by students will be returned to the school through the meal delivery model.		
If a student is impacted by these barriers, how will the SU/SD ensure that all students have the same access to analog or online learning materials and associated services?		
Special educators are working with classroom teachers to modify assignments to meet IEP plans.	Special educators are working with classroom teachers to modify assignments to meet IEP plans.	
Paraeducators are tasked with working 1:1 or in small groups (over the phone or online) with students needing support to access materials and services.	Paraeducators are tasked with working 1:1 or in small groups (over the phone or online) with students needing support to access materials and services.	

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 Minutes (unapproved)

4.1.20 6:00 PM

Present by Teleconference:

Administrators: Superintendent Debra Taylor, Business Administrator Lori Bibeau, Technology Director Keith MacMartin, Berlin Principal Aaron Boynton, Calais Principal Cat Fair, Director of Curriculum Jen Miller-Arsenault, Director of Student Services Kelly Bushey, Doty Principal Gillian Fuqua, EMES Principal Alicia Lyford, U-32 Principal Steven Dellinger-Pate, U-32 Associate Principals Jody Emerson and Bill Deiss, Rumney Principal Casey Provost, U-32 Student Affairs Director Amy Molina

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

Other: Corinne Stridsberg, ORCA videographer, Dave Delcore (Times Argus), Pat Fair, Ellen Dorsey, Jody Parker, David Lawrence, Carl Etnier, Michael Sherwin, Alden Bird, several members of the public were present via Zoom by phone

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

At 6:12 p.m. the meeting recessed in order to have committee meetings. The board agreed to end committee meetings at 7:15 p.m.

2.0 Committee Meetings —Breakouts - see individual committee minutes for notes

2.1 Policy

Topics include: Review of Suggested Non-Retribution/Retaliation Policy and the First Ten Policies of Section C: Students

2.2 Quality Education Committee

Topics include: Election of Chair, Update on CIP Process, Overview of Student Achievement Data

The meeting reconvened at 7:18 p.m.

3.0 Welcome

3.1 Reception of Guests

3.2 Agenda Revisions: Jonas Eno-VanFleet would like to add an action item for the board to act on the negotiated teacher contract. This will be added to the agenda after Executive Session tonight.

3.3 Public Comments: no public comments at this time.

4.0 Response to Coronavirus (Discussion)

4.1 Actions Required in Response to the Governor's Directive: Debra Taylor had recently shared a document that continues to be a living document, about the developments around response to coronavirus.

Jody Emerson shared an update around food delivery during this time. She noted that the food program is for universal access. She stated that the demand for the food delivery is increasing. She stated that she believes there will be a need for backup volunteers for this program. She spoke about the issue of background checks for involved participants. Marylynne Strachan indicated that if staff rotate, a two week rotation might make most sense in light of the nature of the virus. Jonas Eno-Van Fleet asked about some of the logistics around the bus routes - e.g. are people congregating in one place? Will buses consider routes that they don't normally travel, to accommodate people? Jody Emerson indicated that people reach out and if they don't have access to one of the stops, they are adding stops to the routes. Jill Olson spoke about the challenges of mud season. Lindy Johnson stated that she has heard that the bus drivers and delivery staff are communicating to the people about safety measures such as distancing.

Kelly Bushey shared an update around special education services in light of school closure. We are preparing to move from "maintenance of learning" to "continuation of learning." She noted that there continue to be updates coming from the Agency of Education and she is keeping the staff apprised. She shared some of the resources that have been shared; she had given a presentation to her special ed staff yesterday; she included a link to the presentation in the document that had been shared. She noted that many of the families are reaching out for support. Marylynne Strachan asked whether students who have the support of 1:1 in school are having access to some level of support from home. Some discussion followed around the ability to provide supports and services under these circumstances, and the issue of compensatory services for special education.

Jen Miller-Arsenault shared how teachers are reaching out to students and continuing learning. She stated that the school administrators and the technology crew have had to creatively solve unprecedented issues. She spoke about hybrid models - online and not - and synchronous and asynchronous learning. She stated about the need to "go slow to go fast" to meet the challenge of continuity of learning.

Superintendent Taylor indicated that there is still work underway around teaching staff and support staff and contract issues. She asked for the board's permission to flexibly plan teacher time next week - she would like to devote a fair amount of time to prepare for the next phase. She stated that a final proposed agreement has not been devised upon yet; but she asked for the support of the board to be flexible.

Chris McVeigh asked the difference between the "maintenance" and "continuity of learning" phases. Jen Miller-Arsenault explained that the maintenance phase was more focused on keeping contact with families and maintaining what has been learned. The next phase will involve new learning. She indicated that it will not be possible to address all that had been planned in this end of school year, now that we are working remotely. She indicated that this will have reverberations for a long time, even after the school closure ends.

Jaiel Pulskamp commended the teachers and administrators. She stated, though, that that amount of emails that her child has received have been overwhelming. She asked to whom should she

provide feedback? She also noted that some schools are extending their spring breaks; she asked whether we are giving any consideration to that. She stated that families are taxed and stressed.

Jen Miller-Arsenault noted that teachers and administrators are still working out ways to communicate more effectively. She spoke briefly about the topic of assessment under these circumstances.

Lindy Johnson stated that the board does not micromanage how the administration works with staff. She would not want to get in the way of that as a board. Debra Taylor indicated that we don't have time blocked out in the calendar next year for teacher inservice time, but that is what she wishes to do next week.

Diane Nichols-Fleming asked how we are addressing the needs of all of the staff. Debra Taylor indicated that the focus currently - hopefully for next week - is on teaching staff having opportunities to reach agreement around content during the continuity of learning phase.

Jill Olson expressed her support for the superintendent's proposal. She stated that these are very stressful and unprecedented times and that everyone needs more space and time and adjusted expectations. Chris McVeigh asked, does this mean there will be no teaching time next week? Superintendent Taylor indicated that next week is still considered "maintenance" phase and she would like for them to have the opportunity to prepare for the following week "continuity of learning."

Some discussion followed around teachers maintaining some contact with students during the next week. The idea that paras might be available to make contact with students during next week in lieu of teachers was posed. Superintendent Taylor indicated that this is an issue that the union will need to approve.

Lindy Johnson indicated that these are unprecedented times and there have been times in the past when snow days have been moved or forgiven, depending on the unique circumstances. She thinks we need to approach this creatively.

Scott Thompson asked, regarding the other issues on the COVID-19 shared document, are there items that the board would like to explore, as the time is getting late?... several sections of the document had not yet been reviewed during the meeting tonight.

Superintendent Taylor spoke about how the childcare issue has changed over time, regarding requirements. She noted that the program may be suspended after Friday this week, as the number of students has declined. This can be reconsidered as demand may change over time.

Marylynne Strachan asked, regarding child care, what is the contingency plan for the families that still need child care? Superintendent Taylor stated that the child care offering will not close if there are essential staff who need it and don't have alternative options.

Scott Thompson stated that board members can email Keith MacMartin with technology related questions or concerns, Lori Bibeau with finance related questions or concerns, and Amy Molina for facilities related questions or concerns.

Flor Diaz Smith shared a memo with the board that she would like to distribute on behalf of the board.

Steven Dellinger-Pate expressed concerns around the statement in the memo about commitment to payment of salaries. Superintendent Taylor suggested that this might be a topic for discussion later tonight during Executive Session.

Jill Olson stated that she feels that the memo is too long - that, at this time, the letter adds stress. She suggests eliminating some of the content of the memo.

Mia Smith asked about how transferrable skills are being assessed, and how this school closure will affect graduating seniors. Superintendent Taylor indicated that the Agency of Education has promised some information to schools about end of year and graduation related issues under these unique circumstances.

Steven Dellinger-Pate stated that the leadership team is working with other schools and with the Agency of Education and hope to get information to students within the next two weeks.

The board will discuss the issue of use of sick leave during this school closure, in Executive Session later tonight.

Cat Fair stated that all staff are under enormous amounts of stress; fears are rising; having basic needs met is incredibly important to all, students, families and staff as well.

Finance: Kari Bradley reminded the board that next year's budget may be in flux and the board needs to pay attention to what is happening in the legislature, and that the finance committee needs to give some thought to whether adjustments will be needed next year.

Lori Bibeau noted that she has questions about whether revenue will be affected by changes in staff's roles during this period. Diane Nichols-Fleming indicated that there will be some changes in costs as we respond to the COVID-19 pandemic.

Jonas Eno-Van Fleet stated that he hopes that we will continue to make decisions with an eye to supporting our community.

5.0 Board Operations (Discussion/Action)

5.1 Approve 2020-2021 School Year Calendar: **Flor Diaz Smith moved to approve the 2020-21 School Year Calendar as presented. Seconded by Lindy Johnson.** Discussion: Superintendent Taylor stated that she and the administration have not had an opportunity yet to discuss the logistics of teacher professional development time (for example, early release days for students.) She also reminded the board that our calendar needs to be synchronized with the regional tech center. **This motion carried unanimously.**

5.2 Committee Reports

a. Negotiations: Jonas Eno-Van Fleet reported that negotiations with the teacher's association have been concluded, and we are looking forward to negotiating with the support staff.

He shared the following statement on behalf of the union and the district: The union and the district, expressing mutual respect and solidarity in this time of crisis, appreciate each others' willingness to work together to find common solutions that benefit the students, families and teachers of our district.

He shared that they had reached tentative agreement for a one year contract, tentative agreement on 3.7% of new money, and other changes to the contract including extension of parental leave and optional paid day for religious practice.

Superintendent Taylor indicated that the teachers have not ratified the contract yet.

Scott Thompson expressed his deep appreciation for the work of the negotiations committee, board members, administration, union representatives.

b. Policy: Second Reading of B3 Alcohol & Drug Free Workplace and B20 Personnel Recruitment, Selection, Appointment & Background Checks Policies: Jill Olson moved to approve policies B3 and B20. Seconded by Marylynne Strachan. Chris McVeigh invited any comments from board members. Stephen Looke stated that adding “unless prescribed” in the body of the policy creates confusion. Discussion followed, reviewing the discussions of the committee around this issue. suggestion to use:

- “if a prescribed medication is impairing an individual’s ability to perform their duties, this policy applies...”
- the term “immediate removal” was a point of contention in the discussion.

Jill Olson withdrew the motion.

The committee will take another look at B3.

Jill Olson moved to approve B20 as presented. Seconded by Stephen Looke. Discussion: Kari Bradley suggested that indicating “annually” might be too prescriptive. The board agreed to substitute “every two years the administration will report on its participation...” for “on an annual basis” in the policy. Jill Olson suggested striking the sentence in the policy that names “minority,” as this word choice is dated and the sentiment in the sentence is covered in other parts of the policy. **The board unanimously approved this policy, with the changes that are suggested.**

c. Quality Education: Kari Bradley shared that the committee had reviewed a report from the Leadership Team and had reviewed some recent data about student outcomes. The committee began to discuss what the charge for the committee might be.

6.0 Consent Agenda (Action)

6.1 **Approve Minutes of 3.18.20: Jonas Eno-Van Fleet moved to approve the minutes of March 18, 2020. Seconded by Chris McVeigh.** Discussion: Kelly Bushey and Jen Miller-Arsenault were present at the meeting on March 18, 2020. **This motion carried, with noted edits.**

6.2 **Approve Board Orders: Jonas Eno-Van Fleet moved to approve the following board orders in the amounts of \$464,221.47, and \$20,666.87, for the period: March 18- April 1, 2020. Seconded by Flor Diaz Smith. The following board members voted their approval: Jonas Eno-Van Fleet, Jaiel Pulskamp, Diane Nichols-Fleming, Dorothy Naylor, Kari Bradley, Stephen Looke, Marylynne Strachan, Lindy Johnson, Flor Diaz Smith, Chris McVeigh, Scott Thompson. This motion carried.**

7.0 Personnel (Action)

7.1 **Approve Hires, Resignations, Retirements: Chris McVeigh moved to approve the hire of Hunter Hedenberg. Seconded by Lindy Johnson, this motion carried unanimously.**

Flor Diaz Smith moved to approve the hire of Bradley Parker. Seconded by Jonas Eno-Van Fleet, this motion carried unanimously.

Marylynne Strachan moved to approve Bill Deiss's resignation with regret and with thanks for his work. Seconded by Flor Diaz Smith. This motion carried, with one vote not in favor.

8.0 Future Agenda Items:

- superintendent transition planning
- COVID 19 update (Diane Nichols-Fleming asked to allow for a longer time period in the agenda for this topic)

9.0 Executive Session: At 9:29 p.m. , Jaiel Pulskamp moved to go into Executive Session for the purpose of discussing negotiations and personnel. Seconded by Flor Diaz Smith, this motion carried unanimously. Flor Diaz Smith invited administrators into Executive Session for the purpose of participating in the discussion around the memo as addressed earlier in the meeting.

Some discussion followed around the need for Executive Session to discuss this issue, and to whom to extend invitations.

The board approved this motion and entered Executive Session at 9:35 p.m.

9.1 Negotiations: During Executive Session the Board discussed negotiation strategy.

9.2 Personnel: During Executive Session the Board discussed personnel matters.

Chris McVeigh moved to come out of executive session. Marylynne Strachan seconded. The motion passed unanimously.

Jonas Eno-Van Fleet moved to approve the tentative agreement with the teacher's union, pending union ratification. Lindy Johnson seconded. The motion passed unanimously.

10.0 Adjournment: The meeting was adjourned by consensus at 11:10 pm.

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

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

Name: Sara Glynn

School: U-32 Employer: WCUUSD

Position: Special Education Teacher

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

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

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

[If leave of absence or resignation, name of terminated employee: _____]

Educational Preparation:

College/Technical	Degree/Certificate	Date Attained
<u>Saint Michael's College, Colchester VT</u>	<u>M.A.T. Special Education</u>	<u>May 2020</u>
<u>State University of NY-Empire State College</u>	<u>B.A. English & Literature</u>	<u>May 2012</u>

Experience: Aug 2016-present - ISN Paraeducator, Burlington High School, Burlington VT; Jul-Aug 2018 - Summer Tutor, Burlington School District, Burlington VT; Jul 2017-Aug 2018 - Summer Staff, Sara M Holbrook Community Center, Burlington VT; Sep 2016-Jun 2017 - After School Staff, Edmunds Middle School, Burlington VT; Sep 2015-Aug 2016 - Teaching Assistant, Green Chimneys Children's Services, Carmel NY; Mar-Sep 2015 - Substitute Teaching Assistant, Pawling Central School District; Feb-Sep 2015 - Director of After Care Program, Pawling Recreation Department; Jun-Aug 2015 - Director of Pre-Teen Camp, Pawling Summer Camp at Lakeside Park, Pawling NY; Apr-Nov 2014 - Teaching Assistant, Reflections Learning Academy, Douglasville GA.

Years of Related Experience: 0 Years

Salary Schedule Placement: M00-14 Step A A Start Date: August 18, 2020

Salary or Wage Rate: \$ 46,326 (A20) (FY21 47,559) Date of Board Appointment: 2020

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

Contract Comments: _____

Interviewed by: Steven Dellinger-Pate, Bill Deiss, Brittany Perry, Maria Paris, Sarah McLeod

This candidate is recommended for employment by: Debra Taylor

Cc (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☒ SPED ☐ UNION ☒ BUILDING PRINCIPAL

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

Name: Sean McIntyre

School: U-32

Employer: WCUUSD

Position: English Teacher

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

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

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

[If leave of absence or resignation, name of terminated employee: Abigail Brophy

Educational Preparation:

College/Technical

Degree/Certificate

Date Attained

University of California, Santa Cruz, CA

M.Ed.

July 2009

University of Rhode Island, Kingston RI

B.A. History

August 2006

Experience: Sep 2015-present - Grades 7-8 English Teacher, Hazen Union Middle School, Hardwick VT; Sep 2009-Jun 2015 - Teacher, Shoreline Middle School, Santa Cruz CA; Sep 2007-Jul 2009 - After School Tutor, Substitute Teacher, Aptos Junior High School, Aptos CA; Sep-Dec 2008 - Student Teacher, Watsonville High School, Watsonville CA; Jan 2001-Oct 2006 - Resident Support Staff, North American Family Institute ACE Program, Cranston RI.

Years of Related Experience: 11 Years

Salary Schedule Placement:

M00-14 Step 1

Start Date:

August 18, 2020

Salary or Wage Rate:

\$ 62,703 (FY20) (FY21 64371)

Date of Board Appointment:

, 2020

FTE: 1.0

Days / Year: n/a

Hours / Day: n/a

Contract Comments: _____

Interviewed by: Steven Dellinger-Pate, Amy Molina, Daisy Scarzello, Mary Bove, Georgia Roy, Chris Williams, Margaret Keys, Brittany Perry, Eben Bodach-Turner

This candidate is recommended for employment by: Debra Taylor

Cc (check as appropriate):

☒ PERSONNEL

☒ PAYROLL

☐ SPED

☐ UNION

☒ BUILDING PRINCIPAL

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

Name: Melissa Wheeler

School: U-32 Employer: WCUUSD

Position: Special Education Teacher

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

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

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

[If leave of absence or resignation, name of terminated employee: _____]

Educational Preparation:

College/Technical	Degree/Certificate	Date Attained
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Union Institute & University, Cincinnati OH	M.Ed. SpEd-Curriculum & Instruction	Dec 2012
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Johnson State College, Johnson VT	B.A. Elementary Education	May 2009
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Experience: Jul 2014-present - Special Educator, Barre City Elementary & Middle School, Barre VT;
Aug 2013-Jun 2014 - Special Educator, Williamstown School District; Feb-Aug 2013 - Special Educator
Long-Term Substitute, Williamstown School District; Aug 2009-Feb 2013 - Paraprofessional,
Williamstown School District, Williamstown VT; Aug-Nov 2011 - 5/6 Special Education Student
Teacher, Berlin Elementary School, Berlin VT.

Years of Related Experience: _____ Years

Salary Schedule Placement:

M00-14 Step H

Start Date:

August 18, 2020

Salary or Wage Rate:

\$ 56,167 (FY20) (FY21 59,211)

Date of Board Appointment:

_____, 2020

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

Contract Comments: _____

Interviewed by: Steven Dellinger-Pate, Bill Deiss, Brittany Perry, Maria Paris, Sarah McLeod

This candidate is recommended for employment by: Debra Taylor

Cc (check as appropriate):

☒ PERSONNEL ☒ PAYROLL ☒ SPED ☐ UNION ☒ BUILDING PRINCIPAL