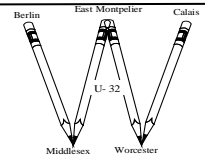


Washington Central Unified Union School District

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 – Revision 1 3.4.20 6:30 PM U-32 Middle/High School, Room 128/131

TIME (in minutes)

5	1.0	Call to Order
30	2.0	Board Reorganization (Action) – pg. 2
10	3.0	Welcome
	3.1	Reception of Guests
	3.2	Agenda Revisions
	3.3	Public Comments
30	4.0	Board Operations (Discussion/Action)
	4.1	Board Orientation
	4.2	Retreat
	4.3	Appointment of New Board Members
20	5.0	Policy (Discussion/Action)
	5.1	Second Reading of B1 Substitute Teachers, B2 Volunteers & Work Study Students, B3 Alcohol & Drug Free Workplace, B6 HIPPA Compliance, B7 Tobacco & Vaping Prohibition, B20 Personnel Recruitment, Selection, Appointment & Background Checks, B21 Professional Development, B22 Public Complaints About Personnel, B30 Staffing & Job Descriptions, B31 Educator Supervision & Evaluation: Probationary Teachers, B32 Personnel Files, B33 Resignations, B35 Family Medical Leave Policies - pg. 4
10	6.0	Finance (Action)
	6.1	Authorize the School District to Accept All Federal and State Grants; to Administer and to Act as the Representative of the School District
	6.2	Doty Memorial School Siding & Window Project Bid Recommendation – pg. 33
	6.3	Fund Transfer Request for Doty Project
10	7.0	Consent Agenda (Action)
	7.1	Approve Minutes of 2.19.20 - pg. 35
	7.2	Approve Board Orders
20	8.0	Reports (Discussion/Action)
	8.1	Student
	8.2	Superintendent – pg. 40
	a.	Report on District Budget and Article Votes
5	9.0	Personnel (Action) (If any)
	9.1	Approve Hires, Resignations, Retirements
3	10.0	Future Agenda Items
20	11.0	Executive Session for Personnel (If needed)
1	12.0	Adjournment

Washington Central Unified Union School Board Reorganization Meeting Checklist

PRE-MEETING ACITIVITY

- ☐ All board members elected at the current Town Meeting Day sworn in
(Usually by the town clerk OR at 6:15pm Wed, March 4 before board meeting)
- ☐ Review the New School Board Member Tool Kit on VSBA website prior to meeting:
<https://www.vtvsba.org/newboardmember>

MEETING

- ☐ Superintendent calls the meeting to order
- ☐ Elections
 - Officers – explain responsibilities of each position
 - Board Chairperson (ONLY one)
(Chair continues with remainder of checklist)
 - Vice Chairperson (optional, but best practice)
 - Clerk
 - Committees
 - Explain the standing committee charges
 - Discuss and/or make changes to the charges
 - Vote on a chairperson for each committee: Policy, Negotiations, Finance/Capital, and Education Quality Committees
- ☐ Operational decisions
 - Appoint truant officer for each school
 - Establish regular board meeting schedule
 - Adopt board norms
 - Schedule annual board work session (retreat)
 - Designate locations for posting meeting agendas
 - Review requirements for the use of Robert's Rules of Order
 - Adopt Code of Ethics for School Board Members
 - Identify communication practices
 - Board development - discuss board development opportunities and attendance at meetings
 - Discuss local and statewide education advocacy responsibilities
 - Designate newspaper of record
 - Appoint board voting delegate for statewide health insurance ratification for next negotiations cycle beginning in 2021
 - Appoint Board representative to the Central Vermont Career Central Advisory Board

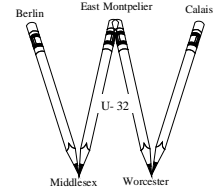
*Reminder: An elected board member may NOT be paid for any services within the district unless they have authorization from the Vermont Secretary of Education.

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Interim Superintendent



CODE OF ETHICS FOR BOARD MEMBERS

As a member of my local school board, I will remember that my primary concerns must be the educational welfare of the students in my district and excellent return on investment for taxpayers. I agree to conduct myself in accordance with the following commitments. I will:

Act within the scope of my official role:

- Act only as a member of the board and not assume any individual authority when the board is not in session, unless otherwise directed by the board
- Give no directives, as an individual board member, to any school administrator or employee, publicly or privately
- Avoid making commitments that may compromise the decision-making ability of the board or administrators

Act within the scope of my fiduciary role:

- Ensure prudent use of the district's assets, including facilities, people, and good will.
- Ensure that the district follows applicable laws, policies and resolutions or actions adopted by the board.
- Refrain from engaging in activities that harm the district's ability to pursue its mission.
- Provide oversight to ensure activities of the district advance its effectiveness and sustainability.

Uphold the highest ethical standards:

- Not receive anything of value, by contract or otherwise, from the school district unless it is received:
 - as a result of a contract accepted after a public bid
 - in public recognition of service or achievement
 - as a board stipend reimbursement or expense allowed by law for official duties performed as a member of such board;
- Not solicit or receive directly or indirectly any gift or compensation in return for making a recommendation or casting a vote;
- Agree to recuse and remove myself from board deliberation and votes when necessary to avoid the appearance of conflict of interest;
- Not agree to the hiring of a superintendent, principal, or teacher already under contract with another school district unless assurance is first secured from the proper authority that the person can be released from their contract

Respect my peers and constituents, and uphold confidentiality:

- Voice opinions respectfully and treat with respect other board members, administrators, school staff, and members of the public;
- Maintain confidentiality of information and discussion conducted in executive session and uphold applicable laws with respect to the confidentiality of student and employee information;
- Attend all regularly scheduled board meetings insofar as possible.

I agree to abide by the expectations outlined in this Code of Ethics and will do everything in my power to work as a productive member of the leadership team.

Signature

Date

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: B1

WARNED: 2.14.2020

ADOPTED: _____

EFFECTIVE: _____

SUBSTITUTE TEACHERS

Policy

It is the policy of the Washington Central Unified Union School District to employ substitute educators who will meet the minimum qualifications outlined by Vermont Standards Board for Professional Educators (VSBPE) Rule, as well as the additional requirements established by this policy.

Qualifications

No person will be placed on the qualified substitute list unless that person has graduated from high school. Four years of experience beyond high school, or bachelor's degree preferred.

Unlicensed Persons

An unlicensed person may be employed as a substitute teacher for up to 30 consecutive calendar days in the same assignment. The superintendent may apply to the Vermont Standards Board for Professional Educators or its designee for emergency or provisional licenses as provided in VSBPE Rules 5350 and 5360.

Licensed Educators

A substitute teacher who is licensed but not appropriately endorsed for the position for which they are employed may fill a position for thirty consecutive calendar days in the same assignment. The superintendent may apply to the Vermont Standards Board for Professional Educators or its designee for an additional 30 days for specific substitute teachers, or for provisional licenses as provided in VSBPE Rule 5350.

Administrative Responsibilities

A list of qualified substitute teachers, organized by grade level and subject, will be developed by the superintendent or their designee for all schools in the district.

The superintendent or their designee will conduct an orientation session for substitute teachers each year, including information on the prevention, identification, and reporting of child sexual abuse, as required by 16 V.S.A. 563(a). Each teacher under contract will compile a packet of information containing pertinent substitute teacher information as defined by the principal.

Substitute teachers will be paid per diem wages as determined by the superintendent from year to year. Distinctions in pay level may be made based on the need for the substitute teacher to prepare lessons and assess and record student progress, on the length of service and on the credentials of the substitute teacher.

Legal Reference(s): Vt. Standards Board for Professional Educators Rules §§5381 et seq.
16 V.S.A. §558 (Employment of school board members)
16 V.S.A. §251 et seq. (Access to Criminal Records)

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: B2

WARNED: 2.14.2020

ADOPTED: _____

EFFECTIVE: _____

VOLUNTEERS AND WORK STUDY STUDENTS POLICY

Policy

Washington Central Unified Union School District recognizes the valuable contributions made by volunteers and work study students. It further recognizes that appropriate supervision of volunteers and work study students will enhance their contributions, as well as fulfill the responsibility that the district has for the education and safety of its students.

Definitions

For the purposes of this policy and procedures developed pursuant to this policy:

1. **Volunteer:** A volunteer is any individual including parents not employed by the school district who works on an occasional or regular basis assisting with educational activities including coaches, chaperones, in or out of the school setting. A volunteer works without compensation or economic benefits.
2. **Work study student:** A work study student means a post-secondary student who receives compensation for work performed at a school operated by the district as part of a work experience program sponsored or provided by the college or university at which he or she is enrolled. A student working toward a teaching credential who may be placed at a school as a student teacher is not a work study student.

Implementation

The superintendent shall develop procedures to ensure that volunteers and work study students are appropriately screened prior to entering into service in the school district. A person who is a convicted sex offender, or a person with a substantiated finding of child or vulnerable adult abuse/neglect shall not be eligible to be a work study student or volunteer.

<i>Legal Reference(s):</i>	<i>4 V.S.A. §1102(b)(8)(Unauthorized disclosure)</i>
	<i>16 V.S.A. §564 (Harassment & hazing prevention)</i>
	<i>16 V.S.A. §260 (Supervision policy requirement)</i>
	<i>20 V.S.A. §§2062, 2063 (Fees)</i>
	<i>20 V.S.A. §2056c (Dissemination of criminal history)</i>

^[1]
Required

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: **B3**

WARNED: **1.10.2020**

ADOPTED: _____

EFFECTIVE: _____

^[2]
ALCOHOL and DRUG-FREE WORKPLACE

Policy^[3]

It is the policy of the Washington Central Unified Union School District to maintain a workplace free of alcohol and drugs. No employee, volunteer or work study student ^[4] will unlawfully manufacture, distribute, dispense, possess or use alcohol or any drug on or in the workplace. Nor shall any employee, volunteer or work study student be in the workplace while under the impairing influence of ~~illegal~~ drugs or alcohol. If there are reasonable grounds to believe that an employee, volunteer or work study student is under the impairing influence of ~~illegal~~ drugs or alcohol while on or in the workplace, the person will be immediately removed from the performance of ~~his or her~~their duties.

Definitions

Drug means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal statute or regulation unless prescribed.^[5]

Workplace means the site for the performance of work for the school district, including any school building or any school premises and any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities. It also includes off school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event, where students are under the jurisdiction of the school district.^[6]

Employee means all persons directly or indirectly compensated by the school district for providing services to the district and all employees ~~of and/or~~ independent contractors who provide services to the district.^[7]

Volunteer means an individual not employed by the school district who works on an occasional or regular basis in the school setting to assist the staff. A volunteer works without compensation or economic benefits provided by the school district.

Work Study Student means a post-secondary student who receives compensation for work performed at the school as part of a college work experience program. For purposes of this policy, an intern, working without pay, will be considered as a work study student. A student working toward a teaching credential who may be placed at a school as a student teacher is not a work study student.

Employee Responsibilities

As a condition of employment, each employee will notify the superintendent in writing of ~~his or her~~their conviction of any criminal alcohol or drug statute for a violation occurring on or in the workplace as defined above. The employee must notify the superintendent no later than five days after such conviction. Entry of a *nolo contendere* plea shall constitute a conviction for purposes of this policy, as will any judicial finding of guilt or imposition of sentence. Within 10 days of notification from an employee, or receipt of actual notice of an alcohol or drug conviction, the superintendent will notify any federal or state officers or agencies legally entitled to such notification.^[8]

An employee, volunteer or work study student who violates the terms of this policy may be asked to satisfactorily complete an alcohol or drug abuse assistance or rehabilitation program approved by the superintendent. In addition, an employee who violates the terms of this policy will be subject to disciplinary action, including but not limited to non-renewal, suspension or termination at the discretion of the superintendent or, if required, the board.^[9]

D8 Alcohol and Drug Free Workplace Notes and References:

^[1] Alcohol is not considered a “controlled substance” under federal law. The Drug Free Workplace Act therefore does not require that alcohol be included in an employer’s prohibition of drugs in the workplace. Vermont law does authorize employers to prohibit alcohol possession and/or use of alcohol in the workplace. The Vermont drug testing law defines “drug” broadly, and includes alcohol as a “drug.” 21 V.S.A. §511(3).

^[2] The Drug Free Workplace Act of 1988 applies to all individuals or organizations that receive federal grants and any individuals or organizations that are federal contractors whose contracts exceed \$100,000. The Act does not explicitly require a Drug Free Workplace policy, but it does require covered entities to “...establish a drug-free awareness program to inform employees about...the *grantee’s policy of maintaining a drug free workplace...*”. 41 U.S.C. §702(1)(b)(ii).

^[3] The Drug Free Workplace Act requires specific actions on the part of employers including publication of a statement notifying employees of the prohibition against illegal drugs in the workplace, the establishment of a drug-free awareness program with specific elements, the notification to employees that compliance with the prohibition against drugs is a requirement for employment and imposing specific sanctions on any employee who is convicted of violations occurring in the workplace. *See* 41 U.S.C. §701.

^[4] The inclusion of volunteers and work study students as “employees” for purposes of this policy is optional. *See endnote 7 below.*

^[5] The Drug Free Workplace Act uses the term “controlled substance” as synonymous with the term “drug.” Controlled substances are listed in the federal law at 21 U.S.C. 812.

^[6] Definition derived from 41 U.S.C. §706(1).

^[7] 41 U.S.C. §706(2). *See also* U.S. Department of Labor *Drug –Free Workplace Advisor*, <http://www.dol.gov/elaws/asp/drugfree/policy.htm>. Note that the federal law defines “employee” as one “..directly engaged in the performance of work pursuant to a federal grant or contract, whether or not the employee is paid through grant or contract funds. An employer may expand the coverage of this policy to include all employees, whether or not they are engaged in work pursuant to federal grants.

^[8] *See* 41 U.S.C. §702(a)(1)(D).

^[9] *See* 16 V.S.A. §242(3)(C) for authority of superintendent to dismiss employees subject to due process and other legal requirements.

^[1]
Required

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY:	<u>B3</u>
WARNED:	<u>1.10.2020</u>
ADOPTED:	<u> </u>
EFFECTIVE:	<u> </u>

^[2]
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Definitions

Drug means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal statute or regulation unless prescribed.^[5]

Workplace means the site for the performance of work for the school district, including any school building or any school premises and any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities. It also includes off school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event, where students are under the jurisdiction of the school district.^[6]

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Employee Responsibilities

As a condition of employment, each employee will notify the superintendent in writing of their conviction of any criminal alcohol or drug statute for a violation occurring on or in the workplace as defined above. The employee must notify the superintendent no later than five days after such conviction. Entry of a *nolo contendere* plea shall constitute a conviction for purposes of this policy, as will any judicial finding of guilt or imposition of sentence. Within 10 days of notification from an employee, or receipt of actual notice of an alcohol or drug conviction, the superintendent will notify any federal or state officers or agencies legally entitled to such notification.^[8]

An employee, volunteer or work study student who violates the terms of this policy may be asked to satisfactorily complete an alcohol or drug abuse assistance or rehabilitation program approved by the superintendent. In addition, an employee who violates the terms of this policy will be subject to disciplinary action, including but not limited to non-renewal, suspension or termination at the discretion of the superintendent or, if required, the board.^[9]

D8 Alcohol and Drug Free Workplace Notes and References:

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^[4] The inclusion of volunteers and work study students as “employees” for purposes of this policy is optional. *See endnote 7 below.*

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^[7] 41 U.S.C. §706(2). *See also* U.S. Department of Labor *Drug –Free Workplace Advisor*, <http://www.dol.gov/elaws/asp/drugfree/policy.htm>. Note that the federal law defines “employee” as one “..directly engaged in the performance of work pursuant to a federal grant or contract, whether or not the employee is paid through grant or contract funds. An employer may expand the coverage of this policy to include all employees, whether or not they are engaged in work pursuant to federal grants.

^[8] *See* 41 U.S.C. §702(a)(1)(D).

^[9] *See* 16 V.S.A. §242(3)(C) for authority of superintendent to dismiss employees subject to due process and other legal requirements.

Required

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

**HEALTH INSURANCE PORTABILITY
AND ACCOUNTABILITY ACT
COMPLAINCE (HIPAA)**

POLICY: B6

WARNED: 2.14.2020

ADOPTED: _____

EFFECTIVE: _____

The Washington Central Unified Union School District shall comply with the requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) with regard to any employee benefit or group health plan provided by the district that is subject to the requirements of the Act. The superintendent or their designee shall develop and implement procedures necessary to ensure continuing compliance with the requirements of HIPAA.

Legal References:

*42 U.S.C. 1320d-2 and 1320d-4
45 C.F.R. Subpart C*

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

TOBACCO AND VAPING PROHIBITION

POLICY: B7

WARNED: 2.15.2020

ADOPTED: _____

EFFECTIVE: _____

Policy

In accordance with state law, it is the policy of the Washington Central Unified Union School District to prohibit the use of tobacco or tobacco substitutes on district or school grounds or at school sponsored functions. This ban extends to any student, employee or visitor to the school, and applies at all times, whether or not school is in session. Students are, furthermore, prohibited from possessing tobacco products, tobacco substitutes or tobacco paraphernalia at all times while under the supervision of school staff or at school-sponsored activities. The superintendent or their designee shall develop procedures, rules and regulations that are necessary to implement this policy which, at a minimum, will include provisions ensuring that tobacco products, tobacco substitutes or tobacco paraphernalia are confiscated when found in the possession of students.

Because of the potential health risks vaping and vaping products pose, this policy also applies to vaping and vaping products of any kind.

Definitions

For purposes of this policy and administrative rules and procedures developed pursuant to this policy:

1. **School grounds** means any property and facilities owned or leased by the school and used at any time for school related activities, including but not limited to school buildings, school buses, areas adjacent to school buildings, athletic fields and parking lots.
2. **School sponsored activity** means activities including but not limited to field trips, project graduation events, sporting events, work internships and dances.
3. **Tobacco product** has the same meaning as set forth in 7 V.S.A. 1001(3), as amended from time to time.
4. **Tobacco paraphernalia** has the same meaning as set forth in 7 V.S.A. 1001(7), as amended from time to time.
5. **Tobacco substitutes** has the same meaning as set forth in 7 V.S.A. 1001(8), as amended from time to time.
6. **Vaping products** meaning any and all vaping devices or canisters or other items used to vape, in any and all forms.

Procedures related to this policy shall be found in the school handbooks and on the district website.

Legal Resource(s): 16 V.S.A. §140 (*Tobacco on school grounds*)
 18 V.S.A. §§1421 *et seq.* (*Smoking in the workplace*)
 7 V.S.A. 1001 *et seq.*

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: B20

WARNED: 2.14.2020

ADOPTED: _____

EFFECTIVE: _____

**PERSONNEL RECRUITMENT,
SELECTION, APPOINTMENT AND BACKGROUND CHECKS**

Policy

It is the policy of the Washington Central Unified Union School District to select for employment only persons of good character who have the skills and other qualifications necessary to fulfill job requirements while complying with the provisions of state law regarding the recruitment, selection, and employment of school district employees and contractors.

Individuals applying for the following employment positions are subject to criminal record checks and abuse registry checks under this policy: all those recommended for full-time, part-time or temporary employment in the school district, including student teachers, and those contractors and employees of contractors and sub-contractors, who may have unsupervised contact with students and are subject by law to criminal record and abuse registry checks prior to or in the course of employment.

The superintendent may request a name and date of birth or fingerprint-supported check of the criminal record of any current employee who has previously undergone a check at any time during the course of the record subject's employment in the capacity for which the original check was required.

The district shall ensure that adults employed in the district's schools receive orientation, information or instruction on the prevention, identification, and reporting of child abuse as required by state law. The district will also provide opportunities for parents, guardians, and other interested persons to receive the same information.

Definitions

1. The term "criminal record" as used in this policy shall have the same meaning as defined in 16 V.S.A. § 252(1).
2. The term "unsupervised" as used in this policy shall have the same meaning as defined in 16 V.S.A. § 252(4).
3. The term "abuse registry" as used in this policy shall include the Vermont Child Protection Registry maintained by the Vermont Department for Children and Families and the Vulnerable Adult Abuse Registry maintained by the Vermont Department of Disabilities, Aging and Independent Living.
4. The terms "employ" or "employment" as used in this policy shall, as the context requires, apply to individuals who are, or are being considered for, full-time, part-time or temporary

employment in the school district, including student teachers and those contractors and employees of contractors and sub-contractors, who may have unsupervised contact with students.

Recruitment

1. The board is committed to securing the services of the best personnel available. Only individuals who meet applicable state licensing requirements, or are eligible for waiver, will be employed.
2. The board seeks minority applicants in accordance with its policy pertaining to non-discrimination. The district will attempt to provide an educational experience enhanced by the professional contributions of representatives of different races, physical conditions, sexes, ethnic backgrounds and age groups.
3. All personnel will be recruited by the district's administrative staff under the immediate direction of the superintendent.
4. Written or electronic applications will be required of candidates for employment. The application will include a statement signed by the candidate listing the dates, locations and dispositions of any convictions, including findings of guilt, pleas of nolo contendere or guilty, for criminal violations. The application will also include a warning to the applicant that falsification of information on the application or during the application process will be grounds for dismissal if the applicant is hired.

Selection

1. It is the policy of the board to select employees on the basis of character, professional qualifications, and critical job requirements. Employees will be selected in a manner that does not unlawfully discriminate. The superintendent shall require all applicants, as a condition of employment consideration, to cooperate fully with background investigations, supplying references and releases so the district can contact previous employers. For applicants the superintendent is prepared to recommend for employment will be expected to provide fingerprints, releases and other information necessary to conduct criminal record background investigations. The costs of such checks will be borne by the district. All offers of employment will be conditioned upon satisfactory completion of the background investigation and a finding that the information provided by the application during the pre-employment process was accurate, complete and truthful.
2. The superintendent shall request a criminal record check through the Vermont Criminal Information Center (VCIC) on any candidate they intend to appoint or to recommend for appointment. Requests will be made for fingerprint-supported criminal records from the FBI as well as criminal records from the state of Vermont and any state in which the superintendent knows the applicant has resided or been employed. The superintendent shall maintain such records in accordance with state law.
3. The superintendent shall also request information through any available abuse registry to determine whether there are any substantiated abuse/neglect charges or sex offense convictions against an applicant before appointing or nominating a candidate for employment. The superintendent shall maintain such records in accordance with state law.

4. Employment conditioned on the completion of a background check may be terminated if it is determined that the employee failed to respond truthfully to questions about criminal activity or prior employment. In any event the superintendent shall forward the information received from VCIC to the person about whom the request was made and inform the person of their rights to challenge the accuracy of the record and to determine the disposition of the record under 16 V.S.A. §§255(f), (g).
5. Providing a safe learning environment for students is a primary consideration in district employment decisions. The district will base such decisions on all relevant information, qualifications, and circumstances. Unfavorable background check information is not an automatic bar to employment, nor is a background check with no unfavorable information a guarantee of employment. However, no person convicted of a sexual offense requiring registration on the Vermont comprehensive sex offender registry shall be employed by the school district.

Appointment

1. The appointment of licensed employees will be made by the board subject to the nomination of candidates by the superintendent of schools.
2. Subject to any pre-employment screening processes approved by the board, the superintendent shall appoint all non-licensed employees to be employed by the school district or supervisory union.
3. Contracts of employment or other notification of employment will be conditional pending receipt of criminal records check information and evaluation of that information.
4. Upon completion of a criminal records check, the superintendent shall:
 - notify the person subject to the check about the district's protocol for maintenance of criminal history files, and
 - ask the person subject to the check to indicate if their record should be maintained or destroyed after the retention period specified in the district's user agreement with VCIC.
5. Employees who have been employed for fewer than two years in Vermont public schools are considered probationary teachers and may be offered a probationary contract.
6. All offers of employment may be withdrawn based on the criminal records check report or upon a finding that the information provided by the applicant during the pre-employment process was inaccurate, incomplete, or untruthful.

Legal Reference(s): 16 V.S.A. §§251 et seq. (Criminal record checks)
16 V.S.A. §242(3) and 563 (12) (Responsibility for hiring)
Act 1 of 2009 (Adjourned Sess.)
Act 108 of 2010

Recommended

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: B21

WARNED: 2.14.2020

ADOPTED: _____

EFFECTIVE: _____

PROFESSIONAL DEVELOPMENT

Policy

It is the policy of the Washington Central Unified Union School District and its member districts to support the important connection between educator professional development and improved student achievement and assure that professional and para-professional staff members acquire and maintain the knowledge and skills needed to contribute effectively to the achievement of the goals and strategies articulated by the Continuous Improvement Plan.

Principles to Guide Professional Development

The school district shall provide, or arrange for the provision of professional development programs, or both, for teachers, administrators, and staff within the school district.ⁱ Professional development programs provided by the school district will be directly linked to student performance goals identified in the Continuous Improvement Plan.ⁱⁱ

The superintendent will oversee a professional development system that is characterized by the following:

1. Its primary focus is on improved student learning and achievement
2. It is based on current, documented research findings
3. It provides structure and substance that allow continuity
4. It focuses on content and curricular needs as well as teaching methodology
5. It includes the needs of all who contribute to the education system
6. It is developed and directed by professional educators

Implementation

The superintendent or their designee will develop a process to analyze student performance data, best-practices research, state and local standards compliance, and the priorities, all of which provide input to the creation of annual and multi-year professional development programs.

A Curriculum Council may be composed of teachers, instructional assistants, support staff and administrators. The committee will recommend a professional development plan that will contribute to the accomplishment of the district's priorities.

After consultation with the Curriculum Council and the Continuous Improvement Plan, the superintendent will recommend to the school board a needs-based professional development plan and yearly calendar. The superintendent will make recommendations to ensure adequate financial resources and time for educators to participate in appropriate professional development experiences.

The superintendent, in collaboration with principals and other administrators, will:

1. Coordinate professional development activities with district standards and goals, to ensure that professional development activities are, to the fullest extent practicable, aligned with the school and district plans and professional development needs;
2. Provide adequate opportunities to prepare educators to utilize assessment data for the purpose of increasing student achievement and to improve the overall effectiveness of the curriculum;
3. Ensure for new teachers that appropriate training in standards-based instruction be provided and implement a system of mentoring for professional staff during the first two years of employment.

The superintendent will at least annually report to the school board the effectiveness of staff professional development and the relationship to the student achievement goals identified within the Continuous Improvement Plan.

The school board will negotiate employment contracts that place high priority on provisions that will support the district's professional development system.

The district's professional development system will be reviewed annually.

Legal Reference(s): *16 V.S.A. §261a*
 Vermont State Board of Education Manual of Rules & Practices §2120.1

ⁱ See 16 V.S.A. §261a(a)(5)

ⁱⁱ See Vermont State Board of Education Manual of Rules and Practices, Section 2120.1

Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: B22

WARNED: 2.14.2020

ADOPTED: _____

EFFECTIVE: _____

PUBLIC COMPLAINTS ABOUT PERSONNEL

Policy

It is the policy of the Washington Central Unified Union School District to see that complaints about school personnel are considered in a timely ~~manner~~ process that is fair to all parties. The ~~district~~ places trust in its employees and desires to support their actions ~~in such a manner~~ so that employees are freed from unnecessary, spiteful, or unjustified criticism or complaints.

Resolving Complaints

~~Any individual with a complaint about a district employee~~ The complainant shall be encouraged to first ~~to~~ bring a complaint to the individual concerned. If the problem cannot be resolved with the individual concerned, it should be brought to the attention of the individual concerned's immediate supervisor or administrator. The complaint should be in writing stating the issues and supporting facts. The individual employee involved shall be given every a reasonable opportunity for explanation, comment, and presentation of the facts as ~~he/she~~ they sees them.

If the issue is not resolved by involvement of the immediate supervisor, the complainant may refer the issue to the ~~principal~~ of the school where the district employee primarily works for ~~his or her~~ the principal's review and decision. ~~In the event~~ If the ~~principal's~~ review does not lead to a satisfactory resolution, the ~~compliant complainant~~ may submit the issue to the ~~ss~~superintendent for review and decision. At each review step, if the complainant submits any additional information or argument, all of which must be in writing, to a reviewing administrator, the involved district employee shall have three business days in which to respond to the submission. The district shall provide copies of any written material to the other party involved in the dispute immediately.

In cases of alleged discrimination, the complainant should follow the procedures accompanying anti-discrimination policy.

Appeal to the Board

If the above steps do not resolve the ~~concern of the complainant~~ dispute, either party, he/she may request a session of the ~~b~~board for the purpose of reviewing the ~~ss~~superintendent's decision. If the school ~~b~~board decides to hear the ~~request appeal of the complainant~~, it shall invite all parties involved including the appropriate school and ~~supervisory union~~ district administrators to attend a meeting for purposes of presenting facts, making further explanations, and clarifying the issue. The ~~b~~board shall conduct such meetings in a fair and just manner and shall render a decision.

It is the intent of the board that the rights of employees under collective bargaining agreements and Vermont law be protected through the administration of this policy.

Legal Reference(s): 16 V.S.A. §1752 (Suspension, dismissal)
1 V.S.A. §§310 et seq. (Open meetings)

Recommended

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: B22

WARNED: 2.14.2020

ADOPTED: _____

EFFECTIVE: _____

PUBLIC COMPLAINTS ABOUT PERSONNEL

Policy

It is the policy of the Washington Central Unified Union School District to see that complaints about school personnel are considered in a timely process that is fair to all parties. The district places trust in its employees and desires to support their actions so that employees are freed from unnecessary, spiteful, or unjustified criticism or complaints.

Resolving Complaints

Any individual with a complaint about a district employee shall be encouraged to first bring a complaint to the individual concerned. If the problem cannot be resolved with the individual concerned, it should be brought to the attention of the individual concerned's immediate supervisor or administrator. The complaint should be in writing stating the issues and supporting facts. The individual employee involved shall be given a reasonable opportunity for explanation, comment, and presentation of the facts as they see them.

If the issue is not resolved by involvement of the immediate supervisor, the complainant may refer the issue to the principal of the school where the district employee primarily works for the principal's review and decision. If the principal's review does not lead to a satisfactory resolution, the complainant may submit the issue to the superintendent for review and decision. At each review step, if the complainant submits any additional information or argument, all of which must be in writing, to a reviewing administrator, the involved district employee shall have three business days in which to respond to the submission. The district shall provide copies of any written material to the other party involved in the dispute immediately,

In cases of alleged discrimination, the complainant should follow the procedures accompanying anti-discrimination policy.

Appeal to the Board

If the above steps do not resolve the dispute, either party may request a session of the board for the purpose of reviewing the superintendent's decision. If the school board decides to hear the appeal, it shall invite all parties involved including the appropriate school and district administrators to attend a meeting for purposes of presenting facts, making further explanations, and clarifying the issue. The board shall conduct such meetings in a fair and just manner and shall render a decision.

It is the intent of the board that the rights of employees under collective bargaining agreements and Vermont law be protected through the administration of this policy.

Legal Reference(s): 16 V.S.A. §1752 (Suspension, dismissal)
1 V.S.A. §§310 et seq. (Open meetings)

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: B30

WARNED: 2.14.2020

ADOPTED: _____

EFFECTIVE: _____

STAFFING AND JOB DESCRIPTIONS

Policy

It is the policy of the Washington Central Unified Union School District to provide the level of staffing needed to accomplish the school system's goals and objectives. All staff positions will be created by the board and only the board may abolish a position. Positions may remain unfilled.

Implementation

Each time a new position is established by the board, the superintendent will present for approval a job description for the position that specifies the qualifications required for the position, performance responsibilities, evaluation criteria, terms of employment, and supervisor. Employee evaluation will be based substantially on criteria stated in approved job descriptions.

Legal Reference(s): 16 V.S.A. §563(12) (Powers of school boards)

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: B31

WARNED: 2.14.2020

ADOPTED: _____

EFFECTIVE: _____

**EDUCATOR SUPERVISION AND EVALUATION:
PROBATIONARY TEACHERS**

Policy

It is the policy of the Washington Central Unified Union School District to provide appropriate supervision and evaluation as a basis for improving the knowledge and skills of the school staff which will advance student achievement. Effective supervision and regular evaluation provide constructive feedback on teaching methods and materials enabling professional educators to improve their abilities to help all students achieve at high levels.

Implementation

The superintendent will ensure that all those engaged in supervision and evaluation are appropriately trained to do so and have appropriate time allocated to carry out those responsibilities.

The superintendent, in collaboration with the principal and teacher representatives, will develop procedures for the supervision and evaluation of educators. The superintendent, in collaboration with the principal, will implement those procedures which will be consistent with the following recommended guidelines:

1. A job description will be developed for each professional educator's position. Job descriptions will specify the required qualifications, performance responsibilities, general evaluation criteria, terms of employment and supervisor.
2. Performance goals set by the educator and their supervisor will be clearly articulated.
3. Evaluations will be based substantially on criteria set forth in approved job descriptions, articulated goals, and linked directly to the school's needs to improve student performance as outlined in its Continuous Improvement Plan;
4. Educator evaluations will be carried out annually.
5. In any case requiring discipline of a professional educator, applicable state law, due process procedures, and contractual requirements will be followed.

Principals will ensure that educator supervision and evaluation priorities are linked closely to the school's current Continuous Improvement Plan.

Probationary Teachers

Teachers who have been employed for less than two school years in the school district are probationary

teachers. The principal will ensure that probationary teachers have intensive support, including the assignment of a mentor, regular supervision and at least two written evaluations each year during the two year probationary period. When the required evaluations have been carried out, the standard for non-renewal of a probationary teacher's contract is any reason not prohibited by law, and the decision of the school board is final in the absence of contrary provisions in the teacher's contract. If the probationary teacher has not received at least two written performance evaluations per year of probationary service, the standard for non-renewal of contract is just and sufficient cause.

Administrators will use a variety of staff evaluation strategies based on current research which may include:

1. pre and post classroom visitation conferences;
2. announced and unannounced classroom observations including walkthroughs;
3. educator performance feedback from students and parents which will not be included in the educator's personnel file;
4. formative and summative evaluation reports.

The superintendent, in consultation with the principals and central office administrators will prepare and deliver, at least annually in June to the school board, a progress report and recommendations about the effectiveness of the supervision and evaluation system and practices.

On the basis of evaluations carried out in accordance with this policy, the principal will collaborate with the superintendent to identify educators in need of intensive support or other special attention.

*Legal Reference(s): 16 V.S.A. § 165 (Public School Quality Standards)
16 V.S.A. § 563 (12) (Powers of school boards)
16 V.S.A. § 1752 (Suspension and dismissal)
16 V.S.A. §§1981 et seq. (Labor relations - professional staff)
21 V.S.A. §§1721 et seq. (Labor relations)
Vermont State Board of Education Rules §§2120.4, 2120.5*

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: B32

WARNED: 2.14.2020

ADOPTED: _____

EFFECTIVE: _____

PERSONNEL FILES

Policy

It is the policy of the Washington Central Unified Union School District to develop and maintain complete and secure personnel files that accurately reflect the experience and service of each staff member employed by the district.

Administrative Responsibilities

1. **General Information:** The superintendent will maintain a personnel file for each employee of the district and, unless otherwise provided by master contract, its contents will be confidential and will be released only as required by law or after written waiver by the employee.

Information which could be detrimental to an employee's job security will not become a part of an employee's file until the employee has examined same and been given an opportunity to append a response.

2. **Criminal Record Check Information:** At the time of employment, a copy of the Superintendent's request for a criminal records check by the Vermont Criminal Information Center and a copy of the center's response will be placed in each employee's personnel file. Criminal history logs, processed release forms and criminal record information will be maintained for the retention period specified in the district's user agreement with the Vermont Criminal Information Center.
3. After the specified retention period, the record information and logs will be maintained or destroyed as follows:
 - o If the person who is the subject of the background check authorizes maintenance of the information, and the information is a notice of no criminal record, the information will be securely maintained by the school district indefinitely;
 - o If the person who is the subject of the background check authorizes maintenance, and the information is a criminal record or notice of the existence of a criminal record, the information will be sent by the superintendent to the Vermont Secretary of Education for secure maintenance in the central records repository;
 - o If the person who is the subject of the background check does not authorize maintenance of the information, the superintendent shall destroy the information in accordance with the user agreement.

Employees' Rights And Responsibilities An employee may examine his or her own personnel file by appointment with an appropriate administrator. Materials obtained prior to the employment of the individual, including confidential placement papers may not be available to employees.

*Legal Reference(s): 1 V.S.A. §317 (c)(7) (Public records)
16 V.S.A. §§251 et seq. (Criminal records checks)*

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: B33

WARNED: 2.14.2020

ADOPTED: _____

EFFECTIVE: _____

RESIGNATIONS

Policy

It is the policy of the Washington Central Unified Union School District to consider employee resignations in a manner that is timely and fair to both the employee and the school district.

Implementation

A resignation by a licensed employee who is under contract to the school should be submitted to the superintendent. The resignation of a licensed employee will take effect on a date approved by the school board after receiving the recommendation of the superintendent.

A resignation by an unlicensed employee shall be submitted to the superintendent and shall be effective upon acceptance by the superintendent.

A resignation by a licensed or unlicensed employee may not be withdrawn unilaterally by the employee once it has been submitted to the superintendent.

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: B35

WARNED: 2.14.2020

ADOPTED: _____

EFFECTIVE: _____

FAMILY MEDICAL LEAVE POLICY

Policy

It is the policy of the Washington Central Unified Union School District to provide family and parental leave to employees as required under state and federal law.

I. Statement of Policy

This policy is intended to implement and comply with the Federal Family Medical Leave Act (FMLA) and the Vermont Parental and Family Leave Act (VPFLA). Where the policy and/or its procedures are silent on a specific situation or request made under this policy, state or federal regulations shall govern.

II. Reason for Leave – FMLA (Federal Law)

A. Employees who meet the applicable service requirements may be granted family, parental or medical leave up to sixty (60) days under the FMLA for the following reasons:

1. For the birth of an employee's child and to care for the newborn child;
2. For the placement with an employee of a child for adoption or foster care, and to care for the newly placed child;
3. To care for an employee's spouse, child, or parent, but not parent-in-law, with a serious health condition;
4. For an employee's serious health condition, which renders the employee unable to perform the functions of the position.
5. Any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty" or
6. Twenty-six work weeks of leave during a single 12-month period to care for a covered service member with a serious injury or illness if the eligible employee is the service member's spouse, son, daughter, parent, or next of kin (military caregiver leave).

NOTE: Leave for birth or placement for adoption or foster care must conclude within twelve months of the birth or placement

B. For purposes of this policy, a "serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:

1. any period of incapacity or treatment connected with inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility; or

2. a period of incapacity requiring absence of more than three (3) consecutive calendar days from work, school, or other regular daily activities that also involves continuing treatment by (or under the supervision of) a health care provider; or
3. any period of incapacity due to pregnancy, or for prenatal care; or
4. any period of incapacity (or treatment therefore) due to a chronic serious health condition (e.g., asthma, diabetes, epilepsy, etc.); or
5. a period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective (e.g., Alzheimer's, stroke, terminal diseases, etc.); or,
6. any absences to receive multiple treatments (including any period of recovery therefrom) by, or on referral by, a health care provider for a condition that likely would result in incapacity of more than three consecutive days if left untreated (e.g., chemotherapy, physical therapy, dialysis, etc.)

C. Eligibility

To be eligible for FMLA leave, an employee must (1) have worked for the district for at least 12 months; and (2) have worked at least 1,250 hours during the 12-months prior to the start of the leave. Under the federal law, hours worked is counted by the actual number of hours worked and does not include paid leave time.

III. Reason for Leave – VPFLA (State Law)

- A. Employees who meet the applicable service requirements may be granted family, parental or medical leave up to sixty (60) days under the VPFLA for the following reasons:
1. During the employee's own pregnancy and following the birth of an employee's child; or
 2. Within a year following the initial placement of a child 16 years of age or younger with the employee for the purpose of adoption;
 3. The serious illness of the employee; or
 4. The serious illness of the employee's child, stepchild, foster child, ward who lives with the employee, parent, spouse or parent of the employee's spouse.

NOTE: Leave for birth or placement for adoption must conclude within twelve months of the birth or placement

- B. For purposes of this policy, a "serious illness" is an accident, disease, or physical or mental condition that:
1. Poses imminent danger of death; or
 2. Requires inpatient care in a hospital; or
 3. Requires continuing in-home care under the direction of a physician.
- C. Eligibility

To be eligible for VPFLA leave, an employee must (1) have worked for the district for at least 12 months prior to the start of the leave; and (2) have worked an average of 30 hours per week during the 12-month period immediately preceding the beginning of the leave as determined by contract and/or actual hours. Vermont law allows for paid leave time to be counted when calculating how many hours the employee has worked on average.

IV. Duration

- A. A FMLA and/or VPFLA leave of absence is defined as an unpaid leave of absence of up to sixty days. This entitles employees to take a leave of absence not to exceed sixty (60) days in any twelve (12) month period. The rolling 12-month period is measured backward from the date of an employee using any leave under FMLA and/or VPFLA.
- B. For the use of 26 weeks of FMLA leave to care for an injured or ill covered service member, the 12-month period begins on the first day the eligible employee takes FMLA leave to care for a covered service member and ends 12 months after that date.
- C. In calculating the amount of FMLA and/or VPFLA leave used by an employee, days that the district's business activity has ceased (i.e. school vacation) is not counted against the leave period as long as the time period of the ceased activity is one (1) week or more and the employee would not have regularly been scheduled to work during those periods.

V. Intermittent Leave (FMLA)

Normally FMLA leave will be taken in consecutive days. The FMLA permits employees to take leave on an intermittent basis or to work a reduced schedule under certain circumstances. The employee requesting intermittent leave may be transferred temporarily to an alternative job that better accommodates recurring periods of leave. The position will provide equivalent pay and benefits.

NOTE: Use of intermittent leave for birth or placement of adopted children may be taken only with the approval of the district.

FMLA may be taken intermittently or on a reduced leave schedule under certain documented circumstances.

- 1. The Intermittent/reduced schedule leave may be taken when medical necessary to care for a seriously ill family member, or because of the employee's serious health condition.
- 2. Intermittent/reduced schedule leave may be taken to care for a newborn or newly placed adopted or foster care child only with the employer's approval.
- 3. Only the amount of leave actually taken while on intermittent/reduced schedule leave may be charged as FMLA leave. Employees may not be required to take more FMLA leave than necessary to address the circumstances that cause the need for leave. Employers may account for FMLA leave in the shortest period of time that their payroll systems use, provided it is one hour or less. See attached appendix A for sample calculations.
- 4. Employees needing intermittent/reduced schedule leave for foreseeable medical treatment must work with their employers to schedule the leave so as not to unduly disrupt the employer's operations, subject to the approval of the employee's health care provider. In such cases, the employer may transfer the employee temporarily to an alternative job with equivalent pay and benefits that accommodates recurring periods of leave better than the employee's regular job.

5. If a teacher, or other “instructional employee” as defined by law, requires intermittent leave or leave on a reduced leave schedule for planned medical treatment which requires the teacher to be on leave for more than twenty percent (20%) of the teacher’s total number of working days during the period of time that the leave would occur, other restrictions may apply.

VI. Short Term VPFLA Benefit

A short-term benefit is provided under the VPFLA for eligible employees, which entitles these employees to take a leave not to exceed four (4) hours in any thirty (30) day period and not to exceed 24 hours in any twelve (12) month period. The leave must be taken in a minimum of two (2) hour segments and may be taken for any of the following reasons:

1. To participate in preschool or school activities, such as a parent teacher conference, which are directly related to the academic educational advancement of the employee’s child, stepchild, foster child or ward that lives with the employee;
2. To attend or to accompany the employee’s child, stepchild, foster child or ward who lives with the employee, or the employee’s parent, spouse/civil union partner, or parent-in-law to medical or dental appointments;
3. To accompany the employee’s parent, spouse/civil union partner or parent-in-law to other appointments for professional services related to their care and well-being;
4. To respond to a medical emergency involving the employee’s child, stepchild, foster child, or ward who lives with the employee or the employee’s parent, spouse/civil union partner or parent-in-law.

NOTE: Employees are required to make a reasonable attempt to schedule appointments for which leave may be taken under this section outside of regular work hours. In order to take leave under this section, the employee shall complete the leave form and provide the earliest possible notice, but in no case later than seven (7) days before leave is to be taken except in the case of an emergency. Emergencies are defined as a circumstance in which the notice required could have a significant adverse impact on the family member or employee. At the option of the employee and consistent with the existing district policies, certain kinds of “paid leave” that are provided by the district may be substituted for (i.e. used concurrently with) unpaid VPFLA leave. For example, any vacation or personal leave to which the employee is entitled may be substituted for leave relating to a parent-teacher conference or a medical appointment provided such conference or appointment meets the requirements of subsection A.

VII. Leave for Instructional Employees

1. In the event that a teacher or other instructional employee begins a leave under this policy more than five (5) weeks before the end of an academic term (semester), the district may require the teacher/employee to continue their leave until the end of the term/semester if:
 - a. The leave will last a minimum of three (3) weeks; and
 - b. The teacher would otherwise return to work during the three (3) week period before the end of the term/semester.
2. In the event that a teacher or instructional employee begins a leave under this policy for a purpose other than the teacher’s own serious health condition, during the five (5) week period

before the end of an academic term/semester, the district may require the teacher to continue their leave until the end of the term/semester if:

- a. The leave will last more than two (2) weeks; and
 - b. The employee would otherwise return to work during the two (2) week period before the end of the term/semester.
3. In the event that the teacher or other instructional employee begins the leave under this policy for a purpose other than the teacher's own serious health condition, during the three (3) week period before the end of an academic term/semester, and the leave will last more than five (5) working days, the district may require the employee to continue taking leave until the end of the academic term/semester.

NOTE: For subsections 1, 2 and 3 above, if the district requires a teacher to take more leave than he/she requested, the amount of additional leave required by the district for purposes of completing the academic term/semester will not be counted as leave utilized by the teacher under this policy.

VIII. Notice/Commencement of Leave

- A. If the need for FMLA and/or VPFLA leave is foreseeable in advance, the employee must provide thirty (30) days' notice before the leave is to begin. Otherwise, notice must be given as soon as practicable. Notice must be given to Human Resources. Notice may be given in person, by telephone, facsimile, other electronic means or by the employee's designated spokesperson if the employee is unable to do so personally. An employee giving notice of the need for FMLA and/or VPFLA leave must explain the reasons for the leave in order to allow the district to determine that the leave does or does not qualify as family or medical leave. Additionally, the notice should specify the date the leave is expected to commence and the estimated duration of the leave. Once the district is aware of the facts underlying the employee's need for leave, the district will determine whether or not the employee is qualified for leave under this policy and will give notice of the determination to the employee.

If the employee does not give the thirty (30) days' notice for foreseeable leave with no reasonable excuse, the district may delay the taking of the leave up to thirty (30) days after the time the employee gives notice. Leave may also be denied until the employee submits medical certification of the need for leave.

- B. In situations where the employee's need for leave is not foreseeable in advance (e.g. unexpected serious health conditions), the employee must provide notice of the need for leave as soon as is practicable. Once the district is aware of the facts underlying the employee's need for leave, the district will determine whether or not the employee is qualified for leave under this policy and will give notice of the determination to the employee.
- C. WCUUSD reserves the right to retroactively designate leave as FMLA leave for employees even if they do not submit a request/certification.

IX. Medical Certification

- A. A FMLA and/or VPFLA leave based on the serious health condition of the employee or the employee's spouse, child, stepchild, foster child, ward who lives with the employee, parent or parent of the employee's spouse requires the employee to provide certification from the appropriate health care provider to support the request. Failure to provide certification will

result in denial of the request for leave. The certification must state the date on which the health condition commenced, the probable duration of the condition and the appropriate medical facts regarding the condition. The form included with the procedures for this policy should be used to provide this certification. The certification should be sent to Human Resources to assure confidentiality.

- B. When leave is foreseeable and at least thirty (30) days' notice has been provided, the employee should provide the medical certification before the leave begins. If this is not possible, the employee must provide the certification to the Business Office upon request within the time frame requested, which will allow at least fifteen (15) calendar days after the request unless it is not practicable under the circumstances.
- C. If the employee is needed to care for a spouse, child, stepchild, foster child, ward who lives with the employee, parent or parent of the employee's spouse, the certification must so state, along with an estimate of the amount of time the employee will be needed. If the employee has a serious health condition, the certification must confirm that the employee cannot perform the functions of their job.
- D. A second or third medical opinion, at the district's expense, may be required. The second medical opinion will be provided by a health care provider not employed by the district. If the first and second opinion differ, the district, at its expense, may require the binding opinion of a third health care provider approved jointly by the district and the employee.
- E. Periodic recertification of the employee's status may be required during the leave period.

X. Paid Leave/Benefit Continuation/Concurrent Benefits

- A. If available, employees may use up to thirty (30) days of accrued paid vacation, sick and personal leave as provided under state law. Use of additional paid leave beyond these six (6) weeks will be determined in accordance with the applicable provisions of any existing master agreements, personal contracts and personnel policies. Paid leave will be used concurrently with unpaid FMLA and/or VPFLA leave and cannot be used to extend the FMLA and/or VPFLA period, unless otherwise provided in the collective bargaining agreement.
- B. Time off granted as an accommodation under the Americans with Disabilities Act (ADA) will also be treated as family/medical leave time.
- C. During a period of approved family or medical leave of up to sixty days, an employee will be retained on the district's health insurance plan under the same conditions as if the employee were still at work. For those employees who normally pay a portion of their health insurance premiums through payroll deductions, such deductions will continue through the period of FMLA and/or VPFLA leave. The employee's failure to make premium payments may result in cancellation of coverage.
- D. During a period of approved family or medical leave, an employee may also be retained on the district's other insurance plans (non-health insurance) for the duration of the FMLA/VPFLA leave provided the employee pays their share of the cost of the insurance premiums for said plans. Arrangements must be made with Payroll and/or Human Resources for the employee to pay their other (non-health) insurance premiums while on leave. The employee's failure to make the premium payments may result in cancellation of coverage.
- E. In the event an employee elects not to return to work upon completion of a family or medical leave, the district may recover from the employee the cost of any payments made to maintain the employee's coverage except where the employee does not return because of the

continuance, recurrence or onset of a serious health condition or other circumstances beyond the employee's control.

- F. Accrued sick, family, vacation or other paid leave may not be used to extend the twelve (12) week period provided by the FMLA and/or VPFLA, unless otherwise permitted by law or the collective bargaining agreement.
- G. **Whenever an employee is entitled to and/or granted paid or unpaid medical (disability), family or parental leave pursuant to the terms of existing master agreements, personal contracts, statutory provisions, such as Worker's Compensation and board personnel policies, and the employee is also entitled to leave pursuant to the FMLA and/or VPFLA for the same occurrences, and leave provided pursuant to existing master agreements, personal contracts, statutory provisions and board personnel policies, and that which is provided pursuant to the FMLA and/or VPFLA will be provided concurrently.**

XI. Job Restoration

- A. After the leave ends, the employee will be restored to their original job, or to an equivalent job with equivalent pay, benefits and other terms and conditions of employment. The district may also require that an employee present a medical certification of fitness (Return to Work Certification Form) before returning to work when the absence was caused by the employee's serious health condition. The district may delay restoring the employee to employment without such certification relating to the health condition, which caused the employee's absence and/or the certification of fitness for work. The district does not guarantee that an employee will be returned to their original job. The superintendent will make the determination as to whether a position is an "equivalent position."
- B. An employee on leave does not have greater job protection than if the employee had been continuously employed. For example, employees will not be restored to their original or an equivalent job if the employee has been informed before requesting leave that employment would terminate or if the position would have been eliminated for reasons unrelated to the leave.
- C. Additionally, job restoration may be denied to salaried "eligible" employees (i.e., "Key Employees") who are among the highest paid 10% of employees within 75 miles of the work site if such denial is necessary to prevent substantial and grievous economic injury to the district's operations. Employees who are in this category will be notified of their status as a "key employee" in response to the employee's notice of intent to take leave or when the leave commences, if earlier and the employee will be notified of the potential consequences with respect to reinstatement and maintenance of health benefits. Further, as soon as the district decides it will deny job restoration, it will notify the employee in writing of its determination, explain the reasons for this decision; if leave has commenced, offer the employee a reasonable opportunity to return to work from leave after giving this notice; and make a final determination as to whether reinstatement will be denied at the end of the leave period if the employee requests restoration. Notice will be provided in writing in person or by certified mail.

XI. Conflict Between Statutory Provisions, Board Policy and/or Collective Bargaining Agreements

In the event conflicts exist between federal and/or state law, board policy or a collective bargaining agreement, the provision that provides the most generous benefit to the employee shall be followed, assuming the employee is eligible for the benefit provided by that provision.

APPENDIX A

SOME AESOP LEAVE EXAMPLES:

(Employees put in the actual time used and Aesop will calculate the leave.)

Teacher

A full-time teacher under the 2015-2016 contract works 7.5 hours per day. Leave for professional staff is taken in quarter-day increments as follows:

- $\frac{1}{4}$ day of 7.5 hours = .25 day = 1.875 hours (112.5 minutes)
- $\frac{1}{2}$ day of 7.5 hours = .50 day = 3.75 hours (225.0 minutes)
- $\frac{3}{4}$ day of 7.5 hours = .75 day = 5.625 hours (337.5 minutes)
- Full day = 7.5 hours = 1 day = 7.5 hours (450 minutes)

Administrator

A full-time administrator or salaried employee is based on an 8-hour day. It is also taken in quarter-day increments as follows:

- $\frac{1}{4}$ day of 8 hours = .25 day = 2 hours (120 minutes)
 - $\frac{1}{2}$ day of 8 hours = .50 day = 4 hours (240 minutes)
 - $\frac{3}{4}$ day of 8 hours = .75 day = 6 hours (360 minutes)
 - Full day = 8 hours = 1 day = 8 hours (480 minutes)
-

Para-educator or 7 hour/day position*

A full-time para-educator works a 7-hour day. Leave for hourly staff is taken in one-quarter hour increments as follows:

- $\frac{1}{4}$ hour of 7 hours = .25 hour (15 minutes)
- $\frac{1}{2}$ hour of 7 hours = .5 hour (30 minutes)
- $\frac{3}{4}$ hour of 7 hours = .75 hour (45 minutes)
- 1-1/2 hours of 7 hours = 1.5 hours (90 minutes)
- Full day = 7 hours = 1 day (7 hours)

Custodian or 8 hour/day position*

A full-time custodian works an 8-hour day. Leave for hourly staff is taken in one-quarter hour increments as follows:

- $\frac{1}{4}$ hour of 8 hours = .25 hour (15 minutes)
- $\frac{1}{2}$ hour of 8 hours = .5 hour (30 minutes)
- $\frac{3}{4}$ hour of 8 hours = .75 hour (45 minutes)
- 1-1/2 hours of 8 hours = 1.5 hours (90 minutes)
- Full day = 8 hours = 1 day (8 hours)

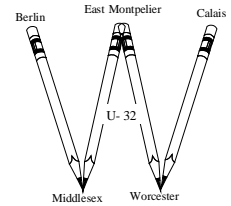
*Use examples above for other hourly staff. Part-time people need to be verified.

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
Interim Superintendent



TO: WCUUSD School Board
FROM: Debra Taylor, Interim Superintendent
Lori T. Bibeau, WCUUSD Business Administrator
DATE: February 28, 2020
RE: Doty Memorial School Siding & Window Project

On Thursday, February 27, 2020, the Doty Memorial School siding & window project bid opening took place.

The bids are summarized on page two of this memo. The project is expected to cost \$42,000 over the existing total Doty Capital Budget. This also results in utilizing all existing and budgeted capital funds earmarked for Doty. All other Doty Capital Projects (Security entrance/barrier, roof repair) will need to be deferred until a future time.

The current balance in the Doty Capital Fund is \$324,000. To ensure adequate funds for this project a general fund transfer is necessary.

Recommended Board Action:

1. The board authorizes a general fund balance transfer to cover the project shortfall in the amount of \$42,000.
 - a. Once the Doty project is completed, any unspent project funds would remain in the WCUUSD Capital Fund without further restriction.
2. The board awards the bid to Connor Contracting, Inc., Berlin, Vermont in the amount of \$ 321,715 for a project total of \$365,903.

Doty Memorial School Siding & Window Project Bid Opening Meeting Minutes

February 27, 2020

Present: Lori Bibeau, Bill Ford, Melissa Tuller, Lynn Cetrano, John Hemmelgarn, Steve Connor.

The following companies were invited to bid: Connor Contracting, Inc., EF Wall & Associates, Graves Builders, Kingdom Construction, Lajeunesse Construction, Spates Construction and Wright & Morrissey. Four participated in the pre-bid conference.

We received bids from Kingdom Construction and Connor Contracting. The other invited bidders decided not to bid based on their work loads.

The base bid from Connor is \$321,715 and Kingdom \$368,000. There were alternates and unit prices with each bid. The budget prepared by the professional estimator was \$225,000. We seem to have similar conditions to last year where the market is driven by more work to bid than resources available to bid it.

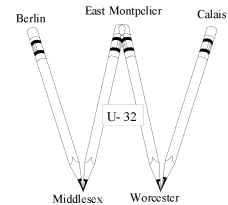
We recommend that Connor Construction be awarded the bid and that the project proceed with the request for additional funding from the general fund.

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Debra Taylor, Ph.D.
Interim Superintendent



Washington Central Unified Union School District Board Community Budget Forum Approved Minutes 2.19.20 5:30-6:30PM

Calais Elementary School, 321 Lightening Ridge Road, Plainfield VT

Board Members Present: Flor Diaz Smith, Jonas Eno-Van Fleet, Marylynne Strachan, Lindy Johnson, Scott Thompson

Administrators Present: Superintendent Debra Taylor, Director of Special Services Kelly Bushey, Business Administrator Lori Bibeau, Calais Principal Cat Fair

ORCA videographer

Community Present: David Lawrence, Sylvia Emmons, Emma Pulsifer, Abigail Dodge, Kelly MacMartin, Keith MacMartin, Kristi Pulsifer, William Dodge, Kathryn Dodge, Michael Close, Cindy Gardner-Morse, Mack Gardner-Morse, Michael Duane, Linda Emmons, Chris Tuller

1.0 Call to Order: At 5:30 p.m., Scott Thompson began a powerpoint presentation of the budget. A quorum was not present so the meeting was not called to order.

2.0 Discuss Proposed Washington Central UUSD Budget

All increases to the tax rate are mainly due to the Common Level of Appraisal. Superintendent Debra Taylor reviewed the ballot for this year's Town Meeting.

Some discussion on how kids are doing in English and Math, as opposed to the extra curricular activities. The board will be providing an update in April 2020; there is some information in the annual report and online. Why are we paying the BOE \$208,000? That refers to the school board, most of which is for insurance and legal fees. Lori Bibeau explained the equalized pupil formula. What happens to the 10% of students who don't graduate from U-32? The four-year graduation rate is 90%; many students graduate within 5-6 years. Peaches and Plums and Nuts and Bolts clubs at U-32: young women and young men get together to talk about gender and sexuality issues; students join the club of the gender that they identify with.

3.0 Adjourn: The forum ended at 6:30 p.m.

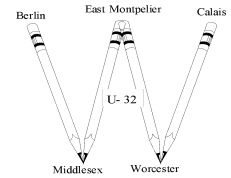
Respectfully submitted, Kristi Flynn, Board Recording Secretary

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Debra Taylor, Ph.D.
Interim Superintendent



Washington Central Unified Union School District Board Approved Minutes

2.19.20 6:30 – 9:30 PM

Calais Elementary School, 321 Lightening Ridge Road, Plainfield VT

Board Members Present: Scott Thompson, Jaiel Pulskamp, Marylynne Strachan, Flor Diaz Smith, George Gross, Jonas Eno-Van Fleet, Chris McVeigh, Lindy Johnson, Dorothy Naylor; Student Representative Townes DeGroot

Administrators Present: Superintendent Debra Taylor, Director of Special Services Kelly Bushey, EMES Principal Alicia Lyford, Berlin Principal Aaron Boynton, Business Administrator Lori Bibeau, Rumney Principal Casey Provost, Director of Curriculum, Instruction, and Assessment Jen Miller-Arsenault, U-32 Principal Steven Dellinger-Pate, Director of Technology Keith MacMartin, Calais Principal Cat Fair, U-32 Assistant Principal Jody Emerson, Doty Principal Gillian Fuqua

Others Present: ORCA videographer, David Delcore (Times Argus), Dave Lawrence, Mack Gardner-Morse, Cindy Gardner-Morse, Michael Duane, Kari Bradley, Michael Close, Bill Deiss

1.0 Call to Order: Scott Thompson called the meeting to order at 6:33 p.m.

1.1 Reception of Guests: Scott Thompson thanked those who were present at the budget forum.

1.2 Agenda Revisions: Scott Thompson noted that the board will move Item 10.1 to first. The board agreed to this by consensus.

Motion was made by Dorothy Naylor, seconded by Lindy Johnson to go into Executive Session to discuss a student issue; motion passed unanimously.

The board entered Executive Session at 6:35pm; the board exited at 7:05pm.

Motion was made by Dorothy Naylor, seconded by Marylynne Strachan, to grant the appeal for a tuition waiver through the end of the current school year; motion passed unanimously.

1.3 Public Comments:

Cindy Gardner-Morse presented an offer to the board for teacher development; Cindy will pay the cost of flying the instructor to Vermont as well as her room and transportation; the board would need to pay the cost of each teacher's training, which is \$750 for a 40-hour course. In addition, Mack and Cindy wrote a letter to the board suggesting that there be community involvement when discussing the curriculum.

2.0 Policy (Discussion/Action)

2.1 Policy Committee Report: Chris McVeigh noted a number of policies were worked on at the last meeting. Scott Thompson suggested trying to remove pronouns in all policies whenever possible; state the noun whenever possible so it is clear who the action applies to.

2.2 First Reading of B1 Substitute Teachers, B2 Volunteers & Work Study Students, B3 Alcohol & Drug Free Workplace, B6 HIPPA Compliance, B7 Tobacco & Vaping Prohibition, B20 Personnel Recruitment, Selection, Appointment & Background Checks, B21 Professional Development, B22 Public Complaints About Personnel, B30 Staffing & Job Descriptions, B31 Educator Supervision & Evaluation: Probationary Teachers, B32 Personnel Files, B33 Resignations, B35 FMLA Policies

The board reviewed the following policies:

B1 Substitute Teachers - no comments

B2 Volunteers & Work Study Students - no comments

B3 Alcohol & Drug Free Workplace - spelling error corrected

B6 HIPPA Compliance - no comments

B7 Tobacco & Vaping Prohibition - policy was modified to include vaping; no comments from the board

B20 Personnel Recruitment, Selection, Appointment & Background Checks - expanded to include subcontractors; no comments

B21 Professional Development - no comments

B22 Public Complaints about Personnel - 2nd paragraph - change to Principal's review

B30 Staffing & Job Descriptions - no comments

B31 Educator Supervision & Evaluation: Probationary Teachers - no comments

B32 Personnel Files - no comments

B33 Resignations - no comments

B35 FMLA Policies - 60 days refers to working days that school is in session; define the week as five working days

Flor Diaz-Smith asked if these changes will be going back to our lawyer for review; Debra Taylor noted that the changes were not significant to warrant legal review.

2.3 Second Reading of A34 Board Relations with School Personnel: There were no comments from the board.

Motion was made by Jaiel Pulskamp, seconded by Jonas Eno-Van Fleet to adopt policy A34 Board Relations with School Personnel; this motion passed unanimously.

3.0 Consent Agenda (Action)

3.1 Approve Minutes of 2.5.20 & 2.6.20: **Flor Diaz Smith moved to approve the minutes from February 5, 2020 and February 6, 2020. Seconded by George Gross. Discussion: no changes. This motion carried unanimously.**

3.2 Approve Board Orders: **Chris McVeigh moved to approve the board orders from FY19 in the amount of \$300,159.05 (General Fund) and 1,645.00 (Capital Fund). Seconded by Flor Diaz Smith, this motion carried unanimously.**

4.0 Book Reflection (Discussion) – *Equity from the Board Room to the Classroom* Chapters 8-10
The board reflected on chapters 8-10 and broke into small groups for discussion. There was a common theme of trust and relationships. Leadership starts from the top; the board is the compass of the ship. The board must cultivate the culture that happens in the schools. Important to create equity at all schools and not just throw money at issues.

5.0 Reports (Discussion):

5.1 Student: Townes DeGroot reported that next week is February break that everyone is excited for. All students are currently choosing their classes for next year. This week he attended the in-school concert where all pieces were written by Vermont composers.

5.2 Superintendent: Debra Taylor reported that there is a lot going on now. The annual report is the second one that includes the whole district. The report includes important financial information. Some of this financial data might be different than what might have been reported in individual town reports. Don't forget to vote by March 3rd. She noted in her report what will be happening regarding reorganization after Town Meeting. The first meeting of the new board will be March 4th; there will be new members, who will be appointed by the board if not elected at Town Meeting. A spring retreat will be scheduled at the reorganization meeting. Debra Taylor noted that Ben Heintz, a U-32 teacher, has been awarded a Rowland Fellowship for the 2020-21 school year and she is excited to see where his research benefits our school community. Discussion ensued regarding the leadership team looking at hiring a consultant to conduct a district-wide curriculum audit.

5.3 Leadership Team: The board discussed the proposed Professional Development time for teachers of ½ day once a month. Alicia Lyford stated that details on the impact to families need to be worked on. The Wednesday early release doesn't allow teacher collaboration across the district. There is a consensus among board members that this is a good idea. Lindy Johnson noted that families and daycares will adapt once a schedule has been released in advance. The pilot bus run might be run once a week in order to test it out. The one bus run works once the details are worked out. Marylynne Strachan noted that now that we fund Community Connections this could be a way to help families adapt.

There was discussion regarding the district-wide music program. Chris McVeigh made a motion at a previous meeting to spend \$60,000 towards starting a strings program at the elementary level. Thoughts from the board: there is not an aligned vision of music across the board; how long would it take to accomplish this. Gillian Fuqua noted that there are many discrepancies at each school in regards to band, lessons, etc. It was decided that there is interest but it needs to be looked at closely. Implementing this for next year feels too fast. There have been some discussions with the U-32 music teachers. Alicia Lyford sees the district music teachers working together at the curriculum meetings in June. There was a discussion regarding licensing teachers as health educators, possibly PE teachers or nurses. Chris McVeigh requested an update in May. Flor Diaz-Smith stated that she would like to see the board prioritize how the resources are spent. Dorothy Naylor noted that there are quite a few issues that need to be prioritized but she feels that the strings program should be tried because it is a fairly small issue. Jonas Eno-Van Fleet feels we should listen to the recommendation of the leadership team. Debra Taylor suggested asking the teachers to look at a summer strings program, but also consider band instruments in general. There was discussion regarding scheduling difficulties for each school. The leadership team will come back to the board with a proposal for music, world language and arts at the end of summer. They will bring back an analysis of minutes spent in each building on the different subjects.

5.4 Negotiations: Jonas Eno-Van Fleet reported that: they clarified what constitutes leaves and absences. The board needs to accept the Memorandum of Agreement.

Motion was made by Lindy Johnson, seconded by Jaiel Pulskamp, to accept the Memorandum of Agreement as amended; motion passed unanimously with the date edit. Chair Scott Thompson was authorized to sign the memorandum.

6.0 Board Operations (Discussion)

6.1 Annual Meeting - March 2

Annual meeting will be held at U-32 with a dinner provided by the U-32 Food Service staff. Following the dinner will be a financial presentation and any Australian ballot issues.

6.2 Town Meeting - March 3

Each board member should talk to their Selectboard to get some time to talk at their town's Town Meeting regarding the board operations.

6.3 Reorganization Meeting - March 4

See the Superintendent's Report.

6.4 Schedule Board Retreat - March

Board agreed to wait to schedule a date until all new members have been elected or appointed.

7.0 Finance (Action)

7.1 Technology Bid - WAN and Fiber Expansion

Keith MacMartin reported that there are discrepancies in bandwidth at each school and there is a proposal to increase the bandwidth across the district. Four bids have been received and FirstLight has been recommended for a 3-year contract at \$44,000 per year. Debra Taylor thanked Keith MacMartin and Lori Bibeau for all their hard work.

Motion was made by Chris McVeigh, seconded by Dorothy Naylor, to accept the FirstLight bid in the amount of \$44,810.40 per year for three years; motion passed unanimously.

8.0 Personnel (Action)

8.1 Approve Hires, Resignations, Retirements

Stephen Dellinger-Pate stated that the loss of Abigail Brophy, English teacher, is a big loss for U-32.

Motion was made by Flor Diaz-Smith, seconded by Lindy Johnson, to accept the resignation of Abigail Brophy with regret; this motion passed unanimously.

Motion was made by Chris McViegh, seconded by Dorothy Naylor, to approve an increase of 0.1 FTE for Heather Clark-Warner; motion passed unanimously.

9.0 Future Agenda Items

9.1 Solar Power Discussion - Jaiel Pulskamp

9.2 Youth Risk Behavior Study - Townes DeGroot, Chris McVeigh

9.3 Early Childhood Programming - Flor Diaz-Smith

9.4 Student Performance Update - Marylynne Strachan

10.0 Executive Session for Personnel: George Gross and Dorothy Naylor left the meeting during executive session.

At 11:55 pm Lindy Johnson moved to come out of executive session. Chris McVeigh seconded. The motion passed unanimously.

Lindy Johnson moved to table action on the contractual matter, until March 2. Chris McVeigh seconded. The motion passed unanimously.

Chris McVeigh moved to approve the recommended administrator contracts, as discussed. Flor Diaz Smith seconded. The motion passed unanimously.

Flor Diaz Smith moved to approve the superintendent's contract with changes as discussed, and subject to change following review by counsel. Jaiel Pulskamp seconded. The motion was approved unanimously.

11.0 Adjournment: The meeting adjourned by consensus at 12:00 am on Thursday, February 20.

Respectfully submitted,
Kristi Flynn, Board Recording Secretary
and
Jonas Eno-Van Fleet, Board Clerk

Superintendent Report to the Washington Central UUSD Board

March 4, 2020

- **Broadening Communications with Community**

School Budget Information, Vote and Election of School Board Members

We are continuing outreach efforts in preparation for Town Meeting on March 3. The Annual Meeting is scheduled on March 2 at 6:30 pm, preceded by a dinner at 5:30 pm honoring former board members. The main focus of our annual meeting, a meeting of the public, will be to discuss the proposed district budget. I will report on the election outcomes at our board meeting on March 4.

We will welcome new board members to our meeting and carry out the reorganization tasks as we start the new year for our school board! (Please see the reorganization information sheet included in this board packet.)

The third in our four part series of full page Times Argus district highlights was published on February 28. This page highlights proficiency based learning in WCUUSD. We have attached it to this report for your enjoyment!

- **Long Term Planning**

The leadership team continues its work on MTSS implementation. Various members of the leadership team have been participating in external professional development opportunities, and their learning will be shared back with our full team at our next WCLT meeting in March.

- **Educational and Academic Outcomes**

The Comprehensive Needs Assessment Planning sessions have begun. The first session was held on February 20 and was well attended by board members, parents, principals, central office administrators and support staff. The group reviewed our mission, theory of action and implementation plan and then reviewed student data. Findings were shared and reported. The leadership team will present our student achievement data at the upcoming board meeting on March 18.

- **Information**

The recent legislative state legislative update was released today and I am attaching it to this report for your convenience and review.

Respectfully Submitted,

Debra Taylor, Ph.D.
Superintendent

Preparing Students for Today’s World

So much of what students need to know today goes beyond textbooks and traditional classroom study. To find success in college or a career, students need a wider range of experiences. They need to be proficient in literacy, math, and science skills, and in “transferable skills” such as problem solving, working independently, and self direction. And they have to learn how to apply these skills in a quickly-changing world. Here’s how we’re working to achieve, and celebrate, proficiency in Berlin, Calais, Worcester, Middlesex, East Montpelier, and at U-32 Middle and High School.



WCUUSD Students Follow a Roadmap to Achieve Proficiency and Graduate

STEP

1

When students enter kindergarten or preschool, they gravitate to activities that make them happy. Some play with building blocks, some with puzzles. Some are social and some are solitary. In elementary school, they sharpen their skills and discover their interests, but what they’re really doing is laying the foundation on which their Personalized Learning Plans will eventually be built.

STEP

2

Beginning in the 7th Grade, students work with their teachers and advisors to develop a Personalized Learning Plan (PLP). The PLP takes into account their interests, strengths, needs, and aptitudes. It drives the directions they’ll pursue and the classes they will take to prepare them for life after high school, whether they go right to college, enter the workforce, or choose the military.

STEP

3

As they progress through middle and high school, students choose from a range of study options, which are also known as “flexible pathways.” Some of these pathways might include traditional classes, internships, independent study, online classes, early college, or courses at the career center.



STEP

4

The pathways students choose are assessed from either a “core knowledge” or “transferable skill” perspective. For example: pathways that lead to proficiency in writing and speaking are assessed as “Literacy” Learning Outcomes; pathways that promote working independently or communicating creatively are assessed as “Transferable” Learning Outcomes.

STEP

5

Standards appropriate to each grade level are assigned to each of the Learning Outcomes, and define what we believe students should know or be able to do at that grade level. Performance Indicators help teachers assess students’ advancement towards achieving proficiency in the Standards.

STEP

6

Teachers score students on their work numerically as they progress through their areas of study. As they advance in knowledge and ability, their score reflects that advancement as follows:

- 1 = Beginning to meet expectations
- 2 = Progressing towards meeting expectations
- 3 = Meeting expectations
- 4 = Exceeding expectations

STEP

7

Each student’s progress toward achieving proficiency in the Standards (at the graduation level) is recorded on their transcripts using the following letters:

- B = Beginning to show proficiency
- D = Developing proficiency
- P = Has achieved proficiency
- A = Has achieved advanced levels of proficiency

STEP

8

Once a student demonstrates proficiency in all of the Standards assigned to the Learning Outcomes at the graduation level, they have met WCUUSD’s “Proficiency-Based Graduation Requirements” and are eligible to graduate. If they achieve this proficiency before their senior year, they have extra opportunities to achieve advanced levels of proficiency.

Helping students achieve proficiency while discovering their talents, interests, and aptitudes is what we do every day. And we couldn’t do it without your support. **Thank you** for making WCUUSD a dynamic place of learning.



Education Legislative Report

February 26, 2020 – Issue #3

As leaders of your school systems, you serve as a voice for public education. As your state associations, we work to strongly represent local education officials' concerns. Yet, there is no substitute for contact by constituents with their legislators. We encourage you to read the *Education Legislative Reports*, keep informed about issues, and stay in touch with your house members and senators. Here are links to Legislators' contact information, organized by supervisory union/district:

- [Word](#)
- [Acrobat](#)
- [Excel](#)

Throughout the session, you will receive regular issues of this *Report* provided through the collaboration of the Vermont School Boards Association (VSBA), the Vermont Superintendents Association (VSA), the Vermont Principals' Association (VPA), the Vermont Association of School Business Officials (VASBO), the Vermont Council of Special Education Administrators (VCSEA), the Vermont Curriculum Leaders Association (VTCLA) and Vermont School Boards Insurance Trust (VSBIT).

Pupil Weighting

The Senate Education Committee will hold a public hearing on [Pupil Weighting Factors](#) within the Education Funding System Room 11 at the State House on Wednesday, March 11 from 4:00-6:00 p.m.

The Senate Education Committee heard testimony on 2/19/2020 on the Pupil Weighting Factors (PWF). [Jay Nichols, Executive Director for the Vermont Principals' Association](#) provided testimony, urged the committee to take appropriate time to understand this issue, and to “consider the dynamic and complex education public policy initiative-laden whirlwind our schools currently exist within.” [Jeff Francis, Executive Director for the Vermont Superintendents Association](#) also provided testimony, offered testimony emphasizing the importance of legislators and school officials alike working to understand not just the importance of revising the weights appropriately, but also how adjusting the weights may affect current policy initiatives and the education funding system in general.

[Chloe Wexler, from the Vermont Legislative Joint Fiscal Office](#) provided testimony on 2/18/2020, which included a summary of the key highlights associated with the update to the equalized pupil weights proposed in the 2019 Legislative Pupil Weighting Factors (PWF) Report, a memo that details the analysis and identifies the assumptions used, and a spreadsheet that identifies the modelled equalized pupil change in FY20 by school district.

Inside this Report

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House Ways and Means Committee Receives School Budget Information from Agency of Education

Brad James, Education Finance Manager for the Agency of Education, has provided two school budget updates to the House Ways and Means Committee. As of the most recent update, with 90 of the 116 school districts reporting their budgets to the AOE, education spending per equalized pupil state wide is up 4.96% (compared to the forecast of 5.53% in the December 2 statutorily required [letter](#) from the Tax Department). A [summary of education spending and property yields](#) and “[Percent Increases - FY20 Preliminary Budgets](#)” was presented on 2/14/2020 by Brad James. House Ways and Means is not acting on a yield bill until later in the session.

The House Education Committee Approves Universal Prekindergarten Bill

Committee bill ([H.935](#)) underwent considerable deliberation and revision over the past few weeks. The Committee heard from [Lori Connors-Tadros, Ph.D., of the National Institute for Early Education Research](#), who applauded Vermont for addressing capacity and suggested that it is essential to address quality (especially the credentials of the lead teacher). The Committee heard from numerous other witnesses on the bill. The current draft aims to:

- realign regulatory oversight of PreK,
- require that school districts that pay tuition for prekindergarten education use uniform forms and processes developed by the Agency of Education,
- simplify and clarify the program qualification criteria for prekindergarten providers,
- require reports on:
 - the availability of qualified teachers for prekindergarten programs,
 - how to ensure that students who attend out-of-district prekindergarten programs continue to receive special education services, and
 - the future vision for prekindergarten delivery, and
- create a grant program to fund regional prekindergarten coordinators

Update: On 2/26/2020, the House Education Committee unanimously voted draft 12.1 out of committee; it is now in the House Human Services Committee for consideration as [H.935](#).

Literacy

H.668 proposes to provide assistance to supervisory unions in their implementation of Act 173 by providing grant funding to build systems-driven, sustainable literacy support for all students. In the House Education Committee, two representatives from higher education provided testimony on teacher preparation programs with regard to literacy. [Dr. Rob Schulze of Northern Vermont University Johnson](#) provided testimony suggested that most Institutions of Higher Education are meeting requirements for teacher training in reading because this is best practice. [Anne Slonaker of Castleton University](#) provided testimony and issued “caution to us as a state is to be mindful about the implications of the terms we utilize because they signal our political relationship to reading education.” The Committee heard [testimony from Heather Bouchey](#), Deputy Commission of the Agency of Education, who made [recommendations](#) on the current draft bill. The House Education Committee worked on clarifying language with regard to the logistics of the proposed grant process and hopes to move [H.668, version 3.2](#). out of committee by the end of February.

Senate Gives Final Approval to Universal Afterschool Task Force

[S.335](#) was discussed by the House Education Committee and Chair Webb testified in support of this bill in the House Committee on Appropriations on 2/18/2020. The House has not yet voted on S.335, which would provide the Task Force with funding to meet six times through December, 2020. Discussions continue to explore the possibility of the taxation and regulation of cannabis through [S.54](#) as the primary funding opportunity for Afterschool. S.54 passed in the Senate, and was approved by the House on 2/26/2020.

Senate Education Committee Continues to Discuss the State Board of Education Rules and Practices

Secretary of Education, Dan French, provided a [side-by-side of the Senate Education Committee's Draft 20-077 Draft 2.1](#) addressing the AOE [Proposed Division of State Board Rules & Practices](#). State Board of Education Chair, [John Carroll, provided testimony](#) on 2/12/20, emphasizing that "More than ever, an independent State Board plays a unique and pivotal role advancing democratic governance of education in Vermont, especially by bringing the voices of local schools and their communities to be heard by executive and legislative policy-makers in Montpelier."

Minimum Wage to Increase

Earlier this month, the Vermont Senate voted to override the Governor's veto to increase minimum wage and on 2/25/2020, the Vermont House overrode the veto as well. [S.23: An Act Related to Increasing Minimum Wage](#) will raise minimum wage in phases to \$11.75 as of January 1, 2021 and to \$12.55 as of January 1, 2022.

Labor Relations Bills Under Consideration

The following labor relations bills are under consideration in committees:

- **[S.226, draft 4.1](#) An act relating to statewide public school employee health benefits.** This bill makes changes to statewide bargaining for healthcare, including permission of an arbitrator to resolve a dispute with greater latitude. VSBA has testified several times in the Senate Committee on Education: most recently on [2/26/2020](#).
- **[H.805](#) An act relating to the collective bargaining rights of teachers** H.805 would modify current law to allow teachers to seek and accept employment while under contract. [Sue Ceglowski](#), [Jay Nichols](#) and VSA President Jeanne Collins testified on 2/21/2020.
- **[S.254](#) An act relating to union organizing** This bill proposes to require public employers to provide employee contact information in relation to an effort to organize a collective bargaining unit; to provide for the automatic deduction of public employee union dues from members' paychecks; and to permit unions to meet with new public employees for the purpose of providing them with information regarding union membership.
- **[H.428](#) An act related to collective bargaining** This bill proposes to permit employees to elect a collective bargaining representative through card check elections.

School Construction

On 2/11/2020, [David Epstein, TruexCullins Architecture + Interior Design along with Jeffrey Francis, Vermont Superintendents Association, provided testimony](#) to the House Education

Committee on school construction. The discussion provided an update on school modernization in Vermont and detailed the progress of an Ad Hoc workgroup, including consensus about the need to create a new stewardship program for K-12 schools that includes resources and leadership to design an effective system: Statewide Survey, State Construction Aid, Priority Criteria, Building Standards, Facility Director or equivalent, Facility Master Plan, AOE Staff, and Planning grants. Since then several committees have heard testimony related to school construction needs around the state, the impact on the Education Fund, and bonding capacity, and there was a Joint Committee hearing with the House Committee on Education and House Committee on Corrections and Institutions on 2/19/2020. School construction is now a regular topic of discussion in the House Education Committee and the House Corrections and Institutions Committee and will be discussed in the Senate Institutions Committee on Friday, February 28.

Proficiency-Based Education

Over the past two weeks both chambers heard testimony from multiple stakeholders on proficiency-based learning, with particular focus on the new and varied grading practices schools have adopted as part of the shift to PBL. President of Vermont Curriculum Leaders Association (VTCLA) and Director of Curriculum for Mill River Unified Union School District, [Dr. Andrew Jones, provided testimony on 2/13/2020](#) and [Sue Ceglowski of VSBA provided testimony on 2/18/2020](#) to the Senate Committee on Education. There continues to be a placeholder for PBL in the Miscellaneous Education bill.

Contraceptives in schools - [H.663 Version 2.2](#) seeks to prevent or reduce unintended pregnancies and sexually transmitted diseases by requiring all secondary schools (grades 7-12) to make condoms readily available, free of charge to students. The House Committee on Human Services heard from two superintendents as well as [Jay Nichols, VPA](#), who asked for careful consideration of costs, possible legal issues, implications for mandatory reporting and necessary training for school nurses.

Miscellaneous Education Bill (20-0407, draft 2.1)

Currently, the Miscellaneous Education bill addresses independent colleges, calls for the development of a model school wellness policy, extends the timeline of current language regarding school board vacancies, requires the provision of free feminine hygiene products in schools, and includes a placeholder for Proficiency-based Education.

School meals - Two bills in the Senate:

- [S.223](#) would require public schools to provide free school breakfast and lunch for all students. Joint Fiscal Office is studying the [associated costs of providing school meals](#), which would be borne by school districts and ultimately by the Education Fund. The estimated cost of Universal Free School Breakfast and Lunch with current participation in free and reduced-price lunch program” is approximately \$40,000,000; with the potential loss of federal aid, that estimate increases to approximately \$50,000,000.
- [S.273](#): in Senate Agriculture creates incentives for schools to purchase locally produced foods and provides related administrative support by creating one full-time position at the Agency of Education to oversee the program. This bill also establishes the goal that by the year 2023 at least 20 percent of all food purchased for school breakfast, lunch, and summer meals programs will be locally produced foods. This bill would give school boards operating a school lunch, breakfast, and/or summer meals programs the discretion to define what foods ought to be considered "locally sourced" and then would

require school boards to report annually to the Agency of Education an estimate of the percentage of locally produced foods that were purchased for those meals programs. . School boards sourcing at least 15 percent of the food for school meal programs locally would then be eligible to apply to the Agency of Education for a local foods incentives payment.

There are No New Senate Bills Released for Introduction Since Last Report

House Bills Released for Introduction Since Last Report

- H.906 An act relating to accrual of creditable service in the Vermont State Retirement System
- H.909 An act relating to the tax effect that resulted from inequitable and inadequate student equalized pupil weighting from 2000–2018
- H.910 An act relating to adding new weights to the weightings used to calculate equalized pupils
- H.911 An act relating to identifying the costs in student outcomes related to inadequate funding through inequitable and inadequate equalized pupil weights from 2000–2018
- H.912 An act relating to a moratorium on the education tax finance mechanism
- H.913 An act relating to stress testing the Vermont State Retirement System and the State Teacher's Retirement System
- H.915 An act relating to a requirement that an athletic trainer be present at public school sponsored field hockey and soccer events
- H.922 An act relating to miscellaneous amendments to the Vermont State Employees' Retirement System

The entire list of bills introduced can be found on the Vermont Legislature website [here](#).

The full list of education-related bills being monitored can be found [here](#).